

5-2-2005

## Faculty Senate Monthly Packet May 2005

Portland State University Faculty Senate

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Thomas Larsen  
Faculty Senate  
LIB-E  
*April 2005*

**Subject:** [Fwd: ADDENDUM to G-4]  
**From:** Tom Larsen <larsent@pdx.edu>  
**Date:** Tue, 26 Apr 2005 12:28:55 -0700  
**To:** Gary Markham <markham@pdx.edu>

Gary,

This is an addendum to that packet of Faculty Senate stuff I gave you.

Tom

----- Original Message -----  
Subject: ADDENDUM to G-4  
Date: Tue, 26 Apr 2005 12:18:49 -0700  
From: Sarah Andrews-Collier <andrewscolliers@pdx.edu>  
To: [fsenate@lists.pdx.edu](mailto:fsenate@lists.pdx.edu), [fstatexo@lists.pdx.edu](mailto:fstatexo@lists.pdx.edu)

TO: 2004-05 PSU FACULTY SENATE

-  
MEMORANDUM

TO PSU Faculty Senate

FR Sarah Andrews-Collier, Sec to the Fac

RE ADDENDUM TO G-4

The following item is added to "G-4 Annual Report of the Library."

MOVED:

"I move that the Senate recommend the consideration of the Library's critical need for additional space as one of the top priorities for the University's next capital campaign."

Dean B. Atkinson  
Assistant Professor  
Chemistry Department  
Portland State University  
Portland, OR 97207  
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-  
\*\*\*\*\*  
Office of the Secretary to the Faculty  
Portland State University  
341 CH \* 725-4416/facs5-4499  
\*\*\*\*\*

## **DIRECTOR OF NEW FACULTY SERVICES**

Updated 5/02/2005

The Center for Academic Excellence (CAE) seeks a tenured member of the Portland State University faculty to serve as Director of New Faculty Services. This is a .5 FTE, 12-month, three-year position (the terms of this position are negotiable) reporting to the CAE Director. The successful candidate will have a strong publication record; an understanding of academic culture; a commitment to the educational value of faculty diversity; a strong desire to mentor and assist his or her faculty colleagues; and an interest in higher education administration.

### **DUTIES AND RESPONSIBILITIES:**

- Assist first-year tenure-track faculty to develop scholarly agendas, publication timelines, and time-management strategies that will aid their progress towards tenure; monitor the scholarly progress of second- and third-year tenure-track faculty and assist them as requested; assist all pre-tenure faculty to prepare for their yearly written reviews; and help new faculty to connect to social and professional networks on and off campus. The Director will work one on one with new faculty as needed.
- Develop and coordinate educational events that promote a positive collegial climate for faculty in all categories and career stages; and coach new faculty as requested with regard to their social and collegial adjustments to the institution.
- With the Director of the Office of Institutional Research and Planning, prepare a yearly report to the campus regarding retention of new faculty, including data on any differences by ethnicity or gender.
- Engage in scholarship related to the duties of the position.

### **MINIMUM JOB REQUIREMENTS:**

A doctorate or other terminal degree with 5 years of faculty experience is required. An understanding of the Portland State University climate and experience with or understanding of diversity issues is strongly preferred. Candidates must be tenured members of the Portland State University faculty.

### **KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:**

- Strong interpersonal skills, a commitment to inclusiveness, and the ability to effectively communicate with a wide range of individuals and constituencies in a diverse campus community.
- A strong understanding of and respect for differences in race, gender, ethnicity, culture, physical ability, and sexual orientation.
- Knowledge and understanding of the peer review publication process.
- Ability to plan, develop, and implement educational programs and workshops.
- Ability to gather data, compile information, and prepare reports.
- Interest in higher education faculty and staff recruitment and employment policies, methods, and procedures.
- Demonstrated ability to work in a team environment.

The Director of Faculty Retention Services will work closely with the Director of the Center for Academic Excellence and will consult periodically with the Vice Provost for Academic Personnel and Budget. The Director will be supported by the CAE's Program Assistant, manage a small program budget within the CAE, and be supported and encouraged with regard to scholarly endeavors related to the position.

