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Faculty Senate Monthly Packet January 2005

Portland State University Faculty Senate

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

AGENDA

- A. Roll
- *B. Approval of the Minutes of the December 6, 2004, Meeting
- C. Announcements and Communications from the Floor
President's Report
- D. Question Period
 - *1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Unfinished Business
- F. New Business
 - *1. Graduate Council Course and Program Proposals – Wakeland
 - *2. Undergraduate Curriculum Committee Course and Program Proposals - Baccar
- G. Reports from Officers of the Administration and Committees
 - *1 Report of the Meeting of the Interinstitutional Faculty Dec 3-4 - Wollner
 - *2 Faculty Development Committee Quarterly Report – Smallman
- H Adjournment

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

- B Minutes of the Meeting of November 1, 2004
- F-1 Graduate Council Proposals
- F-2 Undergraduate Curriculum Committee Proposals
- G-1 Faculty Development Committee Quarterly Report

***** 2004-05 PSU FACULTY SENATE *****

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

Presiding Office: Michael Cummings

Presiding Officer Pro tem: Mary Beth Collins

Steering Committee: Janine Allen

Darryl Brown, Jose Padin

& (Comm on Comm Chair) Ex officio

All Others (13)

Barham, Mary Ann IASC 2005

* _____ (for 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

Gillpatrick, Thomas SBA 2006

Johnson, Raymond SBA 2007

Mathwick, Charla SBA 2007

Education (6)

Allen, Janine ED 2005

Carr, Carolyn EPFA 2005

* _____ (Caskey) 2005

Farahmandpur, Ramin ED/PF 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

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

Library (3)

*Kenreich, Mary (Peigahi) LIB 2005

Jackson, Rose LIB 2006

Larsen, Thomas LIB 2007

Other Instructional (3)

*Dillon, Grace (Balsheim) UNST 2005

Wheeler, Lawrence HON 2005

Reynolds, Candyce UNST 2006

Social Work (6)

*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

Urban and Public Affairs (8)

* _____ (for Michael) 2005

Seltzer, Ethan IMS 2005

*Hough, George (for 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

Minutes: Faculty Senate Meeting, December 6, 2004

Presiding Officer: Michael Cummings

Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Barham, Bertini, Brennan, Brower, C. Brown, D. Brown, Butler, Cardenas, Carr, Carter, Collins, Crawshaw, Cummings, Dill, Dillon, Endress, Farr, Fischer, Fortmiller, Fosque, Franks, Gillpatrick Grant, Hagge, Hansen, Hickey, Hoffman, Hough, Howe, Dan. Johnson, R. Johnson, Kenreich, Koch, Kominz, Lall, Larson, Lawrence, Liebman, McBride, Meekisho, R. Mercer, Morris, Nash, Padin, Repp, Reynolds, Rueter, Schechter, Seltzer, Shapiro, Spolek, Stevens, Stoering, Tate, Toppe, Walton, Wamser,

Alternates Present: Weber for Anderson, Smith for Halvorsen, Beasley for Jackson, Ferguson for Yachmenoff.

Members Absent: Allen, Biolsi, Bleiler, Bulman, Duffield, Farahmandpur, Fountain, George, Hunter, Dav. Johnson, Kretovich, Latiolais, Leary, Mandaville, Mathwick, Ceppi for L. Mercer, Miller-Jones, O'Halloran, Sharkova, Shattuck, Shusterman, Smallman, Wadley, Cohn for Wanjala, Wheeler, Wattenberg, Yuthas.

Ex-officio Members

Present: Bernstine, Burton, Christopherson, Driscoll, Feyerherm, Harper, Jacobs, Kaiser, McVeety, Murdock, Rhodes, Samuels.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE NOVEMBER 1, 2004, MEETING

The meeting was called to order at 1503. The minutes were approved with the following correction: Jivanjee was in attendance.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate/committee memberships since November 1, 2004:

Budget Committee: Robert Bertini, CECS, has been appointed.

Graduate Council: Michael Bowman will replace Gretta Siegel, LIB for the term of her sabbatical, winter–summer 2005.

Educational Policy Committee: Barry Messer, USP, and Oscar Fernandez, FLL, have resigned.

Faculty Development Committee: Dan Herbison, CECS has replaced Robert Bertini.

Intercollegiate Athletic Board: Grant Farr has been reappointed chair. Kit Dusky, LIB and Patricia Squire, ALU, have been appointed.

Publications Board: Robert Gould has been reappointed chair.

Lawrence Wheeler will chair the Ad Hoc Committee on Governance.

President's Report

BERNSTINE extended best wishes for the holiday season. He introduced Michael Fung, whom he has just appointed as Budget Director, and who comes to us from OSU.

BERNSTINE discussed the Governor's budget for FY 2005-07. There is a \$1 billion shortfall projected in the state's budget, however, the Governor is very committed to a reinvestment in higher education. The Governor's priorities are very much in line with those of OUS, which are: affordability (Oregon Opportunity Grant funding to double, up to \$91 million); access (bonding, etc. for upgrades to older buildings and construction of new facilities); academic excellence (\$1 million, additional, for faculty salaries, and lifting of the salary freeze); economic development (\$7 million for ONAMI); tuition increases (5% per year with a possible additional 2% and phase out of the tuition remission cap for undergraduates and total elimination of the cap for graduate students). The capital projects with respect to PSU include renovation of the campus heating plant, renovation of Shattuck Hall, construction of the student recreation facility, a build out of current space to accommodate additional retail, construction of a new parking structure, continued renovation of SMSU, and purchase of the 1900 SW 4th Ave. City Tower. The Governor has also provided for support of community college construction projects, which will allow PSU to enhance our partnerships with Clackamas and Clatsop. There are two more budget forecasts -- in March and in May -- before we will know what the total revenues will be for the biennium. We don't know what the total amount of cuts will be for PSU, but the campus community will be kept informed as new information becomes available. While this is not a time for rejoicing, we note that the governor has stepped forward in a big way to support higher education.

D. QUESTION PERIOD

1. Questions for Provost Reardon

DRISCOLL replied for Provost Reardon, who was out of town (attached).

