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## Faculty Senate Monthly Packet June 2004

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 7, 2004, 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 14, 2004, AT 3:P.M., IN ORDER TO COMPLETE THE BUSINESS OF THE 2003-4 ACADEMIC YEAR.

## 2004-05 Roster: PSU FACULTY SENATE

### \*\*\*\*2004-05 FACULTY SENATE STEERING COMMITTEE \*\*\*\*

Presiding Office:  
Presiding Officer Pro tem:  
Steering Committee:

& (Comm on Comm Chair) Ex officio

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

#### All Others (13)

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

#### Business Administration (6)

Andres, Hayward	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, Micki	ED/CI	2005
Farahmandpur, Ramin	ED/PF	2006
Stevens, Dannelle	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 (3)

Cornman, Patricia	XS	2005
Repp, Betty Jean	XS-Sal	2006
	XS	2007

#### Fine and Performing Arts (6)

Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005
Hansen, Bradley	MUS	2006
		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 (for K.Brown)	HST	2005
Miller-Jones, Dalton	PSY	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005
* Franks, Carol (for King)	ENG	2005
Brower, Barbara	GEOG	2006
Cummings, Michael	GEOL	2006
Enneking, Marjorie	MTH	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOL	2006
Koch, Roy	ESR	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
Ames, Kenneth	ANTH	2007
Biolsi, Thomas	ANTH	2007
Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	CHEM	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
Mercer, Lorraine	ENG	2007
Rueter, John	ESR	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007

#### Library (3)

*Kenreich, Mary Ellen (for Peigahi)	LIB	2005
Jackson, Rose	LIB	2006
Larsen, Thomas	LIB	2007

#### Other Instructional (3)

*Dillon, Grace (for 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, Diane (for Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
Jivanjee, Pauline	SSW	2007

#### Urban and Public Affairs (8)

*Prince, Tracy (for Michael)	UPA	2005
Seltzer, Ethan	IMS	2005
* _____ (for Gelles)	PA	2005
Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007

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 7, 2004**, at 3:00 p.m. in room **53 CH.**

**AGENDA**

A. Roll

\*B. Approval of the Minutes of the May 3, 2004, Meeting

**ELECTION OF THE PRESIDING OFFICER**

C. Announcements and Communications from the Floor

President's Report

Provost's Report

D. Unfinished Business

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

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

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

\*4. Subcommittee of the Faculty Senate on 400U/500 Courses - Danielson

**ELECTION OF THE PRESIDING OFFICER PRO-TEM**

E. New Business

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

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

\*3. Proposal to Change the Name of Department of Mechanical Engineering to Department of Mechanical and Materials Engineering - Latiolais

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

\*1. Advisory Council Annual Report - Ketcheson

\*2. Budget Committee Annual Report - Farr

\*3. Committee on Committees Annual Report - Collins

\*4. Curriculum Committee Annual Report - Baccar

\*5. Educational Policies Committee Annual Report - Latiolais

\*6. Graduate Council Annual Report - Danielson

\*7. Intercollegiate Athletic Board Annual Report - Farr

\*8. Library Committee Report - Basci

\*9. Faculty Development Committee Annual Report Supplement - Ketcheson

10. Report of the Interinstitutional Faculty Senate Meeting, June 4/5 2004. SOU - Wollner

**ELECTION OF COMMITTEE ON COMMITTEE MEMBERS (AO, SBA, ED, LAS (2), SSW, UPA)**

H. Adjournment

\*The following documents are included with this mailing:

B Minutes of the meeting of May 3, 2004

D-1 Proposal to Amend the Constitution, *Art. IV. Sec., 4, 4)*,

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

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

D-4 Subcommittee of the Faculty Senate on 400U/500 Courses

E-1 Curriculum Committee Course and Program Proposals

(MORE)

Secretary to the Faculty

341 Cramer Hall. [andrewscolliers@pdx.edu](mailto:andrewscolliers@pdx.edu) . (503)725-4416/facs-4499

- E-2 Graduate Council Course and Program Proposals
- E-3 Proposal to Change Mechanical Engineering to Mechanical and Materials Engineering
- G-1 Advisory Council Annual Report
- G-2 Budget Committee Annual Report
- G-3 Committee on Committees Annual Report
- G-4 Curriculum Committee Annual Report
- G-5 Educational Policies Committee Annual Report
- G-6 Graduate Council Annual Report
- G-7 Intercollegiate Athletic Board Annual Report
- G-8 Library Committee Report
- G-9 Faculty Development Committee Annual Report Supplement

**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

**Minutes:** Faculty Senate Meeting, May 3, 2004  
**Presiding Officer:** Cynthia Brown  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Agre-Kippenhan, Agorsah, Allen, Anderson, Arante, Barham, Brennan, Brower, C. Brown, Butler, Casperson, Collie, Collins, Cornman, Cress, Dill, Endress, Enneking, Farr, Fischer, Fountain, Gelmon, Gregory, Hall, Hansen, Hendricks, Hickey, Hoffman, Jolin, Dav. Johnson, Ketcheson, King, Knights, Koch, Kristof, Latiolais, Lehman, Mercer, Morris, Nash, Padin, Reynolds, Smallman, Spolek, Temple, Thompson, Walton, Wanjala, Wattenberg, Weasel, Wheeler, Wollner.

**Alternates Present:** \_\_\_\_\_ for Burns, Jagodnik for Fortmiller, Gary Markham for Kenreich, Perston for O'Halloran, Dieterich for Santelmann, Uris for Toth.

**Members Absent:** Andres, Carr, Caskey, Cummings, Dillon, Duffield, Farahmandpur, George, Gilpatrick, Howe, Jacob, Dan. Johnson, Kretovich, Lawrence, Leary, Liebman, Mandaville, Meekisho, Miller-Jones, Nissen, Pfeiffer, Prince, Raffo, Reder, Repp, Reynolds, Rhee, Robinson, Seltzer, Smallman, Wetzel.

### **Ex-officio Members**

**Present:** Andrews-Collier, Bernstine, Burton, Christopherson, Diman, Driscoll, Dyck, LaTourette, Murdock, Rhodes, Samuels, Tetreault, and Toulan.

### **A. Roll**

The meeting was called to order at 3:08 p.m.

### **B. Approval of the Minutes of the May 3, 2004, Meeting**

The minutes were approved with the following correction:

p. 39, Item 6, first sentence, corrected to read:

“Latiolais introduced the proposal to rename the Department of Administration of Justice, the Division of Criminology and Criminal Justice.”

### **C. Announcements and Communications from the Floor**

Senate Ad Hoc Committee on Governance to be appointed next month (see inside page of May 3, 2004 Agenda mailing)

Ballots for elections for 2003 Senate, Advisory Council and IFS positions are due in OIRP (135 NH) no later than May 14, 2004

Changes in Senate and Committee Memberships since April 5, 2004:

Mary King has resigned from Faculty Senate eff. June 8, 2004

Applications and nominations are being sought for membership to the Commission on the Status of Women, especially for tenure-related members.

DYCK gave a short presentation on University Place and the staff, with the assistance of Ellen Weeks. Senators were reminded that a reception and open house follows the meeting.

### **President's Report**

BERNSTINE noted his report would be brief. There was an announcement today regarding the Governor's attempt to get funding for his Asset program, which is to increase the amount of the Oregon Opportunity Grant for students. Bernstine visited the *Oregonian* Editorial Board with Gov. Goldschmidt, Tim Nesbitt, Neal Bryant, and John Yunker immediately before this meeting. They discussed the Asset program and the Board's initiatives to increase access and affordability; however, you never know what will result from these visits. It is clear that the board is moving in the direction of trying to have a ballot measure that will create a significant endowment for scholarships for higher education, which will hopefully lead to support of the seven institutions in other ways. If you see something in the *Oregonian* in the near future, this visit was the genesis of that.

BERNSTINE welcomed faculty to University Place, and noted that one of the reasons for entering into this venture is to try to support faculty in other ways. We hope that you will help us make this a success.

### **Provost's Report**

TETREAULT noted she supported the appeal made a few minutes previously for nominees for the Committee on the Status of Women. TETREALT noted she plans to have Promotion and Tenure decision letters out no later than 15 May. TETREAULT noted we have been invited by Princeton University to be part of a special project funded by Ford Foundation to look at issues that have to do with policy questions in the area of racial and ethnic diversity in higher education, and in particular how engaged students are with diversity experiences and how satisfied they are with those experiences. Other institutions include Princeton University, Michigan State University, and Emory University. Some of us on campus will be contacted to have

input into that project. TETREAULT noted that the Ad Hoc Chairs Committee looking at attracting and retaining a faculty of distinction expect to report at the fall symposium, relative to our accreditation report. TETREAULT noted that proposals have been received for the 6 “sustainability” faculty lines, and she expects to conclude deliberations with the assistance of the Deans, in mid-May.

### **Vice President’s Report**

DYCK reported for the Vice President, who was out of town. She noted that ORP funds for November through April have been mailed by the Comptroller’s office. Adjustments will be made in June.

