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Claudia Weston, Asst. Director
Library Technical Services
LIB-W

FACULTY SENATE MEETING

ON

MAY 3, 2004

3:00 P.M.

WILL BE HELD IN THE
COLUMBIA FALLS BALLROOM
UNIVERSITY PLACE
310 SW LINCOLN

OPEN HOUSE

TO FOLLOW

4:30 - 6:30 P.M.

HOSTED

BY

PSU

FINANCE & ADMINISTRATION

IN VIEW OF THE IMPORTANCE OF FACULTY GOVERNANCE IN THE LIFE OF THE UNIVERSITY, AND THE QUESTIONS RELATING TO THE ROLE OF THE FACULTY THAT HAVE ARISEN IN VARIOUS CONTEXTS OVER THE PAST FEW YEARS, THE FACULTY SENATE STEERING COMMITTEE PLANS TO APPOINT AN AD-HOC COMMITTEE TO STUDY FACULTY GOVERNANCE AND MAKE RECOMMENDATIONS FOR CHANGES AND CLARIFICATIONS IN CURRENT PROCEDURES. IN PARTICULAR, THE COMMITTEE WILL REVIEW AND CLARIFY THE FACULTY'S ROLE IN HIRING, PROMOTION, AND TENURE OF FACULTY, AND IN THE SELECTION OF DEANS, DIRECTORS, AND OTHER ADMINISTRATORS, AND WILL ELUCIDATE THE RESULTING PRINCIPLES THAT SHOULD BE FOLLOWED IN DEPARTMENT AND COLLEGE GOVERNANCE DOCUMENTS. IT WILL ALSO CONSIDER THE FACULTY'S ROLE IN LARGER UNIVERSITY DECISIONS. THESE DELIBERATIONS, AND THE RESULTING RECOMMENDATIONS AND PROCEDURES, ARE NOT INTENDED TO OVERLAP OR REPLACE THE RESPONSIBILITIES OF UNIONS OR ADMINISTRATORS, BUT RATHER TO GIVE THOUGHTFUL CONSIDERATION TO THE ROLE OF THE FACULTY IN PROTECTING THE INTELLECTUAL INTERESTS OF THE CAMPUS IN THE DECISION-MAKING PROCESS.

WE SOLICIT VOLUNTEERS AND CONFIRMED NOMINEES FOR MEMBERSHIP IN THIS COMMITTEE. WE EXPECT THE COMMITTEE TO BE APPOINTED THIS ACADEMIC YEAR, BUT DO MOST OF ITS WORK IN 2004-05.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **May 3, 2004**, at 3:00 p.m. in
Columbia Falls Room, University Place, 310 SW Lincoln (**please note special location**)

AGENDA

A. Roll

***B. Approval of the Minutes of the April 5, 2004, Meeting**

C. Announcements and Communications from the Floor

President's Report

Provost's Report

Vice President's Report

Nominations for Presiding Officer of the 2004-05 PSU Faculty Senate

D. Unfinished Business

*1. Proposal to Amend the Constitution, Art. IV., 4, 4), d, 2)

*2. Proposal to Amend the Constitution, Art IV, 4, 4), j, 3

*3. Proposal to Amend the Constitution, Art. IV., 4, 2)

E. New Business

*1. Curriculum Committee Course and Program Proposals – Baccar

F. Question Period

1. Questions for Administrators

2. Questions From the Floor for the Chair

G. Reports from Officers of the Administration and Committees

*1. Academic Requirements Committee Annual Report - Mercer

2. Faculty Development Committee Annual Report – Ketcheson

*3. General Student Affairs Committee Annual Report – Devletian

*4. Scholastic Standards Committee Annual Report – MacCormack

*5. Teacher Education Committee Annual Report – Jacob

6. Report of Interinstitutional Faculty Senate Meeting, April 9/10 2004, U. of Oregon - Wollner

7. Educational Policy Committee Report on the Reorganization of Extended Studies - Latiolais

8. Accreditation Discussion: Finance – Gelmon & Kauffman

H. Adjournment

***The following documents are included with this mailing:**

B Minutes of the PSU Faculty Senate Meeting, April 5, 2004

D-1 Proposal to Amend the Constitution, Art. IV., 4, 4), d, 2)

D-2 Proposal to Amend the Constitution, Art IV, 4, 4), j, 3

D-3 Proposal to Amend the Constitution, Art. IV., 4, 2)

E-1 Curriculum Committee Course and Program Proposals – Baccar

G-1 Academic Requirements Committee Annual Report - Mercer

G-3 General Student Affairs Committee Annual Report – Devletian

G-4 Scholastic Standards Committee Annual Report – MacCormack

G-5 Teacher Education Committee Annual Report – Jacob

Secretary to the Faculty

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2003-04 Roster: PSU FACULTY SENATE

****2003-04 FACULTY SENATE

STEERING COMMITTEE ****

Presiding Office: Cynthia Brown

Presiding Officer Pro tem: Dee Thompson

Steering Committee: Janine Allen
Darrell Brown
Richard Wattenberg

& Mary Collins (Comm on Comm Chair) Ex officio

*** 2003-04 PSU FACULTY SENATE ***

All Others

Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004
Gregory, Mark	COMP	2004
Barham, Mary Ann	IASC	2005
Collie, Samuel	FA	2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005
Endress, Wendy	SD	2006
Fortmiller, Dan	IASC	2006
Hoffman, Agnes	ADM	2006

Business Administration

Pfeiffer, William	SBA	2004
*Raffo, David (for Bizjak)	SBA	2004
Andres, Hayward	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005
Gilpatrick, Thomas	SBA	2006

Education

Cress, Christine	ED	2004
* Narode, Ronald (for O'Connor)	ED	2004
Temple, Jacqueline	ED/CI	2004
Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
Caskey, Micki	ED/CI	2005
Farahmandpur, Ramin	ED/PF	2006

Engineering and Computer Science

Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004
Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005
Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006

Extended Studies

Robinson, Rebecca	XS-IS	2004
Cornman, Patricia	XS	2005
Repp, Betty Jean	XS-Sal	2006

Fine and Performing Arts

Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004
Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005
Hansen, Bradley	MUS	2006

Liberal Arts and Sciences

Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Burns, Scott	GEOL	2004
*Fischer, William (for St. John)	FLL	2004
*Jacob, Greg (for Millner)	ENG	2004
*Reder, Stephen (for Liebman)	LING	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Santelmann, Lynn (for Biolsi)	LING	2004
*Toth, Michael (for Haaken)	SOC	2004
*Weasel, Lisa (for Greco)	BIO	2004
Wetzel, Patricia	FLL	2004
Butler, Virginia	ANTH	2005
Duffield, Deborah	BIO	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
King, Mary	ECON	2005
Liebman, Robert	SOC	2005
*Mandaville, Jon (for K.Brown)	HST	2005
Miller-Jones, Dalton	PSY	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005
Brower, Barbara	GEOG	2006
Cummings, Michael	GEOL	2006
Enneking, Marjorie	MTH	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOL	2006
Koch, Roy	ESR	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006

Library

* Hendricks, Arthur (for Hixson)	LIB	2004
*Kenreich, Mary Ellen (for Peigahi)	LIB	2005

Other Instructional

Wollner, Craig	IMS	2004
*Dillon, Grace (for Balshem)	UNST	2005
Wheeler, Lawrence	HON	2005
Reynolds, Candyce	UNST	2006

Social Work

Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
*Leary, Joy (for Friesen)	SSW	2005
Nash, James	SSW	2005
Brennan, Elieen	SSW	2006
* _____ (for Corcoran)	SSW	2006

Urban and Public Affairs

Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
* _____ (for Gelles)	PA	2005
*Prince, Tracy (for Michael)	UPA	2005
Seltzer, Ethan	IMS	2005
Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006

Interim appointments indicated with asterisk

April 8, 2004

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 5, 2004
Presiding Officer: Cynthia Brown
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Agre-Kippenhan, Allen, Arante, Barham, Brennan, Brower, C. Brown, D. Brown, Burns, Butler, Carr, Caskey, Casperson, Collins, Cornman, Cress, Dill, Endress, Farahmandpur, Farr, Fischer, Fortmiller, Fountain, Gilpatrick, Gregory, Hall, Hansen, Hendricks, Hickey, Hoffman, Jacob, Jolin, Dav. Johnson, Kenreich, Ketcheson, Knights, Koch, Kristof, LawrenceLiebman, Mandaville, Mercer, Miller-Jones, Morris, Nash, O'Halloran, Reder, Repp, Reynolds, Santelmann, Smallman, Temple, Thompson, Toth, Walton, Wanjala, Wattenberg, Weasel, Wetzel, Wheeler, Wollner.