2. Questions from the Floor for the Chair

BRENNAN asked, "What actions has the Steering committee taken regarding the question posed by Senator Robert Liebman with respect to the adverse effects on

graduate students in credit-rich professional programs caused by the abolition of the tuition plateau? The Steering Committee requested, and received, extensive documentation regarding this problem affecting more than 600 graduate students each year at the School of Education and the Graduate School of Social Work. In addition, we understand that students in the MFA program in the School of Fine and Performing Arts are also adversely affected.”

CUMMINGS reviewed activity on the issue to date. Cummings spoke with Brennan at the close of the November Senate meeting and requested a chronology of Social Work actions for the Senate Steering committee meeting. The committee discussed the issue extensively, with respect to impact on students in the programs the impact on the programs and faculty colleagues. The committee recommended that the impacted programs continue to build cases to bring forward to the administration for continued discussion, and that the issue continue to be monitored in Faculty senate discussion. Issues include, where this could have been sent in the committee structure, as the Budget committee has already discussed the issue. Liebman queried in October if the issue could be sent to EPC, but their agenda is quite full at the moment. The other committee that may be requested to weigh in would be the Graduate Council.

LIEBMAN commended the Presiding Officer on his thorough summary. He asked if in addition to looking at the impact on PSU, research has been conducted on what has been done at the other campuses in the system and nationwide. He also asked if research could be done on differential tuitions, for example, some programs require no campus resources.

HOWE echoed Liebman’s concern, and asked if there is any emergency action that can be taken for current students.

CUMMINGS declared the Senate meeting moved to a Committee of the Whole for the next thirty minutes for discussion of three issues of concern, elimination of the tuition plateau, the SCI distribution requirement, and General Education.

E. UNFINISHED BUSINESS

1. EPC Recommendation With Respect to Naming Extended Studies

BARHAM/BROWN MOVED “the charge of the ad hoc committee established via Senate motion in May 2004 be expanded to include discussion of changes in the role of the School of Extended Studies, rather than merely the movement of Summer Session to the Office of Academic Affairs.”

RUETER asked for clarification of which committees review name changes, and also asked, have all other name changes been officially approved. FARR yielded to Ketcheson, who noted that name changes were approved by the University Planning Council before it was renamed the Education Policy Committee, and that all changes have been approved by the Faculty Senate.

DRISCOLL expressed concern that referring this to the ad hoc committee is redundant, since the Educational Policy committee is constitutionally responsible for this. He also noted that if the motion is approved the discussion be broadened to include deans, etc. as well as the specific folks named in the recommendation.

BARHAM noted the EPC feels they have had a large number of issues referred to them and they are unable to handle them all. She agreed that there is a proliferation of ad hoc committees, which is not advisable. She also noted that the list of people is just a suggestion, and the committee would approve expanded participation.

BROWER noted that the EPC was not given all the information necessary to make an informed recommendation, and were looking for a vehicle that would bring in a broader range of expertise. BARHAM noted that there was uncertainty as to whether the standing committee could act in that way. ANDREWS-COLLIER noted the

FARR noted he would vote against this motion. The Advisory Council recommended this be brought to a vote as the change took place in March 2003, and this is a rehashing of last year's issues. Extended Studies is not operating as a school and has moved on from here.

REPP noted that Extended Studies did not voluntarily change their name, but was changed without due process by the former Provost.

HARMON noted that the original committee was to report at the end of winter term, but this issue may take longer. Also, ____

BROWER asked if this item could be postponed until after the first meeting of the ad hoc committee, which is tomorrow.

BROWER/HICKEY MOVED TO TABLE the motion.

THE MOTION PASSED by unanimous voice vote.

F. NEW BUSINESS

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Educational Policies Committee Quarterly Report

BARHAM reviewed the report and took questions.

MERCER asked how often the committee is meeting. BARHAM noted they are meeting two times per month.

HICKEY asked what discussion took place around the IIIST, noted in the report. BARHAM noted a group of faculty requested the EPC look at the program and the EPC is planning to bring something forward to the Senate in the future. FOSQUE asked for a clarification with respect to the charges listed in the memo, noting they are quite redundant. BARHAM noted that this is the constitutional language.

The Presiding Officer accepted the report for the Senate.

H. ADJOURNMENT

The meeting was adjourned at 1625.

**Response to Faculty Senate Question to Provost
December 6, 2004
M. A. Driscoll**

Question

I understand that the budget for the 2005-2006 academic year has eliminated new presidential scholarships, all but two of the laurel scholarships, and reduced the PSU scholars scholarships from 480 to 150. This gives our recruiters nothing to attract quality new students. Is there any hope for this money being reinstated so we can compete with OSU and UofO who have so many more of similar scholarships.

Response

- Final decisions on the availability of remissions for these categories have not yet been made. Active discussions continue among the Office of Student Affairs, the Office of Academic Affairs, Finance and Administration, and University Relations. Final decisions will need to be made soon.
- The numbers stated in the question were best guesses at the time it was submitted. For 2005-2006, we are currently looking at a minimum of 2 new presidential scholarships (with an additional 19 continuing), 6 new undergraduate laurels scholarships (with an additional 31 continuing), and 150 PSU scholars scholarships. (PSU scholars are one time awards and there are thus no continuing awardees.)
- Context for current situation
 - The push toward attracting quality students and growing enrollment led to increased scholarship awards. (The PSU scholars program was added, in part, as a response to similar programs at OSU and UofO.)
 - PSU experienced increased yield, i.e., percentage of students accepting awards and matriculating.
 - In 2002-2003, the remission budget at OUS (and hence PSU) was cut 10%. In 2003-2005, the legislature capped remissions.
 - To recruit students, awards must be made well in advance of the award funds being spent.
 - This resulted in over commitment of continuing remission funds (more awards offered, higher percentage of awards accepted, reduced funding available leading to a shortfall). PSU thus has fewer uncommitted funds to apply to 2005-2006.
 - In some sense, PSU's success has led to fewer remission resources for 2005-2006.
- We are currently looking for additional funds to use including:
 - Funds formerly used for Washington reciprocity, but now available for recruiting in western states.
 - Foundation funds that may be available for scholarships.
 - Other remission accounts that may be applied to these areas.
- The cap on remissions will make it difficult to restore the full amount of new scholarships for 2005-2006.
- OSU and UofO have foundations have larger endowments that they use for scholarships.
- PSU's growing development successes hold great promise for the future. The *Building Our Future* campaign has raised significant funds for 118 new scholarships and will continue to make scholarships a focus.

