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## Faculty Senate Monthly Packet June 2003

Portland State University Faculty Senate

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

**THE LAST REGULARLY SCHEDULED  
MEETING  
OF THE PSU FACULTY SENATE IS  
JUNE 2, 2003, AT 3:00 P.M. SHARP.  
PLEASE RESERVE TWO HOURS ON YOUR  
CALENDAR FOR THIS MEETING  
AND PROVIDE FOR YOUR ALTERNATE  
TO ATTEND IF YOU WILL BE ABSENT  
DURING ANY PORTION OF THE MEETING.  
IF THE AGENDA IS NOT CONCLUDED,  
THE MEETING MUST BE CONTINUED ON  
MONDAY, JUNE 9, 2003, AT 3:00 P.M.,  
IN ORDER TO COMPLETE THE BUSINESS  
OF THE 2002-03 ACADEMIC YEAR**

NOTICE TO SENATORS AND EX OFFICIO MEMBERS  
OF THE PSU FACULTY SENATE:  
RECEPTION AT SIMON BENSON HOUSE  
IMMEDIATELY FOLLOWING  
THE SENATE MEETING

**Senators are reminded** to notify the Secretary to the Faculty of any additional summer addresses and/or the name of your Alternate, in the event a need arises for a special meeting of the PSU Faculty Senate (*Constitution of the PSU Faculty, Art. V, Sec. 3, 3*), and *Faculty Governance Guide* p.11, "Functions and Procedures of the Faculty Senate")

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on June 2, 2003, at 3:00 p.m. in room 53 CH.

**AGENDA**

\*\*A. Roll, 2002-03 PSU Faculty Senate, 2003-04 PSU Faculty Senate

\*B. Approval of the Minutes of the May 5, 2003, Meeting

ELECTION OF PRESIDING OFFICER

C. Announcements and Communications from the Floor

President's Report - Tetreault

D. Unfinished Business

\*1. Amendment to the Constitution, *Art. IV., Sec., 4, 4), fLibrary Committee*

\*\*2. Reconsideration of Changes in the Honors Graduation Policies - Mercer

ELECTION OF PRESIDING OFFICER PRO-TEM

E. New Business

\*1. Curriculum Committee Course and Program Proposals - Elteto

\*2. Graduate Council Course and Program Proposals - Koch

F. Question Period

1. Questions for Administrators

2. Questions from the Floor for the Chair

ELECTION OF SENATE STEERING COMMITTEE

G. Reports from Officers of the Administration and Committees

Provost's Report

\*1. Advisory Council Annual Report - Carter

\*\*2. Budget Committee Annual Report - Enneking

\*3. Committee on Committees Annual Report - Wang

\*4. Curriculum Committee Annual Report - Elteto

\*\*5. Educational Policies Committee Annual Report - Latiolais

\*6. Faculty Development Committee Annual Report - Ketcheson

\*\*7. Graduate Council Annual Report - Koch

\*8. Intercollegiate Athletic Board Annual Report - Burns

9. President's Budget & Priorities Committee Report - Johnson

\*10. Scholastic Standards Committee Annual Report - MacCormack

ELECTION OF COMMITTEE ON COMMITTEE MEMBERS (CLAS -3, UPA, ECS, FPA, ED, LIB, OI)

H. Adjournment

\*The following documents are included with this mailing:

B Minutes of the meeting of May 5, 2003

D1 Amendment to the Constitution, *Art. IV., Sec., 4, 4), fLibrary Committee*

E1 Curriculum Committee Course and Program Proposals

E2 Graduate Council Course and Program Proposals

G1 Advisory Council Annual Report

G3 Committee on Committees Annual Report

G4 Curriculum Committee Annual Report

G6 Faculty Development Committee Annual Report

G8 Intercollegiate Athletics Board Annual Report

G10 Scholastic Standards Committee Annual Report

\*\*The following documents to be included in supplemental electronic mailing to Senators and Ex officio:

2003-04 PSU Faculty Senate Roster

D2 Reconsideration of Changes in the Honors Graduation Policies

G2 Budget Committee Annual Report

G5 Educational Policies Committee Annual Report

G7 Graduate Council Annual Report

## 2002-03 Roster: FACULTY SENATE

### \*\*\*\* ' 02-03 SENATE STEERING CMTTEE. \*\*\*\*

**Presiding Office:** S. Gelmon

**Presiding Officer Pro tem:** C. Shinn

**Steering Committee:** J. Rueter, P. Wetzel, C. Wollner  
& Jian Wang (Comm on Comm Chair) Ex officio

### \*\*\*\*\* ' 02-03 PSU FACULTY SENATE \*\*\*

#### All Others

Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004
Gregory, Mark	COMP	2004
Barham, Mary Ann	IASC	2005
Collie, Samuel	FA	2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005

#### Business Administration

Cabelly, Alan	SBA	2003
Philbrick Donna	SBA	2003
Pfeiffer, William	SBA	2004
*Raffo, David (for Bizjak)	SBA	2004
Andres, Hayward	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005

#### Education

Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004
Temple, Jacqueline	ED/CI	2004
Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
Caskey, Micki	ED/CI	2005

#### Engineering and Computer Science

Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004
Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005

#### Extended Studies

*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004
Cornman, Patricia	XS	2005

#### Fine and Performing Arts

Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004
Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005

#### Liberal Arts and Sciences

Ames, Kenneth	ANTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Fischer, William (for Holloway)	FLL	2003
*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
*Lockett, Tom (for Bjork)	HST	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Burns, Scott	GEOL	2004
*Weasel, Lisa (for Greco)	BIO	2004
*Jacob, Greg (for Millner)	ENG	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Reeder, Stephen (for Liebman)	LING	2004
*Santelmann, Lynn (for Biolsi)	ANTH	2004
Wetzel, Patricia	FLL	2004
St. John, Primus	ENG	2004
Butler, Virginia	ANTH	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
King, Mary	ECON	2005
Liebman, Robert	SOC	2005
Mandaville, Jon (for K.Brown)	HST	2005
Miller-Jones, Dalton	SOC	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005

#### Library

Wang, Jian	LIB	2003
*Hendricks, Arthur (for Hixson)	LIB	2004
*_____ (for Peigahi) eff. 5/03	LIB	2005

#### Other Instructional

*_____ (for Labissière)	UNST	2003
Wollner, Craig	IMS	2004
*Dillon, Grace (for Balshem)	UNST	2005
Wheeler, Lawrence	HON	2005

#### Social Work

Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
*Jivanjee, Pauline (for Friesen)	SSW	2005
Nash, James	SSW	2005

#### Urban and Public Affairs

Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
Gelles, Erna	PA	2005
*Prince, Tracy (for Michael)	UPA	2005
Seltzer, Ethan	IMS	2005

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, May 5, 2003  
**Presiding Officer:** Sherril Gelmon  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Agorsah, Agre-Kippenhan, Allen, Ames, Andres, Arante, Barham, Brodowicz, Brower, C. Brown, D. Brown, Butler, Carr, Caskey, Casperson, Chenoweth, Collie, Collins, Cornman, Cress, Dillon, Farr, Fischer, Fosque, Franz, Gelles, Gelmon, Glanville, Gregory, Hall, Halverson, Harmon, Hendricks, Hickey, Hillman, Jacob, Jivanjee, Johnson, Jolin, Ketcheson, King, Knights, Kristof, Lehman, Liebman, Luckett, Mandaville, L. Mercer, Miller-Jones, Morris, Nash, O'Halloran, Palmiter, Prince, Reder, Rhee, Robinson, Rosengrant, Rueter, Santelmann, Seltzer, Spolek, Temple, Thompson, Walton, Wang, Wanjala, Wattenberg, Weasel, Wetzel, Wheeler, Wollner.

**Alternates Present:** Koch for Lall, Holliday for Talbott.

**Members Absent:** Bleiler, Burns, Cabelly, Daasch, Falco, Haaken, Hagge, Hunter, Kretovich, Nissen, Pfeiffer, Philbrick, Raffo, Shinn, Shusterman, St. John.

### **Ex-officio Members**

**Present:** Andrews-Collier, Bernstine, Christopherson, Devletian, Driscoll, Dyck, Elteto, Kaiser, Kenton, Koch, Lieberman, Livneh, MacCormack, Mercer, Pfingsten, Reuler, Rhodes, Samuels, Tetreault, Toulan.

### **A. ROLL CALL**

The meeting was called to order at 1505.

### **B. APPROVAL OF THE MINUTES**

The minutes of the meeting of April 7, 2003, were approved as published, following the Provost's Report.

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

Changes in the Agenda for today's meeting:

E.1. Curriculum Committee Course and Program Proposals, is deleted from the Agenda because descriptions for course and program proposals were not included in the mailing.

### Changes in Senate and Committee Appointments since April 7, 2003:

Patricia Cornman has been elected by the SES caucus to fill their vacancy on the Committee on Committees, through June 2, 2003.

The Presiding Officer announced that George T. Cabello-Castellet received the Distinguished Faculty Achievement Award for 2003 by the PSU Alumni Association. Applause.

### President's Report

The Provost reported for the President, who was delayed at the Mayor's office.

In mid-April, revised budgets were released in Salem by the Ways & Means Committee and the Governor, and the difference between them is \$75. Million. For PSU, this translates to approximately \$5. Million in cuts. At present, there is very great uncertainty as to how this will all come out. A variety of individuals and groups from PSU have gone to Salem to advocate for our interests.

Tuition for 2003-04 will be held to the current (from January) 2003-05 level, but this decision may have to be revisited depending on the final budget. There are discussions in progress around a proposal to eliminate tuition plateaus.

