An Approach to Faculty Involvement

At the time of this writing, Oregon State University does not reflect the atmosphere of crisis that was a characteristic of some Oregon campuses and many national campuses last year. We have had no confrontations, bombings or strikes. But the issues that were associated with last year's turmoil across the nation have not disappeared and there is no necessary reason to believe campuses in general and our campus in particular will retain its facade of tranquillity.

A group of OSU faculty has recently been reflecting on the campus events of last year, the public reaction to campus developments, and upon the institutional and philosophical foundations that have affected the ability of universities or colleges to absorb the continuous shocks of day-to-day crisis.

The group drafted a statement of personal beliefs about what a university is and about certain relationships within the university. The statement was considered for publication in the local newspaper. On reflection that appeared unwise, for there would be no way of determining the degree to which the whole faculty of Oregon State University identified with it. Furthermore, it was clear that considerably more thought should go into such an expression of beliefs. For these reasons, we are offering the statement for the faculty's consideration and we ask for response. In particular, does the faculty think a statement like this is constructive? Is the statement complete? What definitions or additional material are required to provide substance to the statement?

The statement of beliefs or principles we offer for your consideration is as follows:

1. We believe in an "open" university where controversial issues can be discussed.

2. We recognize that the members of the university community are also citizens who have interests that are not limited to the university curriculum.

3. Our concept of the university is broad enough to provide for intellectual involvement in both traditional academic discipline lines as well as in issues of current social concern.

4. We subscribe to the principle of academic freedom such as that expressed in the OSU Faculty Handbook and the AAUP 1940 statement.
5. We believe that in a university the pursuit of knowledge and open exchange of ideas requires an atmosphere free from intimidation and physical provocation.

6. We recognize that the university community consists of a multitude of identifiable groups having a multitude of interest and philosophies and we believe that, except for the State Board or its agent, no single campus group or collection of campus groups can arbitrarily determine the university's destiny or mission or the disposition of its physical facilities.

7. While we believe the university, in all its aspects, is amenable to self-examination, appraisals, and, perhaps, reformation, we think that this process of self-examination and internal change must, like free academic inquiry, take place in an open and intimidation-free environment—an atmosphere that is conducive to objective and systematic analysis rather than one charged by impending crisis.

8. We believe that the character of the university makes it essential that there exist a set of "rules of the game" that reflect the conditions necessary for an open intellectual and academic atmosphere. These rules must reflect the civil liberties assured by civil law and violation of the rules would provide cause for appropriate disciplinary action.

9. While we believe it is the responsibility of both the students and the faculty to maintain an open university environment, it is also true that the immediate responsibility lies with the institutional chief executive.

10. And lastly, we accept our portion of this responsibility.

Robert R. Becker
Biochemistry

Douglas M. Egan
Business Administration

C. W. Hovland
Religious Studies

James G. Knudsen
Engineering

Robert O. McMahon
Forestry

Gary W. Sorenson
Economics

October 27, 1970
Academic Order and Representation

Do our representatives really represent us?

That question arises among citizens of city, state, and nation as well as the members of faculties and student bodies. The "Oregon System" of initiative and referendum has provided a means for going directly to the voters on particular issues, and the proposal for a punchcard city opinion ballot in Corvallis would apply this principle for the advice of the City Council. But faculties, and ours in particular, generally lack such an approach to the questions considered by a Faculty Senate.

Unfortunately, in elections of members of the Faculty Senate the philosophies of the candidates concerning issues before the Senate do not emerge clearly. Moreover, we seldom know what issues will come before the Senate at the time we elect Senators. Hence, the Senators elected hardly have a mandate for any particular position. Actually, as among peers in the faculty those whom we elect to the Senate can hardly claim a "blank check" to exercise a vote as a matter of personal privilege, either. Instead, I submit that they have a trusteeship to investigate the issues, inform their colleagues, and finally to sound out the opinions among their constituents with the aim of voting as their colleagues desire.

If such a trusteeship is to be effective, a Senator must know exactly who constitute his constituency, and his people must have some ultimate method available for registering their vote on any particular issue if they desire. To this end a proposal appeared last Spring which would provide a means for taking any question to a vote of the entire faculty so that the entire membership could decide (a) whether to make a decision at all and (b) whether to approve the proposal or reject it. This voting proposal would use the punchcard ballot method and provide for a vote by mail so that all could vote.

Since a large number of our colleagues subscribed to the proposal in the last spring issue of the Faculty Forum Papers, it does appear that the Administration and Senate have a responsibility to consider seriously this proposition advanced in the interests of academic good order.

29 October 1970

Fred W. Decker
GUIDELINES FOR PREPARATION OF MANUSCRIPTS FOR THIS PUBLICATION

The "OSU Faculty Forum Papers", a publication for the exchange of faculty opinions concerning university affairs, is published monthly through the office of the Dean of Faculty with the assistance of a faculty advisory committee. Guidelines for this publication were approved by the Faculty Senate on March 7, 1968 and appear in the March 15, 1968 edition of the Staff Newsletter. The guidelines contain the following directions for the preparation of manuscripts:

a. Must be authored by a faculty member eligible for election to the Senate according to the provisions of Section 2 of Article IV of the Bylaws.

b. Should be typed in a form which can be reproduced directly without the need of retyping or rearranging. Short papers of one or two pages may be typed with either single or double spacing to make best use of full pages. Longer papers must be single spaced. Other requirements:

   (1) Use 8-1/2" x 11" plain white bond paper (sub.20)
   (2) Type on one side of page only
   (3) Do not number or fold sheets
   (4) Leave at least 1-1/2" margin at the top of all pages

c. Should not exceed a reasonable length. A six page limit is suggested, including displays such as tables or graphs. If this limit is exceeded, publications will require approval of the faculty advisory committee.

d. Should be signed (use black ink) and dated by the author at the end. The author's name and a subject, if appropriate, may be typed at the heading of the first page of the paper.

e. Manuscripts are to be submitted to the office of the Dean of Faculty. Receipt of each manuscript will be acknowledged. For each monthly publication, the deadline for the receipt of manuscripts shall be noon of the last full working day (Monday thru Friday) of the preceeding month.