December 10, 2004

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

Wayne Wakeland

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be provided by Linda Devereaux. If you need additional information, please contact Maureen Orr Eldred in the Graduate Office on Tuesday, December 14.

New courses:

- BI 450/550 Phylogenetic Biology, 4 cr – new course
- SCI 521 Research Based Learning II, 4 cr – new course
- JPN 551 Japanese Language & Literature, 4 cr – new course
- JPN 552 Japanese Language and Linguistics, 4 cr – new course
- MTH 457/557, 458/558 Mathematical Theory of Games, 3 cr each – new course sequence
- HST 452/552 Topics in the History of European Women, 4 cr – new course
- EPFA ~~432~~/532 Training Methods, 3 cr – new course
- EPFA ~~434~~/534 Leadership of the Training Function, 3 cr – new course
- EPFA ~~435~~/535 Organization Transformation through Training and Development, 3 cr – new course
- WS 471/571 Global Feminisms, 4 cr – new course
- GEOG 494/594 GIS for Water Resources, 4 cr – new course
- LING 476/576 Corpus Linguistics in Language Teaching, 4 cr – new course
- IST 650 Diversity and Equity in Science and Mathematics Education I, 4 cr – new course
- IST 651 Diversity and Equity in Science and Mathematics Education II, 4 cr – new course

Change in existing course:

- ACTG 550 Contemporary Financial Reporting Issues, 3 cr, (to become Contemporary Financial Reporting, 4 cr) – change in existing course: new title, description, number of credit hours

Changes in existing programs:

- MA in [Foreign Language] – add Japanese as Major [existing Majors are French, Spanish, and German]
- MA History – changes *Bulletin* text to reflect specializations and clarification of written exams

January 3, 2005

MEMORANDUM

To: Faculty Senate

From: Cindy Baccar, Chair – Undergraduate Curriculum Committee

Re: Recommendations for approval by the Faculty Senate

The Undergraduate 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:

ANTH 325	Culture, Health and Healing (4)
ANTH 373	Primate Ecology and Behavior (4)
BI 450(550)	Phylogenetic Biology (4)
GEOG 240	Geography of Wine (4)
GEOG 355	Landscapes of Spain (4)
GEOG 494(594)	GIS for Water Resources (4)
HST 352	European Women's History to 1700 (4)
HST 452(552)	Topics in the History of European Women (4)
LING 476(576)	Corpus Linguistics in Language Teaching (4)
MTH 457,458 (557,558)	The Mathematical Theory of Games (3,3)
SCI 325	Science of a Hydrogen Economy (4)
SCI 356	A Planet in Balance: Exploring Concepts of Global Environmental Sustainability (4)
SCI 357	Pollution Carries No Passport: Sustainability Issues in the U.S.-Mexico Border Region (4)
SCI 365	The Science of Women's Bodies (4)
WR 300	Topics in Rhetoric and Composition Practice (4)
WR 324	Advanced Writing About Literature (4)
WR 394	Writing Careers for English Majors (4)
WS 309	Disney: Gender, Race and Empire (4)
WS 332	Race, Class, Gender and Sexuality in the U.S. (4)
WS 361	Sexual Assault (1)
WS 362	Women & Trauma (2)
WS 363	Moving Beyond Trauma (1)
WS 365	The Science of Women's Bodies (4)
WS 471(571)	Global Feminisms (4)

Changed Courses:

ANTH 425(525)	Perspectives in Medical Anthropology (4) – change title, description, pre-requisites
GEOG 380	Maps and Geographic Information (5) – change description, credit hours, and increase in laboratory time
HST 450(550)	Medieval England (4) – change description
HST 451(551)	Early Modern England (4) – change title and description
HST 456(556)	Religious Change in 16th Century Europe (4) – change title and description
SPHR 464(564)	Speech Disorders in Children (4) – change title, description, prerequisites, drop 564

Program Modification: Change to General Studies Majors (Arts & Letters, Social Sciences, Science)

In order to strengthen the writing component, a proposal is being made to add WR 323 or a Writing Intensive Course (WIC) in the major, as a requirement for each of the three general studies majors (i.e. arts & letters, science, and social science). If students elect to take a WIC course in the major, then the total number of credits required in the major remains at 52; if they choose to take WR 323, the credits required increases to 56.

Program Modification: Change to Geography Major

Increased the number of credits required for the major from 52 to 60. Require 12 (instead of 8) credits in each of the specialty areas of the field. Require GEOG 497, a spatial quantitative analysis course, or equivalent for the B.S. degree. Added a statement to clarify that GEOG 230 may count for Human or Regional Geography area, but not both.

Made changes to increase the depth of knowledge students receive in each of the sub areas of the discipline and to clarify the catalog statement. Added the statistical component to the BS requirements since it is a necessary component of a science education.

Program Modification: Change to Environmental Studies Major

Change Major as follows:

Drop ESR 150 – Environmental Studies Orientation (1)
Drop required credits in ESR 407 Environmental Seminar - from 3 to 1
Add ESR 323 (2), 324(2) – Environmental Systems Laboratory I, II
Add ESR 325 (2) - Environmental Risk Assessment Lab

Net Change in Total Hours required for major is 3, going from a range of 36-38 to a range of 39-41.

ESR 150 now incorporated into existing introductory course. The three labs were previously built into the lecture sections (320, 321, and 322), but were changed last year so that registration and credit would be assigned under separate lab course sections.

