

STANDARD SIX GOVERNANCE AND ADMINISTRATION

“Explain significant changes in the governing board, leadership, and management of the institution.”

Standard 6.A — Governance System

The Oregon State Board of Higher Education (OSBHE) and relevant committees have discussed the concept of campus boards. The University’s position was to support the creation of advisory boards, but the institution did not support any effort to dilute the authority of the State Board. As the smallest campus in the OUS, EOU would likely be hurt by the creation of independent university boards with decision-making authority. Therefore, the University does not consider this path to be in the best interest of its students or learning opportunities in eastern Oregon.

In OSBHE’s transition to the tuition-driven Resource Allocation Model (RAM) funding model initiated in 2000, the University’s state funding fell below the “funding floor” set by OUS because of the loss of special small school funding sources. For instance, the University received funds for the EOCCC program through the community college system. OUS refused to recognize those funds on their reports. Thus, when those funds were cut, OUS refused to recognize the cut in its reports to the Board. According to the funding floor, each university’s budget would be increased by a minimum of 3% over the prior year. The University received a minimum 3% increase during the 1999–2001 biennium when the State posted a record increase in support to higher education. Meanwhile, the larger state institutions received record double-digit increases in state funding (i.e., PSU).

Recognizing the disparate effect of the original RAM funding system and over loud objections from the large campuses, OUS has made at least three major revisions to the special targeted funding to the State’s four smaller institutions — including EOU. Each of these adjustments resulted in a marginal increase in funding returning to the small campuses. The adjustments have worked to stabilize the University’s funding situation.

As the State cuts funds, the University has advocated that those campuses who benefited most from the move to the RAM should bear a larger portion of the cuts. The University continues to support and advocate a structural revision to the RAM where special funding would be combined with the institution’s per-student funding to create a permanent, higher per-student funding level for the University’s learners. The large State institutions fiercely oppose such a move.

Standard 6.B — Governing Board

There has been no structural change in OSBHE, which continues to function as the governing board for the OUS. However, OSBHE currently is experiencing significant transition in membership.

Current members of the Board¹ include:

Jim Lussier, President
Leslie Lehmann, Vice-President
Kerry Barnett

¹ The roster of OSBHE membership provided in the document is more current than the roster posted at <http://www.ous.edu/board/roster.htm> dated 8/15/03.

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Roger Bassett (retired, replacement pending)
Bridgit Burns (Oregon State University student)
Tom Imeson (term expired)
Henry Lonenzen
Rachel Pilliod (University of Oregon student)
Geri Richmond (term expired, still serving)
Don Vanluvanee
Bill Williams (retired, replacement pending)
Phyllis Wustenberg

Standard 6.C—Leadership and Management

Description of Significant Changes

Significant changes in institutional organization pertain to the addition of three Advising Support Specialists for the School of Arts and Sciences who report to the Provost.²

The University's executive staff members are:

- Dixie Lund, Ed.D., Interim President, Associate Professor (2003). The President is the chief executive officer of the institution and a member of the Chancellor's Executive staff. She is responsible to the Oregon University System for all matters affecting the University, and sits on the Oregon University System President's Council, which typically meets monthly. (Dr. Lund has served as Dean of the Division of Distance Education for several years prior to her appointment as Interim President.)
- John Miller, Ph.D., Provost and Vice President for Academic Affairs, Professor of Sociology (2002). Dr. Miller is the principal academic officer of the University and a member of the President's Executive staff. He serves as chief administrative officer in the President's absence. He sits on the Oregon University System Academic Council, which typically meets monthly.
- Sheldon Nord, Ph.D., Vice President for Student Affairs, (July 2003–present), Professor. Dr. Nord is responsible for student services at the institution, as well as for athletics, and is a member of the President's Executive staff. He sits on the Oregon University System Student Affairs Council, which typically meets monthly.
- Darlene Morgan, Vice President for Administration and Finance (1998). Ms. Morgan serves as the principal fiscal and business officer of the institution and is a member of the President's Executive staff. She is responsible for budgeting, accounting, contracts, auxiliary enterprises, physical plant, labor relations, and construction. She sits on the Oregon University System Administrative, Council which typically meets monthly.
- Tim Seydel, Assistant Vice President of University Advancement (1999). Mr. Seydel is responsible for alumni relations, government relations, communications, and marketing, and is a member of the President's Executive staff.