Alternates Present: Weber for Anderson, Dillon for Dillon, Wallace for Gelmon.

Members Absent: Andres, Collie, Cummings, Duffield, Enneking, George, Howe, Dan. Johnson, King, Kretovich, Latiolais, Leary, Lehman, Meekisho, Nissen, Padin, Raffo, Pfeiffer, Prince, Rhee, Robinson, Seltzer, Spolek.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Burton, Danielson, Diman, Driscoll, Feyerherm, Kaiser, Kenton, LaTourette, Marino, McVeety, Murdock, Rhodes, Tetreault, Toulan.

NOTE: *There is no recorded transcript of this meeting.*

A. Roll

B. Approval of the Minutes of the March 1, 2004, Meeting

The minutes were approved as published.

C. Announcements and Communications from the Floor

Faculty Senate Meeting, May 3, 2004 will be held in the Columbia Falls Ballroom, University Place, 310 SW Lincoln.

William Tate and Michelle Toppe, Graduation Program Board, requested that faculty consider attending and assisting at Commencement.

President's Report

BERNSTINE noted that the chancellor has resigned and there are several transition activities underway at the State Board level. That is not to say, however, that the Chancellor's office will disappear. Jon Yunker has been named Interim Executive Vice Chancellor. BERNSTINE noted that the Provost would be discussing the priority committee on faculty vitality in her remarks. He also noted the \$8 million gift received from Dr. Fariborz Maseeh for the engineering building. Lastly, he introduced Cassie McVeety, the Vice President for University Relations.

Vice President McVeety greeted the assembly.

Provost's Report

TETREAULT noted she attended the Board meeting on Friday in which the President participated in a formal "conversation" with the Board, as part of a series in which each president is updating the new Board on the his/her campus vision and accomplishments. The President's presentation was very well done and very well received. It was organized around the Board's priorities: Access and Affordability, Academic Excellence and Economic Development, Excellence in Delivery and Productivity, and Chancellor's Office Review. These topics provided an opportunity to emphasize all the excellent things we are doing and the challenges we face. He began with visuals of PSU since the '40s, accompanied by pop songs and ended with a visual of the cover of Gordon Dodd's *The College that Would Not Die* - and the message was clear. Much of the credit for the presentation - in addition to the President - goes to Debbie Murdock, who was the major producer of the show.

Since the last meeting we have made progress on addressing the University's first Priority, Attracting and retaining a faculty of distinction. TETREAULT directed the assembly to the handout provided (attached) and noted that she or Mike Driscoll met with the President's Advisory Council and the Educational Policy Committee to seek their input on how to implement this priority. The outcome is the appointment of a Committee of Department Chairs (and one ex-Chair) to address the two key issues on the handout. The members of the committee, who were chosen as a result of recommendations from the deans and PAC are listed on the reverse side. TETREAULT noted that she met with Paul Latiolais to request that the Educational Policy Committee conduct discussions of these questions as well. There is value in having two groups look at the same questions to see what the commonalities are. She noted she also would welcome a discussion with the full Senate at some point about these questions.

In support of our priority to attract and retain faculty of distinction, we are pursuing several ways to balance the growth in enrollment with a commensurate growth in faculty positions, especially tenure-related positions. A deans' sub-committee proposal on increasing instructional positions is currently being considered by the President. Tetreault will continue to review access dollars for reallocation to

individual departments for the creation of positions; and she has invited deans to propose up to six new tenure-related positions to support the institutional sustainability initiative and to support other priorities in the College and Schools. These positions will be funded up to 50% from OAA's budget and the remainder from College/School or external funds. She has set special criteria for these positions and proposals are due April 19. More information is available from your dean's office or OAA.

In keeping with our Great City-Great University series of events that explore collaboration with other institutions and the community, Dean Marvin Kaiser and she met with a number of faculty in the humanities to discuss a potential roundtable and forum on the Place of the Humanities in a Great City. They plan to solicit external support for the events.

The Oregon Nanoscience and Microtechnologies Institute (ONAMI) is an unprecedented collaboration between PSU, OSU and UO, intended to attract additional federal research funding to all three campuses. Other ONAMI participants include the Pacific Northwest National Laboratory (PNNL), the State of Oregon, and a number of technology-based companies in Oregon and southwest Washington. The initiative that became ONAMI began in 2000 as a collaboration between the Center for Microtechnology-Based Energy, Chemical and Biological Systems at OSU and the Materials Science Institute and Center for Advanced Materials Characterization at UO. After CLAS, CECS and SBA collaborated at PSU to form the Center for Emerging Technologies (CET) in 2003, we joined with UO and OSU and the ONAMI name was subsequently chosen to describe the new venture. Because ONAMI is an inter-university collaboration, not a new legal entity, faculty participation is voluntary. Thus far, more than thirty PSU faculty members have expressed some degree of interest in exploring new opportunities through ONAMI, and there are teams from CECS and CLAS working on the two ONAMI funding proposals currently before Congress. Don McClave, from the President's office, represents PSU on the ONAMI Advisory Board and also serves as a member of its steering committee. PSU already collaborates with a number of research universities, including OHSU and OGI. The ONAMI initiative provides us with yet another opportunity to increase our research activities. You can learn more about ONAMI at the website, www.onami.us.

The official Winter 2003 end-of-term enrollment report indicates that our percentage growth in enrollment is cooling a bit. Total enrollment headcount is up 2% over last winter at 22,503 and SCH is up 1.8% at 221,691.

TETREAULT noted she has appointed, in consultation with the deans and the Advisory Council an ad hoc committee of department chairs to address the priority, Faculty and Department Work.

Vice President's Report

KENTON noted he had a series of items to share. With respect to the custodial contract, we have spoken with various parties including a consultant. The advisory committee will make a recommendation soon as to whether to continue with PHC, select another contractor, or move to in-house service.

KENTON noted that we proposed the tuition plateau be eliminated in Fall 2004, to be replaced by a flat per credit hour rate. Twenty-five percent of our students who are at the upper point of the plateau drop later, prohibiting other students from enrolling. This complicates our sharing with other schools. The Oregon Student Association plans to oppose us, however 60% of our UG students and 61% of our GR are part timers.

The May Faculty Senate meeting will mark the official opening of University Place (UPL). The grand opening event will run all day May 3rd, and will include tours and refreshments for the Senate. We are interviewing for GM and Assistant GM candidates this week and we have hired the night manager already, Dennis Burkholder. April 14th will mark a pre-opening as we are making UPL available for a reception for Senator Ron Wyden (250-300 people). A Good Neighbor Agreement has been negotiated and signed with the neighbors.

The recent very generous \$8 million engineering gift has allowed us to move forward with the building, and the contract has been awarded to Lease Crutcher Lewis. The kick-off meeting will be Wednesday, and Groundbreaking will occur later in May/June, with move in targeted for January 2006.

The Faculty/Staff Housing Survey has had 676 responses to date, and it will be ending soon.