New Program: Minor in Sustainability

The proposed minor will be administered through the Environmental Science and Resource Program and consist of existing courses being offered by individual departments. The minor offers an integrated series of lower and upper division courses that comprise a multidisciplinary study of the environmental, social and economic dimensions of sustainability. Students will gain an understanding of the major theories and concepts related to the key dimensions of sustainability, as well as experience with applications of sustainability in a service-learning course. Sustainability is a major unifying concept among the faculty and students in the sciences, social sciences and professional schools at PSU and is supported broadly across campus. The minor will enhance the education of students in any major.

Requirements: Complete 29 credits, with at least 15 taken in residence at PSU, to include the following:

UNST 224	Environmental Sustainability	4
ESR 222	Regulations/Policy & Sustainability	4

Upper-division credits to include at least a total of four courses from the following three categories. Students must choose at least one course from each category.

Economics/Business –

EC 332	Environmental Economics	4
EC 444	Economics of Green Power	4
ESR 433	Natural Resource Economics	4
ESR 434	Business Environmental Management Economics	4
ESR 443	Global Environmental Economics	4
USP 490	Green Economics and Sustainable Development	4

Social Issues

ARCH 367	Fundamental of Environmental Design	4
HST 339	Environment and History	4
GEOG 346	World Population and Food Supply	4
GEOG 345	Resource Management	4
GEOG 347	Environmental Issues and Action	4
PS 319	Politics of the Environment	4
SCI 321	Energy and Society I	4
SCI 322	Energy and Society II	4
SOC 341	Population Trends and Policy	4
SOC 465	Environmental Sociology	4
USP 313	Urban Planning: Environmental Issues	4
USP 419	Population and Society	4
USP 425	Community and the Built Environment	4

Environmental Systems –

ESR 355	Understanding the Environment	4
ESR 356	Understanding Environmental Conservation	4
ESR 420	Ecological Toxicology	4
ESR 424	Wetland Ecology and Regulations	4
ESR 426	Ecology of Stream and Rivers	4
ESR 428	Urban Ecology	4
ESR 445	Old-Growth Forest Ecology	4
SCI 331	Atmospheric Interactions I	4
SCI 332	Atmospheric Interactions II	4
SCI 335	Water and the Environment I	4
SCI 336	Water and the Environment II	4
SCI 352	Science and Policy of Climate Change	4

In addition, students must choose one course from the following category:

Sustainable Community Service Learning Capstone

UNST 421 (as list of acceptable capstone courses will be prepared each year)	6
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Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling minor requirements.

Maseeh College of Engineering and Computer Science

Program Modification: Electrical Engineering

Program Modification: Computer Engineering

The program modifications result from credit changes as follows:

(1) proposed increase in laboratory content in ECE 271, ECE 311, ECE 332, ECE 372

(2) the anticipated decrease in credit count due to Physics course changes (i.e., two courses going to one course, PH 317 (3) & PH 318(3) going to PH 319 (4)).

Changes result in a 1-credit increase to total hrs in the ECE major. No net change in total hours for the Computer Engineering major.

Changed Courses:

ECE 271	Digital Systems (5) – change description, prerequisites, credit hours and laboratory hours
ECE 332	Engineering Electromagnetics II (5) – change title, description, prerequisites, credit hours and laboratory hours
ECE 311	Feedback and Control (5) – change description, prerequisites, credit hours and laboratory hours
ECE 372	Microprocessor Interfacing and Embedded Systems (5) – change course description, credit hours and laboratory hours

College of Urban & Public Affairs

Nohad A. Toulan School of Urban Studies and Planning

New Courses:

USP 211	The City in Film (4)
USP 465	Pedestrian and Bicycle Planning (3)

School of Fine and Performing Arts

New Courses:

TA 484(584)	Anatomy of a Movie I: Product of the Studio Era (4)
TA 485(585)	Anatomy of a Movie II: The Independent Film (4)

University Studies Cluster Changes – effective 2004- 05

**** These three courses were approved for cluster by the University Studies Committee for 04-05. However, the three courses did not reach UCC last year and thus were not on the UNST approval list presented the Senate in 2004.**

Course	Title	Cluster
<u>Courses to be Added to Clusters:</u>		
SCI 356U	A Planet in Balance: Exploring Concepts of Global Environmental Sustainability	Global Environmental Change Environmental Sustainability
SCI 357U	Pollution Carries No Passport: Sustainability Issues in the U.S.-Mexico Border Region	Environmental Sustainability
SCI 365U	The Science of Women's Bodies	Science in the Liberal Arts

Anth 325

Culture, Health and Healing (4)

Introduction to the field of medical anthropology. Biocultural aspects of disease and healing. Comparison of healers and healing professions in Western and non-Western societies. Interactions among culture, social relations, environment and health. Topics include healers and healing roles, ethnomedicine and medical pluralism, clinical medical anthropology and nutritional anthropology.

[NEW]

Anth 373

Primate Ecology and Behavior (4)

Study of origins, diversity, ecology, behavior, and conservation of living non-human primates. Primate ecology and behavior are explored from a comparative and evolutionary perspective. Emphasis is on primates in natural habitats rather than in captive settings, spanning apes, monkeys, and prosimians. Prerequisite: Anth 101. [NEW]

Bi 450/550

Phylogenetic Biology (4)

Study of the history of life's diversification through the use of phylogenetic trees, with a focus on how genes, organisms, and traits have evolved. Includes hands-on computer analyses of DNA sequences. Recommended prerequisites: Bi 424, 426. [NEW]

Wr 300

Topic in Rhetoric and Composition Practice (4)

Study of a variety of issues in the practice of rhetoric and composition. Includes such topics as writing and critical reasoning, visual rhetoric, and writing in the disciplines. No limit to the number of times this course can be taken for credit. [NEW]

Wr 324

Advanced Writing About Literature (4)

Covers advanced issues in reading and interpreting literary texts, applied critical approaches, and the conventions of writing about literature, including documentation. Emphasizes writing and research processes, includes peer workshops. Prerequisite: junior level standing. [NEW]

Wr 394

Writing Careers for English Majors (4)

A community based learning course for English majors who want to use their English major to shape a viable career. Students hold an internship/serve the community and practice public relations/other professional writing. Prerequisite: junior level standing. [NEW]

Jpn 551

Japanese Language and Literature (4)

