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## Faculty Senate Monthly Packet February 2000

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on February 7, 2000, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the January 10, 2000 Meeting
- C. Announcements and Communications from the Floor
- D. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
  - 1. Interinstitutional Faculty Senate Meeting Report - Cease
- F. Unfinished Business
- G. New Business
  - \*1. Graduate Council Course Proposal - Eder
- H. Adjournment

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

- B Minutes of the January 10, 2000, Senate Meeting
  - Attached: Memoranda(2) regarding University Studies and Writing Requirements
- G1 Graduate Council Course and Program Proposals

## PORTLAND STATE UNIVERSITY

Minutes: **Faculty Senate Meeting, January 10, 2000**  
Presiding Officer: Barbara Sestak  
Secretary: Sarah E. Andrews-Collier

**Members Present:** Agre-Kippenhan, Ames, Anderson, Balshem, Barham, Becker, Biolsi, Bleiler, Bodegom, Brenner, Brown, Burns, Carpenter, Carter, Casperson, Chaille, Chapman, Collins, Eder, Ellis, Erskine, Fisher, Fortmiller, Fountain, Fuller, Gelmon, George, Goucher, Harmon, Herrington, Hickey, Holliday, Holloway, Hopp, A. Johnson, D. Johnson, Ketcheson, Koch, Lewis, Mercer, Miller-Jones, Morgan, Neal, O'Grady, Patton, Powell, Rectenwald, Robertson, Rueter, Sestak, Shireman, Squire, Stevens, Sussman, Taggart, Thompson, Walsh, Wetzels, Williams, Wollner, Works, Wosley-George, Zelick.

**Alternates Present:** Bowman for Beasley, Putnam for Brennan, Morgan for Heying.

**Members Absent:** Barton, Corcoran, Crawshaw, Enneking, Farr, Hoffman, R. Johnson, L. Johnson, Kenny, Kern, Kiam, Latiolais, Lowry, Rogers, Watne.

### **Ex-officio Members**

**Present:** Dunbar for Alberty, Allen, Andrews-Collier, Bernstine, Davidson, Diman, Dryden, Edmundson, Feyerherm, Jimerson, Kenton, Lieberman, Limbaugh, Murdock, Pernsteiner, Pffingsten, Pratt, Sylvester, Tetreault, Toulan, Vieira, Ward, Withers.

### **A. ROLL**

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

The meeting was called to order at 3:06 p.m. The Minutes of the December 6, 1999 meeting of the Faculty Senate were approved as published.

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

CHANGES IN SENATE AND COMMITTEE APPOINTMENTS SINCE 6 December 1999:

Lewis Goslin, SBA retired from the university effective 31 December. His Senate replacement is Robert Eder, SBA (June 2001). John Cooper retired from the university effective 31 December. His replacement (June 2001) will be selected in the Spring 2000 Faculty Elections. Dick Pratt (for Weikel) has resigned from Senate to assume the position of Vice Provost. His replacement (June 2001) will be selected in the Spring 2000 Faculty Elections.

Mindy Holliday resigned, effective this meeting, the Chair of the Committee on Committees. Dilafruz Williams was elected to serve as Chair, effective immediately.

Julie Smith has been appointed Chair of the Academic Appeals Committee. Carol Mack has been appointed to fill the vacant ED position on the Budget Committee. Patty Mamula and Walt Fosque have been appointed to fill vacant positions on the Graduation Program Board. Tom Seppalainen (PHIL) has been appointed to replace Byron Haines, who retired effective December 1999, on Committee for the Care of Research Animals.

Calendar Year Committee appointments for 2000:

Curriculum Committee: Sherril Gelmon has been reappointed as Chair. Yves Labissiere (UNST), Geraldo Lafferrière (MTH) Kathy Merrow (HON), and Monique Busch (SSW) have been appointed to replace R. Blazak, D. Holloway and D. Yatchmenoff.

Graduate Council: Robert Eder has been reappointed as Chair. Shelly Reece (ENG), Herman Migliore (EAS), and Gerald Mildner (UPA) have been appointed to replace F. Schuler and D. Smith.