Several proposals related to higher education governance are also in progress in Salem. Senate Bill 437, supported by the Board and the Chancellor, would give the system greater freedom from state restrictions. House Bill 2817 creates a statewide taskforce to look at the coordination and funding of higher education overall, private, public and community colleges. There are two bills by Mitch Greenlick, one of which call for the merger of PSU and OSU. HJR 56 creates a task force to look at higher education in the Portland metropolitan area and proposes a merger of PSU and OHSU, and the Oregon University System testified in opposition to that bill. HB 3279, introduced by Steve March proposes a task force to study Portland State and establish a higher education district, and is considered dead.

LUCKETT asked if collective bargaining would be affected by a merger of PSU and OSU. TETREAULT stated that the merger is so unlikely, that discussions of details are not worth bothering with.

MERCER asked the Provost to comment on the proposal to cap undergraduate enrollment. TETREAULT noted that there has been extensive discussion in the system, and it is favored by several institutions, but we believe it is not good for us.

WEASEL asked for a clarification regarding the proposal to cut fee remissions. TETREAULT noted that both undergraduate and graduate fee remissions are at stake and the entire system is opposed to the proposal.

TETREAULT, turning to internal matters, noted that the Dean's Search in the College of Urban & Public Affairs has not been successful, and Dean Toulan has graciously agreed to stay on for the next year. Dean Kaiser will continue as chair of the search committee.

#### **Nominations for Presiding Officer of the 2003-04 Faculty Senate**

Cynthia Brown, CECS (2005), was nominated.

#### **D. UNFINISHED BUSINESS**

##### **1. Academic Requirements Committee Proposal for Changes in the Honors Graduation Policies**

\_\_\_\_\_/\_\_\_\_\_ MOVED the motion be taken off the table.

THE MOTION PASSED by unanimous voice vote.

MERCER noted the committee continues to be supportive of item #2 as proposed, and provided the following information requested by the Senate. Of 2812 people who applied for graduation this year, 1461 have an institutional GPA of 3.5 or higher. Of those students, if we apply a rule of greater than 90 credits, 14.15% would be eligible, if we apply a rule of 73-90 credits, 28.13% would be eligible, and if we apply 45-72 credits, 40.86% would be eligible. MERCER noted that in spite of the fact that 72 credits best represents the PSU transfer student, the committee determined to stay with their proposal for 92.

MANDAVILLE noted he prefers the number in the proposed amendment of April 7, 2003, of 72 credits.

BARHAM asked for a clarification of the data, as the proposals seem dramatically different. MERCER reminded that the old policy included all credits, and the new policy includes only PSU credits.

FARR asked where the data on GPA was from. MERCER stated that Admissions and Records provided it. FARR noted that graduating students have a much higher GPA than the average PSU student's, which is closer to 3.0. MERCER reiterated that returning students have the highest GPA's in the remainder of their academic careers.

PALMETER asked if the committee examined GPA by school or department, suggesting that perhaps the criteria should be the top however many students in a department. MERCER noted that the U of O identifies the top percentage of the graduating class, but that would be much more difficult to do at PSU. MANDAVILLE noted that he is personally comfortable with a cutoff for *cum*



*laude* of approximately 25%, as *cum laude* represents a "B" and there is no problem with a B or above average.

\_\_\_\_\_ noted that the suggestion of departmental honors, as opposed to the top 10% of the university, is fairer from the standpoint of small departments. LIEBMAN suggested that we make intervals of one-thirds. GELMON reminded the body that the new standards were already passed at the April Senate meeting.

THE QUESTION WAS CALLED.

THE MOTION TO AMEND FAILED by 19 in favor, 41 opposed, and 8 abstentions.

\_\_\_/\_\_\_ MOVED TO TABLE THE ITEM.

THE MOTION PASSED by unanimous voice vote.

KING/PALMITER MOVED THE SENATE RECONSIDER at the June Senate meeting, acceptance of part #1, passed at the April Senate meeting, in light of new information to be provided by OIRP, to include what that would mean for graduates of different departments.

THE MOTION PASSED BY MAJORITY VOICE VOTE.

## **E. NEW BUSINESS**

### **2. Graduate Council Proposal for Graduate Certificate in Public Management, Hatfield School of Government**

KOCH presented the proposal for the committee.

HILLMAN/PALMITER MOVED THE SENATE APPROVE the proposal ("E.2.").

THE MOTION PASSED by unanimous voice vote.

### **3. Proposed Amendment to the Constitution, Art. IV, Sec. 4, 4), f., Library Committee**

WALTON presented the amendment, proposed by the Library Committee.

WALTON/MANDAVILLE MOVED THE SENATE APPROVE the proposed amendment to the Constitution ("E.3.").

WALTON/WEASEL MOVED THE PROPOSAL BE AMENDED to read,

*"This committee shall consist of seven faculty members and two students. The faculty members shall include at least two each from Arts and Humanities, Science and Engineering, and Social Sciences. Etc."*

\_\_\_\_\_ asked how the three groups were determined. PFINGSTEN noted that the Library is divided into these three areas, as noted in the Library Report previously forwarded to the Senate. WALTON concurred.

RUETER noted that the Constitution contains no definitions of the three groups. GELMON noted that the Constitution defines divisions for the purposes of Senate representation; however, committee composition does not have to mirror Senate divisions. For example, the Teacher Education Committee specifies representation from certain departments.

THE QUESTION WAS CALLED.

THE AMENDMENT PASSED by majority voice vote.

The Presiding Officer noted that the Proposed Amendment, as amended, would be forwarded to the Advisory Council for review, as specified by the Constitution, Art. VIII. It will be returned to the Senate at the June meeting.

#### **F. QUESTION PERIOD**

There were no questions.

#### **G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES**

##### **Provost's Report**

The Provost reported for the President and included her remarks at that time.

##### **1. Report of the Joint AAUP, AOF, IFS Meeting of May 3, 2003 (OSU)**

The meeting was cancelled.

##### **2. Academic Requirements Committee Annual Report**

MERCER presented the report for the committee.

The Presiding Officer, on behalf of the Senate, thanked the committee for their work over the past year, and accepted the report for the Senate.

##### **3. General Student Affairs Annual Report**

DEVLETIAN presented the report for the committee.

JACOB commended the committee for their work in modifying and improving the criteria for the two awards.

The Presiding Officer, on behalf of the Senate, thanked the committee for their work over the past year, and accepted the report for the Senate.

#### **4. Library Committee Annual Report**

WALTON presented the report for the committee.

The Presiding Officer, on behalf of the Senate, thanked the committee for their work over the past year, and accepted the report for the Senate.

#### **5. Scholastic Standards Committee Annual Report**

The report was tabled as the chair was delayed.

#### **6. Teacher Education Committee Annual Report**

REULER presented the report for the committee, noting that an important focus for the past two years has been on facilitating orientation of undergraduates to careers in teaching.

MANDAVILLE asked if the university was contemplating a return to an undergraduate education major. REULER stated no. The subcommittee's charge is to assist students who may be interested in going into education to find courses that pathway towards that goal, by having, for example, practicum experience.

MANDAVILLE asked if a certificate has been considered. REULER stated the committee has not talked about that. This activity is essentially intended as an advising tool.

LUCKETT asked who in Education provides advising. REULER stated that the committee looks university-wide for advising, to departments who have teacher training in their disciplinary areas. The activity is content area-focused.

PALMITER asked if GTEP cohorts are growing to respond to the larger numbers of students in the university. REULER stated that recruiting is not in the committee's charge. CASKEY noted that GTEP continues to increase in enrollments. REULER reiterated that the committee is not recruiting for the Graduate School; rather they are facilitating career exploration for undergraduates.

The Presiding Officer, on behalf of the Senate, thanked the committee for their work over the past year, and accepted the report for the Senate.

## **7. President's Budget & Priorities Committee Report**

JOHNSON, reporting after G.1., distributed the notice of reporting and hearings, and cited the web address where this information is available ([www.bud.pdx.edu/budget2003](http://www.bud.pdx.edu/budget2003)).

He noted that the committee is mindful that the next state budget forecast will be released on May 16, as the Provost mentioned earlier. He noted that the committee has collected substantial information, but definitely has no recommendations to date, and does not intend to determine any final recommendations until after the hearings are concluded.

GELMON extended the continuing appreciation of the Senate and the faculty for the committee's efforts.

## **H. ADJOURNMENT**

The meeting was adjourned at 1635.

**Proposed Amendment to the Constitution  
of the PSU Faculty**

(underlined text added, deleted text ~~struck-out~~, italics text moved)  
As Amended, at the May 4, 2003 Meeting of the PSU Faculty Senate

**Article IV., Section 4., 4), f) Library Committee.** This committee shall consist of seven faculty members, ~~selected at large~~, and two students. The faculty members shall include at least two each from Arts and Humanities, Science and Engineering, and Social Sciences. The Committee shall:

- 1) Advise the Director of the Library in the establishment of all policies regarding the Library.
- 2) Recommend the allotment of library purchases and acquisitions according to college, school and departmental needs.
- 3) Report to the Senate at least once each year.

May 12, 2003

To: Faculty Senate  
From: Sharon Elteto, University Curriculum Committee  
Re: **Recommended for Approval by Faculty Senate**

The University Curriculum Committee submits the following program changes, new courses and changes in existing courses. Course and program descriptions follow.

### **College of Liberal Arts and Science**

#### New courses

EC 444 Economics of Green Power.

Eng 310 Literature and the Environment.

Eng 313 The American Short Story.

Eng 353 African-American Literature.

Eng 366 American Fiction.

Eng 469 Asian-American Literature and Culture.

G 439 Powder X-ray Diffraction.

G 450 Middle School Earth/Space Sciences.

G 459 Quaternary Climate.

G 466 Glaciology.

Geog 482 Satellite Image Classification.