### **D. Unfinished Business**

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

Tabled, as the Advisory Council was prevented from reviewing the Amendment (Constitution of the PSU Faculty, *Art, VIII*)

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

Tabled, as the Advisory Council was prevented from reviewing the Amendment (Constitution of the PSU Faculty, *Art, VIII*)

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

Tabled, as the Advisory Council was prevented from reviewing the Amendment (Constitution of the PSU Faculty, *Art, VIII*)

### **E. New Business**

#### **1. Curriculum Committee Course and Program Proposals**

BACCAR introduced the proposals for the committee.

WEASEL/ENNEKING MOVED that INTL 321/322/323/324 be returned to committee for review of the course titles.

BROWER noted this would delay the course approvals significantly. WOLLNER read the accurate titles of the courses.

THE MOTION FAILED by majority show of hands.

MERCER/ALLEN MOVED THE SENATE APPROVE new and changed courses, minors, and certificates (International Economics, Political Economy,



Space and Planetary Science, and Canadian Studies/INTL) in Liberal Arts and Sciences, listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

KOCH/SPOLEK MOVED THE SENATE APPROVE new and changed courses in Engineering and Computer Science, listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

KNIGHTS/WATTENBERG MOVED THE SENATE APPROVE changed courses in Fine and Performing Arts, listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

BRENNAN/CUMMINGS MOVED THE SENATE APPROVE the addition of University Studies Cluster courses (4), listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

#### **F. Question Period**

There were no questions.

#### **G. Reports from Officers of the Administration and Committees**

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

MERCER presented the report for the committee.

The Presiding Officer accepted the report on behalf of the Senate.

##### **2. Faculty Development Committee Annual Report**

KETCHESON presented the report for the committee, noting that final data on the committee's work will not be available until after the end of the academic year.

The Presiding Officer accepted the report on behalf of the Senate.

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

DEVLETIAN presented the report for the committee.

The Presiding Officer accepted the report on behalf of the Senate.

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

MACCORMACK presented the report for the committee for Gough, who is on leave. He noted that the most important issue this year has been students retroactively adding entire courseloads. While this appears to have been the result of financial pressures and in good faith most of the time, it is not fair to their peers. The committee urges faculty to reconcile their grade registers to insure that students are registered.

The Presiding Officer accepted the report on behalf of the Senate.

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

MACK presented the report for Greg Jacob, who was unable to attend at the last moment. She noted that as the Ex officio member of the committee, she wished to express her thanks to them, and to the chair in particular, for the work they have accomplished in the last year, especially with respect to the role of the committee in teacher preparation, and their engagement around issues of pathways, or college undergraduate preparation for the profession.

The Presiding Officer accepted the report on behalf of the Senate.

#### **6. Report of Interinstitutional Faculty Senate Meeting, April 9/10 2004, at University of Oregon**

WOLLNER presented the report (attached) and noted that there are two items of particular importance. Around the articulation agreements between the community colleges and the state system, the IFS notes there are goals that appear to be in conflict with each other. Additional information about this issue is available both on the IFS and the OUS web sites. Secondly, IFS is planning a briefing book, which will be a compilation of faculty opinion about higher education in the system, and they are looking for people to do writing or for topics that people would like to see covered in the document.

TETREAULT noted that she is serving on the "More, Better, Faster" group and welcomes input.

#### **7. Educational Policy Committee Report on the Reorganization of Extended Studies**

LATIOLAIS presented the report for the committee (attached). He noted that the report has unanimous support and approval by the committee, and that there is no minority report. Every member of the committee contributed in a significant way to the language of the report. It is not the intent of the committee to be provocative; any provocation in the report is the nature of the subject material dealt with and the information given the committee. The intent of the committee

is the maintenance of the authority and responsibilities of the faculty as guaranteed by the PSU Faculty Constitution. Additionally, a third recommendation ("III.") had been included since distribution of the report earlier in the day (attached).

LATIOLAIS/URIS MOVED THE SENATE APPROVE recommendation "I." in the report.

CUMMINGS asked if more specific instructions could be provided with respect to the ad hoc committee. LATIOLAIS noted that more representation/people need to be involved, because there are other implications, for example financial issues. According to the constitution, the recommendation has to come from Educational Policy, therefore this committee would have to forward their report to EPC.

BRENNAN asked who selects the committee. LATIOLAIS noted that his understanding is that the Steering Committee would appoint the committee. BROWN noted that the Steering Committee would certainly do so with advice of Educational Policy. BRENNAN asked what would be the status of members. LATIOLAIS noted that only faculty would be members and administrators would be ex officio.

HICKEY asked if the committee planned a timeline. LATIOLAIS noted that the timeline is indicated in the third recommended motion.

KING asked for a clarification of \_\_\_\_\_. LATIOLAIS noted that the reporting mechanism means that now, two and one-half people report to Mike Driscoll versus Mike Burton. It has educational implications with regard to how educational policy is structured or changed in the changed focus of summer session. The intent to move Summer Session out of Extended Studies was that Summer Session become an academic quarter like the other three (And in fact, it may be that the intent includes that the other three be as innovative as Summer Session). There are issues inherent with respect to how that change will effect the innovation of Summer Session. KING asked if this meant that \_\_\_\_\_. DRISCOLL noted that this question is exactly why dramatic change has not occurred with respect to Summer Session to date; this is exactly the question the summer session staff and Driscoll are grappling with. Both Summer Session and EPC have been developing lists of questions with respect to future funding, profile, etc., and both lists are almost identical. As there are no answers to these questions yet, every attempt is being made to disturb Summer Session as little as possible.

KING asked if approval of the motion constitutes approval of the change. BARHAM noted that EPC learned that the move has already happened and reporting lines have changed already, and this does not imply approval of that move. TEATREULT reminded that Summer Session is now a 4<sup>th</sup> quarter with respect to OUS enrollment targets. She continued that the President has stressed

that he doesn't want us to assume that this is a 4<sup>th</sup> quarter for the faculty the way the other quarters are, for example, a ten week grid, etc.

ENNEKING noted it is not clear to her how change is going to effect planning for the next few summers. DRISCOLL noted the operation of Summer Session with respect to department concerns have not changed. Of course, there are always small changes from year to year over history. Glen Sedivy and Steven Harmon are operating exactly as they have in the past. LATIOLAIS added that that is exactly the committee's concern, reassurance for faculty. MERCER noted that Summer Session was moved out of OAA in 1989 with few other changes, and the Senate probably never approved that move.

C.BROWN noted, thanking Driscoll for the clarification, that according to the Constitution, the Committee on Committees appoints ad hoc committees.

THE MOTION PASSED by majority voice vote.

LATIOLAIS/ENNEKING MOVED THE SENATE APPROVE recommendation "II." in the report.

BRENNAN asked who made the decision to move Extended Studies. LATIOLAIS stated it is the committee's intent to secure an official response from the President with respect to a violation of the constitution, not to secure an answer to that question. As Brown just noted, the captain of the ship is the individual ultimately responsible for it.

FARR noted that the motion is overly punitive. It seems the administration is working with the committee to resolve the issue, and it serves no purpose to force the President to comment. CUMMINGS noted he agreed in some sense with Farr, but authority was taken from the faculty and this is a shared governance issue that needs to be resolved. LATIOLAIS noted that the reason for the motion is to emphasize to the administration as a whole that the Faculty Senate recognizes that the Constitution has been violated and we would like, to the extent possible, for that to not happen again.

THE MOTION PASSED by majority voice vote.

LATIOLAIS/BROWER MOVED THE SENATE APPROVE recommendation "III." in the report.

\_\_\_\_\_ asked why the year selected was 2006. LATIOLAIS noted that the desire was to have enough time for the ad hoc committee to develop an appropriate faculty oversight in academic issues. One year would surely not be enough and at least two were needed. The date could be extended or shortened as necessary. \_\_\_\_\_ queried if there are advantages or disadvantages in the date selected.

LATIOLAIS noted that, for example, the decisions on Summer Session 2006 will be made one or before October 2005, etc.

CUMMINGS noted budgeting implications \_\_\_\_\_. LAIOLAIS agreed, noting that the domain of EPC is educational policy, however, it is clear there are other issues involved, in particular, financial. As Driscoll indicated, faculty participation in examining the global implications of the change would be of benefit to the institution and the faculty, to understand what needs to be done.

WATTENBERG asked if the recommendation shouldn't be made by October 2005, for an impact on Summer 2006. LATIOLAIS/BROWER accepted the friendly amendment.

THE MOTION PASSED by majority voice vote.

BROWN noted with respect to year-end reports, that these reports are just a brief glimpse of the intense amount of work that a number of these committees have done over the course of the year. People, by their participation in these committees are really carrying on the tradition of faculty governance, and making it real. There is no faculty governance without the faculty's act of participation in the governance. It is important for the Senate as a whole to express their thanks to the committees for their help in making the university what the faculty want it to be. Applause.

#### **8. Accreditation Discussion: Finance**

BROWN referred the item to a Committee of the Whole for 15 minutes. She recognized GELMON to chair the discussion of questions mailed to members via Senator and Ex officio "listservs"

GELMON noted that due to the lateness of the hour and the sake of the reception, that discussion would be deferred to the Symposium in September

#### **H. Adjournment**

The meeting was adjourned at 4:38 p.m.

