

5-5-1986

Faculty Senate Monthly Packet May 1986

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

Let us know how access to this document benefits you.

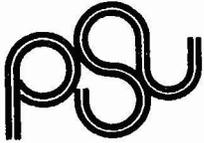
Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet May 1986" (1986). *Faculty Senate Monthly Packets*. 22.

<https://pdxscholar.library.pdx.edu/senateminutes/22>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

LD4349
.A192
F25



portland state university

MEMORANDUM



To: Senators and Ex-officio Members of the Senate
From: Ulrich H. Hardt, Secretary of the Faculty

The Faculty Senate will hold its regular meeting on May 5, 1986, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the April 7 and 14, 1986, Meetings

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators

Questions submitted for President Blumel by Mike Heneghan and the Steering Committee, respectively:

a. "What is the relationship between the faculty Senate and the administration in light of the collective bargaining agreement? (Is the Senate an independent body of the faculty or is it effectively part of the administration?)
What issues cannot be brought before the Senate or discussed on the Senate floor in light of the collective bargaining agreement?"

b. "Why is Portland State missing from the list of Oregon institutions contained in the "Annual Report of the Economic Status of Academe, March/April 1986

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

- *1. Budget Committee, Annual Report - Edner
- *2. University Athletics Board, Annual Report - Kinnick
- *3. University Honors Program Board, Annual Report - Crawshaw
- *4. Teacher Education Committee, Annual Report - Tate

F. Unfinished Business

- *1. Approval of Teacher Education Programs - Guy
- *2. Proposed Constitutional Amendment, Article VII - Moor

G. New Business

H. Adjournment

- *The following documents are included with this mailing:
- B Minutes of the April 7 and 14, 1986, Senate Meetings
 - E1 Budget Committee, Annual Report**
 - E2 University Athletics Board, Annual Report**
 - E3 University Honors Program Board, Annual Report**
 - E4 Teacher Education Committee, Annual Report**
 - F1 Revised Teacher Education Programs**
 - F2 Constitutional Amendment, Article VII**

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 7, 1986
Presiding Officer: Robert Jones
Secretary: Ulrich H. Hardt

Members Present: Beeson, Bennett, Bentley, Bjork, Boyle, Brenner, Cabelly, Campbell, Cogan, Constans, Cumpston, Diman, Dressler, Dunkeld, Edner, Edwards-Allen, Erdman, Featheringill, Fisher, Goekjian, Grimes, Hakanson, Hammond, Heneghan, A. Johnson, R. Johnson, Jones, Kempner, Kimbrell, Kristof, Lockwood, Lutes, Mandaville, Marty, Maynard, Moor, Morris, Neklason, Ogle, Olson, Parshall, Peterson, Rodich, Scheans, Scruggs, Smeltzer, Solie, Sommerfeldt, Soohoo, L. Steward, Tang, Tracy, Weikel, Westover, Wrench.

Alternates Present: Stowell for Stuart, Hein for Tayler.

Members Absent: Badi'i, Goslin, Wurm, Wyers.

Ex-officio Members Present: Blumel, Bogue, Corn, Dobson, Edgington, Erzurumlu, Everhart, Forbes, Hardt, Miller, Morris, Nicholas, Pfungsten, Reardon, Ross, Schendel, Toulan, Trudeau.

April 14, 1986

Members Present: Bennett, Bentley, Bjork, Brenner, Cogan, Constans, Cumpston, Diman, Dressler, Featheringill, Grimes, Hakanson, Hammond, Heneghan, A. Johnson, R. Johnson, Jones, Kristof, Mandaville, Maynard, Moor, Morris, Ogle, Olson, Parshall, Rodich, Scheans, Scruggs, Smeltzer, Solie, Sommerfeldt, Soohoo, N. Stuart, Tang, Westover, Wrench.

Alternates Present: Chapman for Edner, Kasal for Kimbrell, Daily for Erdman, Hein for Tayler.

Members Absent: Badi'i, Beeson, Boyle, Cabelly, Campbell, Dunkeld, Edwards-Allen, Fisher, Goekjian, Goslin, Kempner, Lockwood, Lutes, Neklason, Peterson, Steward, Tracy, Weikel, Marty, Wurm, Wyers.

Ex-officio Members Present: Blumel, Bogue, Dobson, Edgington, Erzurumlu, Everhart, Hardt, Miller, Paudler, Pfungsten, Reardon, Ross, Schendel, Trudeau, Williams.

APPROVAL OF THE MINUTES

The minutes of the March 3, 1986, meeting were approved as circulated.

ANNOUNCEMENTS

JONES announced the death of Senator David Newberry and asked the Senate to observe a period of silence.

GUY gave notice of a motion to be made at the May Senate meeting to approve new teacher education programs which would comply with the new Administrative Rules, effective January 15, 1987.

BLUMEL introduced the new Dean of the School of Education, Robert Everhart, who comes to PSU from UC Barbara with a distinguished record.

Chancellor WILLIAM E. DAVIS was presented and he addressed the Senate next. He introduced Vice Chancellor for Academic Affairs Larry Pierce, formerly professor of political science at UO, who works primarily with the academic vice presidents and deans of the universities and colleges in the system. DAVIS also congratulated Dean Everhart for joining the University as it is riding the crest of much forward progress and development. The Chancellor reviewed that he is finishing his fourth year in Oregon and that he took pride in what has been accomplished during that time; he also said that he had been blamed for lots of bad things, including some that happened before his time.

DAVIS pointed out that the PSU library addition was approved during the last board meeting as one of the top two priorities of capital construction during the next biennium. This is a very substantial project which will need all of our help in rallying the legislators around it. Library maintenance and improvement have always been important to him, DAVIS said. The expansion and development of the excellence of this institution can be thwarted until we expand the library, which not only serves the University itself but also most of the private and community colleges in the community, as well as the community at large. The PSU library is a treasure and a resource which should be widely shared, and it greatly needs expanding. Four years ago \$800,000 were spent annually for the PSU library; 10%-10.5% increments have been given since then to acquisition, books and bindings, including a \$180,000 one-time supplement during one biennium, to bring the current library support to \$1.6 million. The \$6 million request for state-wide library automation was not approved by the legislature, but the request will be made again as a very high priority.

DAVIS listed freezing student tuition for three years as another one of his achievements. In-state tuition in Oregon had climbed higher than out-of-state tuition in Texas, New Mexico or Arizona, and something needed to be done. There had also been some discussion of closing some of the institutions and substantially reducing the budgets for higher education. Student enrollment had plummeted 6-8% in a three-year period. A strategic plan was devised by Larry Pierce to seek grass-root level support in all communities, and that plan has been successful; the state agreed that higher education was important and had to be supported. The tuition freeze, which cost the legislature \$22 million, demonstrated a commitment to students in the state. Enrollment, which in some schools had been declining rapidly, stabilized and has increased again. Among the most dramatic in its success was PSU.

The budget also committed \$3 million to deferred maintenance, some money for equipment, and, finally, money for a 10.5% salary increase, which had been granted on paper but had not been funded in the previous biennium. This enabled the Chancellor to lay a foundation for his campaign for the next biennium. Again DAVIS said he used one-on-one contact with over 90 legislators, getting the help from institution presidents when talking to legislators in the respective regions. The number one priority was a \$40 million increase in salaries, which will allow Oregon to begin to become competitive again with institutions in other states. The legislature responded to this intensive campaign, and the governor bought virtually the entire package.

DAVIS listed the standardizing of the admission requirements for all of the institutions in the state as one of the important achievements during the preceding biennium. At first, 67% of the high schools said they would be unable to meet the new requirements (4 years of English, 3 years of math, 3 years of science, and 3 years of social science) by 1985. As it turned out, however, 100% of the school districts were able to comply with the requirements. The impact on college board exam results was almost immediate. The first year, scores jumped by 20 points, the second year by another 20 points, and Oregon is now ranked second in the nation in terms of the college boards, with 43% of Oregon high school students taking the test.

It was also predicted that higher education enrollment would go down if we raised our expectations of students. However, at a time where there was a 6.5% decline in high school graduates in the state, there has been a 6.5% increase in the entering freshman class, a net gain of about 13%. Students are coming better prepared, they are staying longer and are more serious about their studies. This has had an impact on the legislature, showing them that we meant business, and they have been very supportive.

In this past session DAVIS also sought support for several special programs. \$3.5 million was approved for deferred maintenance, giving a total of \$6.5 million annually for the state system; the goal is to get up to about \$10 million, or 1% of the plant value of the operation per year. \$4 million for equipment was also allocated for the first time.