Modulars/trailers are parked on the lot at SW 12th and Market, as the Helen Gordon Child Development Center will closed down for renovation. On completion of that project, the modulars will be used for classes along with 3 more which will be added, to include a triple-wide. We've also ordered one double-wide, which will house 2 classrooms (physics & chemistry), one triple wide, which will house two computer labs and a teaching lab, one single wide for graduate student offices, and one restroom modular.

The Regional Research Institute is moving to the 9th/top floor of the AT&T building on 4th Avenue in mid-April due to sewage problems in the Ondine. We believe the flooding problem is due to student vandalism.

The ORP has been restored, and faculty should have received a letter from OUS about this by now. Thank you union and the Interinstitutional Faculty Senate. If you have questions, contact Tess O'Hearn, HR.

We have received a FEMA grant of \$2.3 million for seismic upgrades for the Ondine and Montgomery residence halls, working in partnership with DOGAMI and OUS.

The university is experience theft problems at present. Personal items brought on campus are not insured without a loan report.

D. Unfinished Business

None

E. New Business

1. Graduate Council Course and Program Proposals

DANIELSON introduced the proposals for the committee.

D.BROWN/KOCH MOVED THE SENATE APPROVE proposals in Business Administration in "E-1."

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

MERCER/BRENNAN MOVED THE SENATE APPROVE proposals in Education in "E-1."

THE MOTION PASSED BY UANIMOUS VOICE VOTE.

DANIELSON noted in closing that the ad hoc committee of chairs, including UPC, GC, CC, and ARC has met several times regarding 400/500 numbering and anticipate reporting back to the Senate in May.

2. Curriculum Committee Course and Program Proposals

BACCAR introduced the proposals for the committee.

MANDAVILLE/MERCER MOVED THE SENATE APPROVE proposals for Liberal Arts & Sciences courses, changes in the B.S. in Geography and the Classics Minor in "E-2."

THE MOTION PASSED by unanimous voice vote.

GILPATRICK/LEHMAN MOVED THE SENATE APPROVE the Business Administration program option in "E-2."

THE MOTION PASSED by unanimous voice vote.

KOCH/LEHMAN MOVED THE SENATE APPROVE proposals in Engineering & Computer Sciences.

THE MOTION PASSED by unanimous voice vote.

WOLLNER/HOFFMAN MOVED THE SENATE APPROVE changes in University Studies clusters in "E-2."

THE MOTION PASSED by unanimous voice vote.

3. Proposals to Amend the Constitution, Art. IV., 4, 4), d, 2)

BACCAR introduced the proposed Amendments to the Constitution in E-3, E-4, and E-5, which were authored in Curriculum Committee.

WETZEL/WOLLNER MOVED THE SENATE APPROVE the Amendments as stated in "E-3" and "E-4."

DANIELSON asked, regarding simultaneous reporting, if this doesn't add a layer of work to keep the items from the two committees in tandem. ALLEN agreed and queried if language couldn't be changed to "should."

BROWER asked how we got to this proposal. WETZEL stated there are more 400/500 level courses. BRENNAN stated that there are now so many graduate programs, it is unfair to ask to make the Curriculum Committee accountable for graduate courses.

DANIELSON/KRISTOF MOVED TO AMEND THE PROPOSAL by inserting "endeavor to" before "coordinate" in E-3 and in E-4.

THE QUESTION WAS CALLED.

The motion failed 12 in favor, 43 against, 0 abstentions.

Hearing no other comment, the Presiding Officer referred the motions in "E-3" and "E-4" to the Advisory Council to be returned to the May Senate Meeting.

4. Proposal to Amend the Constitution, Art. IV, 4, 4) j, 3

See above.

5. Proposal to Amend the Constitution, Art. IV, 4, 2)

MERCER/BARHAM MOVED THE SENATE APPROVE the Amendment as stated in "E-5."

COLLINS noted committee appointments are hard enough to fill without adding another layer of appointments to the Committee on Committee's job. BROWER asked if the opposite was not the case, and that this would help. BARHAM noted that the Curriculum Committee's thinking is that these are sharing positions, to even the workload.

Hearing no other comment, the Presiding Officer referred the motions in E3, E4, and E5 to the Advisory Council to be returned to the May Senate Meeting.

6. Proposal to Change the Name of the Dept. of Admin. Of Justice to Division of Criminal Justice

LATIOLAIS introduced the proposal to rename the Department of Administration of Justice, the Division of Criminal Justice.

O'HALLORAN/REDER MOVED THE SENATE APPROVE the proposal.

FARR noted that the Department of Sociology is very concerned because Criminology is part of Sociology, and that they will continue to have reservations about this change.

THE MOTION WAS APPROVED by unanimous voice vote.

F. Question Period

None

G. Reports from Officers of the Administration and Committees

1. Accreditation Discussion: Governance

BROWN referred the item to a Committee of the whole for the remaining time. She recognized ALLEN to chair the discussion of questions mailed to members via Senators and Ex officio listservs on March 31, 2004.

2. Advising Initiative Report

Rosengrant presented the report before "G.1." (attached).

H. Adjournment

The meeting was adjourned at 5:01 p.m.



April 5, 2004
Office of Academic Affairs

Faculty and Departmental Ad Hoc Committee Membership:

David A Johnson, CLAS - Chair

Susan Agre-Kippenhan, FPA

Darrell Brown, SBA

Teresa Bulman, CLAS

Marek Elzanowski, CLAS

Donald Frank, LIB

Judith Patton, UNST

Steve Reder, CLAS

Ethan P. Seltzer, CUPA

Doug Sherman, GSE

Scott Wells, CECS

Priority 1: Attract and retain a faculty of distinction. The strength of the university is based on its faculty and high quality programs.

Goal Area: Faculty

- A. Working with the Vice President for Finance and Administration and the Vice Provost for Budget and Personnel, ensure that the hiring of tenure-track faculty keeps pace, as much as possible, with enrollment growth by gaining institutional support for the Council of Deans subcommittee's recommendations on needed instructional resources. Appoint an ad hoc committee of deans and the Chair of the Faculty Senate Budget Committee to develop criteria for the allocation of positions. Review use of access dollars (instructional reserve) to determine where there are areas of sustained growth and a full-time position is warranted.
- B. In conjunction with the deans and in consultation with the President's Advisory Council, appoint an ad hoc committee of department chairs with the charge of giving advice and making recommendations on the following in relation to this priority:

What are the key institutional issues we need to consider or reframe to achieve Priority 1? What do we mean by a faculty of distinction? How can we sustain and improve the quality of faculty members' work life within the context of enrollment growth? What definitions of quality of student learning should guide us as we increase enrollment? How can we ensure that we simultaneously support our current faculty and attract and retain a new cohort of faculty? As part of our recent planning work we asserted that we value tenure as an essential component of this environment. What are the special responsibilities of the tenured faculty? How does the role of tenured faculty differ from the roles of fixed-term and adjunct faculty and from staff? How can we be more intentional about the hiring and support of various categories of faculty—tenure-track, fixed-term, and adjuncts—and the different roles/emphases they have as teachers, researchers, and practitioners?

What should we consider when discussing new ways to accomplish departmental work? To begin the conversation, the ad hoc committee will be asked to review the position paper, "Dealing with the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resources" by Alan E. Guskin and Mary B. Marcy. The authors encourage us to reconsider faculty/departmental work while keeping in mind student learning, faculty vitality and cutting costs. They suggest that we assess departmental mission, goals, and objectives and determine the appropriate mix of faculty, staff, and professional appointment categories to accomplish departmental work and promote faculty vitality and student learning. Is this approach feasible for PSU? If so, what incentives would departments need to be successful? Should OAA fund select departments to develop departmental pilot projects for implementation over the next 2 to 5 years? The successful department would reduce costs while increasing student learning and contributing to faculty vitality.