To apply, please send a cover letter; current curriculum vitae; and the names, phone numbers, and e-mail addresses of four references to: Kelle Lawrence, Program Assistant, Center for Academic Excellence. If you are interested in this positions, but have questions, please contact Kelle Lawrence. The CAE is willing to negotiate on the FTE and duration of this position. You may send your application by campus mail (mail code CAE) or e-mail ([caestaff@pdx.edu](mailto:caestaff@pdx.edu)). Review of applications will begin May 23, 2005; applications will be accepted until a suitable pool of candidates is identified. The position is available as of July 1, 2005; starting date is negotiable.

PSU is an AA/EO institution and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity.

**Annual Report to Faculty Senate**  
**Student Advising Implementation Team**  
**May 2, 2005**

**Committee membership:** Dean Atkinson, Cindy Baccar, Mary Ann Barham, Marjorie Enneking, Marcia Fischer, Walton Fosque, Tim Garrison, Liane Gough, Brett McFarlane, Robert Mercer, Sandra Rosengrant (Chair), Bill Ryder, Tom Seppalainen, Martha Works

**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 Student Advising Action Council (SAAC). SAAC is charged with creating an undergraduate advising model appropriate to PSU.
- 2000-01 SAAC proposes comprehensive advising model. Faculty Senate recommends creation of Student Advising Implementation Team (SAIT).
- 2001-02 Biology, Psychology, Business, 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 site. Janine Allen and Cathleen Smith administer an electronic survey to collect baseline data on undergraduate advising experiences and needs.
- 2003-04 SAIT continues assessment of overall effectiveness of model. Baseline quantitative data from the Allen/Smith survey are sent to departments. Departments are asked to adjust plans as needed.
- 2004-05 SAIT begins consideration of questions of graduate advising. Narrative comments from '03 Allen/Smith survey are sent to departments. Electronic survey of undergraduates is repeated, and a new survey a graduate students is administered. SAIT will report to Interim Provost Reardon on institutionalization of advising initiative.

**SAAC 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-June '04, 9,496 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

**\*\*\* 2004-05 PSU FACULTY SENATE ROSTER \*\*\***

**\*\*\*\*2004-05 STEERING COMMITTEE \*\*\*\***

Presiding Office: Michael Cummings  
 Presiding Officer Pro tem: Mary Beth Collins  
 Steering Committee: Janine Allen  
                   Darryl Brown, Jose Padin  
                   & Mary Ellen Kenreich,  
                   (Comm on Comm Chair) *Ex officio*

**\*\*\*\*2004-05 FACULTY SENATE\*\*\*\***

**All Others (13)**

Barham, Mary Ann	IASC	2005
* _____ (Collie)	_____	2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005
Endress, Wendy	SD	2006
Fortmiller, Dan	IASC	2006
Hoffman, Agnes	ADM	2006
Toppe, Michelle	OSA	2006
Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007

**Business Administration (6)**

*Yuthas, Kristi (Andres)	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005
Gilpatrick, Thomas	SBA	2006
Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007

**Education (6)**

Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
* _____ (Caskey)	_____	2005
* _____ (Farahmandpur)	_____	2006
Stevens, Dannelle	ED	2007
Halverson, Susan	ED	2007

**Engineering and Computer Science (8)**

Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005
Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006
Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
Shapiro, Leonard	CMPS	2007

**Extended Studies (2)**

*Harmon, Steven (Cornman)	XS	2005
Repp, Betty Jean	XS-Sal	2006

**Fine and Performing Arts (6)**

Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005
Hansen, Bradley	MUS	2006
Grant, Darrell	MUS	2006
Fosque, Walton	ART	2007
Tate, William	TA	2007

**Liberal Arts and Sciences (35)**

Butler, Virginia	ANTH	2005
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Duffield, Deborah	BIO	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
Liebman, Robert	SOC	2005
*Mandaville, Jon (K. Brown)	HST	2005
Miller-Jones, Dalton	PSY	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005
* Franks, Carol (for King)	ENG	2005
*Bleiler, Stephen(M.Enneking)	MTH	2006
Brower, Barbara	GEOG	2006
Cummings, Michael	GEOL	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOG	2006
Koch, Roy	ESR	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
Biolsi, Thomas	ANTH	2007
Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	BIO	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
Mercer, Lorraine	ENG	2007
Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
<b>Library (3)</b>		
*Kenreich, Mary (Peigahi)	LIB	2005
Jackson, Rose	LIB	2006
Larsen, Thomas	LIB	2007
<b>Other Instructional (3)</b>		
*Dillon, Grace (Balshem)	UNST	2005
Wheeler, Lawrence	HON	2005
Reynolds, Candyce	UNST	2006
<b>Social Work (6)</b>		
*Leary, Joy (for Friesen)	SSW	2005
Nash, James	SSW	2005
Brennan, Eileen	SSW	2006
*Yatchmenoff, D. (Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
Jivanjee, Pauline	SSW	2007
<b>Urban and Public Affairs (8)</b>		
* _____ (for Michael)	_____	2005
Seltzer, Ethan	IMS	2005
*Hough, George (Gelles)	PA	2005
Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007