## **IFS Meeting Notes, 9-10 April 2004**

### **Friday, 9 April**

The Interinstitutional Faculty Senate meeting was held at the University of Oregon in Eugene on Friday, 9 April and Saturday, 10 April. Lorraine Davis, Academic Vice President of the University of Oregon, gave a welcoming speech. Her talk was followed by information from Jim Arnold of OUS and Glenda Tepper of Clackamas Community College on OUS board deliberations on the issue of articulation between OUS and the community colleges. The new board has mandated a more efficient, clearer regimen of articulation between the institutions in hopes of getting students through their higher education experiences in a quicker, more cost effective way for them and for the system of higher education. To that end, the Joint Boards Articulation Committee (JBAC) is working on a variety of ways to make the process of articulation more transparent and easier to accomplish.

The next speaker was Denise Yunker, OUS Benefits Manager. She spoke about the success of the effort to fix the Optional Retirement Plan (ORP) for OUS faculty and staff. She discussed the successful short-term "fix"

Rep. Phil Barnhart of Eugene was the next speaker. He spoke about his views on the scheduled special session of the Legislature in June. He noted that inasmuch as Measure 30 was a "perfect" tax reform package--as fair and equitable as possible, its defeat signaled that there would be no tax reform in the near term. He noted that one problem with the revenue side of Oregon's tax system is that about half of the taxes levied are lost through deductions, exemptions, and credits. He observed that in the future kicker funds might go into a "rainy day fund," a use that seemed to have bi-partisan support in the Legislature.

Diane Vines, formerly of OUS and now attached to the Governor's office, appeared before IFS to appeal for OUS faculty to agree to judge the International Science and Engineering Grand Awards (ISEF). ISEF is a contest designed to encourage pre-college students to conduct scientific research. Information about the contest can be found at [www.sciserv.org](http://www.sciserv.org) and signing up to judge can be accomplished at [www.intelise2004.org](http://www.intelise2004.org).

### **Saturday, 10 April**

Dave McDonald, OUS, of the student enrollment working group, spoke to IFS about the "More, Better, Faster" initiative of the OUS Board, and in particular about articulation among the state's community colleges and the OUS institutions and among the OUS institutions themselves. He spoke of the working group's six goals, which include:

- 1) Access for all Oregonians to a college or university education;
- 2) Target investments to higher education;
- 3) Seamless transition from high school to college;

4) Seamless transition from community college to OUS institutions;

5) Better college retention rates;

6) Faster path to a degree and lower student debt.

On the issue of the faster, lower cost path, MacDonald said the Board is concerned that the affordability is a function of students having to work to subsidize their education at the cost of speed in getting through the program; that they were hampered by the lack of availability of strategic courses; and by the rejection of some transfer courses, among other problems. MacDonald pointed out that statistics related to these issues implied the extent of the problem: 4,200 community college transfers to OUS per year; 4,400 from other 4-year institutions; 10,000 first-time freshmen.

The presentation was followed by questions and comments from senators. It was observed that there were issues of quality and other difficulties raised by these items. For example, with respect to retention and seamless transfers, it would help to have more advisors, but the trend is toward fewer advisors with the result that many students self-advise, resulting in retardation of their progress through the curriculum. Many students are older and wish to take their time to graduate, rather than to hurry through the degree program. It was also said that the drive for quality and the initiative for a common core, which the Board sees as addressing the issue of seamlessness at both levels, might be in conflict. The attempt to address all of these items at once could actually reduce quality and frustrate attempts at uniformity, because of the necessity of fulfilling requirements with adjuncts with differing views of the requisite content of key courses.

IFS also discussed the contents of the "Briefing Book" proposed at the previous meeting. The Briefing Book is to be a publication from IFS to be distributed to legislators and other policy makers concerning key topics of higher education from a faculty perspective. Topics proposed for inclusion include the quality/pedagogy problem; that is, what happens to the quality of the learning experience when class size is substantially increased? The nature of the student experience; the "more, better, faster" initiative, a "critical issues list" of priorities for OUS; education v. training.

Plans were begun for the last meeting of the year to take place at SOU in June. An invitation was to be extended to former Governor Goldschmidt to discuss the future of OUS with senators. (Subsequent to the meeting, the invitation was tentatively accepted.)

Submitted by Craig Wollner

## Educational Policy committee Report, May 2004

In May of 2003, the Educational Policy Committee was asked to make a recommendation to the Faculty Senate concerning the change from "School of Extended Studies" to "Extended Studies" and the change in title for the head of that unit from "Dean" to "Vice Provost". We have been working for a year now on what we considered to be our fundamental charge: identifying the educational policy implications that stem from such a change. In the process, we have arrived at the following conclusions.

1. We recognize that the name of the School of Extended Studies has been changed to Extended Studies, and that a new head has been appointed with the title of Vice Provost.
2. This change was done in violation of Article III, Section 1 of the Constitution of the Portland State University Faculty.
3. It is the understanding of the Educational Policy Committee that curricula delivered by Extended Studies requires written approval by the relevant academic units. Instructors also require written approval by the relevant academic units. In that light, it makes sense to the EPC that Extended Studies does not function as a school and hence should not have the name "School". Extended Studies has acted more often in a support role for academic offerings, than as a unit that creates curriculum. As such it acts (and should act) in support of non-traditional credit offerings. This conclusion is based on the assumption that the existing curricular approval process continue.
4. Important educational policy issues flow from this structural change, but the committee has thus far been unable to glean sufficient information from those responsible for the change to make clear recommendations to the Faculty Senate. One example of this difficulty is our inability to get clear information on the proposed move of Summer Session out of Extended Studies in order to make recommendations to the Senate.
5. The proposed movement of Summer Session out of Extended Studies is a structural change to that unit and as such is covered by the PSU constitution and requires Senate approval.
6. Movement of Summer Session out of Extended Studies without faculty consultation and Senate approval at this point would constitute a willful violation of Article III, Section 1 of the PSU constitution and may constitute a de-facto abrogation of the constitution.

The EPC proposes two resolutions for the Faculty Senate to consider, in the form of motions:

- I. Move to form an ad-hoc Faculty Senate committee to begin immediate discussions with the Office of Academic Affairs, the Office of Finance and Administration and Extended Studies regarding the movement of Summer Session out of Extended Studies.
- II. Move to request the PSU President formally respond to the Senate regarding the violation of Article III, Section I of the PSU Faculty Constitution inherent in renaming and restructuring the "School of Extended Studies" to "Extended Studies".
- III. Because these structural changes effect both the curriculum and faculty representation, we move to provisionally approve the location of Summer Session in OAA (under Vice Provost Driscoll), pending the recommendations of the above mentioned committee which should be made by to October 2005.

Once the proposed move of Summer Session has been clarified through the discussions recommended in I. above, we recommend that the EPC evaluate the educational policy issues that result from any changes and make appropriate recommendations to the Faculty Senate.



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

### **PROPOSAL TO RENAME THE CURRICULUM COMMITTEE:**

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

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

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

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

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

**To read:**

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

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

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

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

**Motion:** Move to replace the content of Article IV, Section 4, 4), j) 3) which reads:

The [Graduate] Council shall: 3) Inform the Curriculum Committee concerning approval of all new graduate programs and of all substantive changes in existing graduate programs and graduate courses, including its review of new courses and substantive changes in supporting courses (p. 11).

**To read:**

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

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

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

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

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

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

To read:

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

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

To: Grad Council  
From: Sue Danielson

The subcommittee of the Faculty Senate met again to discuss ways to approach new 400 level cluster classes that also apply for 500 level or graduate credit. We take as our charge the development of a process to operationalize the Faculty Senate motions passed in April, 2002 that state:

1. All 400-level courses should have prerequisites, such as one or more the following:
  - Specific course(s)
  - Specific class standing or credit hours (e.g. junior, senior)
  - Relevant experience/other
2. Given that clusters were initially designed to include only courses without prerequisites (other than SINQ) and, that in reality many courses have them (although the prerequisite issue may not be so large a problem),
  - a. Clusters should rely less on 400-level courses, such that no more than 50% of each cluster is at the 400-level; and
  - b. Cluster courses with prerequisites should be flagged in the time schedule with a notation that refers to the catalog or department for prerequisite information.

We believe that there are two central reasons why a program might apply to have a course carrying undergraduate cluster plus graduate credit:

- 1) Entering graduate students may need broader background as they enter their program, and accreditation demands that all courses that fulfill degree requirements (vs. pre-requisites, which do not apply to the degree requirements and thus may be at the undergraduate level), be taken at the 500 level and
- 2) Courses that are essential to an undergraduate major and/or graduate program but do not attract sufficient enrollment when offered exclusively at the 500 level.