The Presidential Student Advising Initiative at Portland State

Student Advising Implementation Team (SAIT)

Sandra Rosengrant, FLL - CHAIR
Mary Anne Barham, IASC
Marjorie Enneking, MTH
Dan Fortmiller, IASC
Walton Fosque, ART
Linda George, CSE
Liane Gough, IASC/SSC

Robert Mercer, CLAS/ARC
Maureen O'Connor, SBA
Bill Ryder, ADM
Douglas Samuels, OAA/SA
Franki Trujillo-Dalbey, COMM
Martha Works, GEO

History:

- 1997-98 - PSU's Commission on Campus Climate and Life identifies undergraduate advising as one of the critical areas of campus life in need of improvement.
- 1998-99 - President Bernstine creates the Student Advising Action Council (SAAC). SAAC is charged with creating an undergraduate advising model appropriate to PSU.
- 2000-01 - SAAC proposes a comprehensive advising model. Faculty Senate recommends creation of the Student Advising Implementation Team (SAIT).
- 2001-02 - Biology, Psychology, Business Administration, and Architecture pilot SAAC advising model.
- 2002-03 - SAIT assists Departments in developing departmental advising plans. Plans are posted on the President's website and on Departments' Program Review sites.
- 2003-04 - SAIT begins assessment of overall effectiveness of model. What has been implemented? What needs to be changed? What difference does it make? Departments are asked to adjust plans as needed.

SAAC Advising Model:

- All students will attend orientation.
 - Fall _04 2,885 students attended orientation (72% of total; increase of 11%)
 - Attendance is high among freshmen (94%); middling among transfers (60%)
 - Orientation is offered each term
 - Changing model to better accommodate student and faculty needs.
- All incoming students will have an individual advising session at IASC within first 24 credits at PSU.
 - IASC adviser assigned to FRINQ teams.
 - July 03-Feb. 04, 6,355 students visit IASC.
 - Freshmen increase over preceding year from 19% to 21%.
 - Seniors decrease during same period from 27% to 24%.
- All students will declare a major prior to completing 120 credits.
 - Winter 2004, 204 students with 120+ credits remain undeclared.
- Upon declaration of a major, all students will be advised on all requirements within major department.
- Declared majors should meet with a departmental advisor at least once prior to the completion of 90 credits.
 - Advising listserve (advisingupdates@lists.pdx.edu)
 - Advising website (www.pdx.edu/advising)
 - DARS
- IASC will continue to advise undeclared students.

Assessment:

- Research project by Janine Allen and Cathleen Smith
 - Analysis of ARC petitions
 - Electronic survey

Electronic survey:

- Administered during Spring 2003 registration to 2,193 undergraduates (18% of total)
- Available at www.president.pdx.edu/Initiatives/advising/onlineSurvey.htm
- 2003 results have been sent to deans and department heads
- Intended to serve as base data

Survey results (partial):

- Primary advising: 30% not receiving advice from PSU faculty or staff
- Academic advising: 50% self-advising, 5-10% using informal network
- Student rating on 6-point scale of importance of advising high (4.21-5.64), satisfaction middling (3.21-3.87)
- 34% of students surveyed claim misadvice

Next steps:

- Integrate retention data into database
- Use qualitative data to better understand quantitative
- Add indicators of socioeconomic status
- Readminister electronic survey Spring 2005 to determine effectiveness of Advising Initiative

Dissemination:

- "Best Practices" workshop on Monday, May 17, 2004, 3:00-5:00 pm in 236 SMU.

Proposed Amendment to the PSU Faculty Constitution **Article IV, Section 4, 4) d) 2)**

PROPOSAL TO RENAME THE CURRICULUM COMMITTEE:

Motion: Move to change name of the Curriculum Committee, as defined in Article IV, Section 4, 4) d) 2), to the Undergraduate Curriculum Committee.

Rationale: The Curriculum Committee has been known by the PSU community as the University Curriculum Committee, abbreviated as the UCC. The proposed name change will more accurately reflect the scope of the committee's charge to oversee undergraduate degrees, programs, and courses. The Graduate Council has parallel responsibilities for all graduate level degrees, programs, and courses. This proposal is being put forth by the University Curriculum Committee and has the endorsement of the Graduate Council.

PROPOSAL TO REPLACE THE CONTENT of Article IV, Section 4, 4) d) 2): Who brings recommendations to the Senate for action

Motion: Move to replace the content of Article IV, Section 4, 4) d) 2), which reads:

The [Curriculum] Committee shall: 2) Convey to the Senate recommendations from the Graduate Council concerning the approval of all new graduate programs and graduate courses (p. 10).

To read:

The [Undergraduate Curriculum] Committee shall: 2) coordinate with the Graduate Council to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.

Rationale: The current article does not represent current practice. The Graduate Council makes recommendation directly to the Senate for action regarding graduate curriculum. The replacement text would allow the Senate to consider both levels of instruction at the same time. This proposal is being put forth by the University Curriculum Committee and has the endorsement of the Graduate Council.

Proposed Amendment to the PSU Faculty Constitution **Article IV, Section 4, 4), j) 3)**

PROPOSAL TO REPLACE THE CONTENT of Article IV, Section 4, 4), j) 3):
Who brings recommendations to the Senate for action

Motion: Move to replace the content of Article IV, Section 4, 4), j) 3) which reads:
The [Graduate] Council shall: 3) Inform the Curriculum Committee concerning approval of all new graduate programs and of all substantive changes in existing graduate programs and graduate courses, including its review of new courses and substantive changes in supporting courses (p. 11).

To read:
The [Graduate] Council shall: 3) coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.

Rationale: The current article does not represent current practice. The Graduate Council makes recommendation directly to the Senate for action regarding graduate curriculum. The replacement text would allow the Senate to consider both levels of instruction at the same time. This proposal is being put forth by the University Curriculum Committee with the endorsement of the Graduate Council.

Proposed Amendment to the PSU Faculty Constitution Article IV, Section 4, 2)

PROPOSAL TO ADD OPTIONS FOR COMMITTEE LEADERSHIP STRUCTURE AND CONTINUITY OF WORK:

Motion: Move to add the following phrase to Article IV, Section 4, 2) which now reads:

Each committee shall have a chairperson appointed by the President, and no chairperson shall hold office more than three successive academic years. A secretary elected from the committee membership shall keep written records of meetings.

To read:

Each committee shall have a chairperson, **and optionally, a chair-elect** appointed by the President, and no chairperson shall hold office more than three successive academic years. A secretary elected from the committee membership **or the chair-elect** shall keep written records of meetings.

Rationale: The work of committees is complex and requires a steep learning curve due to the immediacy of the work upon appointment. Delays in appointments jeopardize the productivity of some Committees. The inclusion of a chair-elect position provides continuity for committee leadership. The chair-elect acts as support to the chair while understudying for the work he or she will take on as chair in the year the chair retires (one to three years). With a seasoned chair, the committee can then immediately resume work at the beginning of the academic year. This proposal is being put forth by the UCC.

May 3, 2004

MEMORANDUM

To: Faculty Senate

From: Cindy Baccar, Chair – University Curriculum Committee

Re: Recommendations for approval by the Faculty Senate

The University Curriculum Committee submits the following program changes, new programs, new courses and changes to existing courses for approval by the Faculty Senate. Descriptions of all new courses are attached.