This organizational structure is fairly standard in public higher education and largely consistent across the Oregon University System.

² See Appendix 0, Organizational Chart for the institution and for Academic Advisors in the School of Arts and Sciences. See Exhibit 57, University Organizational Charts. Unit organization charts are found in the online *Faculty/Staff Handbook* and at (<http://www.eou.edu/academic/handbook/SECTIONS/12-5.HTM>).

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The University Advancement Office includes alumni affairs, government relations, communication, marketing, and development. The University Foundation is established and operates in accordance with strict State regulations. The President typically meets monthly with the Foundation's executive committee.

The Affirmative Action Officer and Executive Assistant to the President report to the President. The Affirmative Action Officer also serves as the advisor to the Native American Program.

Regional Services Institute (RSI)

The Regional Services Institute was effectively cut from the University's budget effective July 1, 2002. The institution decided to eliminate support for this program, in part because the program manager was able to secure other sources of funding. Also, the Institute's economic development mission only marginally coincided with the University's exemplary learning mission, and RSI's mission did not allow for much in the way of student internships. However, the University worked with the RSI staff to help them successfully move off campus; RSI continued to occupy space and use some services on campus during their transition to outside grant funding. RSI has continued to operate and maintains offices in downtown La Grande.

Institutional Research and Assessment

As noted in the 1998 accreditation report, the University has had difficulties in the past gathering accurate data on a wide range of topics. The University addressed this issue in the 2001 Focused Interim Report, in which the University indicated that it would be hiring a person responsible for institutional research. That person has now been hired and her position is shared equally between EOU, OIT, and OUS. She comes from the OUS central office and is familiar with the OUS databases. Her hiring has already proved invaluable, a fact demonstrated by accuracy of reports that have eliminated discrepancies between EOU- and OUS-generated data.

Office of Research and Sponsored Programs (ORSP)

In 1999, the Office of Research and Sponsored Programs was established to assist faculty in identifying and making grant applications. Its functions include:

- Maintenance of active membership in several research organizations, including Council for Undergraduate Research (CUR), Society for Research Administration (SRA), Community of Science (COS), and National Council for University Research Administration (NCURA). These organizations provide support for both undergraduate and faculty research. Faculty and students have taken advantage of numerous opportunities these organizations provide or identify.
- Ensuring compliance with federal regulations regarding the use of humans and animals in research activities. ORSP keeps records and tracks all research involving humans and animals and files appropriate compliance forms with federal agencies. ORSP also oversees the human subjects committee Internal Review Board (IRB).
- ORSP provides electronic grant administration (ERA) services to faculty. ERA includes grant submission, review, fund transactions, and reports. ORSP also assists the budget office with ERA.
- ORSP provides a single source for funding opportunities, grant workshops, and new initiatives for research. The Office sends electronic announcements to faculty members, deans, or program directors, providing reminders of funding opportunities.

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- ORSP serves as a faculty development office overseeing the equitable distribution of faculty development funds (\$40K) and providing assistance to faculty preparing applications for Faculty Scholar Funds.
- ORSP oversees the distribution of the Sharing the Learning Fund³ to support student research projects.
- ORSP assists faculty in identifying and participating in sponsored (contract) research efforts.
- ORSP maintains a website⁴ that contains information concerning all aspects of research and faculty development. The ORSP website contains information on university policy, federal regulations, faculty recourses, funding databases, and contact personnel for research-related committees.

The current ORSP director will continue in the position without reassigned time and the office will move to a suite of offices in Inlow Hall that focuses on Teaching, Learning and Assessment; International Programs; the Honors Program; the Cornerstones Program; the Institutional Research and Assessment Office; and Advising.

Assessment of Changes

The University's President serves full-time and adheres to the duties, responsibilities, and ethical conduct requirements of the administration. The previous President, Dr. Phillip Creighton, initiated a three-year evaluation process for each person reporting to him. Members of the President's staff and other members of the University community with whom the evaluated person has ongoing contact are consulted during the evaluation process. Other formal evaluation processes for administrative-support faculty and classified staff are in place in Academic Affairs, Student Affairs, and Administrative Affairs.

Dr. Creighton combined two independent offices — University Relations and Development/Alumni Relations — into the University Advancement Office. The Assistant Vice President of University Advancement oversees that operation. Consolidating these operations into a single office enhanced the University's overall coordination of internal and external relations with stakeholders. With the addition of more staff – including a graphic artist – the scope and range of activities in the Office of University Advancement has expanded.