\*Interim appointments indicated with asterisk

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 2, 2005**, at 3:00 p.m. in 53 CH.

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the April 4, 2005, Meeting
- C. Announcements and Communications from the Floor
  - President's Report
  - Provost's Report

**Nominations for Presiding Officer of the 2005-06 PSU Faculty Senate**

- D. Unfinished Business
  - \*1. Educational Policy Committee Recommendation Regarding Extended Studies – Barham  
*Is it a constitutional change or not? No one seems to know. tabled.*
- E. New Business
- 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 - Harvey
  - \*2. Advisory Council Annual Report – Farr
  - \*3. General Student Affairs Committee Annual Report – Reynolds
  - \*4. Library Committee Report - Atkinson
  - \*5. Scholastic Standards Committee Annual Report – Gough
  - \*6. Teacher Education Committee Annual Report – Jacob
  - \*7. Report of the Interinstitutional Faculty Senate Meeting of 8-9 April at WOU – Farr
  - 8. Budget Committee Interim Report - Farr
  - 9. Student Advising Initiative Task Force Report - Rosengrant
- H. Adjournment

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

- B Minutes of the PSU Faculty Senate Meeting of April 4, 2005
- D-1 Education Policy Committee Recommendation Regarding Extended Studies
- G-1 Academic Requirements Committee Annual Report
- G-2 Advisory Council Annual Report
- G-3 General Student Affairs Committee Annual Report
- G-4 Library Committee Report
- G-5 Scholastic Standards Committee Annual Report
- G-6 Teacher Education Committee Annual Report
- G-7 Report of the Interinstitutional Faculty Senate Meeting of 8-9 April at WOU

## **PSU Self-Study for Accreditation Summary of Accomplishments and Challenges**

March 2005

The following are some of the accomplishments and challenges identified to date by the Self-Study Steering Committee. More detail can be found in the self-study itself, which can be found within the PSU Portfolio at [http://www.portfolio.pdx.edu/Portfolio/Accreditation\\_Self\\_Study](http://www.portfolio.pdx.edu/Portfolio/Accreditation_Self_Study). These accomplishments and challenges can serve as the basis for the discussion at Faculty Senate on April 4, 2005, during which time we would like to further identify issues of concern to the Senate for further illustration within the self-study.

### **Standard 1: Mission**

#### **Accomplishments:**

- Clear articulation of mission, as well as vision and values, and seven priority areas
- New strategies for shaping future enrollment, managing retention, and expanding services to respond to student groups (such as new community college partnerships and expansion of campus residences)
- Establishment of four Presidential initiatives, which have become permanent features within the culture of the institution

#### **Challenges:**

- Hiring of new Provost (7/1/05) and of new Vice President for Finance and Administration (12/1/05) create need for University to review strategic direction and planning activities
- Implications of enrollment growth for direction regarding mix of faculty (tenured/tenure track and adjunct), mix of graduate/undergraduate programs and students, and development of new sources of revenue

### **Standard 2ABC: Undergraduate Program**

#### **Accomplishments:**

- Development and implementation of University Studies program
- Significant accomplishments in documentation of student learning outcomes

#### **Challenges:**

- Budget constraints with respect to new program development and/or program expansion/enhancements
- Sustaining efforts related to assessment; related question of adopting a comprehensive approach toward student learning assessment
- Explore how practices in student services could support student learning, thus expanding the role of student services.