College of Liberal Arts and Sciences

New Courses:

CHLA 375 (4)	Southwest Borderlands
DANE 346 (4)	20th Century Danish Women Writers
DANE 361 (4)	Danish Films from Dreyer to Dogmer
ENG 360 (4)	American Literature to 1865
GEOG 397 (4)	Visualization of Spatial Data
G 345U (4)	Life in the Universe
G 438/538 (4)	Scanning Electron Microscopy for the Biogeosciences
G 446/556 (4)	Meteorites
G 492/592 (4)	Topic in Geodynamics
HST 454/554 (4)	Topics in Medieval History
INTL 317 (4)	Topics in Asian Thought
INTL 321 (4)	Globalization & Identity: Humanities
INTL 322 (4)	Globalization & Identity: Social Science
INTL 323 (4)	Tradition & Innovation: Humanities
INTL 324 (4)	Tradition & Innovation: Social Science
PHL 422 (4)	American Philosophy
PHL 450U (4)	Ethics & International Justice

Changed Courses:

ENG 460/560 (4)	Topics: American Literature to 1800 – change title, description
ENG 461/561 (4)	Topics: American Literature from 1800 to 1900 – change title, description
ENG 363 (4)	American Literature 1865 to 1965 - change number, title, description
ENG 464/564 (4)	American Literature: 20th Century -change title, description
ENG 367 (4)	Topics: American Literature and Culture - change number, title, description
ENG 467/567 (4)	Advanced Topics: American Literature and Culture - change title, description

HST 427/527 (4)	Topics in the History of Science – change description
PHL 308 (4)	Elementary Ethics (208 to 308) – change number
PHL 310 (4)	Environment Ethics -change prerequisites
PHL 311 (4)	The Morality of Punishment - change prerequisites
PHL 446/556 (4)	Topics in Ethics - change title, description, prerequisites
PSY 492/592 (4)	Decision Psychology - change name, description
PSY 493,593 (4)	Decision Laboratory - change name, description

Program Modification: Change to Minor in International Economics

Expanded the list of course options to reflect the evolution of offerings in the department. Added six additional economics courses to the list of Upper-division economic electives from which students must choose 12 credits.

New Program: Minor in Political Economy

The purpose of adding another differentiated minor within the Economics discipline is to provide students interested in political economy with guidance in building a coherent program. This program will primarily serve students with majors outside of the Economics department, but also serves Economics majors seeking guidance in navigating Economics course offerings. The minor highlights departmental offerings in courses with a substantive focus on alternative theoretical frameworks – such as Institutional, Marxist, Structuralist and Feminist approaches and their applications. The minor is being proposed at this time because of increased faculty strength in the area and because of greater student interest.

Course of Study: 28 credits

Required:	EC 201	Principles of Economics – Micro (4)
	EC 202	Principles of Economics – Macro (4)
	EC 460	History of Economic Thought (4)

16 credits from the following elective courses:

EC 101	Contemporary Economic Issues (4)
EC 338	The Political Economy of Latin America (4)
EC 345	Marxist Political Economy (4)
EC 348	The Globalization Debate (4)
EC 410	Poverty, Wealth and Inequality (4)
EC 410	Women and Development (4)
EC 411	Cultural Economics (4)
EC 417	Women and the Economy (4)
EC 419	The Economics of Race and Ethnicity (4)
EC 445	Comparative Economic Systems (4)
EC 446	Institutional Economics (4)
EC 447	Economics of Transition (4)
EC 450	Third-World Economic Development (4)

New Program: Minor in Space and Planetary Science - see attached

The minor is proposed at 28 quarter credits and includes courses at the introductory, intermediate, and advanced levels that provide a coherent educational experience for students. At least 16 credits must be taken at PSU. Upper-division courses, with the exception for G404 and G405 must be taken for a letter grade.

New Program: Canadian Studies Certificate in International Studies

The objective of this certificate is to create a coherent program of courses in Canadian Studies that would enable students to have a solid grounding in the field. The learning objectives include the ability to communicate in French, demonstrate a significant understanding of major issues in Canadian social and public policy, discuss the integral role that Canada plays in economic and political issues in the Pacific Northwest, describe Canada's geographical and historical background, and have an understanding of Canada's relationship with other nations. The importance of such a program is highlighted by the fact that Canada is the United States' largest trading partner, and one of the three largest trading partners for the state of Oregon. PSU has a new Memorandum of Understanding with the Canada-U.S. Fulbright Program that will bring a Canadian scholar to PSU every year for the next five years. PSU is part of the National Student Exchange Canada Program which allows our students to study in Canada (and vice-versa) through a tuition reciprocity system, has won a Program Enhancement Grant from the Canadian government, and is allied with the Canadian Consulate-Seattle. PSU has strong community connections and allies in this field. Creating this certificate program, and creating a new regional focus, will allow us to attract further resources, and strengthen our national reputation.

To earn the certificate, students are required to complete French 203 or demonstrate equivalent proficiency and must complete 28 credits of specified area courses to be chosen from the following:

FR 435/535	Francophone Literature of the 20th Century (when content appropriate)
FR 407/507	20th Century French Literature (when content appropriate)
FR 410/541	Quebecois Literature
SOC 441/551	Population and Society
ANTH 364	Pacific Northwest Prehistory
GEOG 368	United States & Canada
GEOG 366	Historical Geography of North America
HST 407	History of Modern Canada
PA 410/510	Contemporary Canada
PA 410/510	Politics & Policy of the Pacific Northwest
INTL 407	Senior Seminar in Foreign Policy
INTL 410	Issues in Canadian Politics

College of Engineering & Computer Science

New Courses:

ME 475 (4) Joining Processes and Design
ME 476 (4) Materials Failure Analysis

Changed Course

CE 484 (3) Civil Engineering Project Management and Design I –
 change title and description
CE 494 (3) Civil Engineering Project Management and Design II –
 Change title and prerequisites

College of Fine & Performing Arts

Architecture:

Changed Course

ARCH 343 (6) Project Management III – change number (203 to 343),
 description and pre-requisites
ARCH 344 (4) Construction Codes and Compliance – change number
 (204 to 344), description and credit hours
ARCH 345 (4) Advanced Construction Projects (4) - change number
 (205 to 345), prerequisites

University Studies Cluster Changes

Course Title

Cluster

Courses Approved for Cluster:

PHL 450U (4)	Ethics & International Justice	Morality Cluster
INTL 317 (4)	Topics in Asian Thought	Asian Studies
USP 399 (4)	Introduction to Documentary Methods	Community Studies
G 345 (4)	Life in the Universe	Global Environmental Chang

NEW COURSES – 4/15/04

COLLEGE OF ARTS & SCIENCES

CHLA 375

Southwest Borderlands (4)

Social, economic, political organization, and representation of the U.S. Mexico Borderlands. While conflict characterizes the history of the interactions among border actors, the contemporary period reveals growing interdependence and economic integration. Explores cultural and social formations of interdependence and economic integration. Explores cultural and social formations of Anglo-Americans and Mexican-Americans in a dynamic contact zone, as well as the continuities and discontinuities in popular and academic representations of the border experience.

DANE 346

20th Century Danish Women Writers (4)

Examination of works of 20th century Danish women writers with attention to themes, styles and characteristics in light of the literary trends of their times and feminist criticism. Readings, lectures and discussions in English.

DANE 361

Danish Films from Dreyer to Dogme (4)

Examines a number of Danish films produced from 1928 to 2002. Explores Denmark's position in the context of the world film industry as well as the Dogme movement. Readings, lecture and discussion in English.

ENG 360

American Literature to 1865 (4)

Overview of genres, themes, and styles in the literatures of Early America and of the Early Republic.

GEOG 397

Visualization of Spatial Data (4)

The use of graphic modes for visualizing data as a fundamental tool in geography and other disciplines. Topics include graphic types, bar charts, line graphs, pie graphs, time series, flow charts, organizational charts, scales of measurement, data transformations, and index numbers. Special emphasis on elements of graphic design and design choices in spreadsheets.

Prerequisite: Upper division standing.

G 345U

Life in the Universe (4)

Focus on issues surrounding the origin and evolution of life on Earth, the environmental conditions required for life elsewhere, and the potential for life on other planets and satellites in our solar system. Additional topics include the discovery, occurrence and

habitability of extrasolar planets, and the philosophical and societal implications of searching for life beyond Earth.

Prerequisite: Upper division standing.

