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## Faculty Senate Monthly Packet October 1994

Portland State University Faculty Senate

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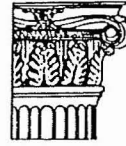
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THE PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**TO:** Senators and *Ex-officio* Members to the Senate  
**FROM:** Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **October 3, 1994**, at 3:00 p.m. in 53 Cramer Hall.

**AGENDA**

- A. Roll
- B. Approval of the Minutes of the June 6, 1994, Meeting
- C. Announcements and Communications from the Floor
  - 1. President's Report
  - 2. Provost's Report
  - 3. Vice President's Report
- D. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
  - 1. 1993-94 Steering Committee Evaluation of the Library Reorganization - Oshika
  - 2. 1993-94 Steering Committee Evaluation of the School of Business Administration Reorganization - Oshika
  - 3. Registration Report - Tufts
  - 4. Status Report, University Studies - White
  - 5. Interim Report, General Education Implementation Task Force - Liebman
- F. Unfinished Business
  - 1. Constitutional Amendment, Art. II (Membership of the Faculty) - Oshika
  - 2. Constitutional Amendment, Art. IV, Sec. 4, 4 (Faculty Development Committee) - Oshika
  - 3. Constitutional Amendment, Art. IV, Sec. 4, 4 (University Honors Program Board) - Oshika
  - 4. Scholastic Standards Committee Proposal, Revision - Constans
- G. New Business
- H. Adjournment

The following documents are included with this mailing:

- B Minutes of the June 7, 1994, Senate Meeting
- E1. Report, Evaluation of the Reorganization of the Library
- E2. Report, Evaluation of the Reorganization of the School of Business Administration
- F1. Amendments (3) to the Constitution of the Portland State University Faculty Senate
- F4. Scholastic Standards Committee Proposal

**The Secretary must have names of Senators' alternates in order for them to be officially noted in your absence. Please submit your alternate's name to the Secretary at the 3 October Senate meeting or by telephone (5-4416) or e-mail (sarah@po.pdx.edu) by October 6, 1994.**

## PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 6, 1994  
Presiding Officer: Beatrice Oshika  
Secretary: Alan Cabelly

Members Present: Abrams, Andrews-Collier, Barna, Beeson, Bjork, Bowlden, Brenner, Cooper, Farr, Forbes, Fosque, Franks, Gray, Greco, Hales, A. Johnson, Jolin, Kenny, Kimball, Kocaoglu, Lall, Lansdowne, Liebman, Limbaugh, Midson, Miller, Moor, Oshika, Parshall, Potiowsky, Rhee, Svoboda, Talbott, Tama, Vistica, Watne, Westover, Wetzel, Wollner.

Alternates Present: Bleiler for Bjork, Dieterich for DeCarrico, Goslin for Gillpatrick, Robertson for Krug.

Members Absent: Barton, Briggs, Etesami, Falco, Hakanson, D. M. Johnson, D. Johnson, Manning, McGuire, Raedels, Reece, Schaumann, Seltzer, Smith, Visse, Watanabe.

Ex-officio Members Present: Barna, Bleiler, Cabelly, Constans, Davidson, Desrochers, Diman, Erzurumlu, Krug, Graff-Haight, Kaiser, Kosokoff, Ramaley, Reardon, Vieira, Ward.

OSHIKA reminded Senators that this is likely to be a long Senate meeting, and that Senators in attendance include both outgoing and incoming Senators.

### APPROVAL OF THE MINUTES

MOOR suggested the following correction to the minutes: p. 58, line 3, delete the words *these people*, and insert the words *people who have unclassified appointments without faculty ranks*. The minutes were then approved as amended.

### ANNOUNCEMENTS

OSHIKA made the following announcements:

1. Administrators have received a questionnaire asking them to identify any ad hoc committees that report to them. Those should be returned to the Secretary as soon as possible.
2. The Secretary should be informed of elected members to the Committee on Committees before June 9.

3. The new Senate roster was corrected. Additional corrections should be given to the Secretary.

ELECTION OF PRESIDING OFFICER OF THE FACULTY SENATE, 1994-1995

ANDREWS-COLLIER/WOLLNER nominated Loyde Hales. Nominations were closed; HALES was ELECTED by ACCLAMATION.