The subcommittee recommends:

1. Courses at the 400 level that are designated as UNST courses not carry 500 level credit.\*
2. That graduate programs whose students need broader backgrounds be encouraged to offer a certain number of courses for graduate students at the 400 level if allowed by their accrediting agency. These courses would be prerequisites and not applicable to graduate degree requirements.
3. That graduate programs offering graduate courses as a service to professional programs investigate the 700 or 800 option (see PSU Bulletin, p. 63). If necessary, we recommend that the Graduate Council consider expanding the numbers of professional programs that use the 800 course designation, if individual professional programs wish to use them.

4. That the UNST program add a statement in their course proposal form indicating that courses that carry the 4/500 designation will not be considered for UNST credit in the future.
5. That the UCC continue to screen courses applying for 400 and 500 level and cluster credit.

\*In unusual circumstances a department may apply for the 500U designation which the Graduate Council will consider on a case by case basis.

The following lists UNST clusters and the number of courses at the 400 level that each contains. We believe that by implementing the above strategy/policy the numbers of 400U courses will gradual diminish.

#### Clusters and 400 level courses

##### Clusters with more than 50% 400 courses: 9

African Studies	24 courses	17 at 400 level	5 over
HP/HP	27	16	2.5
Leadership	30	22	7
Media St.	15	10	2.5
Middle East St.	24	14	2
Nineteenth C.	34	18	4
Renaissance St.	31	18	2.5
Sci & Hum	14	9	2
Women's St.	53	30	3.5

##### Clusters with less than 50% 400 courses: 18

American Studies	62 courses	24 at 400 level	13 under
Archaeology	30	9	21
Asian Studies	42	19	3
Greek Civ.	30	12	3
Community Studies	20	9	1
Environmental Sus.	23	4	7
European St.	41	19	1+
Family St.	21	11	.5 over
FPT	29	10	2.5
Global Environ. Ch.	22	4	7
KRU	12	2	4
Latin American St.	33	11	5.5
Medieval St.	38	17	2
Morality	14	5	2

Popular Culture	63	17	14.5
Professions	25	11	1.5
Sci & Lib. Arts	47	1	23.5
Sexualities	8	2	2

June 7, 2004

**MEMORANDUM**

To: Faculty Senate

From: Cindy Baccar, Chair – University Curriculum Committee

Re: **Recommendations for approval by the Faculty Senate**

The University Curriculum Committee submits the following new program, 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:

ENG 345 (4)	Women's Literature
ENG 493(4)	Advanced Topics in Feminist Theory
G 207 (2)	Computer Based Geology Laboratory
PHL 316 (4)	Social & Political Philosophy

Changed Courses:

SP 230 (4)	Listening – change description
SP/WS 337 (4)	Communication & Gender – change description
SP 419 (4)	Gossip & Shop Talk: Interpersonal Challenges at Work – change description

**College of Education**

New Course:

LIB 433 (3) Global Literature: K-12

## **College of Urban & Public Affairs**

### **Public Administration Division**

#### **New Program: Minor in Civic Leadership**

The newly proposed interdisciplinary minor in Civic Leadership will be coordinated by the Public Administration Division in cooperation with ten other participating units. The minor consists of 27 required credit hours selected from more than 20 courses from various departments, requires that    of the required course credit be taken at PSU, and limits P/NP credit to one course. The minor is intended to create a curricular focus for students who have a broad general interest in civic leadership and community service. The minor features several specific learning opportunities that are currently not programmatically available to PSU students, including:

- Introductory/foundation course with rigorous civic leadership & community engagement components, which are tied to a final integrative seminar
- Focused attention to both theoretical and practical skills necessary for successful civic leadership
- Recognition and integration of multi-disciplinary approaches to civic engagement and leadership development
- Broad, non-hierarchical presentation of "leadership" including the recognition and integration of emerging political challenges to re-engage citizens in public life and democratic governance.

#### **New Courses:**

PA 411 (4) Foundations of Citizenship & Community Leadership  
PA 417 (4) Ethical Leadership

#### **University Studies Cluster Changes**

##### **Course Title**

##### **Cluster**

#### **Courses Approved for Cluster:**

PHL 316 (4)	Social & Political Philosophy	Morality Cluster
PA 417 (4)	Ethical Leadership	Leadership for Change



## **NEW Courses – June 7th, 2004 Faculty Senate Meeting**

### **G 207 (2)**

#### **Computer Based Geology Laboratory**

Laboratory work to accompany G202 involving the application of Microsoft Excel, Microsoft Access, and ArcView GIS to solve geoscience problems. One 3-hour laboratory period. Concurrent enrollment in G202 is required.

### **PHL 316 (4)**

#### **Social and Political Philosophy**

The main philosophical theories of the nature and principles of a just society. Social and political order, freedom, justice, and happiness are declared to be the principal ends of any society. Philosophical theories describe, explore, explain, and frequently attempt to justify specific social or political arrangements in order to attain these goals.

### **LIB 433/533 (3)**

#### **Global Literature: K-12**

A survey of global literature for use with students in elementary, middle or high school classrooms. A major focus will be on selecting and reading materials and using them in the library and classroom.

### **PA 417 (4)**

#### **Ethical Leadership**

This course explores the ethical conflicts faced by public officials, both elected and career civil servants. The goal of the course is to provide students with ethical leadership models that will enable them to judge the appropriateness of ethical compromises that put personal, professional, organizational, and public service values into conflict with one another. The course will rely on case problems and presentations by public officials who have faced these kinds of conflicts during their careers.

### **PA 411 (4)**

#### **Foundations of Citizenship and Community Leadership**

This course examines theories of citizenship within the democratic tradition, with a special focus on the roles of citizens in the policy implementation process within their local communities. This focus will be examined against the backdrop of the history and tradition of citizenship within the American context. The course builds a definition for community leadership that recognizes the close interface between the role of career administrators as agents of policy implementation and the role of citizens as active stewards of the public good.

**ENG 345 (4)**

**Women's Literature**

A close study of writing by women from the medieval period to the present including poetry, drama, fiction and non-fiction.

**ENG 493/595 (4)**

**Advanced Topics in Feminist Theory**

Will provide in depth study of specific critical schools within the larger arena of Feminist Theory. Possible topics will include post colonialism and feminism; feminism and the body; historical perspectives on feminism. Prerequisite: 12 credits in literature or literary theory.

**May 14, 20004**

**To: Faculty Senate**

**From: Graduate Council**

**RE: CURRICULAR PROPOSALS**

**NEW PROGRAM:**

Graduate Certificate in Computer Security

**CHANGES IN EXISTING PROGRAMS**

**MA/MS in Administration of Justice**

Adds option of doing a Graduate Project as the culminating experience for the program.

**MA/MS in Writing**

Change from thesis to project as the culminating experience for the program.

**NEW COURSES**

**College of Liberal Arts and Sciences**

**Geology**

G438/538\_ Scanning Electron Microscopy for Biogeosciences (4)

G441/541 - Meteorites -(4)

G492/592 – Geodynamics (4)

G439/539 - Powder X-ray Diffraction (4)

**English**

ENG 360 AM LIT TO 1865 (4)

ENG 363 AM LIT: 1865-1965 (4)

ENG 367 TOPICS: AM LIT AND CULTURE (4)

**History**

HST 454/554 Topics in Medieval History (4)

**Psychology**

PSY 492/592 Decision Psychology (4)

PSY 493/593 Decision laboratory (4)

PSY 550/650 Occupational Health Psychology (4)

**Geography**

GEOG 447/547 Urban Streams (4)

**Sociology**

SOC 568 Political Sociology (4)

**School of Education**

LIB 433/533

**School of Fine and Performing Arts**

Art 490/590; 491/591 Advanced Painting I, II (4,4)

Art 492 Contemporary Studio Practice (4)

**Course changes:**

**College of Liberal Arts and Sciences**

**Communication Studies**

SPHR 470/570 Audiometric Practicum (2)

SPHR 498/598 Speech-Language Practicum (4)

SPHR 550 Advanced Speech Disorders practicum (4)

SPHR 551 Advanced Child Language Disorders Clinic (4)

**English Department**

ENG 460/560 TOPICS; AL TO 1800

ENG 461/561 TOPICS: AL TO 1900

ENG 464/564 AL: 20<sup>TH</sup> CENTURY

ENG 467/567 TOPICS: AL AND CULTURE

**Geography department**

Geog 442/542 sustainable cities (4)

## PROPOSAL FOR NEW PROGRAM

[These guidelines describe the information that is to be submitted in support of requests for approval of new degree programs, new certificate programs, significant new options within existing programs, or major changes in existing programs.]

### PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE GRADUATE CERTIFICATE in Computer Security

Portland State University  
College of Engineering and Computer Science  
Computer Science  
[CIP Code -- OGS will arrange for this after program approval]

#### DESCRIPTION OF PROPOSED PROGRAM

1. Program Overview

- a. Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.

Computer security has long been recognized as a weak point in the nation's readiness to deal with threats from criminals and terrorists. Individual systems in businesses and government agencies and the networks that connect them are all at risk. More research and development needs to be done to create more secure and reliable systems, and more trained people are needed to do the research and implement better practices and systems as they are developed. Trained people are also needed to investigate computer-related crimes and bring the miscreants to justice.