### **Standard 2DEF: Graduate Program**

#### **Accomplishments:**

- Growth in numbers of graduate programs in response to community and market-based needs
- Accompanying growth in research activity and funding
- Increased access to graduate education, resulting in growth in number of students served



## **Standard 5: Library & Information Services**

### **Accomplishments:**

- Evolution to a “teaching” library, focusing on teaching and student learning as well as the creation of customized, meaningful classes for students
- Creation of the Research & Learning Center and significant expansions of Reference & Instructional Services, facilitating efforts to assist faculty and students with information needs
- Implementation of virtual reference services and an emphasis on distance education/distributed learning
- Enhanced emphasis on reaching out and creating partnerships with students, faculty, staff and administrators for identifying needs, consulting, and collaborating on important initiatives

### **Challenges:**

- More librarians/staff are needed to build on the successes noted above and to work effectively with the increasing enrollment
- Acquisitions budget is limited; PSU library funding compares poorly with comparable Oregon institutions
- Space for collections, students and faculty is very limited

## **Standard 6: Governance and Administration**

### **Accomplishments:**

- Faculty Senate defines faculty broadly to include academic professionals and many others
- Faculty have primary authority over curriculum
- Now have faculty representative and an additional student representative to OSHBE, and stronger communication between OSHBE and inter-institutional faculty senate

### **Challenges:**

- Maintaining a culture of faculty, staff, and student engagement in shared governance
- Turnover in key positions on state Board and in Chancellor’s office
- Increase in faculty workload makes it increasingly difficult to expect faculty to participate actively in governance

## **Standard 7: Finance**

### **Accomplishments:**

- Enhanced business processes
- Increased accessibility of financial information with automation

### **Challenges:**

- Funding from state has decreased
- Growth puts greater pressure on financial resources

## **Standard 8: Space and Physical Resources**

### **Accomplishments:**

- Expansion of space through new buildings and development – classroom, residential, commercial
- Creative strategies for financing

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, April 4, 2005  
**Presiding Officer:** Michael Cummings  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Agre-Kippenhan, Allen, Anderson, Barham, Bertini, Bleiler, Brennan, Brower, C. Brown, D. Brown, Butler, Cardenas, Carr, Carter, Collins, Crawshaw, Cummings, Dill, Farr, Fischer, Fortmiller, Fosque, Fountain, Franks, George, Gilpatrick Grant, Hagge, Halvorsen, Hansen, Harmon, Hickey, Hoffman, Hough, Howe, Jackson, Jivanjee, R. Johnson, Kenreich, Koch, Larson, Latiolais, Liebman, Mandaville, McBride, Mercer, Mercer, Nash, Padin, Repp, Reynolds, Rueter, Schechter, Seltzer, Sharkova, Shusterman, Smallman, Spolek, Stoering, Tate, Toppe, Walton, Wamser, Wanjala, Wattenberg, Wheeler.

**Alternates Present:** Weber for Anderson, Poracsky for Bulman, Holloway for Franks, Fountain for Dan. Johnson, Seppalainen for Dav. Johnson, Stevens, Ocegüera for Shattuck.

**Members Absent:** Biolsi, Carter, Dillon, Duffield, Endress, George, Grant, Hough, Hunter, Kominz, Kretovich, Lall, Lawrence, Leary, Mathwick, Meekisho, Miller-Jones, Morris, O'Halloran, Shapiro, Wadley, Yachmenoff, Yuthas.

### **Ex-officio Members**

**Present:** Andrews-Collier, Bernstine, Christopherson, Diman, Driscoll, Dyck, Feyerherm, LaTourette, McVeety, Nelson, Rhodes.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE MARCH 7, 2005, MEETING**

The meeting was called to order at 1503. The minutes were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

The Presiding Officer noted that approximately 110 people attended a Faculty Senate-PSUAAUP forum to discuss merging PSU with OHSU that was held on March 28. David Johnson of the Library was the moderator and panelists were Debbie Murdock, Larry Crawshaw and Sherrill Gelmon.

The Ad Hoc Committee to Review University Studies is in the appointment process, and membership will be appointed in the next week.

### **President's Report**

**D. QUESTION PERIOD**

There were no questions.

The presiding officer moved the meeting to a committee of the whole for one-half hour to discuss accreditation and the legislative proposal for a PSU/OHSU merger.

**E. UNFINISHED BUSINESS**

None

**F. NEW BUSINESS****1. Graduate Council Course Proposals and Program Proposal for Ph.D. in Sociology**

WAKELAND presented the proposals for the committee.