ELECTION OF PRESIDING OFFICER PRO-TEM, 1994-1995

JOHNSON/VISTICA nominated Steve Kosokoff. Nominations were closed; KOSOKOFF was ELECTED by ACCLAMATION.

ELECTION OF FACULTY SENATE STEERING COMMITTEE, 1994-1995

WESTOVER/ANDREWS-COLLIER nominated Oren OGLE

J. BRENNER/A. JOHNSON nominated Elaine LIMBAUGH

BOWLDEN/J. BRENNER nominated Carol FRANKS

A. JOHNSON/ANDREWS-COLLIER nominated Annette JOLIN

J. BRENNER/BOWLDEN nominated Pat WETZEL

S. BRENNER/KENNY nominated Alan RAEDELS

The following were ELECTED to serve on the FACULTY SENATE STEERING COMMITTEE for the 1994-95 academic year:

Annette JOLIN

Elaine LIMBAUGH

Oren OGLE

Pat WETZEL

They will serve along with the PRESIDING OFFICER, PRESIDING OFFICER PRO-TEM, SECRETARY to the FACULTY, and CHAIR of the Committee on Committees (ex-officio)

OSHIKA thanked each of last year's members of the Steering Committee by name. She noted that it had been a very active year, and the members had all performed many useful tasks for the University and the Senate.

PRESIDENT'S REPORT

RAMALEY noted that there are many changes in the present situation at PSU that make it difficult to know how we can prepare for the future.

1. The first is the economy. This is becoming increasingly difficult to predict.
2. Next, there are many "acting people" coming into office. This includes Chancellor Cox, and Presidents at UO, SOSC, WOSC. This will change many of the relationships and the dynamics of those relationships. These new leaders will have many impacts, e.g., on public investments within this state. We will need an early fall gathering at PSU to bring

the entire campus up to date with our new circumstances and respond to public policy questions.

There will also be many new players in the legislature. The reality is that we do not know who will be in leadership roles in the near future, nor what budget implications will be.

RAMALEY next thanked the Senate and Senators for its help during an active year, and helping prepare for more strategic decisions next year.

We should also be more aware of public corporation issues. J. BRENNER asked if the Chancellor's departure will have an impact on the "public corporation" question. RAMALEY said that there is system-wide desire to do this, to give us more flexibility. The Board, as well as Acting Chancellor Cox, are all interested in this opportunity.

### PROVOST'S REPORT

1. REARDON noted that many Task Forces are presenting their reports. These include the examination of instructional and curricular reform; its report has been completed, and will be circulated in an abbreviated version. The Task Force examining university- community involvement has also completed its work; its report will be circulated.
2. The conversion from a three to four credit hour system is beginning. There is the hope that this again be studied in the Faculty Senate. This is arising from UO, and primarily from SOSC. Consequently, the proposal will be made. SOSC desires this, whether or not it is system-wide. However, the Board will probably say, "all or nothing." The proposal arose in regards to productivity plans. Most Provosts are interested in this. If it surfaces this summer, the Senate will return to session. However, we will not begin work unless prior approval is assured. Semester conversion examination is also being considered; however, we should still look towards moving to 4-credit courses, which is halfway.

OSHIKA noted that the IFS is interested in this issue. A. JOHNSON asked for a straw poll to see if the semester system is desired. All those present were permitted to vote. The result was 35-12 in favor of moving to semesters. GOSLIN thought that we should speak with our customers, the students.

### QUESTION PERIOD

BEESON asked where the 400 seat course issue might fit in with curricular changes. REARDON thought that this would be best if we had a mix of various types of classes and classroom sizes. We currently do not have the space to provide this mix. We are trying to build in a wide array of options. BEESON also noted that General Administrators teach large classes.

LIEBMAN asked how the semester conversion impacts productivity. REARDON said that we were asked to examine the issue of improved education. It reduces the number of courses students take, gets them through quicker, and thus improves productivity. This will also give us the flexibility to have 5-week courses.

BOWLDEN asked about plans to change the Shattuck auditorium into a large classroom, believing that we are getting negative feedback on this, directly hurting members of the Dance Program. We might simply change a good auditorium into a bad classroom. REARDON noted that he has recently spoken with the dance students, and will ensure that they will be allowed to graduate. The Dance program has been dropped as part of budget reduction; individual courses will remain. The classroom question results because most people view Lincoln Hall as unsatisfactory. The Deans say we need a 200 seat lecture hall. Of all options, this is the best. Further, the new joint architecture program with UO will need a similar space.