The Computer Science Department at Portland State University is strongly engaged in addressing this situation. Our curriculum has been certified by the NSA with the award of a Center of Excellence in Information Assurance Education, and our faculty are involved in computer-security related research and outreach to our community. This certificate builds on our strengths to support the recruitment and training of additional students in the computer security area. There are no related degrees at present.

- b. When will the program be operational, if approved?

Since all the classes are already being offered, immediately after approval.

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

- a. What are the objectives of the program?

The program is designed to educate professionals for the IT security workforce and to prepare students to do research in the area of computer security and forensics.

- b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

The department has developed a specialization in computer security, which promises to be a growth area for computer science, one that is relatively immune to the overseas outsourcing phenomenon. Our faculty also find many problems of great intellectual interest related to computer security.

- c. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

There are over 60 companies in the Metro area that are in the security field, so this program is very responsive to the needs of local industry.

3. Course of Study

- a. Describe the proposed curriculum (this may take the form of a list of course numbers, titles, and credit hours). In addition to providing a list of current courses, indicate those courses which will be added to present institutional offerings--emphasizing them with **bold-face type**.

Our proposed security certificate will draw from a set of classes we already teach. We will not need to add any new classes.

The certificate consists of 21 hours with two components, a required core of classes, and a set of electives. The student must take the required core of 4 classes (12 hours), and 3 electives for 9 hours, with 21 hours total in the program.

The required core consists of 12 hours including the following classes:

1. CS 533 Concepts of Operating Systems. This class is also a core M.S. requirement. A thorough understanding of operating systems is fundamental to computer security.
2. CS 591 Introduction to Computer Security. This class and the next class are the foundation for most if not all security classes. This class is a broad overview of computer security and in and of itself satisfies the Federal National training standard NSTISSI No. 4011.
3. CS 594 Internetworking Protocols. This class is a basic introduction to networking and provides foundation concepts for security-oriented students.
4. A technical communications class such as OMSE 515. This class is only taught once every two years, so other communications classes that focus on team communication or written communication will also be accepted. These classes include:
  1. Engineering Mgmt. 522, Communication and Team Building in Engineering Mgmt.
  2. English, 525, Advanced Technical Writing.

The electives are as follows:

1. one software engineering course such as:

**Lib 433/533 (3)**

**Global Literature: K-12**

A survey of global literature for use with students in elementary, middle or high school classrooms. A major focus will be on selecting and reading materials and using them in the library and classroom. [NEW]

**Geog 447/547**

**Urban Streams (4)**

Investigates issues associated with human dimensions of streams in the urban environment. Topics include the role of streams in the built environment, human modifications of stream systems and their consequences (e.g., disappearing streams, channelization), and local community responses to restore and protect urban streams. Case studies are drawn from national and international streams as well as local streams in the Portland Metropolitan area.

Recommended prerequisite: Geog 345 or 347 or 432/532. [NEW]

**G 438/538**

**Scanning Electron Microscopy for the Biogeosciences (4)**

Course provides student with a theoretical understanding of various scanning analytical electron microscopy techniques and hands-on experience using such techniques to characterize geological and biological materials. Topics covered include the basic physics of image and spectrum formation, sample preparation, instrument operation, and data analysis. Two hours lecture and two hours of by-arrangement laboratory. Prerequisite: Introductory course sequence in geology, biology, chemistry, physics, or environmental science. [NEW]

**G 446/546**

**Meteorites (4)**

A course examining meteorites and the information they provide about the birth and evolution of the solar system. Topics include asteroids and asteroidal heat sources, the solar nebula, early solar system chronology, pre-solar grains, abiotic synthesis of organic matter, differentiation, impacts and collisional processes, and meteorites from Mars. Three lectures. Prerequisites: G 201, One year of chemistry. [NEW]

**G 492/592**

**Topics in Geodynamics (4)**

Special topics concerning the dynamics that govern earth processes such as fluid flows and plate motions, and related physical properties of Earth materials. Representative topics include ice sheet dynamics, glacier dynamics, and thermodynamic modes of earth systems. May be repeated for credit if topics are different. Two lectures and one two-hour laboratory. Prerequisites: Mth 254, Ph 213, and G 326. [NEW]

**Hst 454/554**

**Topics in Medieval History (4)**

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

Recommended prerequisites: HST 101, 354, or 355. [NEW]

**Psy 550/650**

**Occupational Health Psychology (4)**

Introduction to the field of occupational health psychology that focuses on the science and practice of psychology and other disciplines in the promotion and development of workplace health- and safety-related initiatives. Emphasis will be placed on areas such as work-family relationships,

alternative work schedules, substance abuse at work, workplace violence, job stress, mental health at work, and workplace safety. [NEW]



**MEMORANDUM**

**TO: Sarah Andrews-Collier, Secretary to the Faculty**

**FR: Paul Latiolais, Chair**  
**Educational Policy Committee**

**RE: Recommended Departmental Name Change**

**The Educational Policy Committee forwards the following recommendation.**

**Motion:** Move to change the name of Mechanical Engineering Department to the Mechanical and Materials Engineering Department.

This change recognizes the change in faculty and programs and is consistent with other department names nationally.

May 6, 2004

## Advisory Council Annual Report

Chair: Kathi Ketcheson, OIRP

Members: Grant Farr, SOC  
Martha Hickey, FLL  
Dalton Miller-Jones, PSY  
Sandra Rosengrant, FLL  
Joan Strouse, ED

The Advisory Council met every two weeks from Fall 2003 through Spring 2004. The Council fulfilled its Constitutional duties in approving ad hoc committees, searches, and constitutional amendments. President Bernstine attended a number of the meetings and asked for advice on several issues; the Provost approached the Council on several occasions for advice on issues related to Academic Affairs. In addition, the Chair served as an ad hoc member of the Search Committee for the Vice President for University Relations and the Honorary Degree Committee.

PAC:kak  
5.6.04

**Faculty Senate Budget Committee**  
**Annual Report**  
May 13, 2004

**Members:**

Grant Farr, CLAS, Chair  
Samuel Collie, ARFA  
Gene Enneking, MTH  
Stan Hillman, BIO  
Rolf Koenkamp, PHY  
Robert Daasch, CECS  
Georg Grathoff, OI  
Ronald Tammen, CUPA  
Steven Harmon, SES  
Kristie Nelson, SSW  
Duncan Kretovich, SBA  
Sarah Beasley, LIB  
Rolla Lewis, ED  
Daniel Pirofsky, SFPA  
Paul Latiolais, Chair, Educational Policy Committee

**Student Members:**

Erin Devaney  
Tracy Earll

**Consultants:**

Jay Kenton, Vice President for Finance and Administration  
Mary Kay Tetreault, Provost  
Cathy Dyck, Associate Vice President for Finance and Planning  
Michael Driscoll, Vice Provost for Academic Personal and Budget  
Kathi Ketcheson, Director of Institutional Research and Planning

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The Faculty Senate Budget Committee has the following charge:

1. Consult with the President and make recommendations for the preparation of the annual and biennial budgets.
2. Recommend budgetary policy.
3. Analyze budgetary implications of new academic programs or program changes.
4. Consult regarding changes from budgets as prepared.
5. Review expenditures of all public and grant funds.
6. Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
7. Report to the Senate at least once each year.

**Budgets:**

The Committee spent the first meetings dealing with the implications of the deep cuts made to the University's budget resulting from the Biennial State of Oregon Legislative Session. The 2003 Legislature decreased funding to higher education. Portland State University's share of that decrease was approximately twenty-two million

dollars. Portland State University's budget for the 2001-2003 biennium was 136 million, after the special session of the legislature. At the beginning of the 2003-2005 biennium Portland State University allocation from the State was 114 million dollars. In addition, Portland State University's budget was reduced by another 1.4 million dollars as a result of the failure of measure 30.

**Tuition Plateau:**

The Budget Committee was consulted regarding the removal of the tuition plateau. An analysis of tuition policies, tuition levels, and the result of eliminating tuition plateaus at other institutions was conducted by FADM and shared with the committee. Beginning in winter quarter 2004 the tuition plateau was narrowed and beginning in the fall of 2004 the tuition plateau will be eliminated completely. The Committee expressed some concerns regarding the effects of eliminating the plateau in several areas, especially in some graduate program and in departments where classes might be seen as optional.

**Faculty Participation in Budget Issues:**

The Budget Committee attempted to deal with the issues of faculty participation in the budget process and in engaging faculty in improving funding. With this in mind, the Committee read an article from the American Council on Education entitled "Diversifying Campus Revenue Streams: Opportunities and Risks" by James Hearn. This article discussed, among other things, ways in which faculty could participate in bringing additional resources into the University. In addition, the committee was presented with a document originally prepared for the OAA Dean's Retreat in the fall of 2003 entitled "Increased Financial Security and Resources through Diversified and Enhanced Revenue Streams." This document explored various actions Portland State University could take to either increase resources or to find efficiencies to save resources.

