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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 **February 7, 2005**, at 3:00 p.m. in room **53 CH**.

AGENDA

A. Roll

*B. Approval of the Minutes of the January 3, 2005, 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. Undergraduate Curriculum Committee Course and Program Proposals – Baccar

*2. Scholarly Communications – Burns

*3. Review of University Studies - Walton

G. Reports from Officers of the Administration and Committees

1. Report of the Meeting of the Interinstitutional Faculty Senate Meeting at OSU,
Feb. 4-5 – Burns

H Adjournment

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

B Minutes of the Meeting of January 3, 2005

F-1 Undergraduate Curriculum committee Proposals

F-2 Scholarly Communications

F-3 Review of University Studies

Secretary to the Faculty

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 6, 2004
Presiding Officer: Michael Cummings
Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Allen, Anderson, Bertini, Biolsi, Bleiler, Brennan, Brower, C. Brown, D. Brown, Bullman, Cardenas, Carr, Carter, Collins, Crawshaw, Cummings, Dill, Dillon, Fischer, Fosque, Franks, George, Grant, Halvorsen, Hansen, Hickey, Hoffman, Hough, Howe, Jackson, Dan. Johnson, R. Johnson, Kenreich, Koch, Kominz, Kretovich, Lall, Larson, Latiolais, Mandaville, Mathwick, McBride, R. Mercer, Morris, O'Halloran, Padin, Repp, Reynolds, Rueter, Schechter, Seltzer, Shapiro, Shattuck, Sharkova, Shusterman, Smallman, Spolek, Stevens, Stoering, Tate, Toppe, Wadley, Walton, Wamser, Wanjala, Wattenberg, Wheeler, Yachmenoff.

Alternates Present: Gamburd for Biolsi, Masterson for Brennan, Bulusu for C. Brown, Poracsky for Bulman, Seppalainen for Dav. Johnson, Toth for Liebman, Tretheway for Meekisho.

Members Absent: Barham, Butler, Duffield, Endress, Farahmandpur, Farr, Fortmiller, Fountain, Gilpatrick Hagge, Hunter, Jivanjee, Lawrence, Leary, Mercer, Miller-Jones, Nash, Yuthas.

Ex-officio Members

Present: Andrews-Collier, Baccar, Bernstine, Burns, Christopherson, Driscoll, Dyck, Edmundson, Feyerherm, Harvey, Kaiser, LaTourette, McVeety, Murdock, Nelson, Reardon, Rhodes, Samuels, Wakeland, Wollner

A. ROLL

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

The meeting was called to order at 1504.

The minutes were approved with the following corrections: Sharkova, and Poracsky (for Bullman) were in attendance.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the agenda for this meeting:

- F.3. Oregon Transfer Module – R. Mercer
- F.4. Distribution requirements proposal - Cummings

*** 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

Gilpatrick, Thomas SBA 2006

Johnson, Raymond SBA 2007

Mathwick, Charla SBA 2007

Education (6)

Allen, Janine ED 2005

Carr, Carolyn EPFA 2005

* _____ (Caskey) 2005

Farahmandpur, 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 (Balshem) 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

Changes in Senate/committee memberships since December 6, 2004

Academically-Controlled Auxiliary Activities Committee: Richard Beyler has been appointed to replace Jane Kristof, who is retiring; Junghee Lee has been appointed to fill the vacant position. Ellen Weeks has been appointed to the Staff position.

Faculty Development Committee: Grace Dillon to fill the vacant OI position; Sue Danielson replaces Lafferriere; Anne McClanan to fill the vacant FPS position.

Educational Policy Committee: John Walker has been appointed to replace Fernandez, who has resigned.

Undergraduate Curriculum Committee: Pirofsky has resigned.

Ad Hoc Committee on the Move of Summer Session to Academic Affairs: The Chair is Paul Latiolais. Michael Fung has been appointed to represent Finance & Administration.