Among other significant facts is the program enhancement money received in both legislative sessions, specifically dedicated to upgrade the equipment and machinery for computer sciences and the engineering programs, as well as to establish a program for international trade and development here at PSU. DAVIS identified this as the most focused of the new programs in the state, and he is delighted with the progress being made.

Lottery monies came along, and the argument was used that it would be good economic development to put the construction industry to work. No new facilities had been built since 1979, and there was a back log of buildings vitally needed to move the state system ahead. Among those was the Business Administration building at PSU, which is becoming the first of the structures to be built with lottery funds.

Overall as a system funding has gone from \$300 million of general funds for 1981-83 to \$520 million for 1985-87. DAVIS admitted that the system is

still playing catch-up. An argument he uses with legislators is that it is un-American to aspire to be average; he would like to be at or above the national average at least in terms of salaries, because he thinks we can be above average in productivity.

DAVIS cited the strengthened cooperative arrangements among the professional schools as another achievement. Without mentioning examples, he said that several were working on joint projects.

The Basic Allocation System (BAS) model was mentioned. Because of the funding from the past session, DAVIS said the institutions were able to move quietly and painlessly into the adoption of this formula for fund allocation without causing a negative transfer for any of the institutions. Among the strongest beneficiaries, DAVIS asserted, was PSU, because of important distinctions and differences built into this formula. For instance, BAS recognizes the difference between credit-hour production and full-time equivalent students, and actual head count. Head count is used for those factors which favor an institution like PSU, in order to treat the institution fairly in terms of costs per student for admission, student services, registration, etc. On the other hand, the formula tries to get away from straight head count, so that institutions are not rewarded or penalized for slight fluctuations in enrollment. It is not a head-count-driven formula, though it is enrollment sensitive. Adjustments to a budget are made if institutions fall out of a corridor. PSU exceeded the corridor, and a \$780,000 adjustment was made as soon as tabulations were made; the institution did not have to wait three years.

Chancellor DAVIS talked next about the task force which re-examined the mission of Portland State. He described the group as a very high-powered committee made up of knowledgeable representatives of the University, former and current board members, plus Larry Pierce. The task force re-affirmed a number of areas in which we are moving and restated a number of extremely important things. One of the issues addressed by this group was the terminology "Comprehensive Research University" which had been used by the chancellor's office. He admitted that this designation had probably been ill suited for describing the institutions in Oregon. Oregon does not really have a flagship institution; what we are trying to build is a comprehensive research/teaching university with locations in different parts of the state, with some overlapping missions and also some very distinctive missions.

In terms of PSU, the task force re-affirmed some of the directions in which the institution was moving. This University has from the beginning prided itself on the strong core of liberal arts courses that have been the general requirements and the backbone of any university worthy of the name. But this University, along with UO, has the most comprehensive undergraduate and master's level liberal arts program in the state, and graduates of PSU speak very highly of its excellent programs. DAVIS said that the administrators of institutions, with their discretionary allocation of the budget, can place emphasis on programs so identified on the local campuses. Many of these are matters of internal emphasis and direction. He complimented President Blumel for placing a high premium on these programs and said that this would be one of the criteria for selecting the

President's successor. The liberal arts are the foundation on which we build the other programs.

He also talked about the emerging strengths of the professional programs. Engineering has shown tremendous development, adding first the master's degrees in the three disciplines and then the Ph.D. in Electrical Engineering. Many questions were asked regarding the need for a second school of engineering in the state; DAVIS' answer was an emphatic yes, and he sees the need to develop it as rapidly as possible. Computer Science and Electrical Engineering have received this special emphasis.

The School of Business quarters are limited; still, the school serves the needs of the community and state and has their confidence. Many business executives sing its praises, give release time and pay tuition for their employees to participate in the programs. It is one of the largest schools in the northwest and would rank among the leaders in the country. There is no reason why it cannot and should not be one of the best schools in the whole nation.

The School of Education has a fantastic opportunity with one of the greatest clinical facilities in the state. The request for doctoral work, particularly in school administration and leadership, is enormous, since there is no other institution in the area which offers this level work. It allows teachers to be in residence without having to leave their place of work. For those reasons and because of the quality of the degree, PSU was given permission to confer the doctoral degree by itself now, autonomous of UO and OSU. DAVIS sees great things in the future for this school under its new dean.

Portland, one of the few port cities on the west coast, is the gateway and link to the Orient, thus ideally suited for a strong emphasis in international programs at the University. There is tremendous interest in the legislature and by the people of Oregon to strengthen and expand our knowledge of the Pacific Rim countries. These institutes and programs can touch upon every discipline from economics, political science, history, education, business, and engineering; it can be as wide as the institution itself. With focus and emphasis, there are great opportunities. DAVIS thought it possible within the next 10 years to have an international institute or an East/West center of world-wide reputation here at PSU, the logical place to develop that.

The Chancellor identified the following goals for the next biennium:

1. Faculty salaries need to be further improved to be truly competitive with other universities.
2. Tuition needs to be kept as low as possible; some adjustments, limited to no more than 3%, or to the inflationary factor of the state, may have to be made, however.
3. Deferred maintenance should be expanded to \$10 million per biennium; this would greatly improve taking care of the facilities we do have.

4. The equipment budget should be doubled. The current \$4 million should really be about \$8 to \$10 million; this may have to be done in increments.
5. Program enhancement funds should be secured first for the unfunded portions of the last biennium, i.e., the balance of the funds to support the engineering and computer science programs, and the international trade center.
6. Facilities priority is the library building. It is unclear whether that will come from general funds or lottery funds. However, about \$33 million total will be requested for the state system.
7. Program enhancement emphasis will have to come from within institutions. The Chancellor said that he was not looking for a lot of new degree programs; in fact, the proliferation of new degree programs invites the criticism and cynicism on the part of the legislature. He prefers the coordination of more programs under broad titles, with more majors listed under degrees, and fewer over-all degree programs, rather than having a specific degree for every type of program offered. PSU, he added, has not been guilty of this practice. As an example DAVIS said that virtually everything mentioned in the international program would fit under existing disciplines and degree programs. An over-all title may be needed to put a grouping of disciplines together; these are the types of things worked out in negotiations with the academic council.

DAVIS was optimistic that the state can build on what happened in the last legislative session. There has been a major adjustment of the base budget which will carry over as a new base. Inflationary factors will be added to that. However, we still need to fight for the specific line item programs, some of which he identified above. It is wrong to take support from teaching programs in order to take care of our facilities. And we can best strengthen our teaching programs and the excellence and quality of our faculty by recognizing and rewarding their worth to the institution.

Chancellor DAVIS said that time had only allowed him to mention some of the exciting things happening on this campus. He considered it a privilege to have worked with the leadership of this campus over the last three years during which dramatic events have taken place. Other highlights he cited briefly were the acquisition of the Water Building, the consortium funds, the significant grants from Tektronics for program enhancement and many other things. The climate is right for rallying the support of the legislature. He urged Senators to talk to their representatives regarding the importance of funding for the library building -- either out of lottery funds or the general fund. A case can be made that building the library is good for economic development and the enhancement of the community, since construction moneyies turn over from five to eight times.

At this point the Chancellor welcomed questions. OLSON wanted to know why the Chancellor had not used the same comparative institutions to establish PSU salaries as were used for the other universities. DAVIS said that the average faculty salary at PSU was equal and will be equal again, once the raises are instituted, to the other institutions. Many factors were considered. He emphasized that he did not mean that each institution would receive the same percentage of increase during each biennium or year. He asserted that the really comparative institutions for the most direct comparison have always been UO and OSU. In addition to that several other comparisons are made, and, for PSU, a comparison of metropolitan institutions was made up, including schools of Division II of the Carnegie classification containing universities in cities of a certain size. The reason for not using the same comparator institutions as UO and OSU is that those two universities are category I institutions, granting 30 or more doctoral degrees in five or more fields per year. PSU is not at that level of development or maturity yet and therefore cannot be put into the same class with the Universities of Colorado or Kansas. One cannot compare PSU with institution that grant 1,000 Ph.D. degrees. Different comparators were used because DAVIS sees PSU, UO, and OSU as different types of institutions. He added that he did not think it had an adverse effect on the salary.

SOMMERFELDT wanted to know what had happened to the change to the semester system. DAVIS replied that he still hoped it would be possible. He favored the semester system for many reasons, including the calendar, the reduction of registration costs, and for academic/pedagogical reasons. Student work seemed to be better too. He also favored periodic and thorough review of the curriculum and courses, and a change to semesters would accomplish that.

