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Faculty Senate Monthly Packet January 1984

Portland State University Faculty Senate

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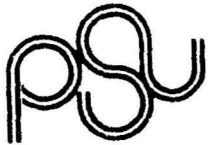
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portland state university

MEMORANDUM

To: Senators and Ex-officio Members of the Senate Date: December 14, 1983

From: Ulrich H. Hardt, Secretary of the Faculty

The Faculty Senate will hold its regular meeting on January 9, 1984, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the December 5 and 12, 1983, Meetings
- 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. Winter Term Registration Report -- Blumel
 - *2. Library Committee Annual Report -- West
 - 3. Report of Activities of the Oregon Educational Coordinating Commission -- Wrench
- F. Unfinished Business -- none
- G. New Business -- none
- H. Adjournment

*The following documents are included with this mailing:
*E₂ Annual Report, Library Committee**

**Included for Senators and Ex-officio Members Only

Senators unable to attend the meeting are asked to pass this mailing on their alternates.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 9, 1984
Presiding Officer: Fred Waller
Secretary: Ulrich H. Hardt

Members Present: Becker, Brenner, Burns, Cabelly, Carl, Cease, Chapman, Constans, Cooper, Cumpston, Featheringill, Fisher, Forbes, Gatz, Harmon, Howard, Jackson, Johnson, Jones, Karant-Nunn, Kirrie, Kosokoff, Kristof, Lall, Mandaville, Martinez, L. Nussbaum, R. Nussbaum, Olson, Reece, Robertson, Rose, Savery, Sheridan, Shimada, Smeltzer, Sonnen, Swanson, Tamblyn, Tracy, Waldroff, Waller, Walton, West, White, Williams, Wilson, Wolk, Wrench, Wyers.

Alternates Present: Jorgensen for Dunbar, Roseberry for Dunkeld, Moore for Lutes, Lockerby for Newberry, Tocher for Petersen, Bartlett for Tang, Fahs for Wurm.

Members Absent: Anderson, Bentley, Campbell, Crampton, Elteto, Gerity, Hillman, Limbaugh, Pinamonti, Spolek.

Ex-officio Members Present: Blumel, Corn, Dobson, Dueker, Edgington, Erzurumlu, Forbes, Hardt, Harris, Heath, Howard, Leu, Miller, Morris, O'Connor, Paudler, Pfingsten, Ross, Schendel, Williams.

APPROVAL OF THE MINUTES

The minutes of the December 12, 1983, meeting, in the middle of p. 23 should read "business...required 104 hours outside of BA..." On the bottom of p. 24 Jones preferred that the last sentence be deleted. The minutes of December 5 and 12, 1983, were approved with these changes.

ANNOUNCEMENTS

1. BLANKENSHIP announced that the Advisory Council would have a meeting with Chancellor Davis in mid-February, and she asked faculty members to send written questions to members of the Council by January 31 -- questions they wanted the Council to take up with the Chancellor.
2. ASPSU President O'CONNOR announced that the ASPSU Senate had appointed a sub-committee to review the structure of student government, analyze existing by-laws, and possibly to propose an alternative structure. He requested a Faculty Senate member to sit on that sub-committee. Volunteers should call him at 3454.

QUESTIONS FOR ADMINISTRATORS

LEONARD CAIN had asked the following question of President Blumel: "What was the process on the PSU campus by which the nominees for the Faculty Excellence Award were selected? What instructions were given to those who made the selection? Will the general faculty be informed about the winners?"

BLUMEL explained that the legislature had appropriated \$200,000 to the Board of Higher Education for the biennium to be used for salary improvement for faculty whom we were in danger of losing. The awards were to be made to a maximum of \$10,000 to be added to the ongoing salary base. Each institution could nominate five faculty for selection. BLUMEL said that institutions received a set of criteria from the Chancellor; these criteria had been approved by the State Board. Deans were then asked to nominate faculty for awards, and various mechanisms for selection were used in the various units. OAA received fourteen nominations and recommended five names of persons who had the best chance to receive awards. These five were approved by the President and recommended to the Board which will make the finale decision.

BLUMEL and HARRIS pointed out that the total number in the state receiving the award would be small and that competition would be intense. The President sees this as a useful device for retention of faculty and speculated that the program would expand in the future. He also said that the general faculty would be informed of who the eventual winners are.

CAIN saw a difference between "faculty excellence award" and "retention award"; he wondered if the criteria had included definitions of excellence. Would the squeaky wheel be greased first? Would arts and letters faculty be considered? BLUMEL agreed that the title of the award is somewhat misleading and said that guidelines he received would be published with these minutes (see attached).