President's Report

BERNSTINE welcomed faculty back to the new year. Tom Potter was sworn in as mayor today at David Douglas High School and Sam Adams was sworn in at the PSU Native American Center. Vera Katz will be joining Urban and Public Affairs as a fellow. The PSU Advocates are hosting a Legislative Session at the Simon Benson House on Saturday, January 8th and faculty are urged to attend. Betsy Johnson and George Pernsteiner, among others, will be presenting. As we prepare for the session, we have added Government Relations Associate, Jennifer Williamson, to the team.

Three candidates for Vice President of Finance & Administration will be on campus this month: Monica Rimai, visiting Jan. 6-7; V. Scott Cole, visiting Jan 10-11; and candidate #3, visiting Jan. 31 – Feb. 1. Schedules are on the Search web page.

D. QUESTION PERIOD

There were no questions.

Committee of the Whole

Before turning to the remainder of the agenda, the Presiding Officer moved the meeting to a committee of the whole for 40 minutes to preview items F.3. and F.4, which were added late to the agenda.

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS

1. Graduate Council Course and Program Proposals

WAKELAND presented the proposals for the committee.

BLEILER/MANDAVILLE MOVED THE SENATE APPROVE new courses listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

RUETER/R.JOHNSON MOVED THE SENATE APPROVE the course change listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

BLEILER/R.MERCER MOVED THE SENATE APPROVE program changes in History and Foreign Languages listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

2. Undergraduate Curriculum Committee Course and Program Proposals

BACCAR presented the proposals for the committee.

R.MERCER/BULMAN MOVED THE SENATE APPROVE new courses, course changes and major changes (General Studies, Geography, and Environmental Studies) in Liberal Arts & Sciences listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

R.MERCER/KOCH MOVED THE SENATE APPROVE the Minor in Sustainability in ESR in Liberal Arts and Sciences listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

SPOLEK/FOSQUE MOVED THE SENATE APPROVE major changes in Electrical Engineer and Computer Engineering, and course changes in Engineering & Computer Science listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

SELTZER/BULMAN MOVED THE SENATE APPROVE new courses in Urban & Public Affairs listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

COLLINS/D.BROWN MOVED THE SENATE APPROVE new courses in Fine & Performing Arts listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

FRANKS/D.BROWN MOVED THE SENATE APPROVE courses to be added to University Studies Clusters listed in "F-2."

THE MOTION PASSED by unanimous voice vote.

3. OREGON TRANSFER MODULE

MERCER presented the proposal (attachments).

MERCER/HOFFMAN MOVED THE RESOLUTION: "The Portland State University Faculty Senate endorses the work done by the Joint Boards Articulation Committee on the Oregon Transfer Module and joins the Interinstitutional Faculty Senate in support of continued collaboration between OUS and the community college system to ensure academic success for our students."

THE MOTION PASSED by majority voice vote with one abstention.

4. Modification of Academic Distribution Areas From Department-based Framework to Course-based Framework

BULMAN/CRAWSHAW MOVED THE SENATE APPROVE the modification described in "F-4" (attached).

MANDAVILL/BLEILER MOVED TO DELETE "F-4" item two: "Cross listed courses must be in the same distribution area (a science and social science course in different departments cannot be cross listed)."

CRAWSHAW stated it should be left in, but we should have a little more control.

MANDAVILLE stated _____

HICKEY asked if the intent is that the guiding concept be that no individual student shall count these courses in different distribution areas. CUMMINGS noted yes.

THE AMENDMENT PASSED by unanimous voice vote.

KOMINZ asked if rewording can take place so that there is no double dipping

BLEILER/BULMAN MOVED that "F-4" item one be amended to state, "no student may count course in more than one distribution requirement."

CARTER/BLEILER MOVED TO TABLE item "F-4."

THE MOTION PASSED by majority voice vote.

February 7, 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 courses and changes to existing courses for approval by the Faculty Senate. Descriptions of all new courses are attached.