Five years ago, one person performed both functions of the Executive Assistant to the President and Affirmative Action Officer. Another person functioned as the President's secretary. The individuals retired shortly after Dr. Creighton arrived at the University. Dr. Creighton combined the Executive Assistant and secretary functions into a single position – Executive Assistant to the President.

In 1998, the institution's Director of the Native American Program assumed additional responsibilities of overseeing Affirmative Action. From an administrative point of view, this rearrangement of duties and responsibilities has functioned well, but the Director of the Native American Program / Affirmative Action Officer reports that service to students in the Native American Program has been reduced by these additional duties (See Standard Three, Native American Program).

The *Faculty/Staff Handbook* outlines required personnel processes and procedures required of the administration as well as teaching faculty. (See Standard 4, Policy 4.1 for elaboration). These requirements are evident in the University's Administrative Support Faculty Personnel Committee (ASFPC), which has few counterparts in higher education institutions. ASFPC has played an essential part in proposing, responding to, and tracking administrative processes and procedures.

³ See Exhibit 21, Sharing the Learning Program, 2003.

⁴ See <http://www.eou.edu/orsp/>.

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The recently implemented administrative-support faculty salary matrix greatly improved the management for that group of employees. The personnel committee played a major role in developing and implementing the matrix. The greatest problem in the salary arena is that salary levels at the University are far below national norms for administrative-support faculty, teaching faculty, and other small school administrative salary levels in the Oregon University System. The System's repeated attempts to remedy this problem during legislative sessions have been unsuccessful.

Standard 6.D — Faculty Role in Governance

In February 2003, the Associated Academic Professionals (AAP) was certified as the sole bargaining agent at the University regarding employment issues such as working conditions, salaries, and benefits for teaching faculty and librarians. The University is currently clarifying the respective roles of the union and other faculty governance organizations. The collective bargaining process itself may assist the University in this clarification. (See Policy 6.2; see also Standard Four).⁵

The Commission's 1998 Interim Accreditation Report expressed concern related to committee assignments on standing and *ad hoc* committees:

Standing Committees⁶

As indicated by the *Eastern Oregon University Constitution and Bylaws, Article 1. Standing Committees, Section 1. Selection of Membership*, the Executive Committee recommends the membership of standing committees to the Assembly for ratification at the June Assembly meeting, in accordance with the guidelines established by the Assembly. Committee appointments are for a two (2) year term. The following outlines the process leading to appointment:

- Each member of the Assembly (teaching faculty, administrative support faculty, and classified staff) receives a Committee Preference Form. On this form, individuals may identify the committees on which they are serving and those on which they might like to serve in the next year. Each individual indicates strong interest, mild interest, or no interest, then returns the form to the President's Office.
- On receipt of the Committee Preference Forms in the President's Office, the gathered information is put into an Excel database and forwarded to the Assembly Secretary for submission to the Executive Committee.
- The Executive Committee reviews the Standing Committees vacancy list.
- Once this process has been completed, the Standing Committee appointments are brought forward for approval at the June Campus Assembly. If individuals resign from a committee or leave the University, the Executive Committee convenes and reviews the Committee Preferences submitted earlier in the year. The new appointment(s) are then brought forward to the Campus Assembly for approval.

In June 2002, the Diversity Committee received Assembly approval as a permanent Standing Committee. Article I of the *Eastern Oregon University Constitution and Bylaws* was amended accordingly to include a section describing the organization, duties, and responsibilities of the committee.⁷

⁵ See Appendix P, 2003-2005 Foundations for Negotiations between Eastern Oregon University and American Federation of Teachers, Eastern Oregon University Associated Academic Professionals (AAP).

⁶ See Exhibit 58, Assembly Standing Committee Documents and EOU constitution and Bylaws.

⁷ See Exhibit 59, Diversity Committee Proposal and Assembly Minutes, June 4, 2002.

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Ad Hoc Committees

Appointments to *ad hoc* committees fall under the purview of the Provost's Office and follow established Faculty Handbook procedures. (See <http://www.eou.edu/assembly/constitution/SECTIONS/11X.HTM>).