BLEILER/BUTLER MOVED THE SENATE APPROVE one new course in Geology, Arts & Sciences, listed in "F-1."

THE MOTION PASSED by unanimous voice vote.

MERCER/BLEILER MOVED THE SENATE APPROVE two new courses in Sociology and the Ph.D. in Sociology & Social Inequality, Arts & Sciences, listed in "F-1."

WAKELAND noted that the Graduate Council spent considerable effort on assisting Sociology in improving the proposal, including alteration of the name, and are very comfortable in recommending approval of this degree program.

Brennan asked how Sociology collaborated with other units in the university with comparable and/or overlapping Ph.D. programs, for example, Urban and Public Affairs and Social Work, in developing this program. It seems that the degree depends to a great extent on electives that would be taken outside of the department.

FARR noted the department met from very early on with Social Work, Community Health, etc., as well as external constituencies such as Kaiser Permanente Center for Health Research, and the OHSU Nursing School. Sociology sees this as a very cooperative program and listened to broad input.

SHUSTERMAN asked for a rationale regarding 5/600 course numbering. WAKELAND noted it is common in Ph.D. programs. BLEILER added that this varies from unit to unit.

BUTLER emphasized that this is a synopsis, noting that the people being brought into Sociology in recent years have a broader interest than just health. She was on the CLAS committee that reviewed the proposal, and urged that the title remain as proposed. She concluded that she strongly supports the proposal.

WALTON thanked Butler and asked if the plan is that initially there is a health track and others will follow over time. FARR noted that the research and faculty capability already exists in other areas, so yes and no. If the students are interested they may immediately move into the other areas, for example there are currently underway a gentrification project in SE Portland and a FIPSE grant in social inequality in higher education.

SHARKOVA asked if the department worked with incoming deans as well as current deans. FARR stated, yes, that he worked with her dean before he was dean.

THE QUESTION WAS CALLED.

THE MOTION PASSED 56 in favor, 0 against, with 1 abstention.

MANDAVILLE/FOSQUE MOVED THE SENATE APPROVE program changes in Mechanical, Civil & Environmental, and Electrical & Computer Engineering, Engineering and Computer Science, listed in F-1."

THE MOTION PASSED by unanimous voice vote.

## **2. Undergraduate Curriculum Committee Course and Program Proposals**

BACCAR presented the proposals for the committee.

BLEILER/LATIOLAIS MOVED THE SENATE APPROVE one new course in Women's Studies, Arts and Sciences, and approve the course for a cluster, Women's Studies, as listed in "F-2."

WALTON asked if this was customary to approve a course for a cluster before it was an approved course. CUMMINGS noted that it is not unusual, as the course may have been come through separate channels simultaneously or for example, may have been offered previously as a 399.

THE MOTION PASSED by unanimous voice vote.

BLEILER/LATIOLAIS MOVED THE SENATE APPROVE course changes in Mathematics & Statistics, Arts and Sciences, listed in "F-2."

SPOLEK noted he has protested this course to the Math Department and the Curriculum Committee, because the extra prerequisite adds an extra course to the engineering major, especially impacting transfers. BLEILER noted that the department researched other engineering programs nationally and found that most

Memorandum

April 13, 2005

TO: Faculty Senate  
FROM: Educational Policy Committee (EPC) ~ Judy Andrews, Mary Ann Barham (chair), Richard Beyler, Barbara Brower, Darrell Brown, Amy Connolly (student), Marek Elzanowski, Marcia Fischer, Brian Lynch, Judy Patton

EPC makes the following motion:

**Motion 1: The name of the School of Extended Studies should be changed to Extended Studies. This change should occur in winter 2006 (or whatever date is appropriate) to assure no disruption in Faculty Senate representation for Extended Studies.**

This decision was based on the fact that Extended Studies is not an academic unit and its role in the University is to offer non-credit courses and to assist/facilitate the academic units in offering their curricula in alternative formats. However, EPC is concerned that the Vice Provost for Extended Studies is no longer a member of the Council of Academic Deans and that this limits the ability of Extended Studies to perform its above-stated function. Thus, EPC makes the following motion:

**Motion 2: The Faculty Senate recommends that the Vice Provost of Extended Studies be an ex-officio member of the Council of Academic Deans.**

**Academic Requirements Committee (ARC)**  
**Annual Report to the Faculty Senate for 2004/2005**  
April 11, 2005

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 freshmen.
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 matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

*2004/05 Faculty Governance Guide*

**Committee Members:** Michael Cummings, Jennifer Dixon, Dan Fortmiller, Tom Harvey (chair), Agnes Hoffman, Ron Jones, Kathleen Merrow (alternate), Robert Mercer, Joseph Poracsky, Terry Rhodes (OAA consultant).