Geog 489 Building a GIS Database with GPS.

Geog 497 Spatial Quantitative Methods.

HST 314 Ancient Near East and Egypt.

HST 330 Native Americans of Eastern North America.

HST 331 Native Americans of Western North America.

HST 336 Lewis and Clark and the American West.

HST 349 United States Indian Policy.

HST 413 Topics in Women, Gender and Transnationalism.

HST 429 Topics in Modern U.S. Cultural History.

HST 464 Indians of the Pacific Northwest.

Mth 105 Excursions in Mathematics.

Mth 271 Computational Mathematics.

Mth 356 Discrete Mathematics.

NAS 201 Introduction to Native American Studies.

NAS 404 Cooperative Education/Internship.

PHL 314 Computer Ethics.

### Course changes

Eng 363 American Literature: 1865-1965. Course title and description change.  
Eng 377 American Poetry. Course title and description change.  
Eng 460/560 American Literature to 1800. Course title and description change.  
Eng 461/561 American Literature 1800-1900. Course title and description change.  
Eng 462/562 American Literature Twentieth Century. Course title and description change.  
Eng 467/567 American Literature and Culture. Course title and description change.  
Eng 477/577 Topics in American Poetry. Course title and description change.

HST 420 Topics in Early Modern Japanese History. Course title and description change.  
HST 421 Topics in Modern Japanese History. Course title and description change.  
HST 422 Topics in Postwar Japanese History, 1945-present. Course title and description change.  
HST 495 Comparative World History. Course title and description change.

### Program Changes

American Literature: Revision of American Literature curriculum offers more 300-level courses and prepares students more fully for upper-division English majors at the 400 level. Changes include a revision of current 400/500 level courses to more fully prepare English majors and graduate students.

Minor in Professional Writing: offers more areas of specialization to meet the changing needs of writing students.

History: change in geographical areas of concentration.

### Program proposal

Minor in Native American Studies. Description follows.

### **School of Fine & Performing Arts**

#### New course

TA 348 Acting for the Camera. New course

June Faculty Senate  
New Course Descriptions  
Curriculum Committee and Graduate Council

COLLEGE OF LIBERAL ARTS AND SCIENCES

NAS 201

Introduction to Native American Studies (4)

Introduction to the principal subject matter and interdisciplinary methods of Native American studies. Topics include understanding traditional cultures and languages, and their significance for contemporary native peoples; the political and legal status of Native Americans in the U.S. and at the U.N.; contemporary native communities and tribal governments; Native American literature; art, music, dance, both contemporary and traditional. [NEW]

NAS 404

Cooperative Education/Internship (Credit to be arranged.)

Prerequisites: NAS 201, and eight upper-division credits in NAS or courses approved by adviser. [NEW]

Child and Family Studies

CFS 491/591

Conceptual Foundations in Child and Family Studies (4)

Theoretical and conceptual foundations of working with children, youth, and families in professional settings. Historical, socio-political contexts of significant theories and their relevance for professional application. Prerequisite: junior standing. [NEW]

Economics

Ec 444/544

Economics of Green Power (4)

The economic feasibility and rationale of producing electricity using several alternative environmentally friendly technologies. The economic and environmental costs and benefits of employing these technologies are identified and compared to the dominant technologies (coal, oil, hydropower). Alternative policies that provide incentives for the adoption of green technologies are examined. Prerequisite: Ec 201. [NEW]

English

Eng 310

Literature and the Environment (4)

A survey of literature treating nature, the environment, and issues such as eco-feminism, biocentrism, and Native American spirituality. [NEW]

Eng 313

The American Short Story (4)

A survey of the American short story, from its beginnings in the 19th century to the present. [NEW]

Eng 353

African-American Literature (4)

A study of African-American literature from its oral and folk beginnings to the present.

Prerequisites: Eng 256 or BSt 221 and upper-division standing. [NEW - ADD TO SEQUENCE]



Eng 366

American Fiction (4)

American narrative, short story, and novel, with emphasis on the major writers of the 19th and 20th centuries. [NEW - ADD TO SEQUENCE]

Eng 469/569

Asian-American Literature and Culture (4)

Readings in Asian-American literature and culture in generational, national, international, and gendered contexts. Topics will include gender and sexuality in Asian-American literature and film; transnational Asian-American narrative; Asian North American literature. [NEW]

### Geography

Geog 482/582

Satellite Image Classification and Change Detection (4)

Satellite image classification methods are used for thematic information extraction and digital change detection methods for measuring land use/land cover change. Image classification transforms digital satellite images to land cover types. Includes computer exercises in classification and change detection using leading satellite image processing software packages. Prerequisite: Geog 480/580. [NEW]

Geog 489/589

Building a GIS Database with GPS (4)

Develops knowledge and skills necessary to use the global positioning systems (GPS) to collect, process, and use geographic data. GPS theory and techniques through field survey experiences. Collect and integrate spatial and non-spatial data within an integrated geographic information system (GIS) framework. Prerequisite: Geog 488/588. [NEW]

Geog 497/597

Spatial Quantitative Methods (4)

Introduction to the principles of spatial statistics. Topics include graphing geographic data, sampling geographic data, descriptive and inferential spatial statistics, nearest neighbor analysis, spatial autocorrelations, and other geostatistics. Prerequisite: 12 hours of coursework in geography. Stat 243 and 244 recommended. [NEW]

### Geology

\*G 439/539

Powder X-ray Diffraction (2)

Identifies and quantifies minerals using powder X-ray diffraction (XRD), includes the nature and production of X-rays, basic X-ray crystallography, the principles and applications of X-ray diffraction, as well as certification for use of the X-ray diffractometer. Also includes an independent project to identify or quantify unknown minerals using the XRD. Prerequisite: G 312 or one year of general chemistry. [NEW]

G 450/550

Middle School Earth/Space Sciences (4)

Examines the Earth and Space Science content area and classroom and developmentally appropriate field experiences for middle school students. Emphasis on developing hands-on and technology-based activities centered on the Earth and Space Sciences. Materials are developed within the context of standards-based education models. Prerequisites: 24 credits of mathematics and/or science courses. [NEW]

G 459/559

Quaternary Climate (4)

Study of the causes and consequences of climate change through the Quaternary. Topics include: an overview of climate system dynamics; the geologic record of Quaternary climate and its profound glacial to interglacial cycles; the use of that record to develop conceptual models of paleoclimate interactions among land, ocean, atmosphere, and biosphere; and geologic changes during the Cenozoic (the last 65 million years) that set the stage for the Quaternary. Includes computer laboratory exercises using paleoclimate data. Prerequisite: upper division standing in a physical or life science program. [NEW]

G 466/566

Glaciology (4)

The physics of glacier ice and its mathematical description, and the processes that cause glaciers and ice sheets to change over time. Intended for students with interests in glaciers, geophysical fluid flows, or who wish to build their quantitative and computational skills. Includes computational laboratory exercises. Prerequisites: one year of calculus and one year of physics. [NEW]

## History

Hst 314

Ancient Near East and Egypt (4)

Covers the Stone Age to the death of Alexander the Great in 323 BC, from Afghanistan to Egypt. Topics include the agricultural revolution, Gilgamesh, the Bible, the Persians, Afrocentrism, and Zoroastrianism. Recommended prerequisite: Hst 101. [NEW]

Hst 330

Native Americans of Eastern North America (4)

Examines the origins of the Eastern Woodlands societies, surveys their culture around the time of European colonization, and considers how that culture changed in response to the arrival of Europeans to the North American continent. Traces the development of the major Indian nations of the region and explores how those nations responded to the Indian policy of the United States in the 19th and 20th centuries. [NEW]

Hst 336

Lewis and Clark and the American West (4)

The importance of the Lewis and Clark expedition for the history of the American West. Special emphasis on the prologue to the expedition and its environmental, political, economic, scientific, social, and intellectual legacies. Covers the period from the end of the American Revolution to 1840. [NEW]

Hst 349

United States Indian Policy (4)

Examines the history of the United States government's policy towards the Indian nations of North America. In particular, considers the Indian policies of the European imperial powers, the federal government's creation and implementation of Indian policy, the conflicts and relationships between tribal nations and the state and federal governments, the origin of the Indian sovereignty movement, and the construction of tribal sovereignty by the state and federal courts of the United States. [NEW]

Hst 413/513

Topics in Women, Gender, and Transnationalism (4)

Discussion-based course explores historical work that frames women's experiences and resistance to enslavement, colonialization, and highly exploitative paid work in world-wide labor markets as "transnational" phenomenon. Course participants will examine several case studies of women in transnationalist discourse and politics as they intersect with U.S. history. Central themes in these case studies are questions of identity within and beyond the nation-state as well as feminist cultural/political interventions around issues of race, nation, and sex. [NEW]

Hst 429/529

Topics in U.S. Cultural History (4)

Explorations of particular topics in modern U.S. cultural history such as the 1920s Ku Klux Klan, American Countercultures from 1945 to 1960, and Populist Insurgence.