In-depth study of a single genre (drama, poetry, or prose). Genre and approach (historical survey, period-specific) will vary from year to year. [NEW]

Jpn 552

Japanese Language and Linguistics (4)

Comparative study of intellectual approaches to Japanese language and its analysis, including native (*kokugo*) theories, American structuralism, modern linguistics, and critical theory. Emphasis will vary from year to year. [NEW]

Geog 240

Geography of Wine (4)

Core geographic concepts and themes through the framework of the geography of wine. Exploration of the physical and cultural dimension of grape-growing and wine-making, ranging from historical geography to climate and climate change and cultural geography. [NEW]

Geog 355

Landscapes of Spain (4)

Study of the landscapes of Spain, both the physical and the cultural, and the search for unity in a nation long characterized by diversity. Overview of the climate and topography, the historical development of regional distinctions, and the cultural and political conditions that shape the nation in the 21st century. Recommended prerequisite: upper-division standing. [NEW]

Geog 494/594

GIS for Water Resources (4)

Applications of Geographic Information Systems (GIS) in hydrology and water resource management. Topics include hydrologic networks, watershed characterization by GIS, river channel modeling with GIS, GIS modeling and visualization of hydrographic data, time-series water resource data representation and analysis in GIS, and issues in the applications of GIS for watershed management. Recommended prerequisites: Geog 380, 414 and 488. [NEW]

Hst 352

European Women's History to 1700 (4)

An upper-division course designed to survey the history of women and the changing social construction of gender in Europe from c. 1000 to c. 1700. Explores the impact of social, intellectual, economic, and political changes, as well as significant events such as the Black Death and recurring religious change. [NEW]

Hst 452/552

Topics in the History of European Women (4)

Examines selected aspects of the history of European women, focusing on one or more specific regions, topics, and/or time frames. Possible topics include aspects of the history of women and religion, women and work, women accessing power, and gender and religious identity. Course may be taken more than once with permission of instructor. Recommended prerequisite: upper-division standing. [NEW]

Mth 457/557, 458/558

The Mathematical Theory of Games (3,3)

Introduction to mathematical game theory and game theoretic analysis. Topics include: combinatorial and strategic games, Perfect Competition, Zermelo's Algorithm, Payoffs, cooperative and non-cooperative games, bargaining, mixed strategies, Nash Equilibrium, repeated games and finite automata, common knowledge and incomplete information, the prisoner's dilemma. Selected applications to economics, biology, computer science, and political science. Prerequisite: Mth 261 or 343, and/or Stat 243. [NEW]

Sci 325

Science of a Hydrogen Economy (4)

Hydrogen is considered as an ideal energy source. Explores various methods of hydrogen production, storage, delivery and uses. Includes discussion of hydrogen's image as an abundant, clean, high energy output, easily obtainable, safe energy source. Considers safety issues and codes/standards from various related agencies and organizations that would have been necessary to have avoided such historical mishaps as those involving the Hindenberg and the space shuttle Challenger. Recommended prerequisite: Natural Science Inquiry. [NEW]

Sci 356

Concepts of Global Environmental Sustainability (4)

Environmental sustainability explored through a variety of international case studies. Focus on role of cultural, economic and political conditions—e.g., global trade agreements, global environmental agreements, and aid and development structures—in shaping decision-making around environmental sustainability. [NEW]

Sci 357

Sustainability in the U.S.–Mexico Border Region (4)

Explores environmental and economic sustainability issues at the U.S.–Mexico border. Dialogue with U.S. and Mexican border residents; tours of immigration facilities and multinational factories; homestays with working class families; and service with Mexican-based agencies. Spanish language skills not required. [NEW]

Sci 365

The Science of Women's Bodies (4)

The female human body is studied from a multidisciplinary perspective including anatomy, physiology, genetics, cell biology, endocrinology and human development, as well as biochemistry. Current social, cultural and political topics related to the science and policy of women's health are also discussed. This course is the same as WS 365; may only be taken once for credit. [NEW]

WS 309

Disney: Gender, Race, and Empire (4)

Explores construction of gender, race, and empire in the animated films of Disney. Examines the content of Disney films created within particular historical and cultural contexts in order to understand cultural production in relation to intersections of racism, sexism, colonialism, and imperialism. [NEW]

WS 332

Race, Class, Gender, and Sexuality in the U.S. (4)

Examines the ways in which race, class, gender, and sexuality are conceptualized and represented in contemporary U.S. culture and society; investigates the institutions, practices, and discourses that comprise notions of race, class, gender, and sexuality in the U.S. and how these social categories shape and are shaped by one another. [NEW]

WS 361

Sexual Assault (1)

Examines sexual assault from historical, political and psychological perspectives, the legal and medical systems' responses to sexual assault, considers the trauma that results from rape and the options for healing. Recommended prerequisite: WS 350. [NEW]

WS 362

Women and Trauma (2)

Examines effects of trauma on the brain and brain functioning, psychological effects of childhood trauma, resilience as a factor in coping with traumatic experiences and how to foster healing in trauma survivors. Recommended prerequisite: WS 350. [NEW]

WS 363

Moving Beyond Trauma (1)

Examines survival from interpersonal violence, draws on resiliency research to understand what fosters healing, explores the role of support systems, altruism, spirituality and social activism in overcoming trauma. [NEW]

WS 365

The Science of Women's Bodies (4)

The female human body is studied from a multidisciplinary perspective including anatomy, physiology, genetics, cell biology, endocrinology and human development, as well as biochemistry. Current social, cultural and political topics related to the science and policy of women's health are also discussed. This course is the same as Sci 365; may only be taken once for credit. [NEW]

WS 471/571

Global Feminisms (4)

Themes and theoretical principles of global feminisms, with special emphasis placed on Third World feminist movements. Themes explored include colonialism, globalization, nationalism and nation-building, representation, global economies, and the politics of race, gender, class, sexuality, and nation. Prerequisite: WS 301 or 315 or consent of instructor. [NEW]

EPFA 432/532

Training Methods (3)