In addition, the Budget Committee members brought to the committee individual recommendations regarding what could be done to increase resources or to find efficiencies to save resources. These recommendation included suggestions to have more on campus conferences and workshops, to creating an executive committee to streamline decision making, to a better evaluation of how Portland State University uses tuition remissions.

The committee had intended to take this discussion to the faculty through campus wide forums or discussions sessions. This however, did not take place.

**Committee Summary:**

While the Portland State University administration, including OAA, FADM, and OIRP, were cooperative, attended committee meetings, and brought material and data to the committee, the committee was hampered in its ability to actively participate in the budgeting process by the lack of faculty participation. While a small handful of members faithfully attended, most did not despite attempts to adjust meeting times to increase participation. As a result some meeting had more ex-officio members in attendance than faculty members. Clearly the Faculty Senate Budget Committee is one of the most important Senate Committees. Faculty participating on this committee is vital.

The student members of the committee did participate. They attended meetings and contributed actively to the discussion.

**TO: Faculty Senate**  
**FROM: Mary Beth Collins, Chair, Committee on Committees**  
**RE: Committee on Committees Annual Report 2003-2004**  
**DATE: May 10, 2004**

**Committee on Committees members:**

Barbara Brower, CLAS (GEOG) (2002-04)  
 Greg Jacob, CLAS (ENG) (2002-04)  
 Virginia Butler, CLAS (ENG) (2003-2005)  
 Patricia Cornman, XS (2003-05)  
 Mary King, CLAS (ECON) (2003-2005)  
 William Fischer CLAS (FLL) (2003-2005)  
 Annette Jolin, UPA (JUS)(2002-2004)  
 Constance Lehman, SSW (2002-04)  
 Daryl Brown, SBA (2002-04)  
 Doug Hall, CECS (2003-2005)  
 Brad Hansen, FPA (MUS) (2003-2005)  
 Mary Ellen Kenreich, LIB (2003-2005)  
 Grace Dillon, OI (2003-2005)

**Committee on Committees Charge:**

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

**Committee on Committees Activities 2003-2004**

The Committee began the year with vacancies including Chairs of the Curriculum Committee and the Budget Committee. Working through e-mail and telephone, the committee was able to appoint two hard working chairs. There were other chairs and members of committees who had asked for replacement at the beginning of the year but, from the Fall quarter, replacements were very difficult to find and several people, most notably Richard Bleyler and Daryl Brown, agreed to continue with their committee work in addition to other assignments. They have the Chair's, the Committee's, and, I hope, the University's gratitude.

In Winter quarter, 5 new recommendations needed to be made. Recruiting faculty to serve was difficult presumably due to high workloads and assignment to other University work, so, again, many thanks to those who agreed to serve as well as those who continue to work hard.

The Committee on Committees is in the process of replacing 51 committee members including 12 Chairs. In addition, the Committee on Committee is making recommendations for membership in the two ad-hoc committees established by Faculty Senate at its May 2004 meeting: the committee on faculty governance and the committee to study the movement of Summer Session out of Extended Studies.

The new Chair of Committee will be identified at the May 17 meeting.

Seven members of the Committee on Committees will rotate off next year: Barbara Brower, CLAS; Mary Beth Collins, AO; Tom Chenoweth, ED; Greg Jacob, CLAS; Daryl Brown, SBA; Annette Jolin, UPA; and Constance Lehman, SW.

Again, many thanks to all of the members of Senate and administrative committees for the important work they do especially in an atmosphere of increasing responsibilities and duties in other areas. Thank you to the members of the Committee on Committees. And, finally, a special thanks to Sarah Andrews-Collier, Secretary to the Faculty, for her advice regarding policies and guidelines.

**TO: Faculty Senate**  
**FROM: Cindy Baccar, Chair, University Curriculum Committee**  
**RE: 2003- 04 Annual Report to Faculty Senate**  
**DATE: June 7, 2004**

**Chairperson:** Cindy Baccar, ARFA  
**Faculty:** Barbara Brower, CLAS  
 Caroline Litzenberger, CLAS  
 Carol Morgaine, CLAS  
 Karen arr, CLAS  
 Martha Works, CLAS  
 Sharon Elteto, LIB  
 Rebecca Robinson, SES  
 Xiaoyu Song, CECS  
 Michael Flower, OI  
 Mel Gurtov, UPA  
 Regina Lawrence, GSSW  
 Pramod Parajuli GSE  
 Daniel Pirofsky, FPA  
 John Settle, SBA

**Students:** Aaleeya Spence  
**Consultants:** Terrel Rhodes, Vice Provost for Curriculum & Undergraduate Studies  
 Linda Devereaux, Office of Academic Affairs

**Committee Charge:**

- 1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
- 2) Convey to the Senate recommendations from the Graduate Council concerning the approval of all new graduate programs and graduate courses.
- 3) Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
- 5) Develop and recommend policies concerning curriculum at the University.
- 6) Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
- 7) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
- 8) Advise the Senate concerning credit values of undergraduate courses.
- 9) Report on its activities at least once each year to the Senate, including a list of programs and course reviewed and approved.

## **Committee Activities:**

### **Curricular Proposal Review:**

This year the committee met 15 times to conduct the regular business of reviewing course proposals, new programs and program changes. The committee recommended approval of the following:

- 72 new courses
- 52 existing courses changed
- 4 dropped courses
- 1 new option within a major
- 3 existing majors changed
- 9 new minors
- 3 existing minors changed
- 2 new certificates
- 4 courses dropped from UNST clusters
- 20 courses added to UNST clusters

### **Four Constitutional Amendments Proposed (vote to be taken on June 7th):**

The committee proposed changes to the constitution to rename the committee, to clarify the UCC and Graduate Council reporting roles to Faculty Senate, and to establish an option for a chair elect position within UCC. A proposal was made to rename the committee to the Undergraduate Curriculum Committee. Two other proposals were made to clarify that 1) UCC reports undergraduate curricular matters directly to the senate and 2) the Graduate Council reports graduate curricular matters directly to the senate. These two proposals require the two committees to coordinate their reports for 400/500 courses. A fourth proposal was made to allow the appointment of a chair-elect to UCC in order to provide continuity in committee leadership and support for the chair.

### **Bachelor of Science – Science/Lab Science Requirement UCC Concerns Referred to ARC**

This year, UCC had occasion to ponder the definition or criteria used to determine which courses meet the science and lab science components of the B.S. degree.

#### **From the 2003-04 PSU Bulletin, page 13- For the Bachelor of Science degree:**

Students must complete 28 credits to include a minimum of 12 credits in the science academic distribution area (excluding mathematical sciences/statistics), a minimum of 12 credits in the arts and letters and/or the social sciences distribution areas, and 4 credits in mathematical sciences/statistics. A minimum of 6 of the 12 credits in the science distribution area must be in coursework with its integrated or associated laboratory or field work. Unless otherwise specified, only courses within the science distribution area that have an explicit indication of lab or field work as part of the catalog description will satisfy the B.S. degree requirement for lab/field work.

**The science academic distribution area consists of undergraduate courses from the following: Biology, Chemistry, Environmental Studies, Geology, Mathematics/Statistics, Physics, Science.**



### Some Questions Arose:

- Can courses from subject codes other than the CLAS science distribution list be considered for approval to meet the B.S. science/lab science requirement on a case-by-case basis? Certain Geography, Anthropology, and Computer Science courses with lab components were cited as examples.
- Does a Science (SCI) course, whose content happens to be math or statistics, meet the requirement, given that Math/Stat is specifically excluded?
- Who/what committee is the arbiter of these issues/questions?

After some investigation, we concluded that the requirement as defined on page 13 of the 2003-04 PSU Bulletin seems fairly unambiguous. UCC will follow these criteria, and in cases where interpretation is called for, will defer to the Academic Requirements Committee.

### **Programs Based on Non-tenure Track Faculty – UCC Concerns Referred to EPC**

This year the committee discussed concerns about the proliferation of programs based on non-tenure track faculty. There is a sense that this concern is widespread among the faculty and administrators at PSU, but we found no specific rules that prohibit approval, or no criteria that guide review of such programs.

Although the committee supports approving such courses/programs, even though they are taught primarily, or even solely by non-tenure track faculty, we think it is important that the adjunct-only practice be disclosed and discussed when programs are proposed through the committee process. Our concerns relate to issues such as course/program sustainability over time, the department's commitment to offer the courses, the role the courses have within programs, the degree of oversight of course/program content by faculty members trained in the field, and sufficient advising support for students.

The fact that a course/program is delivered primarily by adjuncts does not necessarily mean that these things are not being attended to and not being considered adequately. The committee recognizes that PSU has increasingly turned to the use of adjuncts to teach courses. Opinions vary as to whether this is a "good" or a "bad" thing for the University overall. The committee's goal is to encourage those proposing such courses/programs to consider these issues and make reference to them in the proposals.