#### E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Annual Report, Teacher Education Committee. GRAFF-HAIGHT gave the report as distributed. OSHIKA accepted the report for the Senate.
2. Annual Report, Advisory Council. BOWLDEN gave the report as distributed. He noted that the outgoing members are Marvin Beeson, Larry Bowlden, and Nancy Chapman; incoming members are Alan Cabelly, Beatrice Oshika, and Joan Strouse. They will join Steven Brenner, Jack Cooper, and Ansel Johnson. OSHIKA accepted the report for the Senate.
3. Annual Report, Committee on Committees. MIDSON gave the report as distributed. He thanked Kathi Ketcheson, Barbara Wiegele, and individuals in Computing Services for their assistance in compiling the Committee on Committees questionnaires. He directed everyone's attention to the new committee, the Advisory Committee on Information Technologies. He notes committee recommendations #1 and #2, finding ways of providing retired faculty the opportunity to assist with the Senate's committee work, and of developing a Procedures Manual in which committee policies and procedures be recorded. (The full text of the recommendations is in the report.) SVOBODA asked about whether committee minutes are normally retained. OSHIKA noted various meetings of committee chairs, who agreed that no central place is used for storage, but that this was necessary. OSHIKA accepted the report for the Senate. A. JOHNSON/BLEILER moved to direct the 1994-95 Steering Committee to study these recommendations.
4. Annual Report, University Planning Council. SVOBODA gave the report for Weikel. The Council was concerned about the fact that this and other major university committees are bypassed in favor of some ad hoc committees.

REARDON asked if the UPC saw itself as a working committee, or overseer. SVOBODA noted that UPC should be consulted; occasionally, as appropriate, it should

do the actual work required. OSHIKA thought that ad hoc committee formation should be run past the UPC. MOOR said that Ad Hoc committee work should be reviewed by standing committees. BLEILER thought this would cause gridlock, because of significant overlap. SVOBODA did not want to slow down the process, but thought that deliberate advice is appropriate even if cumbersome and laborious. OSHIKA accepted the report for the Senate, endorsing the recommendation that appropriate communication should occur when educational policy matters are discussed.

5. Semi-Annual Report, Faculty Development Committee. BLEILER noted that we continue to be "hideously underfunded," and are seeking to improve this. He thanked Marjorie Enneking, Office of Research and Sponsored Projects, who gave significant help to the committee throughout the year. The committee is proposing a Constitutional Amendment to cut their membership in half. J. BRENNER asked about the decision to have next year's grants focus on seed money. BLEILER said this was made in consultation with OAA. J. BRENNER then asked if this was a policy decision; BLEILER said it was in the committee's charge to develop criteria. J. BRENNER thought the Senate should review this in a timely manner, and BLEILER thought this was appropriate. He noted that the history of the committee is new.

J. BRENNER thought the Steering Committee could look into this. OSHIKA accepted the report for the Senate. OSHIKA thought that the changes could be submitted to the Senate in a timely manner. A. JOHNSON thought this should be discussed at the October Senate meeting. OSHIKA said that this will occur.

6. Report on Evaluation of Reorganization of Library and School of Business Administration. OSHIKA noted that the report is still being written at this time. It is included in its entirety in the minutes.
7. General Education Task Force Report. An update on the Education Task Force for Gen Ed was given by LIEBMAN.

Oshika noted that the Task Force will make an additional report to the Senate in the fall, and that anyone having comments should contact Liebman. In response to A. JOHNSON's question, OSHIKA noted that the ARC will see the report before it is distributed because the chairs of ARC, UPC, and the Curriculum Committee are all on the task force. OSHIKA accepted the report for the Senate.

8. IFS report. Cooper gave the report, which is included in its entirety in the minutes.

DESROCHERS asked about the "Education First" ballot measure. This occurred in California in 1988, guaranteeing funding to K-12, putting a real squeeze on higher education. She also noted that the Public Corporation issue is related, as it impacts implementation. COOPER concluded that we should get out the vote, and talk to ordinary citizens. BURNS noted that the Chancellor's office still does not have a

document explaining the Public Corporation; the IFS thought this should be done. DESROCHERS said this document will soon be available.