Library Committee: Marilyn Shotola (MUS) and Tim Anderson (EMP) have been appointed to replace A. Fraser and R. Forbes.

Scholastic Standards Committee: Tom Dieterich (LING) has been appointed Chair. Laura Shier (LING) has been appointed.

SESTAK announced the membership of the Ad Hoc Committee on Omnibus-numbered and Cross-listed Courses, which was selected by the Steering Committee as charged by the Senate. The members are:

Chair: David Holloway (ENG)

Members: Sy Adler (USP), Joel Bluestone (MUS), Johanna Brenner (WS), Scott Burns (GEOL), Candace Goucher (BST), Roy Koch (CE), Marjorie Terdal (LING), Mary Ann Barham (IASC). Consultants: OIRP Representative, Cheryl Ramette (UNST), Angela Garbarino (ADM/DR), Cindy Baccar (Degree Audit, DARS lead person), Linda Devereaux (OAA) Robert Tufts (RO). Ex Officio: Dick Pratt (OAA), Kim Brown (Intl. Affairs).

The committee is schedule to report at the May 2000 meeting of the Faculty Senate.

President Bernstine has approved the actions of the Senate passed at the December 1, 1999, meeting, pursuant to the *Oregon State Department of Higher Education Internal Management Directives 1.125* (Authority over Faculties and Committees) and *1.126* (Internal Governance):

- Curriculum Committee Course and Program Changes/Proposals as revised to exclude MTH 486/586 through MTH 496/596.
- Name change of the Dept. of Speech Communication to the Department of Communication.
- Graduate Council Course and Program Proposals from the Graduate School of Education, including:

Revision of Ed.D. (Educational Leadership) Program

#### **D. QUESTION PERIOD**

None

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

##### **1. Faculty Development Committee Semi-Annual Report**

KETCHESON presented the report for Brad Hansen, who resigned from the university effective the end of Fall Term. Faculty Development Grant proposals must now include funding for graduate tuition remission, if requested, as a result of the new budget model. The deadline for proposals is 15 February 2000.

SESTAK accepted the report for Senate.

#### **F. UNFINISHED BUSINESS**

##### **1. Provost's Review of Senate Recommendations Regarding University Studies and Writing Requirements**

TETREAULT welcomed the faculty back from Winter break, and indicated that her remarks have been prepared in two parts, University Studies and Writing, and she would take questions after each. Two memoranda which include the texts of her remarks will be distributed to the campus the next day (attached).

TETREAULT prefaced her remarks with several comments: "It is really not my style to have to make a decision of this importance in such a short time - after having been in the community only one quarter, but I felt that it was something that the Faculty Senate requested of me. So it was incumbent on me to move more quickly than I normally would because I am a great student of, and respectful of, faculty and academic culture. When you are new in a place you want to make sure they know that you understand that. I also want to thank all of you who preceded me, who have done very good work in taking up the critical and important issues related to University Studies. They really go to the heart of what we are about here, in terms of educating students, and in terms of thinking about disciplinary perspectives versus more general education perspectives. I spent considerable time reading reports and consulting very widely and broadly, and was impressed throughout with the careful work of everybody involved. And I found that this exercise, if you will, enabled me not only to think through a decision that I could convey to you, but also to identify many of the issues that have emerged because of our strong University Studies program."

After the Provost's remarks on University Studies, HOLLOWAY stated that, without taking sides with the Provost's decisions, he commended her thoughtful comments and noted they touched on the major issues and concerns the faculty have regarding the program. TETREAULT thanked Holloway, noting that is important to know what people think about the decisions she has to make.

BURNS asked what would be the timeline for moving the program to OAA. TETREAULT stated that the program reporting would begin immediately, and the budget will be moved at the end of the fiscal year. She also noted that Dean Kaiser has taken the initiative regarding the budget issues in CLAS, and has begun to address them in a very positive way.

## **G. NEW BUSINESS**

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

GELMON introduced the proposals for Curriculum Committee.