WOLK observed that awarding this additional money took decisions on determining salary out of the hands of the department. BLUMEL countered that consultation with deans and department heads was possible. CEASE asked if the Senate would be given the five names. BLUMEL and DOBSON were reluctant to announce those now and did not want to embarrass the nominees. The names of winners will certainly be announced. DOBSON was also concerned about the possible misinterpretation of the criteria, and BLUMEL added that the most valuable faculty had not necessarily been nominated. DOBSON emphasized that all fourteen were winners. BLANKENSHIP concurred that the five names should not be announced at this time.

KARANT-NUNN wondered if awards would consistently go to faculty in a limited number of fields and never or seldom to areas in which employment opportunities were limited. BLUMEL replied that that need not be so; the guidelines allow institutions to choose areas of their own emphasis. This year PSU's nominees are from Urban Affairs, Biology, Physics, Music, and Business. FAHS asked if all awards would be \$10,000 and BLUMEL said that would be the maximum. BLUMEL invited the Senate to discuss this matter further at the next meeting after the distribution of the guidelines.

REPORTS FROM THE OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. BLUMEL reported the following Winter enrollment figures: advance registration +3.9%; forms count (as of January 6) +2.1%; fees paid (as of January 9) +2.5%. He anticipated an increase of 1-3% over 1st year.
2. WEST presented the annual report of the Library Committee. He said that the Committee had gone through various factors to assign the final amounts recommended. The group is well informed and knows what the reports from library staff members are based upon. The Committee will continue to make suggestions and help shape the recommendations by the staff. The Committee will also consider a proposal by Professor Erdman to look at factors of inflation differential. WEST speculated that some interesting information could result from this.

Additionally, WEST reported that the Library budget had not been cut back this year, and the Committee was happy about that. However, some factors outside of the University were going to impact especially researchers. He announced that most libraries had begun to charge exorbitant fees for interlibrary loans, fees of \$10 for each search item.

PFINGSTEN voiced his appreciation for the support of the Committee and the efforts of West in dealing with the different questions facing the library. He predicted that PSU will have to be creative next year, given the size of budget reductions. BLUMEL added that the Fred Meyer Trust initiative could be very helpful in pooling the library resources available in the region. WEST agreed, but also pointed out that the Northwest was in some ways culturally deprived, and no amount of pooling would remedy the lack of holdings (e.g., on the subject of the Pacific Rim).

3. WRENCH, chairperson of the Advisory Committee of the Educational Coordinating Commission, circulated copies of the 47 recommendations drawn up by the three blue-ribbon task forces appointed by the ECC. He observed that there always was much controversy from the legislature over how much input they should take from the ECC; however, the record shows that many recommendations are considered seriously.

WRENCH explained that the ECC is now accepting input on these recommendations. The next step will be a drafting of the ECC's own version of recommendation. Once these have been drawn up, public hearings will be held. The final revision will then be sent to the legislature. He urged faculty to give him written responses to the 47 recommendations by Wednesday, January 11, in time for Friday's Advisory Committee meeting. Faculty could also attend the state AAUP convention and give input to ECC members there.

BLUMEL admonished the Senate to follow Wrench's suggestion and give input on these recommendations, because they could have profound implications. He felt that the recommendations of the Task Force on Need and Coordination were perhaps the most important in terms of impact. WRENCH agreed but also added the work of the Task Force on Finances and Resources.

(NOTE: Copies of the 47 recommendations are available from the Secretary of the Faculty).

PORTLAND STATE UNIVERSITY
January 9, 1984

ANNUAL REPORT OF THE LIBRARY COMMITTEE 1983

To: Faculty Senate

The Library Committee is a constitutional committee which meets regularly on a monthly basis and more frequently when important matters of business require it. In the 1983 calendar year the Library Committee met six times; no meetings were possible in the summer, however, because of the lack of a quorum of members who could meet during summer session.

The members of the committee during 1983 were Seymour Adler (UPA), Alan Cabelly (Business Administration), John Erdman (Mathematics), Jack Finley (Social Work), Ralph Greiling (EAS), Stan Johnson (English), Judy Patton (Dance), Richard Schulz (IOA), and Franklin West (History). The committee is gradually being reduced in size to conform with the new guidelines for standing committees which the Senate adopted last year. The two student members mandated by the new guidelines have not yet been named and did not, therefore, participate in any of the decisions made by the 1983 committee. C. Thomas Pfingsten (Director of the Library) and Kenneth Butler (Assistant Director) meet regularly with the committee as consultants. On an ad hoc basis other members of the library staff occasionally meet with the committee. In Fall term, 1983, it heard a special report from Robert Westover on the new automatic acquisitions policy.