College of Liberal Arts and Sciences

New Courses:

| | |
|--------------|--|
| CHLA 380 | Latinos in the Economy and Politics (4) |
| CHLA 450 | Latinos in the Educational System (4) |
| GEOG 314 | Severe Weather (4) |
| GEOG 321 | Mt. Hood (4) |
| LING 232 | Language and Society (4) |
| LING 233 | Language and Mind (4) |
| MTH 261 | Introduction to Linear Algebra (4) |
| PH 319 | Solid State Physics for Engineering Students (4) |
| PHL 425(525) | Analytic Philosophy (4) |
| PHL 471(571) | Topics in Philosophy of Science (4) |
| SCI 338 | Investigating Forest Ecosystems (4) |

Changed Courses:

| | |
|--------------|---|
| CHLA 330 | Latino Popular Culture (4) – change title, description |
| G 423 (523) | Statistics and Data Analysis in the Geosciences (4), change title |
| G 481 (581) | Field Geology (4), change title, description, hours |
| PHL 470(570) | Philosophy of Science (4), change description |

Dropped Courses:

| | |
|----------|--|
| CHLA 202 | Introduction to Chicano/Latino Studies II (4) |
| CHLA 203 | Introduction to Chicano/Latino Studies III (4) |
| CHLA 412 | Chicano/Latino Theater (4) |
| CHLA 413 | Chicano/Latino Cinema (4) |
| PHL 333 | Analytic Philosophy (4) |

Program Modification: Change to Certificate in Chicano/Latino Studies

Program changes intended to create balance, consistency and emphasis on upper-division offerings by reducing reliance on omnibus number courses and 200-level courses. Elective courses dropped and added to reflect current faculty expertise.

Drop CHLA 202, 203.

Increase Upper-division electives from 8 to 12 credits, to include 4 credits at the 400-level.

Modify the elective list by adding CHLA 380, 450, dropping CHLA 412,413, and modifying CHLA 330.

College of Urban & Public Affairs

Nohad A. Toulon School of Urban Studies and Planning

New Courses:

| | |
|--------------|--------------------------|
| PS 317 | Film and Politics (4) |
| PS 432 (532) | Great Tribal Leaders (4) |

School of Education

New Courses:

| | |
|---------------|--|
| EPFA 432(532) | Training Methods (3) |
| EPFA 434(534) | Leadership of the Training Function (3) |
| EPFA 435(535) | Organization Transformation through Training and Development (3) |

ChLa 380

Latinos in the Economy and Politics (4)

Offers an overview of economic and political issues facing Latino communities in the United States, with an emphasis on labor market experience, the causes of poverty, and the role of political and civic organizations in shaping Latino ethnic identity. [NEW]

ChLa 450

Latinos in the Educational System (4)

Surveys historical and contemporary social science research on the factors influencing the educational status of Latinos in the United States. A brief history of the Latino schooling experience serves as an introduction to current issues such as bilingual education, school segregation, and higher education access. Special attention is given to educational inequalities among Latinos and to the relationship between schooling and limited classmobility. [NEW]

Geog 314

Severe Weather (4)

Examination of severe and hazardous weather processes such as hurricanes, tornadoes and thunderstorms. Evaluation of the human-environment interaction of severe weather and the potential consequences of global climate change on the intensity and location of severe weather phenomena. Recommended prerequisite: Geog 210. [NEW]

Geog 321

Mt. Hood (4)

Examines the physical and cultural systems that shape Mt. Hood and investigates some of the issues that arise when a mostly wild mountain abuts an urban area. Class involves lecture, discussion, research, and fieldtrips. [NEW]

Ling 232

Language and Society (4)

General introduction to what languages are like, how they are used and how they vary, focusing on how language interacts with society and culture. Some questions that will be addressed include: Why doesn't everyone speak the same language? Do men and women talk differently? What is the relationship between endangered species and endangered languages? How does language influence our thoughts or behaviors. [NEW]

Ling 233

Language and Mind (4)

General introduction to what languages are like, how they are used and how they vary, focusing on how language is learned and produced. Some questions that will be addressed include: Is language innate? Is it unique to humans? How is language related to thought or to culture? How is language represented in the brain? How is language acquired in different cultures and different circumstances. [NEW]