G 438/538

Scanning Electron Microscopy for the Biogeosciences (4)

Course provides student with a theoretical understanding of various scanning analytical electron microscopy techniques and hands-on experience using such techniques to characterize geological and biological materials. Topics covered include the basic physics of image and spectrum formation, sample preparation, instrument operation, and data analysis. Two hours lecture and two hours of by-arrangement laboratory.

Prerequisite: Introductory course sequence in geology, biology, chemistry, physics, or environmental science.

G 446/546

Meteorites (4)

A course examining meteorites and the information they provide about the birth and evolution of the solar system. Topics include asteroids and asteroidal heat sources, the solar nebula, early solar system chronology, pre-solar grains, abiotic synthesis of organic matter, differentiation, impacts and collisional processes, and meteorites from Mars.

Three lectures.

Prerequisites: G 201, One year of chemistry.

G 492/592

Topic in Geodynamics (4)

Special topics concerning the dynamics that govern earth processes such as fluid flows and plate motions, and related physical properties of Earth materials. Representative topics include ice sheet dynamics, glacier dynamics, and thermodynamic modes of earth systems. May be repeated for credit if topics are different. Two lectures and one two-hour laboratory.

Prerequisites: Mth 254, Ph 213, and G 326.

HST 454/554

Topics in Medieval History (4)

Examines selected topics in the social, cultural, and /or religious history of the European Middle Ages, spanning the period from the roughly 300-1450 C.E. Topics will vary, but may include the study of sanctity and society, religious dissent and reformation of the church, holy war and crusade, regional and national political histories, cross-cultural studies, and other subjects.

Recommended prerequisites: HST 101, 354, or 355.

INTL 317

Topics in Asian Thought (4)

Study of the religious and ethical traditions of Asia, including but not limited to Buddhism, Confucianism, Hinduism, and Islam, their social and cultural importance, and their ties to political thought and history.

INTL 321**Globalization & Identity: Humanities (4)**

Examines how U.S. and Japanese societies define the meaning of globalization vis a vis themselves and each other using source materials from the Humanities.

INTL 322**Globalization & Identity: Social Science (4)**

Examines how U.S. and Japanese societies define the meaning of globalization vis a vis themselves and each other using source materials from the Social Sciences.

INTL 323**Tradition & Innovation: Humanities (4)**

Examines how U.S. and Japanese Societies employ the meanings of “tradition” and “innovation” to define themselves and view each other. The course will look at tradition and innovation in both societies through plays, film and Japanese and American literature.

INTL 324**Tradition & Innovation: Social Science (4)**

Examines how U.S. and Japanese Societies employ the meanings of “tradition” and “innovation” to define themselves and view each other. The course will look at tradition and innovation in both societies through historical, economic and political science perspectives.

PHL 422**American Philosophy (4)**

This course surveys important perspectives, ideas, and theories in the writings of major American Philosophers. This course focuses on four main topics: the pragmatic philosophy of John Dewey; pragmatism more generally, as developed in the work of Charles Peirce, William James, and George Herbert Mean; classical American philosophy more generally still, as articulated in the writings of Josiah Royce and George Santayana (in addition to Peirce, James, Dewey, and Mead); and the larger intellectual and cultural context of this philosophy, as found in both earlier writers, (e.g., puritans, American enlightenment figures, and transcendentalists) and later, contemporary authors rooted in the pragmatic tradition.

PHL 450U**Ethics & International Justice (4)**

The aim of this course is to examine moral principles and judgments relevant for appraising the key tools of foreign policy. Included are issues of military, humanitarian, and covert intervention, economic sanctions, development assistance, human rights, democracy, and transitional justice among others.

Recommended Prerequisite: 8 credit hours in philosophy.

COLLEGE OF ENGINEERING & COMPUTER SCIENCES

ME 475**Joining Processes and Design (4)**

Course covers welding, brazing and soldering processes such as: shielded metal arc, gas metal arc, pulsed gas metal arc, flux cored arc, gas tungsten arc, plasma arc, submerged arc, electroslag, resistance, gas, and older welding processes; diffusion brazing, transient liquid phase bonding, wave soldering, reflow soldering, and others. Manual, automatic, and robotic methods of welding, brazing, and soldering. Rapid and economical cutting methods such as plasma, laser, and oxy-fuel cutting. Welding design with steel, stainless steel, and aluminum alloys will be emphasized. Design of joints to provide economy, strength, and crack resistance. Heat flow calculations in welding; preheat calculations and other crack-preventing calculations will be utilized. Welding codes will be covered. Prerequisite: ME 241 or equivalent.

ME 476**Materials Failure Analysis (4)**

Fundamental mechanisms related to failure of metal and alloys used in engineering structures. Mechanisms include: ductile and brittle fracture, fatigue, corrosion fatigue, wear, liquid erosion, stress corrosion, hydrogen-assisted cracking, elevated temperature failures, and many others. Analytical tools used to identify types of failures including: optical metallography, scanning electron microscopy, secondary ion mass spectroscopy, electron probe microanalysis, X-ray photoelectron spectroscopy, Auger electron spectroscopy, and others. Ductile, brittle, intergranular, cleavage, quasi-cleavage, and microvoid coalescence modes of fracture are discussed. Failures in weldments, brazed and soldered joints, castings, bearings, boilers, forgings, pipelines, bridge components, gears, springs, wear components, tools, and dies. Prerequisite: ME 314 or equivalent.

**Department of Geology
A Proposal For a
Minor in Space and Planetary Science**

The Department of Geology proposes a curriculum leading to a minor in Space and Planetary Science. The minor is proposed at 28 quarter credits and includes courses at the introductory, intermediate, and advanced levels that provide a coherent educational experience for students. The department offers enough courses at frequent enough intervals to allow students to complete requirements for the minor. However, to increase flexibility for students, we include courses offered by other departments that provide instruction consistent with the goals of the minor.

Eight Credits selected from:

G 201/204, 202/205/207 Geology, Geology Laboratory, Computer Based Geology Laboratory (8-9 credits)

Or Ph 121, 122 or Ph 261, 262

General Astronomy (8 credits).

B

16 credits of electives selected from:

May include other elective courses pre-approved by the undergraduate advisor.

G345 Life in the Universe (4)

G374 Geomorphic Processes (4)

G456 Astrogeology (4)

G446 Meteorites (4)

G458 Astrobiology (4)

Ph 366, 367 Complexity and the Universe I and II (8)

Ph 476 Observational Astronomy (2)

B

4 credits selected from:

G404 Cooperative Education/Internship

G405 Reading and Conference

Total

28 credits

Residency Requirement: At least 16 credits must be taken at PSU.

Pass/No Pass: Upper-division courses must be taken for a letter grade to count toward fulfilling department minor requirements with the exceptions of G404 and G405 which are offered only for pass/no pass.

Full Disclosure: Prerequisite requirements exist for G446 Meteorites (G201 and one year of chemistry). This is the only course in the program that has a prerequisite.

Recommended prerequisites exist for Ph 366, 367 and 476 (one year of general physics or Natural Science Inquiry (SCI 201). Adequate course offerings exist for students to complete the minor without completing a year of chemistry or general physics.

Omnibus course numbers: In addition to the numbered courses that constitute the minor, omnibus numbered courses are offered in science departments that can be used in this minor. Since this is an emerging field of study, first offerings of courses are likely to be in the omnibus numbered category. As an example, the Chemistry department offered CH 299 SPST: Origin of Life in winter term 2003. This course could be substituted for the 100/200 level courses listed in this proposal. Likewise, appropriate omnibus numbered courses may be substituted in the group of 16 credits with pre-approval by the undergraduate advisor. Up to 25% of the total number of credits can be in omnibus numbered courses.

Advisor: The academic advisor for all minor options in the Department of Geology is Dr. Michael L. Cummings.