S. BRENNER asked about the system's sabbatical leave policy, saying that a sabbatical every seven years at 62% pay did not encourage faculty to take leaves to improve themselves. He pointed out the UBC's policy was to grant a sabbatical every five years at 90% of the salary and wondered if Oregon's policy might be changed. DAVIS replied that nothing was written in concrete and the policy could be changed or at least examined, especially in light of the rapid development of knowledge in so many fields and the fast-changing times. "Sabbatical," he thought, meant every seven years, but there is nothing sacred about that. However, the money has to come from somewhere -- probably from instructional budgets, which would mean fewer faculty or lower salaries -- if changes were to be made, and he reported having heard that the British Columbia system was bankrupt. Decisions about this policy are pretty much internal matters; state policies leave a lot of discretion and leeway to the institutions. For good reasons or cause, many of these things are negotiable, and they should be brought to the academic council who will be glad to consider them.

TAYLOR was curious about summer session pay. Students pay the same tuition all year, yet faculty salaries are only at 22% instead of 1/3, and he wanted to know when the Chancellor's office would address this issue. DAVIS said it was a question of limitation of money; the 22% represents the level of funds available and not necessarily equity or adequate compensation for the job done. This system is badly underfunded; we are making

some progress, but summer session pay, support for sabbatical leaves, continuing education, extension programs, facilities or maintenance are areas which still need much attention. Many of those areas had practically no budgets in 1982-83, and we are rapidly trying to restore them. BLUMEL added that summer sessions have to be self-supportive, and DOBSON pointed out that PSU pays the highest percentage of salary in the state. She also clarified that summer sessions are only eight weeks long. DAVIS said he would be glad to review the pay policy in the academic council.

Dean TRUDEAU was under the impression that the Chancellor felt that the best places for development of schools of performing arts were SOSC, UO, and PSU. He wanted to know if program development would be supported in those three places or if proliferation of degree programs would be discouraged. Performing Arts, as a professional school, is at present developing and preparing professional degrees, and he wanted to know the kind of support that would be given by the Chancellor.

DAVIS explained that he was only opposed to needless proliferation. Institutions should make proposals, but they should make a good case. He favors a reduction or collapse of degree programs whenever possible. He admitted having identified the three institutions as logical ones for an emphasis in the performing arts. The individual institutions, however, determine the emphasis on programs. The Chancellor does not go to the legislature asking for support for individual programs. In the case of the international programs, this was really a start-up function with special emphasis, and it is more of an institute -- a total institution mission -- rather than a specific discipline. Computer sciences and engineering were in such god-awful shape that they had to be identified as line items; accreditation reports praised the faculty but said that support services, facilities and equipment were entirely inadequate. We were at a crossroad and close to other crises.

DAVIS said he was enthusiastic about the performing arts and hoped that the economy of the state and the welfare of the institution improves to the point that a greater emphasis can be put on some of these programs. He referred back to earlier comments about the liberal arts which he wants to strengthen. Contrary to his reputation as "the iron Chancellor," he has always seen himself as a humanist at heart, with great interests in the humanities and history, and he will be looking for ways to enhance them. This will probably be done in the total upgrading of the system rather than specific line items and appropriations.

WRENCH, referring to PSU's presidential search, was interested in the main things the Chancellor was looking in an institutional executive. DAVIS identified the qualities of leadership as the overpowering features, and they are related to many personal qualities. Many different styles of leadership can be effective because the person can get people to respond. They generate high morale, support, unity and esprit, and leadership is therefore the essential criterion. Higher education also has to work on the marketing aspect, and DAVIS said that President Blumel and others had been working very hard at it.

Higher education has one of the greatest products in the world to offer, and PSU has some of the most talented and dedicated people working here, and the flower and youth of this country -- as well as life-long learners

-- attending this institution. Some of the disillusionment of the 1960's and 1970's, Nixon's mobilization of the country to hating college students, is still with us, even though today's college students were not even born then. This past year has been a very dramatic and exciting year for PSU, given the surge of enrollment and the institution's flexibility. Portland has the only significant mix of ethnic background in the entire state, with 20% of some kind of minority background as compared to 5% overall in the state. There is a tremendous laboratory in terms of being a port city. The opportunity to attract many part-time, non-traditional students to evening and weekend classes is great. As PSU becomes more mature, DAVIS predicted it would attract more students who are now leaving the state. Much more can be done with cooperative planning with the community colleges for the transfer and integration of their students into the mainstream of PSU's programs. The leadership we are seeking he said, should be cognizant of these opportunities. This is truly one of the finest opportunities for presidential leadership in the entire country. The momentum is here.

BENTLEY asked if the Chancellor's office was addressing the question of the extreme depression taking place, particularly in the professional schools, where new people coming in are receiving higher salaries than those who are already there. DAVIS said business, computer science, engineering and law were selected as the disciplines where there would be a special salary supplement. Salaries for the incoming people were higher than those who had been there for three years by a factor of 105% and something had to be done. He speculated that if all of our faculty were paid better and their real worth was recognized, people would care less about the comparative factors. The plain fact is that we are behind.

MANDAVILLE complemented Davis on his effectiveness as Chancellor and asked what has been done in the last three years to facilitate closer cooperation among the eight institutions in the state. MANDAVILLE said that attempts at cooperation were often hampered because of administrative problems and regulations. DAVIS replied that people are now at least meeting together. He cited the nursing program as a recent example of cooperation. It involves the Health Science University, EOSC, SOSC and OIT; a panel meets on a regular basis; courses can be taught interchangeably at the institutions. HSU will be able to offer masters degrees on all of those campuses, thus saving considerable funds. The cooperation regarding engineering has been superb. OSU could have fought the creation of a second school in the state, but instead they supported the PSU school and more recently the Ph.D. degree in Electrical Engineering; they also have supported all of the masters programs. The Schools of Business have been working cooperatively as well; the problems there are a little more complex, but Davis was pleased with the progress. The Schools of Education have cooperated excellently. Recently it was decided that PSU's doctoral degree in administration and leadership was better as an autonomous degree than as a bi- or tri-university degree. Clearly the demand for doctoral work is here in the Portland area, and therefore the cooperative participation was dissolved. Here is an area which is ripe for getting a national reputation. DAVIS estimated that Dean Everhart was the luckiest dean in the country. Biology is another field in which cooperation among HSC, OSU and UO is taking place. Vice Chancellor Pierce is working hard at fostering this kind of cooperation, where resources can be brought together for the common good,

strengthening all participating programs and institutions. This will also bring national attention and attract support. It is a pioneering effort and venture, but if the attitudes are right, it will be successful.

DAVIS mentioned off-campus courses and programs and said they can be excellent if this faculty controls the quality of the courses and faculty that teach in the off-campus settings. A basic number of courses should be taught on campus in order to justify the library and other support services, and to give students a campus experience, but at the same time, the whole community should be our campus. There are great opportunities for cooperation, and DAVIS was optimistic about the possibilities in the future, including PSU's role in that. With that the Chancellor concluded his remarks.

A. JOHNSON moved that the rest of the agenda be postponed until next week. The motion was passed by a vote 27 to 11.

ADJOURNMENT

The meeting was adjourned at 16:27.

Continuation of the April 7 meeting.

BATES made a brief report for the IFS. Priorities for the next biennium will be salaries, equipment and capital construction. Also under discussion will be fixed-term contracts and their use in institutions around the state. IFS will further attempt to exert its influence on the appropriate local faculty committees in order to affect governance on campuses.

COGAN announced a wine-and-cheese reception for Neil Goldschmidt at the K-House for April 23, at 2:45 p.m.

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES

1. DRESSLER presented the annual report of the Academic Requirements Committee. MANDAVILLE applauded the committee for its work, including the reading of 355 petitions.
2. STERN presented the annual report of the Committee on Effective Teaching.
3. KIMBALL presented the annual report of the General Student Affairs Committee.

Speaking on behalf of the Senate, JONES thanked all three of the chairpersons and their committees for the work of the last year, in some cases involving weekly meetings.

UNFINISHED BUSINESS

1. DRESSLER made reference to the ARC report on courses to meet the general education distribution requirements. The first page contains a brief history of the ARC charge and actions. Page two gives the guidelines adopted by the Senate and the criteria used by the ARC in applying these guidelines. Pages three through eleven contain the lists of courses.