S. BRENNER asked about the PERS measure, and the fact that Eugene teachers have entered into an agreement increasing their salary in exchange for PERS, shortly before the election. COOPER thought that contracts protects some people, as long as they are in effect. S. BRENNER asked what the legislators had in mind. OSHIKA thought the PERS item was contractual, so a decision of voters would be challenged. She thought there was much indeterminacy in all these issues.

#### F. UNFINISHED BUSINESS

1. Constitutional Amendment (Membership of the Faculty). OSHIKA clarified the process of Constitutional Amendments, and removed F1 from the table.

S. BRENNER asked about the meaning of "public service." OSHIKA thought this impacted many people in some research institutes. She noted that this language has already been added.

MOOR suggested that the word "AND" be added to the third line of the bottom paragraph, p. 58, after the word *ranks*. This was done.

BOWLDEN asked Moor what would be accomplished by the amendment to add the Provost's certification. MOOR thought that, after the Extended Studies addition, similar individuals would be added across campus; REARDON agreed that this would occur. MIDSON asked if people would be decertified by the Provost; REARDON was uncertain. Most people in this category would be on grants; MOOR thought that someone doing clerical tasks, but who is unclassified, could be decertified by the PROVOST. MIDSON thought this might undo the Extended Studies amendment; MOOR thought this simply looks at academic issues. SVOBODA asked who would be excluded; MOOR noted that his own wife in the past was unclassified, and would be excluded by this latest change. He thought academic qualifications are appropriate. S. BRENNER asked the point of the overall amendment; we could change the Senate's title to "University Senate," but not call more people faculty.

FORBES suggested that this body addresses curriculum and instruction; he thought that faculty rank is necessary to do this, and that Moor's amendment does this. J. BRENNER thought that an academic degree might not be crucial. She asked Moor if he was concerned about the credentializing process, or function. MOOR said this is not just about degrees, but that people should have appropriate qualifications. FORBES said that the language in F1, along with Moor's amendment, covers function and qualifications. WOLLNER disagreed, saying this might delete people working within academic programs



who are called faculty within the collective bargaining agreement. MOOR said this amendment follows the contract.

The Question was called. The amendment PASSED 30-1.

F1, as amended, now goes to the Advisory Council for consideration, and will return to the Senate in October.

#### G. NEW BUSINESS

1. Constitutional Amendment (Faculty Development Committee). BLEILER noted that the committee costs \$7200/hour, at an hourly rate of \$30/hour for 24 members. He never was able to get more than 14 people to attend at one time. This Amendment now goes to the Advisory Council for consideration, and will return to the Senate in October.
2. Scholastic Standards Committee Proposal. Constans. This is a change in deadlines. CONSTANS explained the proposal as noted. A. JOHNSON asked if we could also move the drop deadline back from 8 weeks. We get "killed" by "shopping" students. FOSQUE asked whether this change would negatively impact the Deadline Appeals Board. In response to JOLIN's question, CONSTANS thought this would actually help. BOWLDEN thought this change would hurt good students; we should give them more flexibility.

TUFTS thought many similar changes are being studied, and that only this one came to the Senate. The six week/four week issue causes confusion. Auditing students also cause problems, because the community does not realize this is a student who might be failing. GRECO thought that if the student is doing well, a "Pass" does not hurt.

S. BRENNER discussed other options that might also be available. MOOR thought this question was quite important for students. As a practical issue, from a budgetary standpoint, we should not allow drops when no one else can add, or when adds do not count. FARR agreed with Bowlden, while being concerned about grade shopping. This might increase the number of appeals. CONSTANS wanted students to take some responsibility. ANDREWS-COLLIER wanted to give students feedback earlier. BLEILER thought late changes delete personal commitment. Students should be in for the duration, if we are a quality university. FORBES agreed, but asked about petitions that are as much as one year late, thinking these are intolerable/unbelievable.

OSHIKA suggested that these issues be referred back to the Deadline Appeals Board and the Scholastic Standards Committee, working in concert with Bob Tufts. A. JOHNSON/BLEILER moved this. It PASSED unanimously.

3. Constitutional Amendment (University Honors Program Board). A. JOHNSON noted that this is an old issue. The University Planning Council unanimously voted in favor of this,

placing this program under normal university governance procedures. There were no questions. This Amendment now goes to the Advisory Council for consideration, and will return to the Senate in October.

#### ADJOURNMENT

OSHIKA adjourned the meeting at 5:25 PM to a rousing cheer and applause, and wished luck to the new officers.