We have forwarded the above considerations to the chair of EPC, and have determined to implement the following practice when considering programs next year:

1. UCC will require minor proposals to be submitted on a specific form designed for minors, beginning with the 2004-05 curriculum cycle. The form will be similar to the *OUS Full Proposals for New Academic Programs* form and will require detailed information on faculty support issues. (Currently minor proposals do not have a defined format.)
2. UCC will be able to review all programs (majors, minors and certificates) and courses with full information regarding the degree to which the program/course is based on non-tenure track faculty and will be able to explore concerns with departments.
3. In making approval or disapproval decisions, UCC will consider such things as program sustainability over time, oversight of program or course content by faculty members trained in the field, sufficient advising support for students etc.

4. If UCC recommends approval of such programs to Faculty Senate, it will do so with full-disclosure of the nature of the faculty support.

### **Graduate Council Policy - 400U Courses and Graduate Level Credit**

This year, UCC continued to routinely screen for 400/500-level courses seeking approval for 400-level UNST cluster credit. We returned 5 such proposals to the departments and informed them of the policy and of the options. In some cases, the decision was made to forego 500-level credit, in others it was to forego the UNST cluster designation.

UCC supports the Graduate Council policy that generally holds that 400-level courses designated as UNST cluster courses may not carry 500-level credit. In unusual circumstances a department may apply for the 400U/500 designation, which the Graduate Council will consider on a case-by-case basis.

We expect to see fewer 400U/500 proposals after the UNST program adds a statement to their course proposal form next year indicating that 4/500-level courses will not be considered for UNST credit. UCC will continue to screen courses applying for 400U/500 - level credit.

### **400-Level Courses and Prerequisites**

UCC continues to screen course proposals to ensure that all new or modified 400-level courses have defined pre-requisites, either required or recommended. This term we returned approximately 10 courses to clarify or identify pre-requisites.

### **Course Content Overlap**

The committee spent some time considering the issue of potential overlap in course content between new courses and existing courses in other departments. There is general concern when the issue of potential overlap is not identified on the course/program proposal that it may not have been recognized or discussed in the college/department curricular review processes that occur prior to UCC review.

Although the issue of identifying overlap in course content is one that comes up fairly regularly, it is a somewhat hit-or-miss proposition: if it is not identified by the proposal author, it can only be identified by the resident knowledge and expertise of the ever-changing committee members. However, when a potential overlap issue is identified, it is common for UCC to ask the proposal author to respond and discuss the extent to which collaboration with the department of the other "competing" course has taken place.

### **Remainder of the Year**

Over the course of the remaining meetings of the year, the committee will continue work on developing a UCC member handbook and develop new/improved proposal forms. We will consider some issues of longstanding concern to the committee such as: 1) existing 400-level courses that do not have prerequisites defined, 2) omnibus titled courses that have been offered more than three times, and 3) courses listed in the catalog that have not been offered in over three years.

## EPC Annual Report 2004

**Members:** Judy Andrews, Jaqueline Arante, Mary Ann Barham, Barbara Brower, Darrell Brown, Gina Greco, Karen Karavanic, Paul Latiolais (Chair), Brian Lynch, Barry Messer, Judy Patton, Bee Jai Repp, Barbara Sestak, Danelle Stevens

**Name Change Recommendations:** We reviewed the requests from Administration of Justice, Mechanical Engineering and recommended approval of their proposed name changes.

**Markers:** In our discussions with various groups promoting markers the committee came to a consensus that we need to view markers as coming out of a common understanding of the faculty of what undergraduates should get out of their educational program.

### **Marker Survey:**

**Question 1.** "What one thing would you like that every graduating Bachelor's degree candidate from PSU know or be able to do (not just your majors)?"

Responses: The responses to the first question were in a few categories: Writing(23), critical thinking (15), diversity (3), community (2), Math (3), information literacy (2), lifelong learning (2), sustainability (1), foreign language(1), group work(1).

In responses that related to student writing two things become clear. First, faculty feel that students need to be able to write when they leave PSU. Second there are at least two different understandings of what that would mean.

The EPC plans to continue encouraging faculty input and faculty dialogue so as to develop a set of well-defined markers that the faculty can agree on.

**Question 2.** "What pitfalls do you see in a system designed to assess whether bachelors degree candidates possess the attributes you identified:"

Responses indicate assumptions about what the markers would be used for. Some seemed to think that they would be graduation requirements. Some clearly thought that all students would be assessed. Lack of resources to develop such systems would be a clear barrier. Some focused on the difficulty of developing common objective standards in the particular marker they identified. There were those who felt that there was no barrier. We should just do it.

**Question 3.** "What benefits do you see in a system designed to assess whether Bachelor degree candidates possess the attributes(s) you identified.?"

Responses include: more focused educational goals and outcomes, assurance of quality education, career (job) enhancement, improved reputation of the university, better decision capability by faculty with respect to the curriculum, attraction of students, job satisfaction, the development of a better citizenry.

**Extended Studies/Summer Session:** EPC talked with several people and discussed the issues

around the name change and repositioning of Extended Studies during the year. It was decided to put forward several motions on the issue at the May Senate meeting that continues work on the impacts on faculty representation and curriculum due to the change. Unresolved issues of the Extended Studies/Summer Session changes include the faculty representation issue. The committee needs to revisit that issue.

### **Recommended Agenda items for 2004-05:**

- 1) Develop a protocol for unit name changes (a protocol that would consider issues including: impact on other depts., community needs, impact on

graduate/undergraduate students, grant issues, standards of the discipline at large.)

- 2) Continuing clarification of the charge of the committee.
- 3) Develop and implement strategies to further elicit faculty input on markers and strategies to build faculty consensus (including further senate discussions and discussions at the departmental level).
- 4) Assist the Ad Hoc committee on Summer Session.

May 10, 2004

## MEMORANDUM

To: Faculty Senate

From: Sue Danielson, Chair, Graduate Council

Re: Annual report of the Graduate Council

Following is an annual report from the Graduate Council for the 2003-2004 academic year.

The Graduate Council has been composed of the following members over the past year:

<b>MEMBER</b>	<b>Years Served</b>	<b>Academic Unit</b>
Sarah Andrew-Collier	02-04	FPA
Harold Briggs	02-04	SW
Sue Danielson	02-04	CLAS
Sherwin Davidson	02-14	CLAS
Doug Hall	03-04	ENGR
Stan Hillman	02-04	CLAS
Agnes Hoffman	02-04	AOF
Roy Koch	01-04	CLAS
Thomas Luba	02-04	SW
Swapna Mukhopadhyay	03-04	ED
Jeanette Palmiter	02-04	CLAS
Rodney Rogers	03-04	SBA
Gretta Seigal	03-04	LIB
Wayne Wakeland	02-04	AOF
<b>Student Members:</b>		
Christine Weilhoefer	02-04	
Jennifer Schmidt	03-04	

We would also like to acknowledge the assistance provided by the committee's ex-officio members, Linda Devereaux, William Feyerherm, and Maureen Orr-Eldred.

### Program and Course Approvals

The Council has met approximately every other week during the academic year to address graduate policy and proposals for new graduate programs, program changes, new courses and course changes. In addition, a subcommittee of the council with rotating membership has read and recommended on the disposition of graduate petitions.

Following is a list of new programs and program changes recommended for approval by the council and subsequently approved by the Faculty Senate:

### **New Programs**

College of Engineering and Computer Science, Department of Civil and Environmental Engineering, and College of Urban and Public Affairs, Division of Urban Studies and Planning: Graduate Certificate in Transportation, Graduate Certificate in Computer Security

College of Liberal Arts and Sciences, Department of Biology: Ph.D. in Biology

School of Education, Department of Curriculum and Instruction: Reading endorsement in Education [CREADE] new program, collaborative between PSU, EOU, OSU, SOU, and WSU; OUS-mandated

### **Program Changes**

School of Education, Special and Counselor Education – change to existing MA/MS Education: Special Education: add option for comprehensive exams for Visually Handicapped Learners program only

College of Liberal Arts and Sciences; MA/MS in Writing  
Change from thesis to project as the culminating experience for the program.

College of Urban and Public Affairs, School of Government: PhD Public Administration and Policy: changes in core and specializations, MA/MS in Administration of Justice  
Adds option of doing a Graduate Project as the culminating experience for the program.

School of Business Administration: Master of Business Administration – change description, allocation of credits to core/specialties/electives

School of Social Work: Master of Social Work – change from 90 credits required to 2 levels required [first level 42 graduate credits or can be replaced by accredited BSW degree plus course SW 551, with the approval of the MSW admissions committee; second level 48 graduate credits]

### **Petitions**

Subcommittees of the Graduate Council have acted upon a total of 67 petitions. The distribution of these petitions among the various categories is presented in Table 1. This number and the approval rate are consistent with past years as shown in Table 2. The most common petition is the extension of the 1 year limit on incomplete grades while the next most common is the request to waive the 15 credit hour limit on transfer credits.