During the period 9/16/04 through 3/31/05, ARC processed 235 petitions. Of those, 222 were granted and 13 denied. (During the 2003/04 academic year, the ARC processed 154 petitions. This reflects a 50% increase in petitions over last year.)

The ARC approved on a request from the English Department to return selected writing courses (see *PSU Bulletin*, p. 13) to the arts and letters academic distribution area. This was a catalog change that will be reflected in the 2005-06 *PSU Bulletin*.

This year the ARC recommended to the Faculty Senate that selected physical geography courses be identified as fulfilling science area distribution (rather than social science). The Senate tabled the motion and the ARC, in consultation with the Geography Department, chose to let that proposal remain tabled for the time being.

The ARC also determined the academic requirement policies for implementing Credit for Prior Learning (CPL) and is working with Extended Studies on steps toward implementation of CPL. The adopted policies will be presented to the Faculty Senate at its June meeting.

**Annual Report  
President's Advisory Council  
2004-2005 AY**

**Members:**

**Grant Farr, Chair**

**Dalton Miller-Jones**

**Paul Latiolais**

**Connie Ozawa**

**Janine Allen**

**Joan Strouse**

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The President's Advisory Council met several times during the 2004-2005 AY to advise the President and other Central Administrators. Our tasks included consulting with the President on the candidates for Provost and Vice President for Finance and Administration, advise on the composition of ad hoc committees, and other issues.

**Annual Report of the General Student Affairs Committee  
2004-2005**

**May 2, 2005  
Faculty Senate Meeting**

Members of the Committee

Faculty: Candyce Reynolds, UNST, Chair  
Thomas Graham, GSSW  
Christine Hulbe, GEOL  
Susan Reese, ENG  
Randy Blazak, SOC

Students: Jesus Acosta  
Ana Johns  
Kelly Thoen  
Billy Volpone

Consultants: Douglas Samuels, Vice Provost for Student Affairs  
Wendy Endress, Dean of Students  
Burton Christopherson, Director of Affirmative Action  
John Wanjala, Campus Omsbudperson

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 May 2, 2005, the committee has:

- 1) considered, gave advice and approved a policy initiated by the Office of Student Affairs office on Priority Registration for Students.
- 2) reviewed applications for 12 Presidential Awards for Outstanding Community Engagement, 12 Presidential Awards for Outstanding University Service, 2 Student Commencement Speakers.



## Library Committee Annual Report 2004-2005

Dean B. Atkinson, Chair

Members: Neil Ramiller, Pelin Basci, Linda Walton, John Erdman, Chien Wern, Jack Corbett, Matt Cavaness (student), Wafa Ghnaim-Alston (ad hoc, student)

April 11, 2005

Beginning the year with the faculty symposium on the university accreditation project (including the library portion thereof), the committee made a number of observations and generated some associated recommendations.

1. The university has outgrown the library building. The building is much fuller than recommended by standards of library practice; it requires an external storage facility at significant yearly cost and the room needed for student studying is clearly inadequate. We recommend a major capital campaign to support the creation of a new library building.
2. The library is having trouble meeting student needs (areas for studying, longer hours.) A new building could make it more difficult to meet some of those needs (staffing) but could address others (study rooms, etc.) We therefore stress the need for both the recommended capital campaign for a new building and funding for improved staffing and other needs.
3. Several departments have had to take severe cuts to their journals budgets in the last few years due to problems with the budget and changes in allocation procedures. As stated in point 2 above, we stress the point that protecting the collection requires more funding, separate from the capital campaign.