Recommended prerequisite: Hst 327, 328, or 329. [NEW]

Hst 464/564

Indians of the Pacific Northwest (4)

Explores the history of peoples native to the Pacific Northwest with a special emphasis on natural resource allocation and the relationships between federal, state, and tribal governments in the 19th and 20th centuries. Recommended prerequisite: Hst 201, 202 or Hst 338U. [NEW]

#### Mathematics and Statistics

Mth 105

Excursions in Mathematics (4)

Exploration of a variety of modern mathematical topics. Topics may include the mathematics of voting systems, graphs and networks, symmetry in art and nature, population growth, fractals, probability. Intended for students without a strong algebra/calculus background, but with a desire to explore some interesting mathematics. Prerequisite: second year high school algebra or equivalent. [NEW]

Mth 271

Mathematical Computing (4)

Machine representation of the real number field and its consequences. Elements of error analysis. Introduction to the design, analysis and stability of algorithms. Well/ill-conditioned problems. Programming, graphics, numeric and symbolic computations in MATLAB (a high level programming environment). Examples and applications in mathematics, science and engineering. Prerequisite: Mth 253. [NEW]

Mth 356

Discrete Mathematics (4)

Topics in discrete mathematics, including propositional logic, sets, relations, inverse functions, divisibility, induction, recurrences, inclusion-exclusion, permutations, combinations, graphs, graph coloring and applications. Prerequisite: Mth 253. [NEW]

#### SCHOOL OF BUSINESS ADMINISTRATION International Management

MIM 511

#### Global Business and Sustainability (4)

Examines the meaning of sustainable development for a profit-making global corporation, the effect of global protocols and conventions on global corporate sustainable development strategies, and how corporations and industries develop their strategies for sustainable development. Takes a multiple stakeholder perspective of organizations and the natural and social environments, especially related to systems thinking and innovation. Students learn how to better anticipate and manage a global corporation's social and environmental issues. [NEW]

#### MIM 521

##### Evaluating and Measuring the Sustainability Performance of Global Corporations (4)

Helps students develop an understanding of how the measurement of a global company's environmental and social performance contributes to business goals and strategies. Students examine how different global companies measure and report on their environmental and social performance, and how their different approaches link to their market strategies, business fundamentals, and management philosophies. [NEW]

#### MIM 524

##### Global Sourcing and Supply (4)

Focuses on purchasing and supply management in an international environment. Included will be such topics as locating and qualifying international suppliers, and developing contracts and long term relationships with chosen suppliers. Other topics for study will be payment processes, including letters of credit and currency exchange rate fluctuation risk management. This course will also contain a segment focused on doing business in specific Pacific Rim countries. A commodity study will be required. [NEW]

#### MIM 531

##### Product Design and Stewardship for Global Corporations (4)

Takes the view that to maximize a global firm's competitive advantage, managers need to know how to identify opportunities to initiate changes in the firm's value chains that reduce waste and generate value. Addresses the principles of industrial ecology, environmental management systems, product stewardship and life cycle analysis, eco-efficiency and design for the environment. Case studies will be used to explore the practical challenges and opportunities to implementation of product design and stewardship activities. [NEW]

#### MIM 534

##### Global Logistics Management (4)

Includes studies of inventory and warehouse planning and control and the principles of transportation. Managing logistics in an international environment will be the primary focus, with special attention given to air and sea transportation. Topics such as liner conferences and air freight will be included. [NEW]

#### MIM 535

##### Global Market Research (4)

A fundamental difference between the practice of marketing in domestic markets vs. global markets is the greater diversity of global markets and the scope of marketing activities. Global marketing managers need to have accurate and useful information about the nature of international markets to make successful decisions about market selection, positioning and the development and execution of global marketing programs. Introduces students to the tools and

methodology of global market research from the perspective of the practicing manager. Emphasis on helping students understand the general kinds of information required to make effective marketing decisions and introducing the sources and methods used to acquire that information. [NEW]

MIM 541

Stakeholder Management and Cross-Sector Partnerships (4)

Studies interactions with key stakeholders to achieve specific sustainability goals, e.g., reduced energy use, contamination remediation, and community engagement. Using a systems approach, examines the roles of key stakeholder groups (e.g., government, non-governmental organizations (NGOs), competitors, suppliers and customers) in sustainability; the process for identifying and engaging key stakeholder groups; the formation and effective management of cross-sector partnerships, in particular corporate-government and corporate-non-governmental organization partnerships. [NEW]

MIM 544

Global Logistics Management (4)

Final course in the specialization in Global Supply Chain Management. Integrates all of the concepts contained within the previous three classes. Global Supply and Logistics planning and strategy development is the primary emphasis. Case course where each week students will be expected to analyze and prepare a supply and logistics case in an international setting. Emphasis on developing analytical and problem-solving skills and on generating the quantitative information necessary to make superior managerial decisions. [NEW]

MIM 545

Global Selling (4)

Focuses on helping students develop an understanding of Asian company purchasing practices and buyer behavior, and linking that understanding to the development of effective selling skills in a business-to-business environment and an understanding of effective sales management strategies and activities. The integration of sales automation technology and e-business will be discussed. [NEW]

SCHOOL OF FINE AND PERFORMING ARTS  
Theater Arts

TA 348

Acting for the Camera (4)

An introduction to acting before the camera for film and video. Prerequisite: TA 142. [NEW]

May 12, 2002

**MEMORANDUM**

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re: **Recommendations from the Graduate Council for approval by the Faculty Senate:**

The Graduate Council submits the following new programs, program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses are on an attached listing. A brief description of each of the new programs is also appended.

**School of Business Administration**

Changes to existing programs

Master of International Management (MIM) – change in existing program

New Courses and changes to existing courses

MIM 518 Managing Multinational Organizations, 3 cr – drop course

MIM 577 International Business Negotiations, 4 cr – change course description, credit hours to 2 cr

MIM 519 Government Regulations, Ethics and Multinational Transactions, 4 cr – change course title, description

MIM 547 International Trade Practices, 4 cr – change course description, credit hours to 2 cr

MIM 511 Global Business and Sustainability, 4 cr – new course

MIM 521 Evaluating and Measuring the Sustainability Performance of Global Corporations, 4 cr – new course

MIM 531 Product Design and Stewardship for Global Corporations, 4 cr – new course

MIM 541 Stakeholder Management and Cross-Sector Partnerships, 4 cr – new course

MIM 535 Global Market Research, 4 cr – new course

MIM 545 Global Selling, 4 cr – new course

MIM 524 Global Sourcing and Supply, 4 cr – new course

MIM 534 Global Logistics Management, 4 cr – new course

MIM 544 Global Logistics Management, 4 cr – new course

MGMT 545 Managing the Human Side of Technological Innovation, 3 cr - change to 4 cr

## **College of Liberal Arts and Sciences**

### New Programs

#### **Economics**

MS in Energy and Environmental Economics – new program

#### **Psychology**

Ph.D. in Applied Psychology

### New Courses and changes to existing courses

#### **Anthropology**

Anth 417/517 Advanced Topics in Native American Studies, 4 cr – new course

#### **Child and Family Studies**

CFS 491/591 Conceptual Foundations in Child and Family Studies, 4cr – new course

#### **Economics**

EC444/544 Economics of Green Power, 4 cr – new course

#### **English**

ENG 469/569 Asian-American Literature and Culture, 4 cr – new course

#### **History**

HST 413/513 Topics is Women, Gender, and Transnationalism, 4 cr – new course

#### **Geography**

GEOG 482/52 Satellite Image Classification and Change Detection, 4 cr -- new course

GEOG 489/589 Building a GIS Database with GPS, 4 cr -- new course

GEOG 497/597 Spatial Quantitative Methods, 4 cr -- new course

#### **Geology**

G 439/539 Powder X-ray Diffraction, 2 cr – new course

### **Graduate School of Education**

#### **Special and Counselor Education**

#### **Changes to existing programs**

Graduate Certificate in Marriage and Family Counseling – change in existing program

## **Master's Degree in Energy and Environmental Economics**

### ***Purpose and Motivation***

The Department of Economics has identified the areas of energy, environmental and natural resource economics as one of its emerging strengths. This program of study takes advantage of those strengths, and combines them to offer the interested student an educational focus that has value locally, regionally, nationally and internationally. The proposed new, specialized, Master's program builds upon both our established, general Master's in Economics and the department's two year old Graduate Certificate Program in Applied Energy Economics and Policy. This graduate certificate consists of four courses offered over one year, taught by a combination of regular tenure-track faculty and adjunct faculty who work in the energy industry locally. Several students in this program have expressed an interest in a more advanced graduate degree allowing them to explore this area of study more extensively.

In the proposed master's program, students will acquire detailed knowledge of the structure of the energy industry; evaluate its performance using standard tools of economic analysis; examine the interaction of energy production and consumption patterns with the natural environment; and evaluate policy alternatives for achieving socially desirable outcomes.

### ***Curriculum***

Students must complete a minimum of 52 credits, including 32 credits in core economics classes, 12 credits of electives, and 8 credits of a research project. The core classes include: Advanced Microeconomics, one Econometrics course, Applied Energy Economics, Energy Regulation and Policy, Environmental Economics, Energy Modeling, Natural Resource Economics, and a new course titled "The Economics of Green Power.

Courses permitted as electives include, but are not limited to, the following:

- EC 534 – Business Environmental Management Economics (4)
- EC 537 – Public Utility Economics (4)
- EC 443 – Global Environmental Economics (4)
- EC 485 – Cost-Benefit Analysis (4)
- USP 571 – Environmental Policy (3)
- USP 577 – Urban Environmental Management (3)
- USP 590 – Green Economics and Sustainable Development (3)
- PA 564 – Current Issues in Environmental Policy and Administration (3)
- PA 565 – Natural Resource Policy and Administration (3)
- PA 566 – Water Resources Policy and Administration (3)
- PA 567 – Energy Resources Policy and Administration (3)

The research project will normally be undertaken in the second year of study, after completion of course requirements and could involve independent research completed under a department/university advisory committee; another option will be for students to



obtain internships in government or industry and submit a “report” describing the work conducted during the internship.

The difference between the proposed Master’s and the current Master’s is significant. The former is a “general” graduate economics degree and includes Advanced Macroeconomics, 2 additional advanced courses in Econometrics, a History of Thought Course, and two Seminar Course in Applied Micro and Macro Economics. The new Master’s includes as core courses several courses that could only serve as electives in the general Master’s (all the Energy courses, Environmental Economics, Natural Resource Economics and Economics of Green Power). The new Master’s very distinctly focuses on the Application of Microeconomic Theory and Policy tools to energy and environmental issues.