She called attention particularly to page two and the criteria used by the ARC in applying the guidelines.

As the ARC looked at the lists, the courses seemed to divide into three groups:

- Lower division lecture courses
- Upper division lecture courses
- Courses which contain a laboratory, performance or studio component.

The first group of courses presented little difficulty, since the lower division lecture courses selected by the departments were in almost all cases either general introductory courses or survey courses which easily satisfy the guidelines and criteria.

The other two groups of courses provided more difficulty, since there was considerable confusion about the intent of the Senate's actions of last spring and fall. For guidance, the ARC read the Senate minutes and reviewed the proposals which had been presented to the Senate.

In the debate on the requirement for upper division credits in the distribution areas outside the major department, much discussion involved the effect of this requirement on the typical Portland State student who is both a transfer student and an older student.

The ARC concluded that the Senate had two major goals when it adopted a requirement for eighteen credits in the distribution areas.

1. A part of the work outside of the major in the distribution areas should be taken at a four-year institution and
2. A significant portion of the work in the distribution areas should be completed at a level of maturity made possible either by advanced preparation in the subject or by the upper-division standing of the student.

Departments were sincere in their efforts to present a limited list of recommended courses which would fulfill the general education requirements and which would be appropriate to meet either one or both of the Senate's objectives, but the task was difficult for many departments, according to DRESSLER.

It appeared to the ARC that there is considerable variability in the manner in which departments have structured and numbered the courses in their curriculum and that it was difficult for some departments to make a selection of courses to implement the Senate's upper-division decision.

The lists as presented in the ARC document represent the best efforts of the departments and ARC to provide a consistent choice of courses within the existing curriculum.

The courses which contain a laboratory, performance or studio component present another problem. The Senate debate indicated a substantial difference of opinion concerning the use of these courses to meet General Education Requirements. In view of this difference of opinion, the ARC believes that a selection of courses which provides some limitation on the number of credits earned by laboratory, performance, or studio participation is most appropriate. The proposed lists provide such a limitation.

DRESSLER, on behalf of the Committee, thanked all of the departments for their cooperation during this important process and made the following motion:

The ARC moves the adoption of the courses included on the attached list as those which may be used to meet the General Education Requirements. In the structured departments in the Life and Physical Sciences and Mathematics Distribution Area and in the Department of Foreign Languages, the lower division prerequisite

course on the list may be replaced by an appropriate upper division course with the written permission of the department head. This permission must be filed with the Office of the Registrar for inclusion in the student's file.

The motion was seconded. PAUDLER congratulated the ARC for its work; he acknowledged that the committee had already cut back on the number of courses allowed for distribution requirements but said that the present list was still far too long, representing 56% of the total University's offerings. ROSS complained that he seldom heard discussion of what we believed to be the basis of a liberal arts education. DRESSLER agreed but said that the Senate had decided for the general education option, not what the literature refers to as the liberal arts option.

JONES asked if the 18 hour upper-division requirement had presented a special problem. DRESSLER replied that it had been the major problem. There had not been much disagreement with lower division courses such as western civilization and general science; the trouble started with the requirement that 6 upper-division hours come from one department and 12 hours from another. Often an additional 3 hours were of necessity required. MANDAVILLE said he had problems seeing how CS 308, Advanced Programming in FORTRAN, was a general education course. DRESSLER said that departments generally proposed courses from which they would not exclude non-majors: Initial lists had been much longer but were reduced after ARC review.

PAUDLER maintained that the excessive number of upper division courses was the problem; having five pages of general education courses listed in our catalog would make the University look bad. He proposed that the Senate accept the lower division classes and reexamine the upper division courses. TANG wondered how departments would feel about another review; they had already made their decision. DRESSLER felt that departments would have difficulty with another review unless the Senate gave explicit instructions about what needed to be done. WRENCH had problems approving lower division courses only, because of the inconsistency in the course numbering he observed across the departments. DRESSLER agreed and suggested that the Curriculum Committee needs to look at all course numbers at PSU. MOOR argued that it would be a great mistake to send this back to the departments. He said that the Senate made policy decisions last fall, transmitted those to departments, and the departments made their decisions based on those policies. If we wanted different decisions, the Senate would have to start over with new and different policies. TANG asked what other universities did and what criteria they used. If five pages of courses were too many, how many should there be? PAUDLER replied that the University of Indiana had approximately 260 courses. WILLIAMS reported that UO listed their courses on three pages of small print, but PAUDLER added that the UO Senate had recently asked for a reduction.

The motion to approve the list of General Education Requirements courses was passed.

2. MATSCHEK presented the EPC recommendations for Writing across the Curriculum. She reported that EPC had surveyed departments regarding

their response to and implementation of the proposal. Ten of the 52 departments responded in writing and were generally favorable; another four (not as favorable) replied too late to be considered by the EPC. SCHEANS moved the adoption of the proposal, and it was seconded.

JONES asked about the funding of the proposed writing center. MATSCHEK replied that the EPC tried to be realistic and proposed a center that would not be terribly expensive. She admitted, however, that funding was not the EPC's responsibility. MANDAVILLE asked what problems there would be with the funding; BLUMEL responded that many committees make recommendations involving funding and that priorities had to be assigned.

MOOR pointed out that this proposal required departments to take on the responsibility of teaching writing across the curriculum. He worried that it would not get done unless departments were enthusiastic about the proposal. He wondered about earlier proposals of requiring exit examinations in writing. MATSCHEK responded that there had been concerns raised about the use of exit exams, but SMELTZER said that there had only been general talk about the potential danger; nothing specific has been presented. SOMMERFELDT warned that we should not assume that departments which did not respond were against the proposal. SCHEANS agreed. OLSON reported that she has been reading quite a lot about using writing as a learning tool in all classes across the curriculum, and she declared her intention of voting against the motion, because writing should be required in all classes, not just in a specified, specialized course. MATSCHEK pointed out that recommendation number I allowed each department to choose its own method of implementation. BJORK wanted to know if that included having another department do it; MATSCHEK replied that the proposal allowed for that. HAMMOND said that the proposal, if passed, would require departments to do much additional work. He asked if departments could specify courses where majors only would do the writing required, in order to cut down on the instructors' work. MATSCHEK responded that that would be within the EPC's intent.

TANG argued for the importance of consistency across campus; she saw much latitude. PARSHALL pointed out that recommendation number I presented many options, and I A 4 let departments off the hook altogether. TANG thought that many departments were already requiring written expression in several of their upper-division courses.

PAUDLER gave the following break-down of grades assigned to 1240 students in composition classes in 1985:

325	A	19	D	264	P
334	B	27	F	19	NP
180	C	49	Inc	23	X

He asked whether this showed that our students could not write. The Dean's suggestion was that we re-examine the grading and teaching in our writing classes, rather than ask the rest of the colleagues to take over the problem. BRENNER, however, pointed out that research had shown quite clearly that students write better when writing is inte-

grated into content area courses, especially in students' major fields. The EPC proposal made a lot of sense for that reason, and she urged the Senate to implement it now--at least portions of it.

TANG moved the following amendment, that "the Senate accept the document as presented and ask the EPC to ask all departments how they would implement this Writing across the Curriculum program."

MOOR argued against the amendment, because he felt the EPC had already done that. BJORK countered that the math department had not discussed details of implementation. CONSTANS also supported the amendment and saw many possibilities of incorporating writing and art courses. WRENCH pointed out that many organizations make decisions which are never implemented; this WAC decision may be one of those, he feared. Asking departments for the costs involved in the implementation might be important.

The TANG amendment was passed, but not unanimously.

NEW BUSINESS

1. In the absence of Sheridan, REARDON presented the proposed MBA International Business concentration. He emphasized that this was not a new program, only a new option. RODICH added that it was not unusual to have an emphasis in international business courses; however, the practicum and foreign language requirements made this an exceptionally strong program which stands out among others. He said it was the first concentration to be proposed for an MBA degree. There is no thesis required.

DIMAN wondered if the School of Business Administration would set acceptable foreign language proficiency levels. PARSHALL replied that Foreign Languages would soon set standards. SOLIE was concerned that our international business graduates would not have much of a notion of the culture and arts of other countries. DIMAN and DOBSON countered that foreign language study and the electives in the program would provide that. But MANDAVILLE wanted to know how an advisor would react to a request by a student who wanted to take an art class as an elective. RODICH reminded the Senate that this was only an international business option, not a degree in international studies.

The motion for the concentration in International Business in the MBA degree was passed.