Mth 261

Introduction to Linear Algebra (4)

Introduction to rudimentary set theory, the algebra of sets, systems of linear equations, linear transformations, matrix algebra, vector spaces, and determinants. Recommended prerequisite: Mth 112. [NEW]

Phi 425/525

Analytic Philosophy (4)

Examination of the analytic philosophical tradition from Frege and Russell through early Wittgenstein and the Positivists to the present. Recommended prerequisite: 8 credits in philosophy. [NEW]

Phi 471/571

Topics in Philosophy of Science (4)

An in-depth analysis of some specific metaphysical issue pertaining to scientific epistemology such as (but not limited to) explanation, causation, realism, geometry, and relativism. Topics vary per course which will allow students to take course more than once, with departmental approval, to apply toward major requirements. Recommended prerequisite: 8 credits in philosophy. [NEW]

Ph 319

Solid State Physics for Engineering Students (4)

Survey of solid state physics including topics necessary for understanding crystalline solids and their electron transport processes. Topics include crystal lattices, x-ray diffraction, concepts of quantum physics, the Schrodinger equation, electron tunneling, physical statistics, the free electron theory of metals, periodic potentials, semiconductors, and superconductors. Recommended prerequisite: Ph 213 or 223. [NEW]

Sci 338

Investigating Forest Ecosystems (4)

Fundamental concepts of terrestrial ecology in the context of present unresolved forest management issues. Participants will learn an appropriate set of field skills in soil and vegetation monitoring and engage in a short-term research project at a local site. Socio-political context of Pacific Northwest forest management will be covered through guided controversies and guest speakers. Prerequisite: one ecology or environmental science course. [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]

PS 317

Film and Politics (4)

Examines the political meanings of films. Topics include: how films reflect, and sometimes challenge, basic themes in American political culture; how filmmakers capture and encode images in ways that tell a culturally-pleasing story; how audiences make sense of these images and stories to construct particular understanding of power, government, and the individual; and the relationship between Hollywood and politics. [NEW]

PS 432/532

Great Tribal Leaders (4)

Course is based on videotaped interviews with contemporary American Indian leaders discussing the personal and social forces that shaped them and the roles they played in shaping federal Indian policy, law, and natural resource management. Key areas of study include historic eras of federal Indian policy, the exercise of power by federal legislative, judicial, and executive branches and their effects on tribal lives and societies, the continuing survival of tribes, and the evolution of tribal governments to meet unforeseen and overwhelming challenges. Recommended prerequisite: PS 101. [NEW]

To: Faculty Senate

From: Ad-hoc group stemming from 12/2/04 Carnegie Conversation

(Dean Atkinson, Scott Burns, Andrew Black, Michael Bowman, Gretta Siegel)

Date: January 20, 2005

Re: Scholarly Publishing as a Faculty/Institutional Issue

The 'system' of scholarly communication includes all of the pieces (reading scholarly works, researching, writing, editing, reviewing, publishing, selling, marketing, purchasing, providing access) fitting together with the goal of moving scholarship forward in any and all disciplines. As we all know, faculty evaluation (promotion and tenure) while not explicitly part of this system, is greatly affected by it.

This is a synopsis of the issue we would like to address:

- The past two decades have brought us huge advances in this 'system', mostly due to advances in technology. Examples include: citation management systems, increased speed for interlibrary lending, and full-text online journal articles at the desktop.
- The past two decades have also had a downside, in that the business models adopted by commercial publishers and some society publishers, have reached a point that is unsustainable by 'the academy', i.e. by those who contribute to and depend on the system to work to move scholarship forward.
- This has evolved into a crisis situation – we are trying to craft a way out of it.
- Libraries have been discussing these issues for many years
- The disciplines, via professional societies, have taken up these issues in recent years
- Cross-disciplinary groups of scholars have gathered and responded to these issues
- Faculties and Institutions are beginning to evaluate these issues and craft responses

Our point in bringing this to you:

- **This is not an issue that can be addressed solely by the Library**
- **This is not an issue that can be addressed solely by the disciplines**
- **This is not an issue that can be addressed by a simple institutional resolution**

An integrated approach is required, however, institutional discussion at PSU has thus far been very limited.