A. JOHNSON/BURNS MOVED THE SENATE APPROVE "G1", items 1-4.

A. JOHNSON stated that the lack of course descriptions make it impossible for Senators to adequately determine the validity of proposals. Her requested that, in future, they be included. BRENNER seconded Johnson's remarks.

THE MOTION PASSED by 50 In Favor to 0 Against, with 7 Abstentions.

**2. Graduate Council Course and Program Proposals**

EDER introduced the proposals for Graduate Council, indicating the following corrections to the document:

Part A. There is no FINL 574.

Part C. ANTH 442/542 Contemp. Amer. Indian Policy (4 credit hours), not (3).  
Foreign Language course prefixes are FL, not FLL.

Course Title corrections: FL 448/548 Major Figures in World Literature  
FL 449/549 Major Topics in World Literature.

A. JOHNSON/BURNS MOVED THE SENATE APPROVE "G2" as corrected.

THE MOTION PASSED by unanimous voice vote.

**H. ADJOURNMENT**

BURNS requested, as a procedural note, that committee appointment notices be forwarded to those administrative units which do business with those committees, e.g. Graduate Council and Office of Graduate Studies.

The meeting was adjourned at 3:53 p.m.

# PORTLAND STATE UNIVERSITY

January 11, 2000

TO: The Faculty Senate and the University Community

FROM: Mary Kathryn *mk* Trevaault, Provost  
and Vice President for Academic Affairs

RE: Faculty Senate's Request for A Plan for University Studies that Responds to Issues of Structure, Organizational Locus, Management, and Budgetary Arrangements

The Faculty Senate's request for the communication of a plan for University Studies has provided an opportunity for me not only to deliberate and then convey my plans but also to identify some issues that continue to confront us.

As numerous people in the community, including the President, the deans, and the faculty, have said to me, the request for a plan for University Studies is not about the continuance of University Studies. A key issue is establishing an identity for University Studies that is university wide and consistent with the breadth and scope of our general education program. Nationally, University Studies is viewed as a model of general education for the students we find in our classrooms at the beginning of the 21st century. We now need to garner the same broad respect for the program on campus that is similar to the one held nationally. We should develop a culture of full university engagement in the program, making the program and its operation more open and accessible to the campus community. At the same time we must not shrink from the issues that have been identified by the Faculty Senate: location, structure, curriculum, resources, faculty development, and assessment.

**Location and Structure:** A consistent message I have heard is that University Studies needs to have ownership by more people--a program that is central in our minds when we think of our students' learning experience. I have listened carefully to the various viewpoints, especially appreciating Dean Kaiser's thoughtful counsel, and have made the decision to move University Studies and the Honors Program to the Provost's Office--because both programs are responsible for the general education of our students—and have them report to a new Vice Provost for Curriculum & Dean of Undergraduate Studies. The funding for this position will be found through reallocation of administrative dollars within Academic Affairs. I will be working with CADS members to develop a position description that addresses the leadership of the two general education programs as well as the coordination of the undergraduate curriculum. I anticipate that the person in this position, working closely with the Academic Deans and the Vice Provost for Research & Dean of Graduate Studies, will assume primary responsibility for implementing the CADS proposal that creates a system of program review. Until we have identified an individual for the new vice provost position, both programs will report to me beginning this quarter.

With this decision made, there still remain other issues of location that we need to continue to address. One is the issue of the "location" of University Studies in terms of the faculty's expertise. Given that general studies is concerned primarily with liberal learning, faculty in CLAS will continue to be the primary instructors. But faculty in other schools and colleges have expertise to provide as well, particularly in the integration of liberal and professional education.



Our challenge is to find ways to increase their participation. I will be relying on each dean to help us achieve this and to make the success of our general education programs a university-wide priority.

Another issue is the appropriate location for capstone support. Along with the reorganization of University Studies, I am considering ways to ensure that there is an efficient integration of activities and authority between those who are responsible for capstone support and individuals responsible for the capstone curriculum. I am asking the Center for Academic Excellence and University Studies to evaluate the current structures and report to me by the end of spring quarter.