2. MOOR presented the proposed constitutional amendment of Article VII, stipulating the election of two alternates in the annual election of PSU's representation on the IFS. TANG spoke in favor of the amendment, saying that many things can happen during the three-year terms of representatives which may require the appointment of alternates. MOOR added that PSU should always be fully represented on IFS.

There were no changes proposed for the amendment. It will be voted on, without opportunity for alteration, in May.

ADJOURNMENT

The meeting was adjourned at 16:25.

E₁

FINAL REPORT

1985-86 BUDGET COMMITTEE

April 10, 1986

Membership

James Breedlove (SSW), Alice Lehman (HPE), Catleen Smith (PSY), Bob Tuttle (ENG), Ann Weikel (HST), Sam White (BA), Ron Petrie (ED), Michael Heneghan (EE), Margaret Browning (HGCD), Jack Featheringill (TA), Robert Lockerby (LIB), Thomas Palm (ECON), Franklin West (HST), Joseph Walters (Student) and Curtis Smith (Student), Sheldon Edner (Chair/CUS).

Introduction

At its initial meetings in October, 1985 the Committee explored with President Blumel, Executive Vice-President Dobson and Budget Director Harris, the status of the University's budget and the major issues likely to impact the budget in the near future. At that time Portland State's status as a "Comprehensive Research University" was unresolved. Consequently, at the suggestion of the President and as a result of Committee deliberation, the principal task chosen for investigation and action was the budgetary implication of becoming a comprehensive research university.

We chose to focus on and explore the current production of PhD degrees and the budgetary implications of increasing production to the level requisite for Category I institutions (a total of thirty (30) per year over a three year basis across five or more disciplines). We explored this question at three levels: budget adequacy for existing programs, resource requirements for expansion of existing programs, and needed new programs and their requirements. We have not recommended any new programs, in part because the events of the State System's review of PSU's mission produced an agenda of proposals making our effort superfluous. Our findings reflect the information provided to us on the first two issues in testimony from deans, program directors and faculty. We failed to talk directly with only the School of Performing Arts and Directors of the Library and Computing Services due to a lack of time. We believe that additional information supporting and complementing that reported here is available from these units.

General Observations

Two obvious and pervasive factors have influenced the current status of budgets for PhD programs: the reductions of the past few years and a tendency to initiate programs with limited and interdepartmental resources. In the first instance, already thin resources (e.g., the library) have been taxed to maintain effort despite reductions. In the second, short term savings have produced long term costs, most notably perhaps in the Systems

Science program. These costs have manifested themselves in reduced programmatic flexibility, overburdened staff resources, additional time and coordination costs and cannibalistic tensions among departments and schools. Thus, expansions or additions in PhD efforts will take place within a context of positive anticipation and, simultaneously, skepticism with regard to impacts on currently overutilized resources.

We were not able to place a dollar amount on the resources necessary to bring all programs to an ideal level or add new programs. Several specifics were identified by our respondents which we discuss below. It is not the Committee's expectation that major new resource infusions will result from our efforts. It is, however, our expectation that decisions on improvements will be made with a view to rectifying some of the "hidden" costs and deficiencies of current programs.

Finally, the usefulness of the term "comprehensive research university" and the focus on PhD programs as a benchmark of same were addressed by the Committee and its respondents. As the new mission statement and the review process which produced it concluded, the terminology does not fully capture the essence of the reference. The views of our respondents were unanimous, as typified by Deans Erzurumlu and Paudler. In addressing the need for program improvements and additions Dean Erzurumlu referenced the notion of "readiness criteria." As benchmarks he suggested the quality of faculty research and publication, a well established curriculum at all degree levels, and success at obtaining external funds. Such benchmarks, or alternatives, are necessary to provide a basis for university decisionmaking to ensure the institution's maturation and comprehensive evolution. Dean Paudler suggested the term "comprehensive university." It implies a sense of interrelatedness, breadth of scope and necessary process of development. The University, in pursuing its mission and evolution, cannot simply add components or increase productivity without addressing the state of current efforts.

The sense of comprehensiveness that all respondents sought to articulate was that PSU is beyond the free lunch stage of program development. We cannot maintain current quality without some new investments or enhance the institutional identity and reputation by simply increasing degree production or adding a few new faculty. The chemistry of a research university requires the budgetary flexibility to pursue new opportunities without worrying about the xerox budget; to make investments in new programs without necessarily gutting others. Finally, a research university has more than one or two flagship programs or points of excellence. The university as a whole is comprehensive in its basic quality and scope of programs.

In sum, the process of investigating the budgetary implications of increased PhD production uncovered a willingness and enthusiasm to undertake a perceived new era of opportunity and growth for the University. At the same time there was a "real

politik" understanding that massive infusions of new resources would not accompany the change. As a result, the message was pursue development and growth but with a recognition of past costs still being bourne by the University. If not considered, the difficulties identified would continue to grow and plague the new developments.

Specific Issues

Faculty and support staff are essential to the conduct of university business. In each current PhD program there is a shortage of staff to support the present and anticipated PhD curriculum efforts. This shortage is a function of recent budget reductions and the greater emphasis on research. While teaching load is an issue, a more vexing factor is the time necessary to support dissertation and examination components of graduate work. Currently, there is little or no recognition of these requirements for faculty. Many faculty members still teach nine hours per quarter while supporting graduate students. At a minimum there is a need for recognizing the time demands of PhD students in these areas while not suffering penalties for declines in FTE production.

Research activities by faculty require time and support. This is important for developing a nationally recognized faculty and providing research training for graduate students. These students need the "apprenticeship" opportunities such research provides both for training and to support the general climate of research. Finally, there are competing demands for faculty regarding degree programs within the same School and department. For example, there is significant interest in the School of Business in developing a PhD. However, the accreditation requirements of the American Association of Collegiate Schools of Business place a competing demand on faculty to support the Masters in Business Administration.

In addition, the issue of competitive faculty salaries persists. Recent legislative actions have done much to rectify the lag in this area. However, as those with recent experience in recruiting attest, it is difficult to attract the best and the brightest when the salary offer is significantly below the market.

Collectively, each of these factors has lead the individual Schools and College to identify needs for additional faculty and better ways of accounting for instructional productivity, coupled with a greater research emphasis. As importantly, there is a morale issue which has emerged from prior PhD funding. The development of new programs is perceived as reducing resources legitimately belonging to current programs which have done much with insufficient staff. Further, the focus on the PhD as a benchmark of a research department or school denigrates the research efforts of non-PhD departments which might contribute as much or more to the reputation and stature of the University. Lastly, growth departments/schools may tend to be oblivious to

the struggle of non-growth units to maintain quality and strength, even if only to replace existing staff.

In general, there is insufficient secretarial and laboratory support personnel for research activities. The competition for secretarial resources between teaching and research activities has tended to favor instructional needs. This is, at a minimum, a disincentive to research productivity. Estimates of the shortage ranged as high as double current staff support. Some of this shortage may be offset by the spread of faculty owned or operated word processing systems but access to such capacity is eclectic across the University. In general, the microcomputer resource base is still underdeveloped.

Financial aid for graduate students was raised in two general contexts: support for admitted students and attracting new students. In the first instance, the number of assistantships and their total dollar value are too small. In the latter, the question is one of national competition to attract quality students.

It has been argued that the University is not able to offer sufficient graduate research assistantships to attract enough full-time students and/or support faculty research. In addition, the current salary value of research assistantships is insufficient. The genesis of both problems is prior budget reductions where assistantships were convenient targets of opportunity. Now that such pressures are less strident the financial residual continues to plague departments and schools. Torn between requests for faculty and graduate assistantships, Schools and the College have tended to emphasize the former rather than latter. This is gradually changing but is linked to the continued development of successful research proposals. More success in this arena will produce justification for additional funding. The relationship is reciprocal, however. Some PhD efforts, Psychology's participation in Systems Science, have only one GRA. Social Work which is developing a new PhD presently has none. Overall, there is a perceived need for doubling the number of graduate assistantships presently provided.

On the question of salaries, the current beginning level of \$3900 plus tuition remission is perceived as half of what it should be. Unverified reports of offerings at other universities suggest that there is a pressing need to investigate the issue further and establish a more competitive level to attract better and more full-time students.

The combination of both the above problems has prevented PSU from developing a competitive position nationally for quality graduate students. Until improvements are made in the dollar value and number of assistantships, it is unlikely that the University will be as competitive as it needs to be to attract the quality students which will justify a solid reputation and Category 1 standing.