Question: Do we want to take the opportunity to work through these issues as a faculty and as an institution?

Options include – creating a faculty committee or working group to examine issues more closely and to engage the faculty in dialogue; asking the University Administration to appoint a Committee or Commission to take on this issue, others?

To understand more, please visit PSU's Library Website (still under development) on these issues at:

<http://www.lib.pdx.edu/services/scholarlycomm/scomm2.html>

To review the presentation given on December 2nd, 2004, please see the link at:

http://www.lib.pdx.edu/services/scholarlycomm/scholarly_publishing.ppt

To get more detail on many of the examples given in the presentation, please see the link at:

<http://www.lib.pdx.edu/services/scholarlycomm/QuickHits.doc>

Some examples of actions taken at other universities following institutional engagement on the issue:

Indiana University: Faculty Council resolution. "Calls on all faculty, staff, students, and administrators to work toward a more open publishing system by increasing their support of existing refereed journals and publishers whose practices are consistent with open access to scholarly communication and to support those who make such choices when considering tenure and promotion." encourages faculty to separate themselves from profit-focused publishers. Calls on Library to educate IU on business practices of publishers. Encourages all to work with Library on issue. Expects librarians to be aggressive in negotiations. Expects to reduce duplication.

Stanford: Senate of the Academic Council approved resolution from library committee. Encouraged to support affordable scholarly journals. Libraries encouraged to refuse "big deal" or bundled subscription plans. Libraries encouraged to cancel subscriptions where pricing decisions have made them disproportionately expensive compared to their educational and research value. Faculty, especially senior faculty, are strongly encouraged in the future not to contribute, edit, or review articles for publishers that engage in exploitive or exorbitant pricing.

Cornell: Faculty Senate resolution, submitted by the Faculty Library Advisory Board. "Encourages the library to work toward long-term pricing structures with publishers based on reasonable measures of a subscription's importance to the Cornell collection." Encourages library and faculty to explore and support alternatives to commercial venues for scholarly communication.

University of California: established Academic Council Special Committee on Scholarly Communication.

UC Santa Cruz: Committee on the Library resolution to the Academic Senate for approval. Calls upon tenured faculty to give serious and careful consideration to cutting ties with certain publishers and to relinquishing editorial posts with certain publishers. "Calls upon its Committee on Academic Personnel to recognize that some faculty may choose not to submit papers even when those journals are highly ranked. Faculty choosing to follow the advice of this resolution should not be penalized."

Motion regarding Review of University Studies

The Faculty Senate requests that the President appoint an ad hoc committee, in consultation with the Senate Steering Committee, to review the 10-year-old University Studies program. We request that this committee seek campus-wide input in considering both the curricular design and the administrative structure of the program. We further request that the committee make an interim report to the Senate before the close of the 2004-2005 academic year and a final report with recommendations to the Senate in winter, 2006.

Amir Ameri, Architecture
Ken Ames, Anthropology
Martha Balshem, CAE
Grant Farr, Sociology
Sherril Gelmon, Public Administration

Robert Mercer, CLAS
Michael Philips, Philosophy
Sandy Rosengrant, Foreign Lang. and Lit.
Gwen Shusterman, Chemistry
Linda Walton, History

Inter-Institutional Faculty Senate

OREGON TRANSFER MODULE

as recommended by the EDP "summit" 19 November 2004

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must have a grade of "C-" or better, must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

Foundational Skills (Referred to as General Requirements in the current AA-OT degree)

- Writing: Two courses of college-level composition.
- Oral Communication: One course of fundamentals of speech or communication.
- Mathematics: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

Introduction to Disciplines (Referred to as Distribution Requirements in current AA-OT Degree)

- Arts and Letters: Three courses.
- Social Sciences: Three courses.
- Science/Math/Computer Science: Three courses, including at least one biological or physical science with a lab.

