

## IFC

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Lerma said last year's IFC wanted the EMU to cut management rather than eliminate student jobs and attempted to use budget notes to preserve student jobs and programs.

"The EMU board absolutely refused to consider reorganizing management," Lerma said. "The administration didn't like the students making waves."

At Brand's request, a committee of faculty, staff and students reviewed the Clark Document during the summer and fall of 1992, but they couldn't agree on a new fee allocation system, said EMU Director Dusty Miller, who was chairman of the committee.

EMU board member Carmel Bender, who served on the committee, said members couldn't agree whether the IFC could use budget notes to restrict how the EMU spends student fee money.

If the University's new plan is adopted, faculty and staff on the EMU board will vote on the budget, which is a change from the present system of only students allocating student money, Moseley said.

"The faculty and staff would play an advisory role and bring continuity to the process," Moseley said. "Students would still have the majority of votes and would control the money."

However, student government officials said the proposed plan would take student money out of student control.

Students don't control how the Counseling Center and Student Health Center use student fees, and the new plan would leave students in control of only 20 percent of the \$106 per-term student incidental fee, said IFC Chairman Steve Masat.

Masat said the University's plan would force Brand to change both the Clark Document and the ASUO Constitution.

"President Brand has the authority to change the Clark Document," Masat said. "But that action would demonstrate a lack of democratic commitment to student government or involvement on the part of University administration."

The ASUO doesn't believe University faculty and staff should serve with students on a committee that allocates student money because faculty can unfairly influence students, said ASUO Vice President Karmen Fore.

## TEACH

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some legislators have a misperception of faculty workload. He said many neglect to consider such things as class preparation time, hours spent on graduate theses, grading, writing proposals for grants and office hours.

"Traditionally, we haven't tried to tell people what goes on in the classroom — we didn't think anybody cared," Wright said.

Wright said another reason why the public is critical of how faculty spend their time is because the Legislature is currently being driven by a Republican perspective that believes state employees aren't giving enough.

Cutting down on research is a step in the wrong direction, Wright said.

"Research is learning — faculty and students are learning," he said. "When faculty stop learning, it's only a matter of time until the students stop learning."

Steve Keele, who is the head of the psychology department, said in his department, it is expected that professors spend half their time on research and the other half is spent on instruction.

"Sometimes, people think knowledge just sits there, you open the door, and then you teach it," Keele said. "People have the notion that you just teach — well, where does this knowledge come from? It comes from research."

Keele said people should keep in mind the distinctions between the institutional levels

## BILL

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Changing priorities have lessened the need for research, Hamby said. Heavy investment in military research resulted from Cold War policy, but the changing political climate calls for an appropriate education agenda, she said.

"With America, and Oregon, facing a different kind of crisis, our educational priorities must reflect such," she said.

The time university professors spend conducting research could be utilized better in the classroom, Hamby said.

Hamby said the purpose of Senate Bill 298 is twofold: to provide information to the Legislature for assessment of the state's higher education system and to serve as a "truth-in-education act."

Distinguishing between professors who are primarily teachers and those who are primarily researchers would allow legislators to determine what amount of state funds is allocated to each endeavor, Hamby said.

Denying credit for student-taught courses would allow students to obtain the education they pay for from a qualified teacher, Hamby said. She said she believes a "bait-and-switch" deception occurs when students enroll professors' classes that are actually taught by students.

"Is it too much to expect that when a student registers for a course taught by a particular instructor," Hamby said, "that the course is indeed taught by that instructor?"

— that universities' missions are on research and instruction and colleges primarily focus on teaching.

Would decreasing research and teaching an additional class, as some legislators are considering mandating, improve the quality of education in the state?

John Moseley, the University vice president for research, said he doesn't believe so. He said decreasing the amount of research would be a big mistake.

"What we need to do is give professors more time to spend with their students in their classes, not throw them in front of classes with even more students," Moseley said.

## FACULTY SURVEY

ACTIVITY	HOURS PER WEEK
Classroom teaching	8.0
Class preparation	12.2
Advising	7.1
Grading	4.6
<b>Total classroom instruction</b>	<b>31.9</b>
Research*	15.9
Grants — preparation and management	1.5
<b>Total research</b>	<b>17.4</b>
Administration	4.8
Service off campus	3.3
Service on campus	.8
<b>Total professional service</b>	<b>8.9</b>
<b>Total</b>	<b>58.2</b>

\*Research normally involves teaching graduate students in non-classroom settings.  
Study conducted for the Office of Legislative and Community Relations Emerald

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