An unexamined factor in this area is the distinction between full- and part-time students. PSU has traditionally drawn its graduate students predominantly from the metropolitan area and state. These students have been heavily non-traditional, part-time and returning-to-work-force/career-change individuals. Whether these non-traditional students would be benefited by this change in financial assistance is open to question. At least one or two of our respondents indicated that it is necessary to have more full-time graduate students to get the degree productivity and support faculty in the fashion necessary to maintain Category I status. This may create different classes of students and an equity difficulty. Simultaneously, it may tend to shunt faculty resources away from supporting part-time students to the more accessible, and in some ways less demanding, full-time student. The burden of supporting the part-time student may fall more heavily on non-faculty personnel?

Additional faculty travel and research seed funds received universal support. In the hard sciences there is a need for additional laboratory equipment. This is also true of Health and Physical Education where some equipment to support current and potential masters degree programs and attract qualified new faculty is required. There also continues to be a need for additional hardware acquisition for computer support across all disciplines. The new mainframe and distributive system will provide a major improvement but instructional labs and training equipment are needed in almost all programs. Equipment, software and data tapes/services to support existing and attract new faculty are also a necessity.

The central theme in faculty support was the need to underwrite the transition of current faculty towards greater research productivity and attract new faculty with this capacity. A quality faculty is not built with minimum resources. PSU's task is one of replacing lost resources to maintain and improve current efforts while developing new resources to launch selected, additional programs and maintain the overall capacity to attract high quality, new talent regardless of program.

The library represented the single most important resource in this regard. Recent improvements in the University's computer capacity have ameliorated the perceived need for immediate, pressing improvements in computer services. The library, however, is the universal high priority for improvement. The physical facility and the collection require major upgrading to support not just new curriculum developments but enhance the quality of present faculty and student research. There is no question about the unanimity of perceived need and support for these improvements.

Other building needs were less important but not insignificant. Engineering and Science require the construction of Science Building III. Social Work and the School of Urban and Public Affairs must contend with space problems posed by current shortages and the pending demolition of Francis Manor.

On a programmatic level, the troubled program is Systems Science. Despite recent improvements in curriculum, the institutional identity of the program is ambiguous. Without regular departmental status it has become dependent upon the largesse of the Dean of Graduate Studies and Research. Consequently, it lacks the parallel institutional status of other departments to argue for budget and equal treatment. The future may show that the disciplinary elements of the degree effort cannibalizing what remains of the interdisciplinary systems effort. In sum, without attention to its institutional structure the program may lose its ability to function as Systems Science and be replaced by disciplinary images of the progenitor.

Conclusions

On the twin issues of current and future budgetary support for PhD level programs there is general agreement that there is insufficient current support and that any expansion will require resource additions to remedy present deficiencies and then fund the improvement. PSU is within short reach of Category I status with its current production of about twentyfive (25) PhDs annually. The focus on PhD level efforts, however, masks more fundamental issues. Research is not just an add-on effort to make PSU equal to the University of Oregon and Oregon State. It is a necessity to keep any university competitive and socially productive for the rest of this century and into the next. The recruitment of replacement, let alone new, faculty will demand the research context and environment that will support their professional efforts. PSU is perilously close to losing this minimum ability, let alone moving into a "new league."

The "leveling" effect of the Chancellor's BAS model for allocating funds is keeping PSU essentially competitive with the other major state universities by not altering the allocation for any one university significantly. Selected improvements are being made but the general context of each university is remaining the same. The irony facing PSU is perhaps portrayed best by the School of Education. Former Dean Leu observed that it is important to have doctoral programs to attract outstanding scholars and avoid the imagery of second class status in the State System. He also observed that the Education faculty are sometimes better off going to the public schools for library support and do not have the television, video playback, satellite access and other technical equipment available to the public schools. The unfortunate but inevitable budgetary events of the past decade have kept PSU functioning but have retarded its growth. Staying on a par vis-a-vis the BAS model means not keeping up with the demands facing the university for current quality across all aspects of its programs and curriculum. New developments and initiatives will need to take this into account.

The notion of "image" may sum up the paramount task facing PSU,

internally and externally. Dean Toulan reflected the feelings presented in the comments of almost every respondent--"a change of attitude is necessary." The ingredients are in place to become a substantial research university. While the budgetary deficiencies need rectifying the choices and criteria used to make them are just as important. The University must couch its decisions in the context of its objectives and pursue excellence. Utilizing only one or two criteria such as FTE for evaluating the overall status of the University misses the essential chemistry that is the hallmark of comprehensiveness and quality.

Recommendation

The Committee asks the Senate to endorse further investigation and action on the the general and specific points raised in this report. In particular, the Committee recommends that the Library, graduate assistantships, support staff, faculty research support and microcomputer useage/availability receive further attention and that a University plan for developing and targeting resources toward these priorities be created.

UNIVERSITY ATHLETICS BOARD
ANNUAL REPORT
TO
FACULTY SENATE

May 5, 1986

1985-86 activities and accomplishments were the following:

1. Reviewed and recommended to the Incidental Fee Committee (IFC) budgets for Intercollegiate Athletics, Intramurals, Club Sports and Recreation. A brief review of each program, including a review of program goals and objectives, participation levels and future needs preceded the review of proposed budgets. There were significant increases in participation levels in Club Sports and Recreation. The IFC fully funded requests from Intercollegiate Athletics, Club Sports and Recreation.
2. Commissioned a Spring Term 1986 review of our Club Sports, Intramural, Recreation and Outdoor Sports programs by Will Hollsberry, Executive Director of the National Intramurals and Recreational Sports Association. He will provide the Board with recommendations designed to improve the effectiveness and efficiency of these programs and their responsiveness to the needs of those served by our urban university. The recommendations will be considered by the Board in May, 1986.
3. Reviewed and discussed in some depth, the current role and status of Intercollegiate Athletics at the University and the feasibility of re-establishing men's basketball as an intercollegiate sport. A major problem identified was the lack of adequate facilities.
4. In light of a series of revised NCAA rules and regulations, reviewed and discussed the adequacy of academic advising services as they affect our student athletes. The Board is in agreement that the current situation is inadequate and will formally consider recommended solutions in May, 1986.
5. Participated in the process of selecting a new Director of Athletics.

I would like to commend all who served on this year's University Athletics Board and their willingness to take on a variety of special assignments and to raise tough questions and issues.

UNIVERSITY ATHLETICS BOARD MEMBERS:

Mary Kinnick, Chair, Education
Robert Vieira, OSA
Robert Scruggs, HPE
Clyde Calvin, Biology
Mary Gordon, Speech
Craig Nichols, Community Representative
Michael Clark, Student

EX-OFFICIO:

Charles Becker, HPE Intramurals
Roger Edgington, Vice President for Finance and Administration
Robert Lockwood, NCAA Faculty Representative
Roy Love, Director of Athletics
Betty Rankin, Associate Director of Athletics
Jack Schendel, Dean, School of HPE
Sylvia Moseley, Program Director, Student Recreation

CONSULTANTS:

Megan Boyle, Educational Activities, Sports Club Advisor
Ruth Fitzpatrick, Student, Program Director for Club Sports

UNIVERSITY HONORS PROGRAM BOARD
Annual Report to the Faculty Senate, 1986

During this year the Board established the program of visiting lecturers for academic year 1986-87. The focus of the year's lectures will be "Augustine and Language."

Visiting Scholars for 1986-87 will be:

Professor Marcia Colish,
Frederick B. Artz Professor of History,
Oberlin College

Professor Frederick Jameson,
Department of Comparative Literature,
Duke University

Professor Karl Morrison,
Ahmanson-Murphy Distinguished Professor,
The University of Kansas

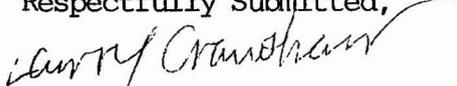
Professor James J. Murphy,
Chair, Department of Rhetoric,
University of California, Davis

Professor Brian Stock,
Senior Fellow and Professor,
The Pontifical Institute of Mediaeval Studies,
Toronto, Ontario, Canada

Twelve students from the Program attended the National Collegiate Honors Council 1985 meeting at the University of Utah, October 30 to November 2, 1986. All students presented individual papers or joined in seminar presentations.

No student appeals were submitted. Fifty-six students were admitted to the Program; eleven have applied for Spring Commencement. Currently one hundred and ninety-three students are active in the Program.