G404 Cooperative Education/Internship or G405 Reading and Conference requirement. If a student prefers to use the cooperative education/internship option for this requirement, the following options are available. One faculty member is collaborating with the Rice Mineral Museum to establish a meteorite collection, conduct professional development outreach for K-12 teachers, and offer public education opportunities on space and planetary science. The department will also establish agreements with OMSI and other public informal education providers to develop opportunities for students. The last setting is with local public and private schools where Earth and Space Science is required in the K-12 curriculum. In this setting the student would work through existing collaborative arrangements with local schools to support teachers when they instruct these materials.

Request prepared by: Michael L. Cummings

Date: 10/6/03

Approved by Department Curriculum Committee

Wati Lind

Date 2/16/04

Approved by Department Chair

Michael Cummings

Date 2/16/04

Approved by College/School Curriculum Committee

T. Perez Brito

Date 2/18/04

Approved by College/School Dean

T. Perez Brito

Date 2/18/04

Academic Requirements Committee (ARC)
Annual Report to the Faculty Senate
2003/2004

The Academic Requirements Committee shall:

1. Develop and recommend policies regarding transfer credits and requirements for baccalaureate degrees.
2. Develop and recommend policies regarding admission of entering freshman.
3. Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs.
4. Make recommendations and propose changes in academic requirements to the Faculty Senate.
5. Report to the Senate at least once a year.
6. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council (Faculty Governance Guide).

Committee Members: Paulette Watanabe, Kathleen Merrow, Dan Fortmiller, Tom Harvey, Michael Cummings, Carol Hasenberg, Robert Mercer (chair), Angela Garbarino (Degree Requirements consultant), Terry Rhodes (OAA consultant), Judy Patton (University Studies consultant).

During the period 9/16/03 to 4/8/04, ARC processed 154 petitions. Of those 141 were granted and 13 denied. (During the 2002/2003 academic year, the ARC processed 399 petitions. This reflects a drop of 61% in processed petition).

This year the Committee made no recommendations of policy changes to the Faculty Senate. There was much discussion over the course of the year of a proposal that would allow students to concurrently complete both a B.A. and a B.S., in different majors. While the Committee was generally favorable towards such a proposal, we deferred approaching the Senate this year.

Annual Report of the General Student Affairs Committee for 2003-2004

To the Faculty Senate
Portland State University
May 3, 2003

Members of the Committee

Faculty

Jack Devletian, Chair	Mechanical Engineering	devlet@cecs.pdx.edu
Thomas Graham	SSW (Social Work)	grahamt@pdx.edu
Christina Hulbe	Geology	chulbe@pdx.edu
Candyce Reynolds	UNST (University Studies)	reynoldsc@pdx.edu
Susan Reese	ENG	sgreese@pdx.edu
Jack Devletian	MEN (Mechanical Engineering)	

Student members:

Erin Devaney	5820 SE Pardee Street	edevaney@pdx.edu
	Portland, OR 97206	
Joseph Haber	771 NW Powhatan Terrace	ohjoehaber@hotmail.com
	Portland, OR 97210	
Ryan Klute	13356 SW 62 nd Avenue	
	Portland, OR 97219	

Consultants:

Wendy Endress	Dean of Students & Assoc. Vice Provost for Student Affairs 433E SMSU
Douglas Samuels	Vice Provost for Student Affairs 349 Cramer Hall
Amy Spring	Assistant Director for Learning & Serve 352 Cramer Hall
John Wanjala	Ombudsperson 169 Cramer Hall
Burton Christopherson	Director, Affirmative Action & EO 122 Cramer Hall
Jon Joiner	Multi-Cultural Advisor

Report

The General Student Affairs Committee (GSAC) serves in an advisory capacity to administrative officers on matters of student affairs, educational activities, and student discipline. The committee does have the specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning. In addition, the committee selects the recipients of: Presidential Awards for Outstanding Community Engagement, Presidential Awards for Outstanding University Service, and Student Commencement Speakers.

As of today (May 3rd), the committee is in the process of selecting:

- 1) 12 Presidential Awards for Outstanding Community Engagement,
- 2) 12 Presidential Awards for Outstanding University Service, and
- 3) Two Student Commencement Speakers:

This selection process will be completed by May 10, 2004. The timeline for the remainder of this year's awards activities is as follows:

May 25-June 12	Awards presented
May 12	Invitations distributed
April 28-May 10	Selection of persons receiving awards
April 16	Deadline for submission of applications

Submitted by:

Jack Devletian, Chair

General Student Affairs Committee

**Scholastic Standards Committee
2004 Report to the Faculty Senate**

Chairperson: Liane Gough IASC

Faculty: David Boone BIO
John Damis PS
Joan Jagodnik IASC
Karen Ledbetter CAPS
Pauline Livingston IASC
Alan MacCormack UNST*
Daniel Overbay BUS
Daniel Sullivan SOC
Mingdi Yan CHEM
*acting chair, Spring 2004

Student: Nathan Sackett

Consultant: Terrel Rhodes AA

Committee Responsibilities: The Scholastic Standards Committee is charged with recommending academic standards that maintain the reputation of the undergraduate program of the University. It advises the Registrar in academic matters concerning transfer students or students seeking readmission after having had academic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request academic readmission.

Committee Activities: In light of these responsibilities the SSC has met weekly throughout the year (including summer term) to review student petitions and to discuss policy issues as they arise. The chair wishes to take this opportunity to thank all of the committee members for their hard work in keeping up with the flow of student petitions.

The number of petitions dropped to 1119 from 1333 in the previous year. With the support of Senior Assistant Director Veda Kindle and Rick Patterson in the Office of Registration and Records we were able to reduce substantially the number of pending petitions this year.

This year we have met with members of the Deadline Appeals Committee and the Academic Appeals Committee to coordinate our policies. We will continue to do so.

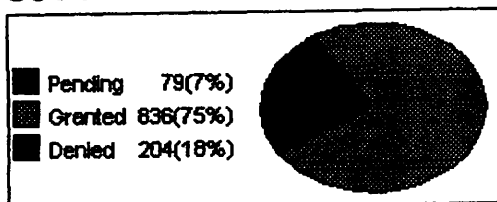
Retroactive adds remain an issue. These are students who attend courses for which they are not registered and then, after the quarter is over, petition to have them added. The reasons for doing this are many, ranging from academic dismissal to sidestepping the overload petition process. The most common reason given is financial, either delayed aid or a registration block due to unpaid bills. Given our increased enrollment, institutional cutbacks in staff, loss of the tuition plateau, and financial pressure on students we may expect increasing numbers of students to turn to this strategy. We do not consider this an acceptable option. The committee is concerned that these retroactive adds would tend to be selective, reflecting only those courses that were successfully completed. While

students adding classes after the fact may have to pay tuition, it is worth noting that these credit hours do not appear in the quarterly counts that are used to allocate money to the university and the departments. Students who register on schedule must pay tuition for all their classes and live with the grades they earn. While there will be students whose registration is delayed for days or even weeks, students should not expect to receive credit for classes for which they are not registered after the quarter is over, barring exceptional circumstances. We would like to enlist the help of the faculty in communicating this to the students and to further ask that you reconcile your class roll with the list of registered students after the quarter midpoint, but before the exam period.

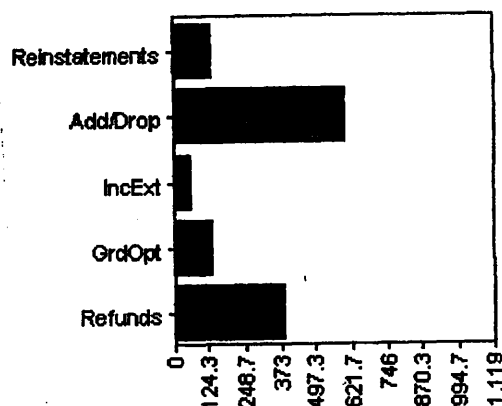
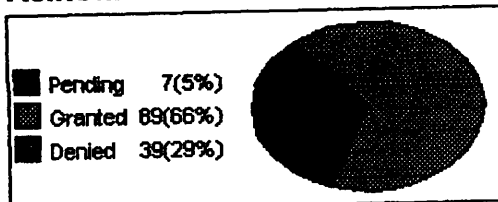
We would like to again thank the faculty for the time and thought they devote to the letters of support that accompany student petitions; they are often the deciding factor in our decisions. Timely faculty letters are especially important in the case of reinstatement petitions following academic dismissal. In order to be considered for readmission for a term in progress the students' petitions must be read on or before the second week of the quarter.