Focuses on instructional strategies and effective delivery of training programs necessary for enhancing adult learning and professional development. Students will examine individual learning preferences and multiple types of active pedagogy for increasing transfer of learning. In addition, various techniques and tools for linking learning outcomes with organizational goals will be addressed. Prerequisites: EPFA 429/529. [NEW]

EPFA 434/534

Leadership of the Training Function (3)

Focuses upon research-based, practical approaches for leading, managing and evaluating the training and development function in organizations. It explores the role of training and development in achieving individual and organizational goals, as well as strategies and resources used in effective personnel development. Students analyze how to: develop, manage and evaluate the training function; identify strategies and resources for effective training management; and diagnose how the organization's culture and needs affect the selection and success of training management efforts. Prerequisite: EPFA 429/529. [NEW]

EPFA 435/535

Organization Transformation through Training and Development (3)

Designed for managers of the training and development function in organizations, this course focuses on the role of training and development in organization transformation, improvement, and change. The course provides opportunities to bring real workplace examples into the classroom and to apply organization development and systems theory in the development strategies for organization improvement through the training and development function. Prerequisite: EPFA 429/529. [NEW]

TA 484/584, 485/585

Anatomy I and II (4, 4)

Address the extreme cases of filmmaking during the studio era (1920-1955) and independent filmmaking since 1968. An examination of critically acclaimed films which addresses production ideology, strategies, politics, economics and historical context. Course may be taken alone or out of sequence. Prerequisite: TA 131 and upper-division standing. [NEW]

USP 211

The City in Film (4)

Critically explores urban themes portrayed in contemporary films using lectures, in-class screening, discussion, reflective writing, and analytical essays. Students experience the unique approach of director Michael Moore (Roger and Me) as he attempts to put a face on the seemingly random acts of savage capitalism. In the form of mystery narrative (Dirty Pretty Things), students will see the everyday challenges of the immigrant underclass in multi-ethnic London. In Mon Oncle, Jacques Tati's satirical contrast of suburban modernism with romantic old Parisian neighborhoods, students will appreciate the timeless sight gags and ultra retro set designs. By exploring the urban themes of these and other films, a gateway is provided to further engagement with community development, urban studies, and planning. [NEW]

USP 465/565

Pedestrian and Bicycle Planning (3)

Examines the importance of walking and bicycling as means of transportation in a sustainable urban environment. Covers planning, design, implementation, and maintenance of bikeways and walkways, as well as ancillary facilities such as bicycle parking. Focus on the role of education, advocacy, and outreach in improving walking and bicycling conditions. Study relevant examples from various cities, with a heavy emphasis on Portland's experience. [NEW]

Interinstitutional Faculty Senate Meeting

Friday, December 3, 2004, at Portland State University (Native American Center)

State Senator Avel Gordly, a graduate from PSU and praised her faculty mentors at PSU. She stated her view that education is a continuum from pre-K through higher education, but in Oregon we keep framing education in silos. She observed that to build a world-class educational system, our approach must be holistic. She said the state keeps dis-investing in education and that the Governor's proposed budget is inadequate because Oregonians' willingness to share does not match the growth.

Senator Gordly also stated that through Article 9 of the Constitution, the legislature has a constitutional responsibility to balance the budget. The article says that when the revenues are insufficient to meet state needs, the legislature shall levy a tax. It does not say *may*. It says *shall*. She believes the only way out of the rut is to tackle tax reform. Revenue enhancement is the only way to capture the growing need of our community.

Senator Gordly also asked higher ed activists to think about human services during budget discussions. We are connected as people. We are connected as community. In that sense, she observed, Oregon must change and reframe how we talk about budgets. We are discussing cuts, but we need to be discussing needs. In that context, she discussed the "subtext just below the surface" concerning why some Oregonians are unwilling to share their resources. This subtext is the issue of "those people," referring to others who need health benefits and education. As an example, she mentioned Senate Bill 10, which would have given immigrant children an opportunity to go to schools in our state and pay in-state tuition. In the house, only one person carried the bill. The testimony was that these immigrant students would take seats from our own students, and we knew this was a lie. It's the race issue. Changes are happening in our state related to race, income, and issues that we are struggling with. We need political leadership that understands that this is an issue. The truth needs to be spoken about the subtext.

In other remarks, Senator Gordly discussed relationship building and how it can make a difference in politics. "Most of us [currently in the Senate] started in the house together. We have personal/relationship knowledge," she said. She stressed the power in sharing stories to promote change. "We need this detail. We need these stories. We operate on a lot of assumptions," she noted.

In response to a comment about her positive nature, she eloquently shared the story of Oregon's Public Civil Rights Law, which took 18 legislative sessions in to pass. "This story," she asserted, "is our history. It is a part of who we are. We can. We have to. Our children require that we do. As frustrating as it may be, we have to do it. We know what not to do it means. That's not a place any of us wants to rest in. Just remember the 18 sessions."

State Representative Mitch Greenlick discussed a bill he plans to pass in this session to merge PSU and OHSU under the OHSU system. From a business perspective, he said, it

doesn't make sense to run the OUS system from a central system. PSU is a tier-4 university in Portland. If merged with OHSU, it would move it up to a tier-2 institution.

Representative Greenlick discussed another bill he plans to pass that will allow a state agency to name an OUS university as a "state agency." This would allow the university to compete for grants otherwise open only to state agencies. This would be a boon to departments which don't have the research capability to apply themselves and a boon to the university, widening the opportunities for funded research.

He also noted that he voted against the higher education budget last year because of its inadequacy. Higher education, he commented, needs to find an independent source of funding to support its goals. Rep. Greenlick also observed, speaking as a former department chair (at the OHSU School of Public Health, that he saw no business advantage to being a part of OUS. Wouldn't we be better off, he asked rhetorically, deciding how we want to fund higher education than "throwing the money into a bucket," and being dictated to about allocating it.

Like Senator Gordly, Rep. Greenlick underlined that the legislature listens to stories. He said, "I spent 35 years as a researcher, and I believe that adults learn by listening and telling stories. At the eight different institutions, when you tell us your stories, those stories really matter. Your success will be in creating a brand. It will not be in sharing your numbers. You need to create stories. One is institutional stories and one is a common story. Legislators need to have stories to tell why they have voted how they have voted."