From January to September 1983 the Chairperson was John Erdman, who is now on sabbatical leave. In September he was replaced by Franklin West, who is currently Chairperson and the author of this report.

Throughout the year the committee's main priorities have been as one member aptly expressed it, "money, money, money"! A preoccupation with funds and funding follows naturally from the committee's charge to aid the Library in the allocation of programs. During the 1983 calendar year the committee devoted much time and attention to the formula customarily used in the allocation process, continuing thus the examination begun in the 1982 calendar year. (See the Report of December 6, 1982). There was also discussion of the often small specific dollar amounts assigned to the various units, the impact of inflation, the actual or anticipated use of particular sections of the library collection, the research needs of the faculty and graduate students, the degree to which other colleges and universities in the region rely on the PSU library collections through Interlibrary Loans and the Metroloan program, and the impact of projected cuts in staff on the functioning of library services at all levels.

Unfortunately the financial difficulties of the State government during the last biennium had a frustrating impact on the actions of the Library Committee. In the spring of 1983 the committee was compelled to rescind certain supplementary allocations which had earlier been authorized and were, in fact, being expended. This mandatory rescission was highly disruptive to the orderly and rational process of library development which the committee and the library staff attempt to insure. The rescission amounted to the sum of \$160,000. It is to be hoped that when the financial condition of the university permits, the PSU administration will find it possible to honor its commitment to restore these funds. (See the minutes of the Senate, April 4, 1983, and the Vanguard report, April 5, 1983).

In its first meeting during the Fall term the committee approved the book-budget funds for the 1983-84 academic year as worked out and recommended by the library staff. The library's base budget for the current academic year is \$1,321,288. Of this amount \$689,011 is committed to serial subscriptions and other on-going acquisitions of a similar kind; \$40,000 is earmarked for the computer network which aids in the ordering and cataloging of all acquisitions; and \$102,455 is needed to cover a deficit remaining from the 1982/83 academic year. After these commitments are deducted, a sum of \$489,822 remains for the purchase of scholarly books and monographs. As noted above, that amount has already been allocated and is in the process of being spent with the cooperation of the library staff, the colleges, schools, departments, programs, and dedicated individual faculty members.

During the forthcoming year the committee will continue its examination of the factors affecting the equity of the book budget allocation formula, and monitor the effectiveness of the new automatic purchase plan. It will attempt to develop an overall strategy for the future development of the various library collections, particularly in light of the growing importance of research on campus and the significant way in which the resources of the Millar Library are drawn upon by other colleges and research centers in the region. For these and other reasons the committee will continue to seek, through the appropriate channels, modification in the funding formula being developed by the Chancellor's Office and scheduled to become effective next year. This formula, as currently drafted does not recognize the present and future significance of PSU's library collections for the greater metropolitan area nor the need to distinguish between the needs of developed libraries such as exist at our two sister universities and those of developing collections such as the Millar Library. Other topics such as the adequacy of the Audio-Visual and Television Services collections, and the growing problems of maintaining the continued cost-free usage of Interlibrary Loans will also be discussed.

TASK FORCE ON DELIVERY AND ACCOUNTABILITY

Recommendation #1 The Educational Coordinating Commission should coordinate the efforts of all education boards, schools, and institutions in setting goals to incorporate delivery through telecommunications, including computer applications wherever appropriate, feasible, and cost effective.

Recommendation #2 Incentives should be provided which assist with development and implementation costs of expanded telecommunications usage.

Recommendation #3 The Educational Coordinating Commission should coordinate resource sharing programs between and among boards, institutions, schools, education service districts, and industry for delivery of educational services through telecommunications.

Recommendation #4 The State Board of Education, the State Board of Higher Education, and independent institutions should develop methods to utilize fully the concepts of self-paced learning, including the use of computers, telecommunications, and other instructional technology.

Recommendation #5 A central clearinghouse should be established under the Educational Coordinating Commission which would aid students in obtaining credit and degrees from all types of postsecondary institutions through means not necessarily requiring classroom attendance and campus residency. The efforts of the clearinghouse should lead to gradual expansion of the number and variety of external degree programs at all levels available to Oregon residents from public and independent institutions.