### *Faculty*

Patricia Koss, Ph.D. (Assistant Professor – tenure track) – Areas of Specialization: Environmental Economics; Industrial Organization; Environmental Regulation and Policy, Energy and Environmental Policy

M. Sami Khawaja, Ph.D. (Adjunct) – Areas of Specialization: Utility Economics, Performance Measurement, Market Research, Market Transformation Studies, Forecasting, Quantitative Modelling

Fred Keast, Ph.D. (Adjunct) – Areas of Specialization: Program Evaluation, Electricity Regulation and Contracting, Electricity Pricing, Electricity Generation Development, Electricity Retail and Wholesale Marketing

Hossein Haeri, Ph.D. (Adjunct) – Areas of Specialization: Energy Information Systems, Resource Planning, Regulatory Reform and Restructuring, Performance Measurement

Dave Ervin, Ph.D. (Full Professor, Tenured) – Areas of Specialization: Natural Resource Economics, Environmental Economics, Business Environmental Sustainability, Environmental Policy Reform, International Trade and Environmental Management

Randall Bluffstone, Ph.D. (Assistant Professor – tenure track – new hire as of September 2003) Areas of Specialization: Environmental Economics; Economics of Pollution Control; Environmental Issues in Developing and Transitional Economies; Environmental Liability and Privatization

The adjunct faculty exclusively teach the energy courses, although a tenured faculty teaches 1/3 of the lectures in each of Applied Energy Economics (EC 527) and Energy Regulation and Policy (EC 528). The remaining courses are taught by the tenure-track and tenured faculty. The lead supervisor on the research projects will be the tenure track and tenured faculty, but adjunct faculty are likely to serve on those research project committees where their knowledge and expertise is of value.

## Independent Doctoral Program in Applied Psychology

**Background & Mission:** Since 1987, the Psychology Department has offered a research based graduate program with an Applied Psychology focus. As described in our mission statement, "Applied psychology retains the goal of advancing knowledge through a scientific approach to human behavior and experience while addressing significant issues facing society." We currently offer a Master's degree in Psychology and a Ph.D. in Systems Science-Psychology.

Building on the demand for, and success of, our graduate program, we propose to offer an independent Ph.D. in Applied Psychology with concentrations in Industrial/Organizational (I/O), Applied Social/Community, and Applied Developmental Psychology. The I/O area applies psychological principles to organizational and workplace issues. The Applied Social/Community area addresses the process by which applied issues are shaped by social relationships, social groups, socialization practices, culture, and community. The Applied Developmental area brings a life-span perspective to the study of developmental processes in their social and historical contexts. Graduate students choose to major in one of these areas of concentration. In contrast to most doctoral programs, which train students primarily for academic positions, the majority of our graduates find employment in organizations which provide essential human services, influence policy, and make significant contributions to the economic and social fabric of their communities.

**Department Faculty:** The Department is composed of 17 full-time faculty, two support staff, and over 50 graduate students; two-thirds of whom are in the Ph.D. program. These faculty, in collaboration with our graduate students, have been very active with regard to research productivity and grant writing. For example, during the 2000/2001 academic year the Psychology faculty had 28 refereed publications, 18 book chapters and made more than 90 professional presentations. In most cases, one or more of their coauthors have been our graduate students. Further, over the past five years Department faculty have applied for more than \$13,000,000 in grants, and been awarded over \$5,000,000. Our faculty has been extremely productive across a broad range of academic and scholarly activities. In fact, they have ranked in the top three Departments in the College of Liberal Arts and Sciences in most Activity Report categories over the past five years (e.g., assessment activities, graduate theses and dissertations chaired, refereed publications, Ph.D. comprehensive exams chaired, manuscripts submitted, grants and contracts submitted, community-based projects, college committees, and offices held in professional groups).

**Benefits Of An Independent Ph.D. In Applied Psychology:** Our current doctoral students are required to complete: four Systems Science courses; a Systems Science area of their comprehensive exams; and have a Systems component of their Dissertation. These demands limit the Psychology Department's ability to offer the appropriate range of psychology courses and experiences necessary to be competitive with other well regarded programs across the country. Restricted course offerings as well as having the only "Systems Science Psychology" graduate program in the nation has also limited our ability to recruit elite graduate students.

The establishment of an independent doctoral program resolves these issues and is critical to the development of a more comprehensive Applied Psychology curriculum. The proposed program will enable us to: recruit an even stronger pool of doctoral candidates; provide more relevant graduate coursework, comprehensive exams, and research experiences consistent with the field of Applied Psychology; increase the Department's competitiveness for external funding; and train doctoral students who are better prepared to meet the needs of organizations, businesses, institutions, and the community at-large.

**Proposed Curriculum in Applied Psychology:** The proposed program is designed to provide graduate students with a broad-based education in the area of Applied Psychology. Program objectives are to: (1) Foster students' development of expertise in research (i.e., methodology, design, statistical analysis) and content areas (i.e., Applied Developmental, Applied Social/Community and Industrial/Organizational); (2) Provide students the skills necessary to generate creative and sustainable solutions to complex social problems; (3) Contribute to the body of knowledge in psychology; and (4) Provide public and private sector employers with capable graduates who are in a position to serve their interests.

The proposed curriculum reflects an enhanced version of our current doctoral program. Courses have been added to bolster students' training in research methodology and in their major area (i.e., I/O, Applied Developmental, Applied Social/Community). Students are also afforded greater ability to tailor their comprehensive exam and their dissertation to areas within Applied Psychology. The graduate curriculum is divided between required courses, electives, and required experiences (e.g., thesis, internship). Graduate students are required to complete 16 hours in their **Major Area** of study. This includes an introductory course to applied issues in their area (e.g., Psy 5/615 "Advanced Applied Developmental"), a research course in their area (e.g., Psy 5/662 "Research in Applied Developmental Psychology") and two elective courses related to their major area (8 credits). They are also required to complete a 14 hour **research methodology core** sequence

composed of "Univariate Quantitative Methods (Psy 5/621)," Multiple Regression and Multivariate Quantitative Methods (Psy 5/622)," and "Research Design in Applied Psychology (Psy 5/624)." To add breadth to students' experience, they are also required to take the Advanced Applied courses in their non-major area (e.g., If major area is I/O, students must complete Advanced Applied Developmental and Advanced Applied Social/Community courses) as well as "Ethics and Professional Issues in Applied Research and Practice." Students, with faculty guidance, utilize at least 16 of their 20 elective credits to develop an **Affiliated Area** tailored to their interests. The Affiliated Area may include courses in another area of Psychology (i.e., not their Major Area) or in a related field (e.g., Business, Systems Science, Administration of Justice). Graduate students' **required experiences** include: Masters Thesis; Comprehensive Exam (i.e., tested on Major Area, Research Methodology Core & Affiliated Area); Practicum (1 quarter); Internship (2 quarters); and Dissertation. Finally, graduate students join a faculty member's vertical research team when they enter the program and are expected to work collaboratively on scholarly endeavors (e.g., research presentations, publications, grants) throughout their graduate career.

Over the past 3-4 years we have graduated an average of 2-3 doctoral students per year. We expect these numbers to increase to 6-8 per year with the advent of the new doctoral program. Thus, we would expect to graduate approximately 30 doctoral students over the next five years.

**Program Demand And Distinctiveness:** The current Systems Science: Psychology doctoral program represents the largest Ph.D. program at PSU. Applications for our doctoral program reflect a high demand for training in applied psychology. For example, in 2001-2002, we had over 120 applications to the graduate program (Master's and Ph.D. combined) for approximately 13 positions. Moreover, the applied nature of our program and the areas that we emphasize (i.e., Industrial/Organizational Psychology, Applied Developmental Psychology, Social/Community Psychology) highlight the unique nature of the proposed doctoral program. The University of Oregon's Psychology Program reflects the only other doctoral program in the area with any overlap (and it is minimal). Their program emphasizes other areas (e.g., Clinical, Cognitive, Neurosciences, Personality/Social) and does not offer an Applied Psychology doctorate or the ability to develop specialized skills in the areas of Industrial/Organizational Psychology or Social/Community Psychology. Finally, data from *Graduate Study in Psychology* (2003) further highlight the demand for Psychology doctoral training in Oregon. This publication indicates that 169 students applied for 17 doctoral positions at the University of Oregon and next year, there will only be 12 doctoral positions available.

**Budgetary Issues:** As previously noted, the Department of Psychology has been offering doctorates through the Systems Science "umbrella" for more than 12 years. The proposed program can be initiated with virtually no increase in costs to the university (approximately \$6600 is requested to support new adjuncts so that core faculty can teach newly proposed doctoral courses). The request for a new faculty member to coordinate, monitor, and further expand student practicum and internship sites was proposed with the support of Dean Kaiser and represents a program enhancement. This position is intended to augment current faculty efforts and foster the growth of community-based aspects of the training program. It is our hope that this position could be added in the next 2-3 years.


**Support For The Proposed Doctorate In Applied Psychology:** Support for our doctoral program has been broad based and has come in a variety of forms. Letters of support from prominent private and public organizations (e.g., Portland Police Bureau, OHSU, Leupold and Stevens) as well as the commitment of our External Advisory Board Members (i.e., including representation from the Portland Mayor's Office, the Oregon Legislature, Providence Health Systems) reflect the support of city, county, and state government, as well as the business community and community organizations. Professional recognition is reflected in our faculty's ability to secure federal grants, contracts, and training monies (e.g., receiving the first National Institute of Occupational Safety and Health graduate training program grant in the nation). Finally, feedback from two prominent Psychologists (i.e., Dr. Lois Tetrick and Dr. Todd Sloan) who reviewed our proposal and conducted a "mock" site visit to evaluate our doctoral program last Spring is strongly supportive of the program. The following excerpts indicate Drs. Tetrick and Sloan's perceptions:

"External resources in the form of existing and potential community partnerships for research settings, student placements, and funding are extensive and exceed those of many other doctoral programs. The current faculty members have an excellent range of expertise in applied psychology...The proposed change would actually allow fuller utilization of expertise of current faculty members."