**Faculty Development and Support:** Some faculty who taught in University Studies from the beginning remain enthusiastic about it but others, recognizing its demands, have turned away from their initial enthusiasm. They speak of the time involved in team teaching, the challenge of teaching freshmen. Some speak of new things they are learning while others are clear that these are things they are not necessarily interested in learning: collaborative pedagogies, instructional technologies, etc. We need to find ways to keep more of the tenured faculty engaged with University Studies, and so I am asking Associate Dean Chuck White to work with the University Studies Committee to identify what prevents some faculty from participating and what we might do to change that by the end of Spring Quarter. I will ask them to look at ways that we can better support participating faculty and help interested ones be prepared for future participation.

The Center for Academic Excellence has made significant progress in fulfilling the goals and objectives that were identified at its inception in 1995 and continues to be responsive to faculty development issues. After five years, I am asking Vice Provosts Dick Pratt, whose new responsibilities include faculty issues, and Sherwin Davidson to assess any changes that might call for readjustments in the structure or mission of the Center. They will then provide me with recommendations on the best organization for achieving faculty support appropriate to the needs of our faculty, including support and retention of faculty participating in University Studies. Along with faculty support, community/university partnerships, and the special needs around teaching and learning with technology, the Center will continue to be the locus for addressing the President's initiative on assessment. Our participation in national groups such as the Professional and Organizational Network and the PSU and American Council on Education project: "Developing faculty for the urban university of the 21<sup>st</sup> century" engage our faculty and allow us to make contributions to the national dialogue on faculty work and support issues.

**Curriculum:** I have investigated some of the concerns around University Studies curricular issues and found that many of the earlier issues have been addressed and resolved with the Curriculum Committee. I am confident that we will continue to be responsive to issues as they arise. In addition, a CADS sub-committee report on University Studies identified some university-wide curricular problems needing resolution. Many of the issues match the concerns expressed by the University Curriculum Committee. Three groups, comprised of assistant and associate deans, are working on recommendations and will be reporting to CADS this quarter. They were specifically charged with the formulation and institution of curricular review and revision processes that 1) provide for better coordination of curricular development and course offerings at the college and school level; 2) support the integration of University Studies courses, especially cluster courses, into departmental and program majors; and 3) support analysis of course offerings that principally served to meet former general education and distribution requirements. The University Studies curriculum is a shared responsibility of the university faculty. Under a new Vice Provost responsible for the coordination of curriculum, I believe the faculty of the Colleges and Schools can better achieve this shared task, and I look forward to a

greater collaboration among the many faculties as well as the appropriate overview of the University Curriculum Committee.

**Assessment:** At the Senate meeting in December you asked that I respond to the request for the assessment of University Studies. Those who have a history with the program believe they have been assessed more than any other program on campus. I have come to see a key question to be: When is it appropriate for faculty in University Studies to do self-assessment and when is an external evaluator appropriate? I look forward to the Assessment Council recommendations on evaluation processes that will help us to achieve greater accountability to our students in every program—including University Studies. But because the University Studies program is such a major key to our students' academic success, we are developing special assessment projects such as a major Pew Grant on the assessment of undergraduate learning, using electronic portfolios, to help build a solid record of assessing our efforts in University Studies. I promise to find ways to make those evaluations and their results part of my regular reports to the faculty.

**Budget:** I recognize the need on this campus for clearer and less complex budgetary processes. To this end, CADS and the Executive Committee have developed a process for budgetary requests that involves the full participation of the Faculty Senate Budget Committee. With some of the reorganization I have just outlined regarding University Studies and with this new budget process, I anticipate that budget decisions and the status of all university budgets, including University Studies', will be clearer to the campus community.

I have asked Vice Provost Pratt to begin working with University Studies to develop appropriate budgetary/personnel agreements that will encourage participation of deans and chairs in the recruitment and support of University Studies faculty. These agreements must be clear and the implementation consistent.