September 15, 1994

To: PSU Faculty Senate  
 From: 1993-94 Senate Steering Committee  
 Sarah Andrews-Collier (Presiding Officer pro tem)  
 Alan Cabelly (Secretary to the Faculty)  
 Annette Jolin  
 Tony Midson  
 Beatrice Oshika (Presiding Officer)  
 Rita Vistica  
 Robert Westover  
 Subj: Review and Evaluation of Library Reorganization

During the 1993-94 academic year, the Faculty Senate Steering Committee carried out a review of the 1991 reorganizations of the School of Business Administration and of the Library as directed by the PSU Faculty Senate in a May 4, 1992 resolution:

"that the 1991-92 Faculty Senate instruct its 1993-1994 successor, however this may be appropriately done, to carry out a full review and evaluation of the effects of the 1991 reorganization of the School of Business Administration and of the University Library;

that the review and evaluation include at the minimum a confidential inquiry of every tenured and tenure-track SBA and Library faculty member as to faculty roles in governing their school/library, in particular but not confined to faculty influence in selecting administrators and faculty participation in promotion and tenure decisions;

that the result of this study should be reported to the 1993-1994 Senate so that it may then decide whether the SBA and Library reorganizations should be modified."

In the Winter/Spring94 terms the Faculty Senate Steering Committee carried out the evaluation of the Library reorganization as directed. All Library faculty were invited through written notice and telephone calls to participate in the review process by contacting a member of the Steering Committee for an interview (the Library faculty member on the Steering Committee was excluded from conducting such interviews). Twenty Library faculty responded out of a total of 24 contacted. All conversations were confidential, notes were identified with codes rather than names, and responses have been retained by individual interviewers and are not collected in a single place. The memo to faculty and the set of questions that formed the basis of the conversations are on file with the Secretary to the Faculty. Library Director Thomas Pfingsten provided material on the library faculty structure before and after the 1991 reorganization, and description of current policies regarding the promotion and tenure process and faculty governance procedures.

#### 1. GENERAL ISSUES

a) In interviews of both Library and SBA faculty, there was general agreement among respondents that the effectiveness of any organizational structure is almost entirely the result of the actions of the individuals in the various roles. That is, a good organizational structure does not guarantee effective administration and equitable faculty representation, nor does a bad structure necessarily preclude those things.

However, there was also universal agreement that there should always be structural recourse for faculty evaluation of administrators and faculty participation in promotion and tenure review, and structural mechanisms for raising topics of concern to the faculty. In a department, for example, these might be reflected in election of chairs, representation of faculty on P&T committees, and departmental meetings.

## 2. LIBRARY ISSUES

The stated purpose of the 1991 organization of the Library was to "create a more effective, efficient and responsive library administration" (memo of September 9, 1991 from Thomas Pfingsten to Robert Frank, Provost). The reorganization eliminated department chairs and replaced them with two administrative positions: an Assistant Director for Public Services and an Assistant Director for Technical Services and Collection Management. That is, prior to the organization there was a director, assistant director and two department chairs. After the reorganization there were a director and two assistant directors.

An effect of eliminating the department chairs, according to faculty interviews, was to lessen the opportunity to bring topics from the faculty up to the administration. Although there are joint committees for P&T review with elected faculty representation from the two functional units, there was a sense that this joint committee might not necessarily understand specific job functions of any given individual or wish to represent issues of a given subgroup, as might be the case within a department. This sense of partial loss of identity was also noted in the SBA elimination of departments.

However, the principal concern, by far, regarding the effects of the reorganization, had to do with the indefinite nature of the appointment of the assistant directors. They did not appear to be appointed for fixed terms with re-appointment dependent on performance review, and there were no mechanisms for faculty to participate in such review. There were also criticisms of the process by which assistant directors were appointed. An open process, an outside search and faculty participation in the decision were all suggested as possible improvements to the process.

All of this was contrasted to the mechanism of periodic election of department chairs that existed prior to the restructuring.

## 3. RECOMMENDATIONS

The Senate Steering Committee strongly recommends that the following steps be taken to ensure participation of Library faculty in selection of their administrative leadership, consistent with principles of faculty governance and the previous ability to select department chairs.

- a) That the duration of appointments as Assistant Directors be specified, for example, three year terms, and that reappointment be subject to a review and evaluation procedure;
- b) That the review and evaluation of the Assistant Directors include explicit procedures for faculty participation, and that the results of these procedures have the effect equivalent to the election of chairs in the departmental organization.