Recommendation #6 The State Board of Education should develop guidelines to facilitate coordinated planning and delivery of vocational education between the high schools and community colleges to insure that limited resources are used wisely. Further, the State Board of Education should set specific goals for the expansion of collaborative arrangements to deliver vocational education among industry, community colleges, high schools, and appropriate others over the next decade. These should emphasize:

- Identification of new skill needs for both beginning and experienced workers
- Implementation of new methods of delivery to meet these needs in the home, in the school, at the job site, and to geographic areas where needed programs are not now available
- Resource sharing between education and industry

-- Financial incentives to industry

-- Appropriate training and certification of instructors.

Recommendation #7 The State Board of Education should assign to Education Service Districts a major role in assisting local school districts to provide staff development and to implement the Board's Administrative Rule requiring staff development plans.

Recommendation #8 Education Service Districts and local school districts should involve postsecondary institutions (community colleges, public and independent colleges and universities) and business/industry in staff development activities as much as possible.

Recommendation #9 Postsecondary institutions should begin or continue to evaluate faculty and administrators and enhance staff development opportunities to keep them current and improve performance.

Recommendation #10 Education courses should be provided by telecommunications and brokering of institutional courses, leading to a range of approved education degrees and endorsements offered externally (without campus residence requirements) by a variety of public and independent institutions.

Recommendation #11 In order to enhance professional status, job satisfaction, and motivation of teaching, the career potential for teachers should be expanded by establishing a career ladder, beginning with an apprentice teacher and extending to a master teacher.

Recommendation #12 Financial aid incentives should be developed, along with increased admission standards to schools of education, to assist in attracting the most talented young people to the teaching profession.

Recommendation #13 Access to the teaching profession should be expanded by providing that any baccalaureate graduate other than education graduates can take the National Teacher Examinations (tests for communication skill, general knowledge, professional knowledge) as well as specialty area tests (e.g., math, science, social studies), meet carefully considered qualifying scores set by the Teacher Standards and Practices Commission, and enter the pool of prospective apprentices.

Recommendation #14 The State Board of Education should specify basic skills and knowledge to be mastered by students in the K-12 program and in the community college transfer program.

Recommendation #15 The State Board of Higher Education and independent institutions should specify the skills and knowledge to be mastered in a general baccalaureate education.

Recommendation #16 In conjunction with Recommendations 14 and 15, the State Board of Education, State Board of Higher Education, and independent institutions should undertake a quantitative assessment process that ascertains the level of accomplishment of skills and knowledge for the purpose of reporting to the Legislature. Within the reporting systems, each agency should establish its own set of uniform procedures and have, as a primary purpose, the improvement of student achievement in the core areas identified.

Recommendation #17 The Educational Coordinating Commission should perform an auditing role with respect to the assessment process. It should identify and report strengths and weaknesses in the process and highlight exemplary educational efforts identified. This is consistent with the commission's current statutory evaluation authority.

Recommendation #18 The Legislature should investigate the system of educational governance in Oregon to ascertain if changes are necessary to improve cooperation and articulation among institutions, goal setting, academic planning and implementation of state policy.

Recommendation #19 The Educational Coordinating Commission should consider, in reviewing the recommendations of its three Task Forces, whether proposals need to be made to change the structure and governance of education in order to implement the recommendations.

Recommendation #20 A return to full state reimbursement of all eligible FTE at the community colleges should be the first priority in postsecondary financing with vocational-technical and college transfer students given first consideration.

Recommendation #21 The second priority in postsecondary financing should be to insure higher quality programs at the three general purpose universities.

Recommendation #22 Authority to determine tuition policy should remain with the Board of Higher Education and the local community college boards.

Recommendation #23 Tuition at the state colleges and universities should be frozen or reduced as resources permit until tuition levels are more comparable with other western states.

Recommendation #1 The total resources available to each educational segment should be considered when allocating state funds for the support of education.

Recommendation #2 Inequalities in funding levels should be addressed in future budgets through gradual reallocation of resources.

Recommendation #3 The Oregon Educational Coordinating Commission should provide the leadership to develop a state-operated funding program to guarantee that sufficient funds are available to keep the schools operating throughout the school year.

Recommendation #4 The guaranteed funding program should be budgeted by local districts separately from optional supplemental local levies.

Recommendation #5 Local districts should have discretion to use these funds in any way that creates a full-year program of education meeting state standards. The State should not set forth complete curriculum and staff requirements.

Recommendation #6 Local districts should be left the option to supplement, within limits, the state-guaranteed program through additional local levies.