Electives

- As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES

- 1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.
- 2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.
- 3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (<http://cs.bmcc.cc.or.us/occc/>).
- 4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.
- 5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.
- 6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

Web page spun on 19 November 2004 by Peter B Gilkey 202 Deady Hall, Department of Mathematics at the University of Oregon, Eugene OR 97403-1222, U.S.A. Phone 1-541-346-4717 Email: peter.gilkey.cc.67@aya.yale.edu of Deady Spider Enterprises

Inter-Institutional Faculty Senate

F-3
(cont'd)

Motion IFS-04-1 concerning approval of the Oregon Transfer Module

The following motion was adopted unanimously by the IFS on Saturday 4 December 2004:

Moved that the InterInstitutional Faculty Senate

- a) endorses the work done on the Oregon Transfer Module.
- b) recommends that the Senates of EOU, OIT, OSU, PSU, SOU, UO, and WOU approve the Oregon Transfer Module, as endorsed by the Joint Boards Articulation Commission on November 19, 2004, pending final approval by the Joint Boards of Education.

STATEMENT OF THE OREGON TRANSFER MODULE:

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must have a grade of "C-" or better, must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

Foundational Skills (Referred to as General Requirements in the current AA-OT degree)

- Writing: Two courses of college-level composition.
- Oral Communication: One course of fundamentals of speech or communication.
- Mathematics: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

Introduction to Disciplines (Referred to as Distribution Requirements in current AA-OT Degree)

- Arts and Letters: Three courses

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- Social Sciences: Three courses.
- Science/Math/Computer Science: Three courses, including at least one biological or physical science with a lab.

Electives

- As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES

- 1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.
- 2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.
- 3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (<http://cs.bmcc.cc.or.us/occc/>).
- 4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.
- 5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.
- 6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

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- For related materials see the IFS web site on the OREGON TRANSFER MODULE (<http://darkwing.uoregon.edu/~ifs/dirOTM/OTM.html>)
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Remark. See Agenda and Minutes of the IFS meeting for further context on the discussion.

Web page spun on 4 December 2004 by Peter B Gilkey 202 Dady Hall, Department of Mathematics at the University of Oregon, Eugene OR 97403-1222, U.S.A. Phone 1-541-346-4717 Email: peter.gilkey.cc.67@aya.yale.edu of Dady Spider Enterprises

Inter-Institutional Faculty Senate

F-3
(conf'd.)

The IFS adopted this statement on advising unanimously on 4 December 2004. The wording was amended slightly from an earlier draft.

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.

Remark. See Agenda and Minutes of the IFS meeting for further context on the discussion.

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Modification of Academic Distribution areas from Department-based framework to course-based framework.

Guiding Concepts.

- No course shall be counted in more than one distribution area (Science, Social Science, Arts and Letters).
- Cross listed courses must be in the same distribution area (a science and social science course in different departments cannot be cross listed).
- The primary responsibility for determining the distribution area for a course lies in the proposing department with support by the appropriate division's curriculum committee or equivalent unit. The proposing department must present an argument that justifies including the course in a particular distribution area. The justification must be based on course content and pedagogy, curricular coherence (current and future), and expected student outcomes. The justification should also include additional supporting information such as practice at other institutions, recommendations of accrediting boards and councils, and practice within a professional community.
- The assignment of courses to particular distribution areas is the responsibility of the Academic Requirements Committee. The assignment of courses to distribution areas during an academic year shall be reported to the Faculty Senate for approval no later than the January meeting.

Proposed Implementation of Policy

- The Academic Requirements Committee shall request input to develop guiding definitions for distribution areas from departments assigned to the current academic distribution areas. The ARC will consider this input and develop the guidelines for presentation and approval by the Faculty Senate.
- The ARC may recommend assignment of courses to distribution areas with Senate approval during the period when the guiding definitions are being formulated.