"The proposal for an independent doctoral program in Applied Psychology is strong and viable. It fulfills a training need not only within the state of Oregon, but for the entire Northwest. The curriculum is well conceived and integrates training in industrial/organizational, applied developmental and applied social/community psychology. These areas respond directly to pressing needs of industry, government, and the non-profit sector."

14 May 2003

TO: Faculty Senate

FROM: Duncan Carter   
Chair, President's Advisory Council

RE: **President's Advisory Council, Annual Report, June 2003**

Membership: Dan Fortmiller, Agnes Hoffman (completing Lois Becker's Term), Martha Hickey, Kathi Ketcheson, Sandra Rosengrant

Meetings: Meetings of one hour, generally every two weeks. President Bernstine in attendance about once a month (as his schedule permitted). Meetings with representatives of various other offices, including President's Office, Office of Academic Affairs, etc.

The general functions of the Advisory Council, specified in the Faculty Constitution, include:

- Service as an advisory body to the President on matters of policy. In general, discussion of policy issues between the President and the Council is confidential. Topics of discussion most often covered included budget and governance issues.
- Reviewing constitutional amendments for proper form and numbering.
- Conducting studies and making recommendations on matters of faculty welfare to be presented to the President and/or the Senate.

Specific issues considered this year:

- Conducted a review of the Contemporary Turkish Studies program, in accordance with the documents establishing it.
- Discussion of the "Vision, Values and Priorities" document.
- Reviewed a case involving problems with a department's chair election.
- Responded to various requests from the Senate, including review of constitutional amendment involving the University Planning Council/Educational Policy Committee; another involving the Library Committee; request for recommendation of a process for analyzing the respective roles of faculty and administration in hiring decisions.
- At President's request, responded to statement on Student Shared Governance.

Respectfully submitted for the Advisory Council,  
Duncan Carter  
Chair, 2002-2003

**TO: Faculty Senate**  
**FROM: Jian Wang, Chair, Committee on Committees**  
**RE: Committee on Committees Annual Report 2002-2003**  
**DATE: May 9, 2003**

**Committee on Committees members:**

Jacqueline Arante, CLAS (ENG) (2001-03)  
 Ma-Ji Rhee, CLAS (FLL) (2001-03)  
 \_\_\_\_\_, CLAS ( ) (2001-03)  
 Barbara Brower, CLAS (GEOG) (2002-04)  
 Greg Jacob, CLAS (ENG) (2002-04)  
 Lee Casperson, CECS (2001-03)  
 Walton Fosque, SFPA (ART) (2001-03)  
 Patricia Cornman, SES (2002-03, newly elected)  
 Michael Flower for Wheeler, Lawrence, OI (2001-03)  
 Thomas Chenoweth, ED (2002-04)  
 Constance Lehman, SSW (2002-04)  
 Daryl Brown, SBA (2002-04)  
 Mary Beth Collins, AO (CAPS) (2002-04)  
 Jian Wang, LIB (2001-2003)  
 \_\_\_\_\_, UPA (2002-04)

**Committee on Committees Charge:**

The Committee on Committees determines all University committee appointments, reappointments, and replacements due to resignations.

**Committee on Committees Activities 2002-2003**

The Chair wishes to thank all of the Committee on Committees members for their hard work this year in carrying out the responsibilities outlined above.

A list ([coc@lists.pdx.edu](mailto:coc@lists.pdx.edu)) was established in the beginning to facilitate the committee work and the Committee conducted most of its work via this channel. In the Fall 2002, the Committee handled five replacements for three committees: 1) Deadline Appeals Board, 2) Academic Requirements Committee, and 3) Educational Activities Speakers Program Board.

The Committee met in December 2002 to get acquainted with each other and give new members an opportunity to hear the past experiences of the committee work and review the Committee on Committees' Guidelines.

In January 2003, the Faculty Senate approved a proposal to reactivate the University Planning Council and change its name to the Educational Policy Committee (EPC). Only two of the 15 original members could stay on the EPC. The Committee on Committees faced a challenge in finding replacements for 13 vacant positions within a short period of time. Due to hard work and dedication, the Committee was able to fill all the outstanding vacancies except one representing various schools/colleges within a month. In the Winter 2003 term, a replacement was filled for the Library Committee.

The Committee on Committees met twice in April 2003 to review the Faculty Preference Survey results and make recommendations for the outstanding vacancies for the 2003-2004 academic year committees. Follow-up work for those recommendations was completed through phone calls and e-mail correspondence. The Committee confirmed nine committee appointments and filled 45 outstanding appointments from 17 academic year committees. The Committee members are currently in the process of finalizing new appointments and confirming continuing committee members.

The Committee on Committees elected Mary Beth Collins as the new chair for the Committee beginning July 2003 (to be finalized).

Four members of the Committee on Committees will rotate off next year due to sabbatical leave or term limit on the Faculty Senate: Lee Casperson (CECS, 2001-03), Thomas Chenoweth (ED, 2002-04), Walton Fosque (SFPA/ART, 2001-03), and Jian Wang (LIB, 2001-2003).

The Committee on Committees thanks Sarah Andrews-Collier, Secretary to the Faculty, for her advice regarding policies and guidelines, and to those who agreed to serve on committees that they were nominated for by the Committee.

May 12, 2003

To: Faculty Senate  
From: Sharon Elteto, Chair UCC  
Re: **Annual Report of University Curriculum Committee**

Chair: Sharon Elteto, Library

**Members:**

Mary Ann Barham, Information & Academic Support Center

Barbara Brower, Geography

Emily De La Cruz, Education

Beverly Fuller, Business

William Lepore, Art

Caroline Litzenberger, History

Carol Morgaine, Child & Family Studies

Joy Rhodes, Social Work

Rebecca Robinson: Independent Study

Gwen Shusterman, Chemistry

Xiaoyu Song, Electrical and Computer Engineering

Stephen Walton, Foreign Languages

The UCC met 14 times throughout the academic year 2002-03 during which it conducted its regular business of reviewing course proposals, new programs and program changes. UCC also initiated the development of a handbook and webpage to assist new members in learning the mission, the various Senate rulings that affect its decisions, and the policies and practices of the University regarding the curriculum. This is an ongoing project that Rebecca Robinson and Sharon Elteto will continue in the next academic year. Members also expressed the need to modify the Course Proposal forms to facilitate the review of new courses. UCC is now considering the ramifications of implementing enforced requirements for 400 level courses. The following is a summary of the activities of UCC during 2002-03.

Course Proposals

Throughout the year the UCC received and recommended for approval 57 new course proposals, many modifications to existing courses, and course deletions.

University Studies

UCC recommended 41 courses to be added to various clusters and deleted others.

Program Proposals

UCC sent proposals for a Black Studies major and a Native American Studies minor (the latter being considered at the June meeting) to the Faculty Senate for approval. A Film Studies minor was approved by UCC on May 14 and will be presented to the Senate Fall Term. Program modifications also were sent to the Senate for approval.

### Handbook and Webpage

At the beginning of the year members of UCC expressed concerns about the lack of clear understanding of the processes and policies of the University Curriculum Committee regarding curricular decisions. To resolve this problem UCC members are designing a handbook that will provide Faculty Senate rulings relating to the curriculum, policies on new majors and minors, directions for new committee chairs and other helpful information. A webpage is being designed for members to find easy access to the handbook, minutes, etc.

### New Course Proposal Forms

Rebecca Robinson designed a form for new course proposals which we will post on the webpage once it is up. We have not yet approached the Graduate Council for suggestions and revisions. Although OUS mandates that certain items must be present, we understand that we can reformat the form and add items. We are encouraged by the prospect of course proposal forms being offered online even though budget restrictions will force a delay in this plan.

### Requirements for 400 Level Courses: Implementation

There has been an UCC ongoing discussion on this topic. A number of issues involving the implementation of enforced prerequisites have been discussed. These include a) concerns about the Senate's intentions when it approved a motion in April 2002 that all 400 level courses have prerequisites (was it agreeing to Banner enforcement); b) the fact that Banner enforcement of prerequisites can create extra burden for departments and confusion/frustration for students (for example, many transfer courses are not recognized as their equivalent PSU courses and some areas of study are more skill based, requiring more flexibility in registration); c) the need to maintain curricular rigor by identifying prerequisites for 400 level courses; and d) the need to provide explicit information to students regarding preparatory courses and skills. Because of the complexities surrounding the possible implementation of computer-enforced prerequisites, UCC would like to return to the Senate next year to secure clear directions for further action.



## Dissenting Statement

### Educational Policy Committee to the Faculty Senate

Among the members of the EPC are several who remain uncomfortable with the recommendation to proceed with a test assessment of "markers" because of unresolved questions outlined below:

1. Who charges the Educational Policy Committee?

Our reading of the Faculty Governance Guide's description of the EPC's charge suggests that the Faculty Senate intends the committee to exercise autonomy in identifying its tasks as advisor to the President and Senate. There has been no discussion within the committee about how to exercise this charge; rather, EPC has responded to the Steering Committee's request to consider the markers by accommodating Vice Provost Terry Rhoades's request to set in motion the process of identifying and implementing them. This leads us to ask these questions:

What is the EPC's responsibility to determine for itself the agenda it pursues?