**Our National Position:** As the numerous visitors and inquiries to campus indicate and the devotion of two issues of the *Journal of General Education* attest, our general studies reform is seen as a national model. As I listened to numerous faculty on campus Fall Quarter, it seemed one of the reasons for this was that we had addressed many of the things that are challenging traditional ways of doing things in the academy: a different student body in terms of age and expectations for college, and the increasing interdisciplinary approach to education as it reflects the nature of community issues and employment demands. But our reform has raised one of the essential tensions in the academy between some faculty members' need to demonstrate and maintain disciplinary expertise as opposed to feeling responsible and engaging in general education. As an institution we are held up as an example because we have gone farther than others in addressing these tensions. Our present challenge is to engage in a civic discourse about the thorny issues so that we will live up to our national prominence.

Over the holidays a friend and colleague told me that while a young professor himself at the University of Nebraska, he met two graduate students who later went on to Portland State believing they could create a new kind of institution. Their efforts joined the work of many of their colleagues over the past twenty years here at PSU, and, as demonstrated by our University Studies Program and other innovative initiatives, have created an institution that stands out above the crowd. We need to learn from our collective effort in establishing programs of national reputation, and to ask where else do we need to direct our attention to achieve our aspiration of setting the standard for urban universities in the 21<sup>st</sup> century.

# PORTLAND STATE UNIVERSITY

January 7, 2000

TO: The Faculty Senate and the University Community

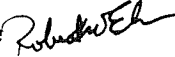
FROM: Mary Kathryn Tetreault, Provost   
and Vice President for Academic Affairs

RE: Faculty Senate's Request for A Plan to Ensure Student Competency in Writing

I take the recommendations of the Academic Requirements Committee very seriously. The scope of competent writing extends to each discipline and the success of a student in his/her chosen major. It also is an important indicator to employers and other institutions that our students are educated and well-prepared for work or further education. Equally important, being able to fashion well one's own voice and writing is one of life's true pleasures. I have reviewed the recent report of the University Writing Advisory Committee and their recommendation that writing proficiency be determined on a competency basis rather than on the requirement of a set number of courses. I am interested in learning about how that might be applied at PSU and look forward to further advice from the writing faculty and the new Director of Writing. In the meantime, there are a number of projects and activities that are ongoing and have great potential for informing our thinking on the subject. Our newly funded project through the Pew Charitable Trusts is focused on a portfolio-based assessment of student work. Members of my staff and the University Studies program are working with faculty and members of the University Writing Advisory Committee to design a longer term grant that would result in making our expectations for writing competency and the assessment of those competencies public not only to the campus but nationwide through electronic links with other institutions in the project. We also are involved with the Statewide Proficiency-based Admission Standards System (PASS). One of those activities includes calibration sessions where our faculty are asked to work with high school and community college faculty to identify collections of work that exemplify the "cut-point" between college-ready students and collections that do not. Writing is one of the areas being reviewed in these sessions, and may also be the first subject we look at when beginning to implement the system at PSU. We will know a lot more about how we should view writing competency and its assessment as we participate in these activities.

January 18, 2000

MEMORANDUM

To: Faculty Senate   
From: Bob Eder, Chair, Graduate Council  
Re: New Course Proposal

The following new course proposal by Child and Family Studies is recommended for approval by the Faculty Senate:

CFS 480 / 580      Societal Influences on Professional Practice (4 credits)

Individuals preparing for human or social services professions have been influenced by family and societal events, values, beliefs, and assumptions which have interacted with their lives. Students will examine these influences (including gender, culture, and socioeconomic status) for the purpose of gaining insight into the ways their professional practice might be affected. Projects will include a "professional practice action plan."

CFS 480 has been approved. The proposal for CFS 580 was initially denied because Child and Family Studies does not have an approved graduate degree program. Historically, there have been a limited number of exceptions to this policy where graduate courses, integral to other graduate programs, were approved to be offered by a department that did not have its own approved graduate degree program (e.g., Philosophy and Black Studies). Generally speaking, most departments on campus offer both approved undergraduate and graduate degree programs.

The Graduate Council stipulated that it would recommend Faculty Senate approval for CFS 580 if explicit written support by the director(s) or chair(s) of an existing approved graduate program(s) could be secured. Both Psychology and Sociology department chairs signed memorandums supporting CFS 580 as an appropriate elective for their respective graduate programs. Upon meeting this additional condition, the Graduate Council voted to recommend Faculty Senate approval.