Respectfully Submitted,


Larry Crawshaw
Chair

University Honors Program Board Members:

Larry Crawshaw, Chair
Leonard Cain
Candice Goucher
Earl Molander
Franz Rad
Lois Dunham
Michael Woolfolk

Biology
Sociology
Black Studies
Management
Civil Engineering
Student
Student

A REPORT TO THE FACULTY SENATE

TEACHER EDUCATION COMMITTEE

5 May 1986

MEMBERS: Chairperson: William Tate, Theater Arts; Leonard Robertson, Business Administration; Steve Brannan, Education; Carol Burden, Education; Jean Glazer, Art and Architecture; Carl Markgraf, English; Stan Stanford, Music; Ann Bennett, Social Science; Mike Carl, Education; Carl Bachhuber, Science; Linda Parshall, Foreign Languages; Mildred Bennett, Mathematics; Don Hellison, Health and Physical Education; David Marks, student; Ex-officio members: Donald Leu, Dean of School of Education; George Guy, Assistant Dean of School of Education and secretary to the committee; Kathleen Greey, Education Librarian.

During this year departments that offer programs for the preparation of teachers and professional personnel have undertaken to change and/or revise those programs in order to comply with the new 1987 Teachers Standards and Practices Commission Certification Rules. At its March 10, 1986, meeting the Teacher Education Committee met and reviewed the proposed changes and revisions. The committee recommended approval of the following Basic and Standard programs: Elementary Education; Art; Business and Office Education; Counselor; Distributive Education (new); Drama; Drama/Language Arts (Basic only); Educational Media; Foreign Languages: French, German, Russian (Basic only), Spanish; Handicapped Learner; Health-PP-12 (Basic only); Health-5-12 Combined (Basic only); Health (Standard); Language Arts; Language Arts/Social Science; Mathematics-5-12 Combined (Basic only); Advanced Mathematics (Basic only); Music; Principal; Physical Education; Reading; Biology (Basic only); Integrated Science (Basic only); Physical Science (Basic only); Sciences (Standard); Social Studies; Speech; Speech Impaired; Visually Impaired.

The committee examined the TSPC requirement that education of exceptional children be included at the Basic Teaching Certificate level. The Elementary Education program faculty had recommended the specific requirement of SPED 462, Education of the Exceptional Child, be part of the elementary education certificate program. The Secondary Education faculty had recommended the infusion of appropriate special education material into PSY 311, CI 310, CI 312, and CI 448 to meet secondary education certificate program requirements in this area. After much discussion, the TEC recommended that SPED 462 be required in the Basic Secondary Certificate program. It was also recommended by the committee that, should SPED 462 not be included in the Basic Secondary Certificate program, it be required as part of the Standard Secondary Certificate program.

Respectfully submitted on behalf of the committee by

William Tate, Chairperson

SCHOOL OF EDUCATION
OFFICE OF THE DEAN



F1

PORTLAND
STATE
UNIVERSITY
P.O. BOX 751
PORTLAND, OREGON
97207
503/229-4697

MEMORANDUM

DATE: April 17, 1986
TO: PSU Faculty Senate
FROM: School of Education
SUBJECT: Revised Teacher Education Programs

The Oregon Teacher Standards and Practices Commission (TSPC) has revised its Rules governing the certification of teachers, personnel specialists, and administrators, effective January 15, 1987. The new Rules replace the 1980 Rules which governed programs presented to and approved by the Faculty Senate in May of 1979. The 1987 Rules were approved by the Commission in December of 1984 and published in the 1985 edition of the OAR.

Following receipt of the Commission's specifications for program revision in August, department faculties undertook this task at the beginning of Fall Term, 1985. The revised programs were designed by the appropriate departments offering the programs, were reviewed, revised, and approved by the appropriate departmental curriculum committees and faculty, the School and College curriculum committees, the PSU Teacher Education Committee, and the School of Education Faculty. Input and comment were also received from the appropriate program committees of the PSU Consortium for Professional Education.

The attached program summaries include 1) a tabulation of total hours required by TSPC and by PSU under the 1987 Rules as compared to the 1980 Rules, and 2) a brief narrative summary, as suggested by the Senate Steering Committee, of significant program changes. These summaries have been reviewed by the University's Curriculum Committee and Graduate Council; and a record of their actions is also attached.

Final institutional approval is hereby requested from the Senate for these revised programs at its May meeting, to be followed by a review and approval by the full PSU Consortium for Professional Education as required by TSPC. Subsequently, approved programs, together with a Plan for Transition from the 1980 to the 1987 Rules, must be submitted to TSPC by a June 1, 1986, deadline. Approved programs will be effective and must be in place Fall Term, 1986, for all students requesting certification after January 15, 1987. A program evaluation visitation by TSPC is scheduled for February 16-19, 1987.

Senate approval is requested for Programs only and does not include course changes and/or additions not previously authorized for the PSU 1986-87 Bulletin. The tight time-line given above has not permitted the development of proposals

for course changes and/or new courses and to be approved for inclusion in the revised programs. Sponsoring departments therefore have utilized existing omnibus/experimental course numbers in meeting the requirements of the 1987 Rules. Accordingly, emergency authorization is also being requested for the temporary use of omnibus/experimental course numbers for specific program requirements. Proposals for discrete course numbers and for course changes will follow at a later date and will be channeled through the established institutional approval procedure.

Motion:

Whereas, the Oregon Teacher Standards and Practices Commission has mandated certain changes in rules for the certification of teachers and other educational personnel effective January 15, 1987, and,

Whereas, a proposal for compliance with such rules has been developed by the School of Education with the cooperation of faculty from relevant departments, the University Consortium for Professional Education, and other personnel, and,

Whereas, the University Teacher Education Committee has reviewed the proposal and approved it,

Now, therefore, be it resolved that the Faculty Senate approve the summary of the proposal attached.

Enclosure
mr

Comparison of the Number of Hours Required and Approved by TSPC for Certification in 1980 with the Number of Hours Required by TSPC and Proposed by PSU for Certification in 1987

B. - Basic
S. - Standard

General Endorsements (Professional Education)	1980		1987	
	TSPC Required Hours	PSU Hours Approved by TSPC	TSPC Required Hours	PSU Proposed Hours
Elementary B.	36	43	36	36
Elementary S.	15	15	15	15
Secondary B.	30	33-39	36	41-47
Secondary S.	15	15	15	15

Subject Matter Endorsement
(Teaching Fields)

Subject Matter Endorsement (Teaching Fields)	1980 TSPC Required Hours	1980 PSU Hours Approved by TSPC	1987 TSPC Required Hours	1987 PSU Proposed Hours
Art B.	45	69	45	63
Art S.	18	27-30	15	27-30
Bus & Office Ed B.	48	49	48	51
Bus & Office Ed S.	12	18	15	21
Distributive Ed B.	--	--	48	78
Distributive Ed S.	--	--	15	21
Ed Media B.	21	24	24	27
Ed Media S.	15	15	15	15

Subject Matter Endorsements
(Teacher Fields)

Subject Matter Endorsements (Teacher Fields)	1980		1987	
	TSPC Required Hours	PSU Hours Approved by TSPC	TSPC Required Hours	PSU Proposed Hours
French B.	45	45	45	45
French S.	15	15	15	15
German B.	45	45	45	45
German S.	15	15	15	15
Russian B.	45	45	45	45
Spanish B.	45	45	45	45
Spanish S.	15	15	15	15
Health PP-12 B.	42	44	42	42
Health PP-12 S.	12	12	15	15
Health-Combined B.	30	32	32	33
Health-Combined S.	12	12	Repealed	
Language Arts B.	45	50	45	45
Language Arts S.	12	30	15	30
Speech B.	60	24	24	27
Speech S.	12	18	15	18

Subject Matter Endorsements (Teaching Fields)	1980		1987	
	TSPC Required Hours	PSU Hours Approved by TSPC	TSPC Required Hours	PSU Proposed Hours
Drama/Language Arts B.	60	69		71
Drama B.	24	30	24	29
Drama S.	12	18	15	15
Lang Arts/Soc Studies B.	63	75	63	78
Lang Arts/Soc Studies S.	24	24	15	24
Basic Math-Combined B.	21	27-32	21	27
Advanced Math B.	42	42-43	42	42-46
Advanced Math S.	18	24	15	24
Music PP-12 B.	60	63	60	63
Music PP-12 S.	12	15-30	15	26-28
Physical Ed PP-12 B.	42	47	48	52
Physical Ed PP-12 S.	18	18	15	15
Reading B.	18	21	21	21
Reading S.	18	18	15	18