What process can be developed to ensure that the EPC is aware of and able to respond to developments of concern to the President, faculty committees, and the Senate, while exercising its own initiative?

2. Have we established that the markers, in the original form or a subsequent iteration, serve a recognizable, institution-wide purpose, and that the faculty as a whole understands their value and will engage in considering the common learning objectives we hold for our students?

It is our view that we have skipped the first step: articulating a persuasive case for a set of "markers" and process for establishing and implementing them that serves our students and ourselves as well as our institution's need to describe itself to the community. We fear that the process to date appears driven by administrative considerations and are uncertain of the extent of support among the faculty. While we have come to see the value of defining a set of shared attributes we want for our graduates, we believe that without the opportunity for a campus-wide conversation and a *collective* definition of what these attributes might be, the implementation of "markers" will be seen as a further diversion of time and energy from the increasingly burdened faculty task of providing students the chance to acquire these attributes.

3. Given the committee's many reservations about the present list of markers, considerable disagreement both about the meaning and use of markers and over the process by which to further refine and implement them, should the committee continue with the development and assessment of even three markers from the present set?

Are there other developments to which the committee could more usefully turn its attention, while perhaps facilitating a general discussion of the markers? Might the committee, for instance,

Investigate the ramifications of the SCH-driven system for curriculum and programs?

Consider strategies to offset the impacts of the new 3.0 GPA freshmen admissions requirement on the accessibility of PSU?

Solicit educational policy problems or issues from faculty committees or other units?

Thanks for your consideration of this alternative report; we invite questions and concerns over this issue.

May 12, 2003

*Jacqueline Arante, Mary Ann Barham, Barbara Brower, and Gina Greco*

Faculty Development Committee  
Report to Faculty Senate  
May 2003

**Members:**

Kathi A. Ketcheson, Chair  
Martin Streck, CLAS  
Jun Jiao, CLAS  
Thomas Kindermann, CLAS  
Sharon Lee, CLAS  
Christine Rose, CLAS  
Gretta Siegel, LIB  
Claudia Weston, LIB  
Sue Taylor, FPA  
Ann McClanan, OI  
Thomas Luba, SES  
Gordon Buffonge, CUPA  
Scott Marshall, SBA  
Risa Kiam, GSSW  
Sara David, GSED  
Robert Bertini, CECS

**Faculty Enhancement Awards:** The committee completed its review of Faculty Enhancement Proposals on April 29. Fifty-nine proposals were submitted and reviewed; the total amount requested was \$448,827. Of these, 30 were recommended for funding (51%) and 29 were denied (49%). Among the top rated proposals, 7 were recommended for full funding, 2 for partial funding, and 1 was denied. Recommended awards totaled \$140,008, which exceeded the amount available by \$8. In addition, the committee recommended awards for 21 terms of graduate assistant tuition remission.

**Faculty Travel Grants:**

A subcommittee of the Faculty Development Committee met once each term to award travel grants for Fall, Winter, and Spring Terms. The deadline for Summer Term travel applications is June 30. The amount available for awards during the academic year is \$40,000; the committee allocated roughly \$10,000 for each term.

At the time this report was submitted, the committee had not made awards for Spring Term. In Fall Term, 32 applications totaled \$24,078; of these, 29 received funding and 3 were denied. The total amount awarded was \$11,809; awards ranged from \$154 to \$500, with an average of \$407. In Winter Term, 32 applications totaled \$21,87.30; of these, 21 received funding and 11 were denied. The total amount awarded was \$10,027; awards ranged from \$342 to \$500, with an average of \$477.

The attached table reports this year's award recommendations for both the Faculty Enhancement Grant and Faculty Travel Grant Funds. A supplementary report will be provided in June to include a complete list of travel grant awardees and any necessary revisions.

Kathi A. Ketcheson  
Chair  
May 5, 2003



**October-December Travel**

<b>LAST</b>	<b>FIRST</b>	<b>CONFERENCE</b>	<b>REQUEST</b>	<b>AWARD</b>
Armbrust	John	2002 Association of Cuban Linguists Conference	\$500.00	\$ 500.00
Atkinson	Dean	American Geophysical Union 2002 Fall Meeting	\$874.00	\$ 500.00
Boudreau	Donna	American Speech Language and Hearing Association National Convention	\$500.00	\$ 400.00
Brower	Barbara	International Year of the Mountain Conference of Mountain Women	\$1,250.00	\$ 500.00
Coleman-Sillars	Cynthia	Society for Risk Analysis Conference	\$1,250.00	\$ 500.00
Danielson	Susan	American Society for Bioethics and Humanities Conference	\$708.00	\$ 400.00
Dill	Jennifer	Association of Collegiate Schools of Planning Annual Conference	\$795.00	\$ 400.00
Duffield	Debbie	Secondary Adaptation of Tetrapods to Life in Water Conference	\$1,250.00	\$ 500.00
Fisher	Claudine	Pacific Ancient and Modern Language Association Conference	\$339.00	\$ 200.00
Gamburd	Michele	American Anthropological Association Annual Meeting	\$798.00	\$ 500.00
Geiger	Darlene	88th Annual National Communication Association Conference	\$845.00	\$ 400.00
Gelles	Erna	Association for Research on Nonprofit and Voluntary Action Annual Meeting	\$1,001.88	\$ 500.00
Gibson	Karen	Association of Collegiate Schools of Planning	\$487.00	\$ 487.00
Harrison	Warren	IEEE International Conference on Software Maintenance	\$500.00	\$ 500.00
McNames	James	2nd European Medical and Biological Engineering Conference	\$1,682.00	\$ 420.00
Mercer	Lorraine	Pacific Ancient and Modern Language Association Conference	\$154.00	\$ 154.00
Morgaine	Carol	National Conference on Family Relations Annual Conference	\$560.00	\$ 400.00
Munson	Leslie	18th Annual International Conference on Young Children with Special Needs and the	\$680.00	\$ 400.00
Nunez	Eva	Rocky Mountain Modern Language Association Conference	\$385.89	\$ 185.00
Ozawa	Connie	Association of Collegiate Schools of Planning Annual Conference	\$911.00	\$ 400.00
Parajuli	Pramod	National Workshop on Politics of Ecology	\$1,250.00	\$ 500.00
Pease	Jonathan	American Oriental Society, Western Branch Conference	\$363.20	\$ 363.00
Rampal	Rohit	33rd Annual National Meeting of the Decisions Sciences Institute	\$1,000.00	\$ 300.00
Rogers	Daniel	Financial Management Association Annual Meeting	\$681.50	\$ 400.00
Santelmann	Lynn	28th Annual Boston University Conference on Language Development	\$800.00	\$ 500.00
Sharma	Rajiv	American Public Health Association's 130th Annual Meeting and Exposition	\$1,175.00	\$ 300.00
Steinberg	Lynne	Society for Multivariate Experimental Psychology Conference	\$600.00	\$ 500.00
Unni	Ramaprasad	2002 Society for Marketing Advances Conference	\$500.00	\$ 400.00
Wadley	Stephen	American Oriental Society, Western Branch Conference	\$532.50	\$ 300.00
			\$22,372.97	\$ 11,809.00

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5/5/03

**January/March 2003 Travel**

<b>LAST</b>	<b>FIRST</b>	<b>CONFERENCE</b>	<b>REQUEST</b>	<b>AWARD</b>
David	Capuzzi	American Counseling Association Annual Conference	\$ 500.00	\$ 500.00
Karen	Carr	American Institute of Archeology Annual Meeting	\$ 435.00	\$ 435.00
Heejun	Chang	Association of American Geographers Annual Meeting	\$ 500.00	\$ 500.00
Michael	Emch	Association of American Geographers Annual Meeting	\$ 500.00	\$ 500.00
Jeffrey	Gerwing	AAHE Learning to Change Conference 2003	\$ 500.00	\$ 500.00
Andrew	Giarelli	California State University, Long Beach, 38th Annual Comparative Literature Conference	\$ 700.00	\$ 500.00
Darrell	Grant	International Association of Jazz Educators Conference	\$ 750.00	\$ 500.00
Amy	Greenstadt	Renaissance Society of America Conference	\$ 978.40	\$ 500.00
Leslie	Hammer	APA/NIOSH Work, Stress, and Health Conference	\$ 1,016.00	\$ 500.00
Thomas	Harvey	Association of American Geographers Annual Meeting	\$ 800.00	\$ 500.00
Carol	Holdt	Pacific Sociological Association Annual Meeting	\$ 497.50	\$ 500.00
Regina	Lawrence	Western Political Science Association Annual Meeting	\$ 350.00	\$ 350.00
Anne	McClanan	College Art Association Annual Conference	\$ 342.00	\$ 342.00
Hildy	Miller	College Composition and Communication Conference	\$ 659.50	\$ 500.00
Peter	Moeck	2003 Nanotechnology Conference and Trade Show	\$ 800.00	\$ 500.00
Rohit	Rampal	2003 Northeast Decision Sciences Institute's Annual Conference	\$ 965.00	\$ 500.00
Gerald	Recktenwald	SEMI-THERM XIX Symposium	\$ 500.00	\$ 500.00
Melody	Rose	Western Political Science Association Annual Meeting	\$ 896.70	\$ 500.00
Alex	Ruzicka	Lunar and Planetary Science Conference	\$ 500.00	\$ 500.00
Friedrich	Schuler	Rocky Mountain Council of Latin American Studies Annual Conference	\$ 397.50	\$ 400.00
Shawn	Smallman	Latin American Studies Association, 24th Congress	\$ 669.00	\$ 500.00

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5/5/03

\$ 10,027.00

# Intercollegiate Athletics Board Annual Report 2002-2003

To: Faculty Senate

From: Scott Burns, Chair, IAB

Date: May 13, 2003

About: Annual Report of Activities

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- 1) **Members of the IAB:** Scott Burns (Faculty), Grant Farr (Faculty), Don Frank (Faculty), Stan Hillman (Faculty), Mary Kinnick (Faculty), Jim Mustard (Community Representative), Quinn Collett (Student), Chase LoGreco (Student), Bob Lockwood (Faculty Athletics Representative)\*, Tom Burman (Athletics Director)\*, Sherri Frye (Associate Athletics Director)\*; (\* means advisory)
  
- 2) **Aims and Objectives of the IAB:** “institutional advisory body to the President and the Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in men’s and women’s intercollegiate athletics.”
  