Statistics for SSC petitions entered beginning 04/01/2003, through 04/01/2004:

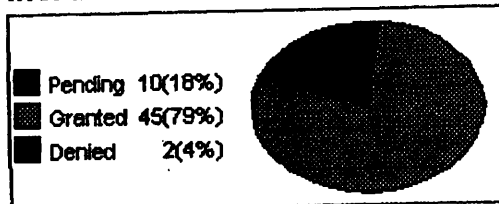
SSC Petitions: 1119



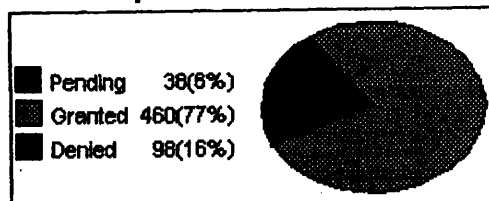
Reinstatements: 135



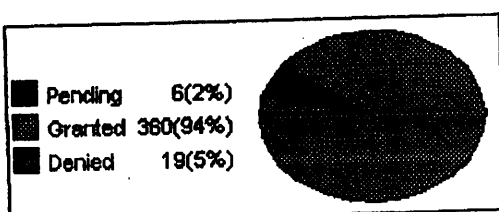
Inc. Extensions: 57



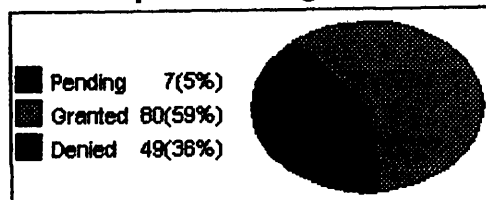
Add/Drop: 596



Refunds: 385



Grade Option Changes: 136



DATE: April 5, 2004
TO: Faculty Senate
FROM: Teacher Education Committee
Greg Jacob, Chair
RE: Annual Report 2003-04

Committee Members: Emily de la Cruz, CI; Marj Enneking, MTH; Bill Fischer, FLL; Greg Jacob, ENG; Debbie Glaze, MUS; Bill LaPore, ART; Jane Mercer, PHE; Emily de la Cruz, CI; Ellen Reuler, SPHR; Barbara Ruben, CI; William Tate, TA; Bob Cathleen Smith, PSY; Leslie Munson, SPED; Lisa Weasel, BIO.

Ex-Officio Member: Phyllis Edmundson, Dean, School of Education
Carol Mack, Associate Dean, School of Education
Sarah Beasley, Education Librarian.

The University Teacher Education Committee (TEC) continues to operate under the premise that teacher education is an all-university activity and responsibility. It serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates.

TEC Activities 2003-04

TEC drew up a list of short term and long term goals. Short term goals include Faculty Focus article, overview of GTEP and GSE; revision of standard program, re-establishing connection with secondary advisors and supervisors, and establishing outcomes for each TEC sub-committee. Long term goals are to interpret TEC's role in the curriculum of GTEP, its role with TSPC, and its role within departments. TEC submitted an article to Faculty Focus about its role. It is attached to the end of this report.

The Standard Teaching License subcommittee moved that TEC adopt the Revised Standard License Procedure: "Teachers with a Basic Teaching Certificate seeking a recommendation for a Standard Certificate from PSU will be expected to satisfy one of the following criteria: 1) Complete a master's degree in a subject for which they hold a teaching endorsement. OR 2) Complete a 45-credit program, approved by the secondary advisor or graduate advisor in a department in which the teacher holds a teaching endorsement. The program must include a) at least 15 credits in education, and b) at least

24 credits, of which 15 must be at the graduate level, in the area for which they hold a teaching endorsement." Motion carried unanimously with one abstention.

The three subcommittees—Standard Teaching License, Pathways, and Continuing Teaching License (CTL)—reported on changes to the Standard (see above); on proposed changes to the Continuing License by the TSPC; and on our current ED 199 course and the PSU Advising Guide for PSU undergraduate students who are interested in becoming a licensed school teacher.

On the 26th of February TEC invited advisors for GTEP to listen to a presentation by Micki Caskey, Associate Professor, School of Education, to conduct a mock advising session for people wanting to enter GTEP and to receive an initial teaching license.

Addendum: Article submitted to Faculty Focus

The Teacher Education Committee (TEC) is key university-wide committee that is engaged in many on-going activities that few faculty and staff at PSU are aware of. TEC serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the university that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates. Faculty from 13 different departments and schools serve on TEC, which meets once a month for two hours. Committee members have worked to strengthen undergraduate opportunities for students interested in teaching in primary, middle and secondary schools by identifying concerns and articulating educational pathways which include both coursework and field experiences.

The charge of TEC is as challenging and engaging as the priorities and goals set forth each academic year by the members at a planning retreat, usually during the summer or early fall. Last year TEC asked how content areas can be successfully incorporated into the Continuing Licensure program; offered Teaching as a Career (ED 199) that was piloted during spring term 2002 to provide an opportunity for undergraduates who may be interested in teaching to explore themes of schooling, learning, and teaching; created subcommittees to look into current prerequisites and admission requirements for the Graduate School of Education and to identify courses across all departments that may be appropriate for undergraduate students interested in the field of education.

This academic year TEC is striving to find better connections between content departments and Continuing Licensure requirements, strengthen connections with secondary advisors and supervisors, and continue to explore university-wide pathways and advising. Our meetings are open and faculty are welcome to visit. Meetings are the fourth Thursday of the month.



Dear Faculty Senate,

Please join President Bernstine, Provost Tetreault, Campus Compact, and the Student Vote Coalition in their efforts to create the largest youth voter mobilization project in history. Voter turnout of young people aged 18 to 24 has been declining for the past thirty years and fewer of Oregon's youth are receiving civic education in high school and college. Higher education – its leaders, faculty, and staff – is the key to reengaging young people in democracy.

It is our vision that every student attending a higher education institution in Oregon will be asked to register to vote at least twice during the first week of the fall term and is urged by the faculty to vote in local and national elections.

We can be encouraged that more students are volunteering and participating in public service, and that we have all encouraged them to do so through curricular and co-curricular activity. Our University Studies program, with its community-based learning program, has remained true to PSU's mission to "Let Knowledge Serve the City" with creative academic programming, thriving community partnerships, and an emphasis on cultivating a civic life outside of work and school. However, this service alone is not leading students to embrace the duties of active citizenship and civic participation.

Young people are not voting. In the 2000 Presidential Election only 36 percent of young people voted. In local elections, turnout drops sometimes drop as low as 10 percent. In low-turnout elections, the median age of an Oregon voter is now 60 years.

We urge you to:

- Register students to vote during the first class of the fall term
- Lead a short, nonpartisan discussion on the importance of voting
- Include occasional discussions about civic participation into the curriculum.

The Student Vote Coalition is more than happy to provide and collect registration cards, and issue materials and trainings on how to discuss politics in the classroom without a political agenda.

Thank you very much for your time and consideration. Please don't hesitate to contact me at astewart@newvotersproject.org or 503-320-1183 or Student Body President Amara Marino at amaramarino@msn.com or 5-8389 with any questions.

Sincerely,

Annie Stewart
Portland Campus Organizer
New Voters Project

Amara Marino
President
ASPSU