## SAMPLE RESPONSES FROM LIBRARY INTERVIEWS

As supplementary material to the Steering Committee report, some comments synthesized from conversations held with Library faculty are included here. These are illustrative and not intended to be exhaustive.

- assistant directors carry information down from the director but do not carry information up to director;
- elimination of departmental representation makes some feel less like faculty than before;
- the atmosphere in the Library has always been politicized to some extent, and some concerns reflect this, but now faculty see the politics and differences as more 'frozen' and less likely to change than before;
- in some respects the joint committee for P&T is more responsive than before. Before, departmental politics could block a person's advancement, now the joint committee gets a perspective as a whole, as a single faculty;
- job responsibilities and reporting structure are quite similar before and after the reorganization;
- no faculty organization should depend on the goodwill and skill of an administrator; should not have to depend on the luck-of-the-draw;
- there is no mechanism in place to mediate bad situations, resolve conflicts;
- many other libraries have administrators who are hired/appointed and not elected; this is not atypical even if library staff are faculty;

September 15, 1994

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that the review and evaluation include at the minimum a confidential inquiry of every tenured and tenure-track SBA and Library faculty member as to faculty roles in governing their school/library, in particular but not confined to faculty influence in selecting administrators and faculty participation in promotion and tenure decisions;

that the result of this study should be reported to the 1993-1994 Senate so that it may then decide whether the SBA and Library reorganizations should be modified."

In the Winter/Spring94 terms the Faculty Senate Steering Committee carried out the evaluation of the SBA reorganization as directed. All SBA faculty were invited through written notice and telephone calls to participate in the review process by contacting a member of the Steering Committee for an interview (the SBA faculty member on the Steering Committee was excluded from conducting such interviews). Over twenty SBA faculty responded out of approximately fifty contacted. All conversations were confidential, notes were identified with codes rather than names, and responses have been retained by interviewers and are not collected in a single place. The memo to faculty and set of questions that formed the basis of the individual conversations are on file with the Secretary to the Faculty. SBA Dean Roger Ahlbrandt provided material on the SBA faculty structure before and after the 1991 reorganization eliminating departments, and description of current policies regarding the promotion and tenure process and faculty governance procedures.

## 1. GENERAL ISSUES

a) In interviews of both SBA and Library faculty, there was general agreement among respondents that the effectiveness of any organizational structure is almost entirely the result of the actions of the individuals in the various roles. That is, a good organizational structure does not guarantee effective administration and equitable faculty representation, nor does a bad structure necessarily preclude those things.

However, there was also universal agreement that there should always be structural recourse for faculty evaluation of administrators, faculty participation in promotion and tenure review, and structural mechanisms for raising topics of concern to the faculty. In a department, for example, these might be reflected in election of chairs, appointment or election of P&T committees, and departmental meetings.

## 2. SBA ISSUES

The 1991 reorganization of the School of Business Administration eliminated departments and chairs, and replaced decision making at that level with various school-wide faculty committees. The administration consists of a Dean, an Associate Dean for Graduate Programs and an Associate Dean for Undergraduate Programs.

Faculty are represented on committees responsible for P&T review, curricular issues and other issues affecting SBA as a whole. Associate deans are appointed for fixed terms with reappointment subject to performance review. Procedures for faculty to periodically evaluate the dean and associate deans are in place and were effectively used during the Spring94 review cycle, by all accounts.

One of the primary concerns expressed by SBA faculty had to do with span of control. Under the current structure it appears that a large number of faculty need to rely on very few decision makers to make 'global' decisions like scheduling of classes. From a representation standpoint, the span of control issue becomes a problem because there no longer exist explicit interest groups, such as departments or disciplines, to bring up local issues, such as articulation of courses within a specific curriculum, which might be affected by global decisions. For example, if the sequence of courses required for a given track or major is not known by the person or group doing scheduling, then courses might not get scheduled in the right order.

With respect to faculty governance, there was concern that final P&T review by a large group (tenured faculty at/above rank of faculty member being reviewed) meant that reviewers were not knowledgeable about the specific discipline, and that the process lent itself to undue consideration of factors extrinsic to the quality of scholarship and status in the field. Opinions were quite mixed in this area. Some felt that the broad-based decision making helped newer faculty who might not have visibility or stature in a departmental setting. Others felt that the broad-based group could not make informed judgments about quality of research and publications because they were not familiar with the discipline.