- 3) **Budget 2002-2003:** We monitored this at each monthly meeting.
  - a) **Expenditures** for the year – **below budget**; coaches and staff continue to cut already thin budgeted expenses; includes tuition surcharge of \$60,000
  - b) Problem area – **revenues** down (less than expected football revenue from 6-5 football season; Bingo game (anticipated \$95,000 income turned into \$40,000 loss); no endowment income (usually \$27,000) from foundation accounts;
  - c) Projected Year-end: Deficit of < \$200,000; Last year deficit was \$350,000 and the year before was \$1 million deficit
  - d) 2002-2003 Budget included a budget reduction of \$225,000 at outset
  - e) Portland Family Entertainment still owes PSU \$60,000
  
- 4) **Budget 2003-2004:** 330 student athletes
  - a) Budget for year: \$7.6 million; includes another \$200,000 budget decrease from university; still in formulation
  - b) Expenditure increases: OPE up \$250,000; Tuition increases of 12% & 5% and possible elimination of tuition plateau will further increase scholarship commitment: continued increase in Title IX scholarships for females (increase 2% this year);
  - c) We were not consulted by the budget priority committee or the university budget committee this year.

- 5) **Possible Cuts?** PSU has 16 sports, 14 of which are core sports of the Big Sky Conference. The department is possibly looking into suspending two core sports for a couple of years to save money. It might save \$400,000 over two years. Men's Golf team was cut last year.
- 6) **Gender Equity (Title IX) – need to get into compliance**
  - a) Three methods of reaching gender equity:
    - 1) Prong 1: per cent participation = per cent gender in student body. PSU which has 44% male students and 56% female students is out of compliance in this area. The department is committed to making headway here but has a long way to go. In the 1999-2000 year, the Male:Female Athlete ratio was 63%:37%. This past year the ratio was 55%:45% which is an improvement.
    - 2) Prong 2: History of reaching goals above.
    - 3) Prong 3: Institution demonstrates that interests and abilities of female sports have been accommodated by the program, based on doing a survey. The department is using this approach. It is being administered to incoming students during orientation. It will also be filled out by intramural and club sport teams. They hope to have 2400 surveys filled out.
  - b) IAB consulted with athletic department on the survey content and who it was to be given to. It needs to be filled out by students under the age of 28, maximum age of participation for NCAA student athletes.
- 7) **Student-Athlete Academic Performance and Community Outreach:** The student-athletes generally have higher GPA's and higher graduation rates than the student body. Graduation rates for student body for six years is 32% whereas student athletes at PSU is 53%. See attachment.
- 8) **New Chair Next Year:** Grant Farr
- 9) **Certification from NCAA:** PSU is waiting for the final response based on the visit in the fall of 2001. At this point all indications say that we will be certified in good standing.
- 10) **Scholarships:** At the February meeting of the Faculty Senate, the IAB was asked to present data on athletic scholarships compared to other grants in aid for the university. Below are the data supplied by Samuel Collie in an email to the Faculty Senate on February 4, 2003. The numbers include room and board and fees for the student athletes. Note that many scholarships are partial so the student pays the majority of the cost of tuition. The percentage of out-of-state student athletes is 54% which means a lot of out-of-state tuition. The numbers are awards accepted as of July 1, 2002 (not final expenditures):

a) Grants	\$13,846,018
b) Loans	\$70,326,325
c) Work Study	\$ 2,303,620
d) Scholarships	\$ 2,652,418
e) Ath. Scholarships	\$ 1,872,176 (62% Male; 38% female this year)
f) Fee Remissions	\$ 3,529,004
g) Total	\$94,529,561

Total applicants for financial aid: 21,623

**11) Samples of Community Service and Life Skills Activities:** The student athletes are active in many community outreach activities while practicing over 20 hours per week

- a) Viking Voyage – competition between teams involving life skills, outreach, service.
- b) Portland New House of Umoja – volunteers three times per week from September through May.
- c) Student-Athlete Orientation program with support from campus community members
- d) NCAA Leadership Conference
- e) Wine and Roses Fund Raiser for athletic scholarships – perform music and give speeches
- f) Maximizing Potential Educational Series – sports psychology and alcohol/drugs sessions – partnership with student health services and study on effects of a motivational speaker
- g) Pilot program for OHSU and Atlas/Athena programs (nutrition and supplement programs)
- h) Race for the Roses

**12) Results through winter quarter of athletics:**

- a) 1<sup>st</sup> Women's Big Sky Conference Team Championship: Golf (2<sup>nd</sup> BSC champion ever)
- b) 2 Big Sky Conference Coaches of the Year (voted by peers)
- c) 2 Big Sky Athletes of the Year (1 golf medallist; 1 soccer)
- d) 1 Newcomer of the Year (soccer)
- e) Greatest Season Turnaround – NCAA Division I Soccer
- f) 49 All-Conference Performers
- g) 36 Academic All-Conference winners
- h) 1 NCAA representative at the NCAA Division I Wrestling Championships
- i) Women's Golf placed 16<sup>th</sup> in NCAA Western Regional (will be ranked in the top 60 in the country)
- j) Outdoor track will have at least 4 NCAA Regional participants
- k) Soccer – Big Sky Conference Tournament runner up





## More than meets the eye...

PSU student-athletes are required to:

- Maintain a minimum 2.0 GPA.
- Registered for a minimum of 12 hours at all times
- Maintain satisfactory progress towards a degree with periodic checks.
- Practice 20 hours/week (in season), 8 hours/week out of season.
- Participate in Community Outreach activities
- Attend enhancement seminars throughout the year

## 2002 Graduation Rates

Student-Athletes\* 50%

General Population 31%

NCAA Official 2002 Graduation-Rates Report. The 2003 report has not been published yet.

\*Only counts student-athletes on Aid

## Community Outreach

Student-Athletes, Coaches & Staff have volunteered thousands of hours over the past three years.

PSU student-athletes are involved on the campus including: Student Ambassadors, Summer Orientation Leaders, Greek Organizations, Campus Escort Service, Student Government, and Fellowship of Christian Athletes, to name a few.

## Year in School

5th year	35
Senior	79
Junior	64
Sophomore	58
Freshman	54

## Academic Achievement

### Fall-Winter 2003 GPA

Sport	F'02	W'03
Men	2.42	2.31
Women	3.02	2.81
Average	2.68	2.53

### Honor Roll

Fall 2002 - 125 with a 3.0 or above

Winter 2003 - 88 with a 3.0 or above

## Major: Where are our Athletes?

Administration of Justice	8
Anthropology	1
Art	1
Bachelors of Arts	21
Biology	4
Undeclared*	141
Engineering	2
Math	1
Music	1
Physical Health Ed.	8
Psychology	3
Sociology	4
Speech Communication	17

\*due to NCAA Rules student-athletes cannot declare their major until their Junior Year

**Scholastic Standards Committee  
2003 Report to the Faculty Senate**

**Chairperson:** Alan MacCormack UNST

**Faculty:** John Armbrust LING  
David Boone BIO  
John Damis PS  
Angela Garbarino AO  
Liane Gough IASC  
Garrison Greenwood ECE  
Karen Ledbetter CAPS  
Daniel Sullivan SOC  
Mingdi Yan CHEM

**Student** Nathan Sackett

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

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

This year we have attempted to carry forward the movement begun by previous committees to develop written guidelines to ensure more consistency between members, petitions and years in our treatment of petitions. We intend to establish an annual date to review, reaffirm and possibly modify these guidelines as a committee.

The committee was faced with a number of cases in which students were attending classes for an entire quarter without registering and then petitioning to have the courses retroactively added. We became concerned that students were availing themselves of class spaces and university services without paying for them and that the retroactive additions would likely only include those classes in which the student had been successful. Committee policy now is to deny these petitions in most cases unless they are accompanied by a supporting letter from financial aid or accounts receivable.

A large number of petitions for retroactive drops and tuition remission arise from students who register for classes, never attend, but also never drop or withdraw. It is the university policy to charge these students the full tuition for the courses, but there is very often difficulty in collecting these monies. While in some cases students were doing this repeatedly, possibly to gain access to student services, in most cases the omission seems to be due to forgetfulness or ignorance of university practice. We have worked with admissions and records to ensure that students are clearly informed of the financial obligations they assume when registering. In the past, the committee policy was to consider the individual circumstances and then grant either a full remission or deny the petition. After consulting with accounts receivable and admissions and records staff we have added an additional option of granting an 85% refund and recording the course grade as a "W".

We would like to take this opportunity to encourage faculty to review the guidelines for assigning X's and I's as outlined in the University Bulletin. X's and I's that are not resolved within a year become part of the student's permanent transcript. Extensions for the completion of an I are routinely granted by the committee when accompanied by a letter of faculty support; petitions to remove W, I, and X grades from transcripts are not. Students whose academic performance places them in academic warning, probation, or disqualification cannot change their status for the quarter by completing incompletes or convincing faculty to file grade changes.

We would like to thank the faculty for the time and thought they devote to the letters of support that accompany student petitions; they are often the deciding factor in our decisions.