In response to these fairly obvious conclusions (especially 2 and 3) our committee has tried to find ways that the faculty can help with the library's development initiative. (In short, how can we help the Library help us?) Chuck Johnson, the library development officer has attended all of the meetings and we have come up with some feasible initiatives:

1. We are developing some trial departmental "wish lists" that identify resources that faculty would like to have that may not be affordable within the library budget. The idea is that these resources could be supported or purchased by donors.
2. Working with Barbara Sestak from ORSP, we have begun to explore the idea of encouraging researchers to incorporate funds for the library and OIT in the budgets of external grants (probably under a general "information resource" category).
3. The committee endorses the idea of joint research proposals between library and non-library faculty to attain library goals. There have been some successes of this kind lately.

Also in relation to the matter of journal budgets, we have begun a discussion, in collaboration with Gretta Siegel, Science Librarian, of the issue of Scholarly Communication. This topic was raised at a Senate meeting earlier this year. The committee agrees that this issue calls for a broader response than is within our mandate, but we will continue to examine how it affects library operations.

Finally we plan to begin (during the spring term) a re-examination of the new (two years old) budget allocation model that guides the dispersal of collections budgets. As mentioned above,

**Scholastic Standards Committee**  
**2004-2005 Report to the Faculty Senate**  
*(submitted April 14, 2005)*

**Chairperson:** Liane Gough IASC

**Faculty:** David Boone BIO  
John Damis PS  
Karen Ledbetter CAPS  
Pauline Livingston IASC/DRC  
Alan MacCormack UNST  
Daniel Sullivan SOC  
Mingdi Yan CHEM

**Students:** Adas Lis  
Louis Kaskowitz

**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 Office of Admissions, Records & Registration in academic matters concerning transfer students or students seeking reinstatement after having had academic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request academic reinstatement, retroactive withdrawals and tuition refunds, retroactive addition of courses, change of grading option and completion of incompletes after one year.

**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 which is often a time consuming process.

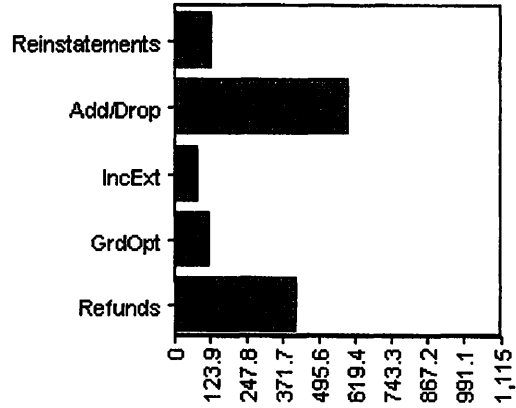
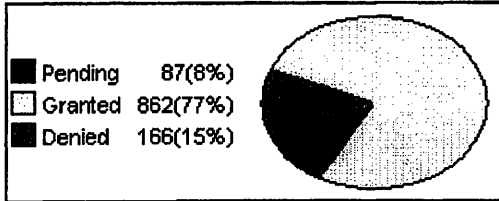
The committee read 1115 petitions from April 1, 2004 through April 1, 2005. This number is consistent with last year's data. There was a slight decrease in the approval of reinstatement petitions (64% granted this year versus 66% the previous year). All other approval frequencies remained relatively consistent with last year's numbers.

**Retroactive Withdrawal/Tuition Refunds:** The majority of petitions request either a retroactive withdrawal and/or tuition refund. In an effort to be fair, the committee will routinely grant 100% refund for those students in their first term at PSU who did not attend the class. We assume after their first term that students are aware of, and responsible for, the deadlines outlined in the Schedule of Classes and refunds are dispersed accordingly. In the case of medical emergencies or other extreme extenuating circumstances, a 100% refund is granted where appropriate. Even in extreme circumstances, the committee would rarely approve a petition for withdrawal without