Tabitha Whitefoot of the Native American Center and Dr. Tom Biolsi, PSU Anthropology and Director Native American Studies spoke next. Tom Biolsi gave a history of the Native American Studies Program. He explained that the Native American students really drove the implementation of the program. He said the PSU is discussing a school of ethnic studies, Native American, Chicano, Latino, and Women studies. We are interested in the intellectual chemistry from such linkages, he asserted.

Tabitha Whitefoot recounted the origin of the building, how it resulted from a grass-roots effort. Native Americans, she said, have culturally related needs that this vibrant center supports. The Center has received donations from every Oregon tribe and many businesses. Pendleton donated the chairs. Intel donated the computer lab. The Portland metro community supported the overall effort. "We have had three fund raisers already this year. We also want to demystify 20th century Native American people," she said.

PSU President Dan Bernstine welcomed IFS and shared information about PSU, including the increase in international and out-of-state students. He spoke briefly about how the presidents of the various campuses are committed to working together. "We are looking for opportunities to look for common interests," he asserted. He thanked IFS for its work. He also shared his optimism about the end of the legislative session—whenever it ends.

Jean Thorne (with PEBB Administrator, Peter Callero, PEBB Board Member, and Cathy LaTourette, Associate Vice President of Human Resources, PSU), explained PEBB's role in the provision of health care benefits, especially emphasizing that PEBB does not make funding decisions. "Our role," she noted, "is to buy the health care and to determine the co-pays and what services, but the issue of how much people pay toward their premiums is not something that we deal with."

She said that PEBB board decided to take a long-term view. PEBB envisions a new state of health for its members statewide with 6 key components:

- 1) An innovative delivery system in communities statewide that provides evidence-based medicine to maximize health and utilize dollars wisely.
- 2) A focus on improving quality and outcomes and not just providing healthcare.
- 3) The promotion of consumer education and informed choices.
- 4) Appropriate market and consumer incentives that encourage the right care at the right time.
- 5) System-wide transparency through explicit, available and understandable reports about costs, outcomes, and other useful data.
- 6) Benefits affordable to the state and employees.

She reviewed handouts stating PEBB's vision for 2006 provides a roadmap to addressing healthcare cost and quality issues. She outlined PEBB's overall approach: define a vision; translate vision into uniform, concrete criteria for purchasing services and evaluating performance; implement some cost strategies statewide; recognize that different models to achieve criteria may be required in different parts of the state; work closely with potential providers to launch significantly pilot projects; gradually extend pilots where appropriate.

Ms. Thorne also sketched in PEBB's timeline for the landmarks of the program she envisions: September 15, 2004—Issued Request for Information to plans and delivery systems; January 2005—Issue Request for Proposals for pilots and statewide services; January 2006—Begin some new benefit programs consistent with vision 2007.

She ended by reviewing how faculty generally and IFS specifically can help. The keys, she said, are to recognize this is a longer-term strategy that should stabilize cost trends and improve health; understand this is about getting better value—not about shifting cost to members; and, finally, understand that PEBB will ask providers to change, but PEBB members also must be accountable for decisions they make about their health and healthcare.

Gregg Hartman, Lead Attorney, PERS cases provided a summary of the PERS cases in the courts. He explained the proposed changes affect people very differently. Those close to retirement can lose up to 10%. Those in tier 2 are projected to have some benefit. Most of the rest of the cases the class of PERS recipients filed are really meant to maintain the status quo. The legislation has different impacts on different people, so the group couldn't ask the court to throw everything out. So, the court may weigh in our favor, but require the legislature to act. For the most part, the PERS class is waiting on hold for what the courts are going to do.

Chancellor George Pernsteiner, the last speaker of the day, began his segment by stating that the Oregon Transfer Module is important to our [OUS] credibility. He also reviewed the Governor's budget. This budget, he asserted, is about investments and the future. It is not about cuts. He wants to focus on what we can have. The Governor, he said, laid out his budgetary vision in a five biennium mode, which hasn't been done before. A key assumption of the budget is that the voters have spoken—no more taxes. This means that except for increases in line gains, there is no new revenue. The budget is sustainable if adopted. Chancellor Pernsteiner believes the Governor is focusing on the longer term vision. He noted the Governor believes we can't afford to spend any more money than we can take in. The 05/07 budget stops spending money we do not have.

The Chancellor also explained that the Governor organized his budget around his principles. His first principle is education. The total amount of State General Funds for the Oregon University System in the Governor's 2005-07 Recommended Budget is \$685.4 million, including Capital Construction and dept service, a 24.1 increase over the \$671.3 in General Fund in 2003-2005.

Chancellor Pernsteiner presented the highlights of the Governor's budget as follows:

1. The Governor's Recommended Budget will enable OUS universities to enroll more than 80,000 students per year in 2005-2007.
2. The budget makes a substantial investment in university facilities, including new construction in Medford (with Rogue Community College) and significant repair and maintenance at each campus.
3. The budget makes affordability a hallmark by more than doubling state funding for the Oregon Opportunity Grant.
4. The budget allows universities to keep tuition increases well within single digits each year.

He said the governor talked about the collaboration with regard to the transfer model. He is very appreciative of this. He said the governor's budget is a starting point. Only about 1% will move around if the revenue stays the same from a historical position. He also observed, "I am worried we are vulnerable in scholarship money. We want to resist cuts in this money."