## 3. RECOMMENDATIONS

The Senate Steering Committee believes that faculty representation in P&T decisions and faculty influence on selection of administrators have not been substantively diminished by the reorganization, and faculty appear to be generally satisfied with the new structure. However, the committee recommends that more local decision making be returned to 'natural' groups, for example, faculty associated with a major or curricular track, with respect to scheduling of courses, some level of evaluation for P&T, and other issues requiring local rather than SBA-wide knowledge.

## SAMPLE RESPONSES FROM SBA INTERVIEWS

As supplementary material to the Steering Committee report, some comments synthesized from conversations held with SBA faculty are included here. These are illustrative and not intended to be exhaustive.

- the new organization means more committee work for everyone (this was universal opinion of all faculty polled);
- there is much less interaction with colleagues in one's discipline; (a new faculty member noted there was nobody to act as mentor);
- there was a stronger sense of community with departments;
- the reorganization intentions are good, but the implementation needs improvements; for an organization with distributed decision making, important information is too closely held;
- lack of a formal structure, such as departments, has led to political movements (in lieu of disciplinary groupings);
- discussion in large forum is not conducive to making effective decisions; need better training to facilitate meetings, and people need to be more frank and forthcoming but they do not want to do that in a large group;
- effect on actual teaching and research efforts and effectiveness has been invisible; those remain the same as before;
- department chair positions were often used as training ground for assistant deans; now there is no natural way to develop into leadership roles;
- periodic evaluation by faculty of dean and associate deans was good idea, survey of faculty was a good one, but question remains of how recommendations are used;
- there may be an issue of sorting out how much of people's reactions are result of reorganization and how much the result of effects of Measure 5.



**AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY**

Text to be deleted is struck out. Text to be added is underlined.

**Article II. Membership of the Faculty.**

The Faculty shall consist of the Chancellor, the President of Portland State University, and all persons who hold State Board appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unclassified members of the School of Extended Studies Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks and whose full-time equivalent is at least fifty percent teaching, research, public service or administration at Portland State University shall also be included in the Faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon State System of Higher Education.

(Note: this text reflects changes made at the May 2, 1994, and June 6, 1994 Faculty Senate meetings.)

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**AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY**

Text to be deleted is struck out. Text to be added is underlined.

(Article IV, section 4, 4)

**g) Faculty Development Committee.** This committee shall consist of ten ~~ten~~ five faculty members from the College of Liberal Arts and Sciences, ~~two~~ one from each of the other instructional divisions, ~~two~~ one from the Library, ~~two~~ one representing All Other faculty, and as consultants, the Provost or his/her representative.

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**AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY**

**Delete** the following entry, noted below.

(Article IV, section 4, 4)

- \*i) University Honors Program Board.** This board shall consist of a chairperson and a membership representative of various academic units of the University. In addition, two students shall serve on the Board; at least one student shall be from the University Honors Program. The Director of the University Honors Program shall be an ex-officio member. The Board shall:
- 1) Formulate and propose policies regarding the University Honors program and give it general supervision, such as advising the Director on personnel appointments, developing curricular policy and approving University Honors Program course proposals.
  - 2) Determine the bases for selection, retention and matriculation of University Honor Program students and serve on admissions committees. Review for graduation all students nominated by departments and directors and receive appeals and requests from students in the University Honors Program.
  - 3) Receive from the Director at each meeting a summary of the operations and development of the program. A copy of all memoranda and office records shall be made available to members of the University Honors Program Board upon request.
  - 4) Report to the Senate at least once a year.

**\*Delete** the corresponding entry on page 56 of the Governance Guide.

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F 24

September 20, 1994

To: Loyde Hales  
Presiding Officer, Faculty Senate

From: Scholastic Standards Committee  
Mary Constans, Chair

The Scholastic Standards Committee recommends Senate approval to move the deadline for grade option changes to the fourth week of the term the course is taken. The present deadline of the sixth week is more than halfway through the term and allows for considerable grade shopping. A fourth week deadline would coincide with the present deadline of four weeks to drop a course without instructor approval. The committee and Registrar Robert Tufts feel strongly that students should be able to make a commitment to a course by the fourth week of the term.