**Statistics for SSC petitions entered beginning 4/1/2004, through 4/1/2005:**

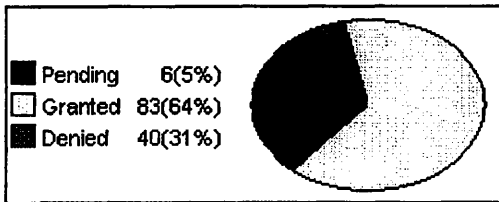
**Totals**

**SSC Petitions: 1115**

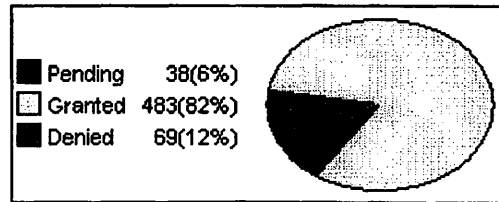


**Detail by Type**

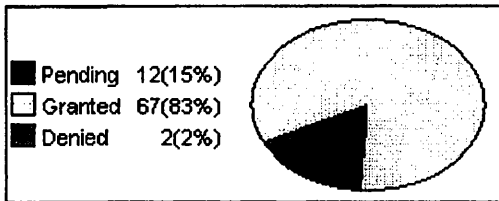
**Reinstatements: 129**



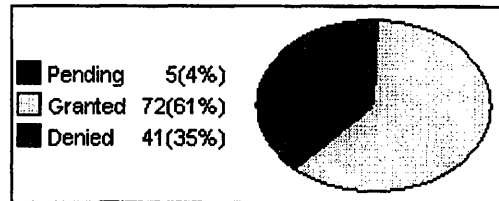
**Add/Drop: 590**



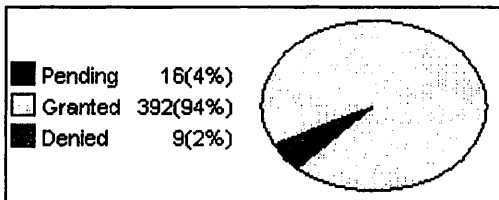
**Inc. Extensions: 81**



**Grade Option Changes: 118**



**Refunds: 417**



**DATE:** April 4, 2005  
**TO:** Faculty Senate  
**FROM:** Teacher Education Committee  
Greg Jacob, Chair  
**RE:** Annual Report 2004-05

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

**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 2004-05**

TEC revised the handout for Content Area Advisors for Departmental Recommendation, and it created a new Advisor List handout for the Graduate School of Education. After several drafts TEC approved a Field Experience document. It describes the overall purpose of a field experience for students interested in the teaching profession, gives examples of what appropriate field experiences look like, and points out what documentation of the field experience applicants should provide to the Graduate Teacher Education Program.

The Pre-Ed Pathway subcommittee met to discuss a proposed Elementary Education Minor. This committee addressed a number of questions regarding the process for approval and the question of priority admits for GTEP for those students who complete the minor. Further discussion led to a proposal for a Liberal Studies Major with a pre-elementary education option. The intent is to provide a Pre-Education pathway for undergraduate students; however, the issue is complicated, and further dialogue with Child Family Services is necessary before the committee can proceed. The other sub-

Report from IFS Meeting  
April 8 & 9<sup>th</sup> 2005  
WOU Campus, Monmouth

The IFS scheduled this meeting to over-lap somewhat with the State Board meeting held in Salem on the 7<sup>th</sup> & 8<sup>th</sup>. IFS senators held a regularly-scheduled breakfast meeting with State Board members; topics of discussion included ethical principles (including, but not limited to sexual harassment and consensual relations), salary and its relationship to the recruitment and retention of faculty and administrators in OUS, the Oregon ATLAS project, the current situation with the legislature.

The IFS has been directed to come up with an ethics statement. To that end, the Senate is collecting current policies from OUS campuses as well as private industry and other comparator Universities. The Senate hopes to have a statement by the end of this academic year to provide to Chancellor Pernsteiner. Lots of discussion about the shift in public perceptions and an increasing lack of tolerance around issues of sexual harassment and consensual relationships.

Discussion of Senate Bill 342, which moves away from a common course-numbering bill which had been in circulation, but continues to press for more seamlessness related to transfer and articulation issues between OUS institutions and community colleges. IFS continues to stand firm that issues of curriculum and quality must reside with faculties, and not with the legislature. There is a lot of concern that in much of the "More-Better-Faster"-type of conversation issues of quality are seldom mentioned.

There was discussion of how to facilitate structured disciplinary dialogues with OUS faculty and our community college colleagues (similar to the State-wide meeting of anatomy and physiology faculty last summer).

It appears that the Oregon ATLAS project may make it into the second round of the Ways and Means Committee budgeting process. This proposal has lots of support from legislators, the Chancellor's Office, and IFS.

Respectfully submitted,

Robert Mercer