Saturday, December 4, 2004, at Portland State University (Native American Center)

Maureen Sevigny, OIT, reported on the Oregon Transfer Module. As a result of the report, Scott Burns moved and Peter Gilkey seconded Motion IFS-04-1, as follows:

A. IFS

- 1) Endorses the work done on the OTM;
- 2) Recommends that the Senate of EOU, OIT, OSU, PSU, SOU, UO, and WOU approve the OTM, as endorsed by the Joint Boards Articulation Commission on November 19, 2004 (OTM text is at <http://darkwing.uoregon.edu/~ifs/dirOTM/OTM19Nov04.html>), pending final approval by the Joint Boards of Education

A discussion followed related to an email Nathan Tublitz (UO) wrote asking us not to approve the motion because of issues related to quality. Specifically, he states, "It is the beginning of a very nasty slippery slide towards academic mediocrity." IFS faculty expressed similar concerns related to how the agreement might be betrayed in a way that could negatively impact the university system. One concern is that the OTM could transform over time into 2-year community colleges will dictate curriculum and standards to 4-year colleges. Some discussion concerned the challenging "marriage of community colleges and universities." The biggest reservation is the politics of OTM. It is not a big problem to begin with. The OTM is faculty designed and it prevents the option of the legislature mandate general education requirements. This OTM can be a useful tool for helping students plan their basic programs, especially new students at community colleges who do not know what they are majoring in. It is a way of focusing students. After discussion, Motion IFS-04-1 passed unanimously.

Bob Turner led a discussion of another motion—Motion-04-2.

- A. Bob Turner summarized the motion documents concerns about OTM related to 1) outcomes based education instead of counting credits, 2) the need for better advising, and 3) the need to develop a common core for each major.
- B. More discussion followed. Anything we can say around essential nature of advising is important. The common core can work within a major, but it takes time to develop. The AA-OT business provides a working model of this. A mindset in the community colleges is that 45 hours equals a sophomore and 90 hours is a junior. Communication needs to be clear that this is not always the case. For example, in biology at WOU, 45 credits still means 3 more years of school. These issues frame key issues like what is a college degree? To say there is a mechanical prescription for duration and other issues does not work. Barriers and joy are not getting any play in our discussions, which are essential to education. We are not requiring competency of our leaders. We are not demanding competency. At SOU we have the assumption that the degree is

preparing students for jobs. What is the role of education? In many disciplines, outcomes cannot begin to define the education. Outcomes based education for a liberal arts education diminishes that we are a profession and that we define this profession. We maintain ourselves at a level of quality as professionals. One thing we can all agree on is advising. The key to OTM is good advising.

C. Motion IFS-04-2 was withdrawn.

IV. Peter Gilkey made the motion that IFS endorse the advising statement written by Robert Mercer. (text provided below and at <http://darkwing.uoregon.edu/~ifs/dirOTM/Motion-IFS-04-2.html>.)
The motion was seconded by Scott Burns. The motion was passed.

IFS Statement on Advising

The Inter-Institutional Faculty Senate wants to make a strong statement about the importance of academic advising for all students regardless of whether they begin their higher education at one of Oregon's community colleges or at one of the public universities. While various draft proposals in circulation footnote a statement about the importance of good advising, the IFS believes that a clear statement, and effective support for the wide range of advising needs of transfer students is essential to the success of any proposal eventually adopted by OUS.

Whether it is the Oregon Transfer Module, or any of the other proposals of the Excellence in Delivery and Productivity's (MBF) working group, accurate, accessible and other student support services are central to student success. This advising must extend beyond any Transfer Module to include specific information regarding a student's desired major and degree. As many students either begin college without a chosen major, or subsequently change that major, this sort of advising presents many challenges; challenging to the student in choosing a specific major path, and challenging to teacher faculty and academic advisers in helping those students select a curriculum.

While many academic majors, particularly in the humanities and social sciences, build major curricula which allow students to do considerable exploration in the lower division course work, the sciences, fine and performing arts, and professional schools tend to be heavy in very specific lower division requirements. Those students who tend to feel that they have wasted credits, or found credits not accepted by one of the OUS schools have often shifted into, or out of, a program with very specific, sequential course work at the lower division level. The course work from their initial major remains transferable, but not completely applicable to their new major. An art major who shifts to engineering, or a business major who shifts to biology will find her or his progress to degree delayed for reasons which have nothing to do with general education requirements.

Strong academic advising helps introduce students to higher education and to connect them to the culture of their particular institution. Beyond the accurate selection of courses required for graduation, advising support must help students in maneuvering through and managing the higher education environment. Students who develop confidence in negotiating a path to graduation make sound choices in attaining their goals.

V. A motion was passed to approve the meeting notes in 2004.

VI. IFS Meetings for 2005.

A. The new IFS meeting schedule is as follows:

February 4 and 5 —OSU

April 1 and 2 —WOU

June 4 and 5 Saturday and Sunday —EOU

October 7 and 8—OIT

December 2 and 3 —PSU

Provost Council Report by Dan Edge, OSU. Dan Edge reported on two meetings. The Provost Council is working better than the Academic Council, he said. The provosts work well together. The provosts are pleased about the OTM and IFS's role in this. The provosts discussed performance targets from OUS, and Scott Burns passed out the targets for faculty to share with faculty senates. The four areas are as follows: affordable access, student progress, education quality, and economic and civic contributions. The provosts are gathering data (supporting indicators) in this area to present to the legislature. 350K will be available for the faculty diversity fund. Peter Gilkey thanked Dan Edge, Scott Burns and Maureen Sevigny for their work with the Provost Council.

President Peter Gilkey reported on the OUS State Board meetings. Peter suggested that we continue IFS meetings with the board.

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X. Focus Ideas for 2005

- A. In a discussion, Bob Turner mentioned three areas we may want to focus on next year through study and group discussion: 1) lower division core in majors, 2) advising issue, and 3) retention. At a minimum we could accumulate what is effective as faculty members as models of what works. How active do we want to be? We could form a subcommittee. To what extent is this lower division core something we already do? To the extent that we can improve communication and agreement, we should do this. Some discussed wanting IFS to support not allowing a common core for majors. We need to be clear about where we stand on this issue and communicate this. In house, we need to educate ourselves about common major cores, including studying the AA-OT model. We need to be actively preparing ourselves. Let's appoint an executive committee to study this. We need to be prepared to act.
- B. The group discussed forming communication linkages between OUS faculty and community college faculty. The IFS may be able to help organize a meeting between the OUS faculty and community college faculty.

XI. Election of Officers

A. The new officers are as follows:

Vice president—Scott Burns, PSU

Provost's Council—Maureen Sevigny, OIT

Secretary—Marye Hefty, OIT

Submitted by Craig Wollner