**Table 1.** Petitions acted on the Graduate Council during the 2003-2004 academic year and the results of that action.

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
<b>A</b>	<b>INCOMPLETES</b>					
A1	Waive one year deadline for incompletes	25	22	3	37%	88%
<b>B</b>	<b>SEVEN YEAR LIMIT ON COURSEWORK</b>					
B1	Waive seven year limit on coursework	12	10	2	18%	83%
<b>C</b>	<b>CREDIT LEVELS</b>					
C2	Change from grad credit to undergrad retroactively	2	1	1	3%	50%
<b>D</b>	<b>DISQUALIFICATION</b>					
D1	Rescind disqualification	1	1	0	1%	100%
D2	Extend probation	5	3	2	7%	60%
D3	Readmission after one year disqualification	3	2	1	4%	67%
<b>F</b>	<b>TRANSFER CREDITS</b>					
F1	Accept more transfer credit than allowed	15	11	4	22%	73%
F4	Accept non-graded transfer or reserve credit	1	1	0	1%	100%
<b>H</b>	<b>REGISTRATION PROBLEMS</b>					
H3	Retroactive withdrawal	2	1	1	3%	50%
<b>N</b>	<b>MISCELLANEOUS</b>					
N1	Late approval for Dual Degree program [amended DD memo]	1	1	0	1%	100%
	<b>Total</b>	<b>67</b>	<b>53</b>	<b>14</b>		<b>79%</b>

**Table 2.** Historic summary of number of petitions, approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent approved	Grad Degrees Awarded
2003-04	67	79%	[Not available]
2002-03	56	93%	1331
2001-02	78	81%	1218 [revised]
2000-01	79	78%	1217 [revised]
1999-2000	102	92%	1119
1998-99	84	77%	1088
1997-98	70	80%	998
1996-97	75	91%	1019
1995-96	61	87%	936
1994-95	66	87%	884
1993-94	65	82%	839
1992-93	90	83%	838
1991-92	70	89%	879
1990-91	71	89%	672
1989-90	94	83%	681
1988-89	108	83%	702
1987-88	146	83%	687

**Some policy and procedural issues and future discussion items:**

- **Power Systems:** Fall 2003 the ECE Department proposed a series of curriculum changes related to Power Systems Engineering. After lengthy and serious discussion, the Graduate Council moved to not approve these curriculum changes until they were submitted with a tenure-line faculty with this specialty that would assure that students enrolling in these classes have consistent course offerings and adequate advising.
- **4xxU/5xx policy:** A focus of several meetings was Graduate Council responses to concept of University Studies cluster courses being taught with graduate courses (400U/500) . At the request of Faculty Senate Sue Danielson met with Cindy Baccar (Chair UCC), Michael Flower and Judy Patton (UNST), Paul Latiolais (Educational Policy Committee), and Robert Mercer (Academic Requirement Committee) to develop a position to recommend to the Faculty Senate regarding this issue.



**Intercollegiate Athletic Board Annual Report**  
May 13, 2004

**Members:**

Grant Farr, CLAS Chair  
Stan Hillman, BIO  
Daniel Rogers, SBA  
Scott Burns, GEOL  
Jim Mustard, Community Member

**Ex-officio Members:**

Jay Kenton, Vice President for Finance and Administration  
Bob Lockwood, NCAA Faculty Representative  
Tom Berman, Athletic Director  
Sherri Frey, Associate Athletic Director

**Student Members:**

Evan Garich  
Chase LoGreco

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**Introduction:**

The Intercollegiate Athletics Board, IAB, is charged with the task to "Serve as the institutional advisory body to the President and 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." (Portland State University Faculty Governance Guide) With this goal the IAB met monthly with Tom Burman and his staff. The IAB dealt with the following issues.

**Gender Equity (Title IX)**

The IAB considers gender equity to be important for the integrity of athletics at Portland State University and we are encouraged by the Athletic Departments continued effort to improve gender equity. The NCAA measures gender equity compliance in several different ways. These include proportionality to the gender distribution of the school, a history of progress in moving towards gender proportionality, and a demonstration that the intercollegiate athletic program is meeting the needs and interests of both genders. The Athletic Department has worked to increase gender equity in several ways. A survey was conducted to determine the athletic interests and needs of undergraduates, particularly women, during winter quarter to determine what additional needs exist for women's sports. The Athletic Department also hired a consultant to conduct a full review of the program and to assess ways in which gender equity could be improved. The department has increased funding to support women athletes.

**NCAA Certification**

The IAB reviews and participates in NCAA certification. Portland State University received NCAA Certification without conditions in August of 2003.

**Student Conduct Issues:**

The IAB was consulted about incidents of student athletes' misconduct. Only one case was brought to the Board this year. This case resulted in the temporary suspension of the student athlete pending investigation and ultimately this athlete left PSU.

**Budget:**

The IAB reviews the athletic budget. With two months remaining the FY 04 the Athletic Department is forecasting a \$100,00 operating deficit. The shortfall is primarily due to a decrease in ticket revenue and lower contributions and corporate dollars revenue than forecasted. The increase in tuition and fees has added costs to PSU Athletic, but all other expenses will come in below budget. Athletics total budget for FY 04 is \$7.6 million.

**Workshops and Orientations:**

The Athletic Department holds a number of events for the student athletes. These include the beginning of the season NCAA orientation that includes sessions on eligibility rules, campus safety, student health and wellness, careers, academics, and faculty relationships.

In the winter and spring Maximizing Your Potential Workshops includes sessions on situational behavior and alcohol/drugs.

**Student Athletes Academic Progress**

The IAB monitors the academic performance of the student athletes. At this time the IAB is conducting a major research study to review the academic performance of student athletes compared to non-athletes controlling for parents background, high school GPA, SAT or ACT scores, and other background characteristics. This study is ongoing and the results will be made available by September of this year.

**Athletes GPA by Sport**

Sport	GPA (As of Winter 2004)
Men's Basketball	2.59
Women's Basketball	3.11
Football	2.46
Men's Track	2.74
Women's Track	3.05
Men's Wrestling	2.68
Men's Cross Country	2.71
Women's Cross Country	3.31
Women's Volleyball	3.04
Women's Golf	3.07
Women's Softball	2.94

**Athletic Accomplishments:**

15 All-Conference Athletes  
 20 Academic All-Conference  
 12 Athletes with 4.00 GPA during fall quarter  
 12 Big Sky Players of the week  
 Volleyball in Big Sky post-season tournament  
 Golf Team wins Big Sky Championship for second year

**LIBRARY COMMITTEE ANNUAL REPORT TO FACULTY SENATE  
(May 6, 2004)**

**Chair: Pelin Basci, FLL (June 2003-)**

**Faculty: Linda Walton, HIST (Jan. 2002-)**

**David Holloway, ENG (2001-)**

**Mary King, ECON (Jan. 2002-)**

**John Erdman, MTH (Jan.2003-)**

**Dean Atkinson, CHEM (Aug.2003-)**

**Jack Corbett, PA**

**Students: Reina Abolofia (Sept.2003-)**

**Morgan Stimson (Nov. 2003-)**

This year the Library Committee received a report on the library inventory, which was taken in Fall 2003. The committee has also participated in the search for the new university librarian and contributed to the activities of the PSU Accreditation Committee on Standard 5 Library and Information Services. The Library Committee met with four candidates for university librarian during their campus visits, and several members attended candidate presentations. One of our faculty members, Mary King, served on the search committee itself. The Library Committee also provided two liaisons, Pelin Basci, the current chair, and Chien Wern (ME), our ex-officio member during this academic year for the library accreditation sub-committee. In addition, the committee chair served as a member of the selection committee for the annual Butler Award for Library Faculty Excellence. The last meeting of the Library Committee for this academic year is scheduled take place on May 20, 2004.

Faculty Development Committee  
Report to Faculty Senate  
June 2004

**Members:**

Kathi A. Ketcheson, Chair  
Jun Jiao, CLAS  
Claudia Weston, LIB  
Gordon Buffonge, CUPA  
Scott Marshall, SBA  
Risa Kiam, GSSW  
Sara Davis, GSED  
Alex Ruzicka, GEOL  
Shawn Smallman, INTL  
Don Frank, LIB  
Steve Harmon, XS

**Faculty Enhancement Awards:** The committee completed its review of Faculty Enhancement Proposals on April 19. Forty-three proposals were submitted and reviewed; the total amount requested was \$344,667. Of these, 23 were recommended for funding (53%) and 20 were denied (47%). Among the top rated proposals, 11 were recommended for full funding. Awards totaled \$140,000. In addition, the committee recommended awards for 15 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 July 9. The amount available for awards during the academic year is \$40,000; the committee allocated roughly \$10,000 for each term.

In Fall Term, 23 applications totaled \$16,098.14; of these, 22 received funding and 1 was denied. The total amount awarded was \$10,900; awards ranged from \$350 to \$800, with an average of \$500. In Winter Term, 16 applications totaled \$13,447.33; of these, 14 received funding and 2 were denied. The total amount awarded was \$8,800; awards ranged from \$300 to \$1,000, with an average of \$629. In Spring Term, 45 applications totaled \$35,221.14; of these, 32 received funding and 13 were denied. Total amount awarded was \$10,950; awards ranged from \$100 to \$450, with an average of \$342. For summer term, \$9,350 is available for awards.

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 October to include a complete list of travel grant and enhancement awardees and any necessary revisions.

Kathi A. Ketcheson  
Chair  
May 6, 2004