Standard 6.E—Student Role in Governance

Students continue to play a significant role in campus governance and programming. ASEOU's organizational structure changed in 2001 to a city council model made up of eight senators and a president elected by students. Executive officers of Finance, State Affairs, and Campus Affairs are then hired by the Senate to perform specific functions. Impetus to change came during a year when student government interpersonal relations and the efficiency of a 20+ member senate became problematical. Satisfaction is high after one year with the new model. The next officers will work to define more specific responsibilities for senators, and leadership training will be offered through the INTACT program each quarter. Of the areas that need attention, record keeping is one where guidelines must be established and followed so that minutes are kept and decisions tracked.⁸

Policy 6.1—Policy on Affirmative Action and Nondiscrimination

Since the 1998 Accreditation Report, the University has reviewed and updated policy statements on affirmative action, salary equity, and consensual relationships.⁹

Policy 6.2—Policy on Collective Bargaining

Description of Significant Changes

The Oregon State Public Employees Union (OPEU) represents all classified staff at the University. By Employment Relations Board certification on February 24, 2003, all teaching faculty and librarians are represented by Associated Academic Professionals (AAP), an affiliate of the AFL/CIO's American Federation of Teachers (AFT). Collective bargaining with OPEU takes place at the OUS level. Collective bargaining with AAP, which begins this year, involves both the OUS and the University.

Assessment and Current Status of Unions

Oregon State Public Employees Union (OPEU). While OPEU had bargained with the State of Oregon in the past, in the middle 1990's the Oregon legislature allowed OUS to detach itself from a number of aspects of the Oregon State personnel system. Under the old system, the geographical and institutional distances between bargaining entities—OPEU and the State—minimized the possibility that campus-based animosities would exist when bargaining took place.

Today, differences between OPEU and OUS may conceivably result in more conflict between University colleagues. The University's administration and its OPEU-represented employees have been working collaboratively on specific processes designed to build both the attitudes and procedures necessary to handle negotiation and collaboration on non-contract issues in ways that build trust and that provide mutually beneficial results.

⁸ See Exhibit 38, Student Activities Documents.

⁹ See Exhibit 60, University Policy Statement Updates—Affirmative Action, Salary Equity, and Consensual Relations.

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Associated Academic Professionals (AAP). In Spring 2002, a majority of the University's teaching faculty and librarians presented signed cards to the President requesting voluntary recognition of a faculty/librarian union. EOU/OUS administration declined. By decision of the Employee Relations Board on December 5, 2002, the bargaining unit was determined as follows: "All regular full-time and part-time employees of the University working as librarians and teaching faculty holding ranks including Professor, Associate Professor, Assistant Professor, and Instructor, excluding those employees represented by another bargaining unit, those who teach exclusively noncredit courses, those employed exclusively by the Division of Distance Education or Summer Session and supervisors and casual employees as defined by PECBA." An election took place on February 11, 2002 with a majority approving the establishment of a union and approving AAP as the sole representative of teaching faculty and librarians at the University. The election was certified by the Employee Relations Board on February 24, 2003, and AAP members ratified a Constitution and bylaws and elected officers on April 2, 2003. At this writing, both AAP and EOU/OUS are negotiating a first contract.

During the union organizing campaign, the faculty were divided about the establishment of a union. Those who opposed a union expressed concern about its possible negative effect on collegial relationships among faculty and administration or were unconvinced about the appropriateness of teaching faculty participation in public sector employee unions. Others did not wish to be affiliated with the American Federation of Teachers. Proponents argued for a stronger faculty voice in issues related to working conditions, salary, and benefits; greater protection for bargaining unit members without the benefit of tenure; and institutional stability (a concern about changes and anticipated changes in top administrative positions).

While a majority did approve establishing the union and affiliation with AFT, members of the bargaining unit remain divided on the union and the issues raised during the unionizing campaign. Both AAP and EOU/OUS have begun the process of collective bargaining on a note of mutual respect, sharing the expenses of an outside consultant to assist both groups in establishing ground rules and an action plan for negotiations.¹⁰

Appendices

- O Organizational Chart for EOU
- P 2003-2005 Foundations for Negotiations

Exhibits (available on campus)

- 21 Sharing the Learning program (May 2003)
- 38 Student Activities Documents
- 57 University Organizational Charts
- 58 Assembly Standing Committee Documents
- 59 Diversity Committee Proposal and Assembly Minutes, June 4, 2003
- 60 University Policy Statement Updates

¹⁰ See Appendix P, 2003-2005 Foundations for Negotiations.