Subject Matter Endorsements (Teacher Fields)	1980		1987	
	TSPC Required Hours	PSU Hours Approved by TSPC	TSPC Required Hours	PSU Proposed Hours
(Biological Sci Option I Bio Major)	45	42-45	45	45
(Biological Sci Option II Non-Bio Major)	45	58	45	58
Biology B.				
Science S. (Biology) S.	15	15	15	15
Physical Science B. (Chemistry) B.	45	52	45	51-53
Science S. (Chemistry) S.	15	15	15	15
Integrated Science B. (Includes Earth Science)	45	51	45	54
Science S. (Includes Integrated Science & Earth Science)	15	15	15	15
Physical Science B. (Physics)	45	62-66	45	45
Science S. (Physics)	15	15	15	15

Subject Matter Endorsements (Teacher Fields)	1980		1987	
	TSPC Required Hours	PSU Hours Approved by TSPC	TSPC Required Hours	PSU Proposed Hours
Social Science B.	54	75	54	75
Social Science S.	12	30	15	24
Handicapped Learner B.	27	31	27	35
Handicapped Learner S.	21	25-32	21	21
Speech Impaired B.	27	42	42	47
Speech Impaired S.	18	27	18	27
Visually Impaired B.	27	32-35	27	33
Visually Impaired S.	18	27-29	18	21
Counselor Ed B.	24	27	24	30
Counselor Ed S.	24	27	24	30
Principal B.	12	12	12	15
Principal S.	21	21	21	18
Vice-Principal B.	12	12	Repealed	

NARRATIVE SUMMARY

Elementary Education

The professional studies component for the basic elementary certificate adds CI 410 Elements of Instruction (3), CI 410 Classroom Management (3), CI 409 Practicum (3), and SpEd 462 Education of Exceptional Children (3). The educational media course has been increased from 1 to 3 hours to include computer technology. Total number of "professional" hours are reduced from 43 to 36.

Secondary Education

The professional studies component for the basic secondary certificate adds CI 410 Classroom Management (3), CI 409 Practicum (1), and SpEd 462 Education of Exceptional Children (3). The educational media course has been increased from 1 to 3 hours to include computer technology. Total number of hours is increased from 33-39 to 41-47.

Art

The basic art certificate is being reduced from 69 to 63 hours. Weaving and Metals are deleted, and some of the 30 hours electives in studio work are being specified (i.e., Applied Design, Graphic Design, Lettering and Photography).

Business and Office Education

The basic certificate increases from 49 to 51 hours. Added are two courses in Finance and Law and two courses in Management. Students are also able to select 9 hours of electives.

Distributive Education

The School of Business Administration is requesting permission to offer basic and standard certificates in Distributive Education. The proposed basic certificate would require 72 hours, the standard certificate 21 hours. No new courses are required for the two programs.

Drama

A Scene Design course has been added to the basic certificate program. For the standard certificate, a three-hour language arts requirement has been deleted.

Educational Media

The basic certificate has been increased from 24 to 27 hours by the addition of LIB 490 Children's Literature and Library.

Foreign Languages

First and second year language courses have been deleted from the basic endorsements in French, German, and Russian. In their place, upper division courses in literature, language and culture have been added.

Handicapped Learner

The basic certificate has increased from 31 to 35 hours. Survey of Speech, Language and Hearing Disorders has been added, and field experience has increased from 1 to 3 hours.

The standard certificate for mildly handicapped now includes courses in Career Education and Advanced Techniques in Reading: Disabled Learner, plus 12 hours of electives from special education.

The severely handicapped standard certificate has been reduced from 32 to 21 hours. Requirements include courses in the Assessment of the Severely Handicapped, Career Education plus 12 hours electives from special education.

Health

The basic PP-12 and grades 5-12 certificates have added HE 326 Drug Education in place of Social Health Problems. Mental Hygiene has been deleted.

Language Arts

The English Department has reduced the number of total hours required for the basic certificate from 50 to 45, and more courses are listed for the choice of electives.

Language Arts and Social Science

The total number of hours required for the basic certificate have been increased from 75 to 78. Japanese and Chinese Literature have been deleted from among electives. An intercultural and international studies course has been added while Community Politics (PS 231) has been deleted.

Mathematics

The basic combined certificate has been rewritten to provide preparation specifically for the middle school math specialist. Whereas the 1980 certificate allowed for several choices, the proposed program eliminates most of them. Total hours required: 27.

The basic certificate in advanced math has been increased from 51-52 to 54-55 hours. MTH 364-65 Elements of Statistical Methods has been added as an option for statistics.

Music

The standard certificate has increased from 15-30 to 26-28 hours. Electives from composition, harmony and arranging have been added.

Principal

The Teacher Standards and Practices Commission is now requiring an Oregon School Law class in place of School Law and also an administrative practicum for the basic certificate.

Moving the practicum to the basic certificate from the standard has reduced the total number of hours of the standard from 21 to 18 hours.

Physical Education

The basic certificate has increased from 47 to 52 hours. Added are PE 473 Physiology of Exercise (3), and PE 446 Tests and Measurements (3), while some other courses have reduced number of credits.

The standard certificate has been reduced from 18 to 15 hours.

Reading

The basic endorsement has dropped linguistics as a requirement, but TSPC is now requiring Administration of School Reading Programs as part of the basic.

The standard endorsement requires either Advanced Elementary or Secondary Methods in Reading, Clinical Evaluation, and Current Issues and Perspectives in Reading. The remaining 9 hours are electives.

Integrated Science

The basic certificate has increased from 51 to 54 hours; Historical Geology has been added.

Physical Science--Physics Option

The basic certificate for physics majors drops from 61 to 45 hours. Sixteen hours of math have been deleted, as have PH 301 and PH 365. Introduction to Chemical Analysis has been added.

The total number of hours for non-physics majors drops from 45 to 39-42 hours.

Social Studies

The basic certificate remains at 75 hours, but various specific courses are now required in economics, geography, history, political science, sociology, anthropology and contemporary issues; the previous program included more electives.

Speech

The basic certificate now requires SP 326 Persuasion, which increases the number of hours from 24 to 27.

Speech Impaired

The basic certificate program is increased from 42 to 47 hours. Added are courses in clinical hearing therapy, articulation disorders and programmed management.

The standard certificate now requires SP 577 Educational Audiology.



portland state university

MEMORANDUM

April 21, 1986

TO: Faculty Senate

FROM: University Curriculum Committee
Barbara Sestak, Chairperson

The University Curriculum Committee recommends approval of the revised Teacher Education Programs submitted by the School of Education, provided that all required courses with omnibus numbers will be submitted for discrete numbers through the proper channels in Fall of 1986.

The Committee also recommends that the Senate request that the School of Education seek approval of a phase-in of the new programs over a reasonable period of time in order to alleviate student hardship.

TO: Faculty Senate

FROM: Graduate Council
Wilma Sheridan, Chairperson

The Graduate Council discussed and approved the total of hours for the programs that entail graduate courses for the revised teacher education programs at PSU.

March 10, 1986

TO: Faculty Senate

FR: Senate Steering Committee

RE: Proposed amendment to the Constitution

F 2

Current Text:

ARTICLE VII. ELECTION OF THE INTERINSTITUTIONAL FACULTY SENATE.

The Faculty shall elect during spring term by secret ballot one institutional representative to the Interinstitutional Faculty Senate, from the membership of the Faculty other than ex-officio members of the Senate. The election shall be administered by the Secretary to the Faculty, under the supervision of the Senate Steering Committee, concurrently with the selection of the Advisory Council, and according to the same procedures as described in Article VI, Section 1.

Proposed amendment: (Changes underlined)

The Faculty shall elect during spring term by secret ballot one institutional representatives and two alternates to the Interinstitutional . . . Section 1. The person receiving the highest number of votes shall be appointed to serve a three-year term. An interim vacancy shall be filled by appointment by the Secretary to the Faculty who shall designate the non-elected nominee with the greatest number of votes to fill the unexpired term. An additional vacancy shall be filled by the third finalist.

Rationale:

The present system of having only two nominees for the final election for the IFS results in having only one alternate for possible vacancies. There have been times when we have needed more than one alternate for vacancies which have occurred. In those instances, special elections have to be held, delaying the filling of vacancies. We can avoid that by accepting the proposed amendment. Thus, from the nominating ballot the top six nominees would be listed on the final ballot, with three being elected as the IFS representative and alternates.