Recommendation #7 A dedicated revenue source will be necessary to finance the state program. Only the Legislature can enact new tax legislation and the selection of a funding mechanism should be left to its political and economic judgment. The Educational Coordinating Commission, however, should develop various funding options for its consideration.

Recommendation #8 A return to full state reimbursement of all eligible FTE at the community colleges should be the first priority in postsecondary financing with vocational-technical and college transfer students given first consideration.

Recommendation #9 The second priority in postsecondary financing should be to insure higher quality programs at the three general purpose universities.

Recommendation #10 Authority to determine tuition policy should remain with the Board of Higher Education and the local community college boards.

Recommendation #11 Tuition at the state colleges and universities should be frozen or reduced as resources permit until tuition levels are more comparable with other western states.

Recommendation #12 Increases in tuition levels should be accompanied by appropriate increases in student aid.

Recommendation #13 The Educational Coordinating Commission should take the lead in developing a system which would remove impediments to the greater use of part-time faculty.

Recommendation #14 The Legislature should enact a special bill requiring that funds budgeted for building maintenance in the Department of Higher Education be spent exclusively for that purpose.

Recommendation #15 Reserve accounts for equipment replacement should be established in the Department of Higher Education and at each of the community colleges to insure adequate financing of these areas.

Recommendation #16 The regular high school graduation diploma should be awarded only to students who have passed a state test of basic skills designed to require language and computational abilities on the 8th grade level.

Recommendation #17 The existing statewide requirement that every child's basic skills must be assessed and reported at every grade level should be implemented in at least three of the elementary grades by means of a standardized statewide test.

Recommendation #18 The basic skill testing suggested in the preceding recommendation should be required of independent as well as public schools. Independent schools should be required to report to the Department of Education annually as part of a census, in each case giving the school name, address, number of students in each grade or its equivalent, and the results of administering the statewide basic skill tests.

Recommendation #19 The Board of Education, as it now contemplates, should increase the number of credits in English, mathematics, and science required for high school graduation.

Recommendation #20 Admission of freshmen to the University of Oregon and to Oregon State University should be limited to students in the upper half of the academic ability range of high school graduates.

Recommendation #21 The University of Oregon and Oregon State University should not offer remedial English and mathematics courses and should not admit students who need such courses.

Recommendation #22 Following the pattern of this task force effort, the commission should maintain a planning structure and process in postsecondary education that involves representatives of the independent sector continuously.

TASK FORCE ON NEED AND COORDINATION

Recommendation #1 The Department of education should be required to assure by 1989 the provision of preschool programs for all children 4 years of age whose parents elect to enroll them, subject to determination that each child is developmentally ready.

Recommendation #2 The Department of Education should form regional education councils throughout the State-- principally constituted by representatives of community college districts, education service districts, and public school districts-- for the purpose of determining locally within state policy the most effective division of responsibility for educating students of high school age.

Recommendation #3 The regular high school graduation diploma should be awarded only to students who have passed a state test of basic skills designed to require language and computational abilities on the 9th grade level.

Recommendation #4 The Existing statewide requirement that every child's basic skills must be assessed and reported at every grade level should be implemented in at least three of the elementary grades by means of a standardized statewide test.

Recommendation #5 The basic skill testing suggested in the preceding recommendation should be required of independent as well as public schools. Independent schools should be required to report to the Department of Education annually as part of a census, in each case giving the school name, address, number of students in each grade or its equivalent, and the results of administering the statewide basic skill tests.

Recommendation #6 The Board of Education, as it now contemplates, should increase the number of credits in English, mathematics, and science required for high school graduation.

Recommendation #7 Admission of freshmen to the University of Oregon and to Oregon State University should be limited to students in the upper half of the academic ability range of high school graduates.

Recommendation #8 The University of Oregon and Oregon State University should not offer remedial English and mathematics courses and should not admit students who need such courses.

Recommendation #9 Following the pattern of this Task Force effort, the commission should maintain a planning structure and process in postsecondary education that involves representatives of the independent sector continuously.

Recommendation #10 The Commission should propose and develop additional and enhanced opportunities for state purchase of educational services from independent colleges and universities, through both specific programs and general enrollment.

Recommendation #11 The Legislature should (1) assign responsibility for funding academic research in support of economic development to an executive agency of state government, (2) attach an advisory Applied Research Council (ARC) with representatives from business and industry as well as from public and independent higher education, and (3) appropriate more state funds for the endeavor. In the process, the Legislature should clarify the applied research policy of the State and provide a list of research priorities from its own perspective as a guide to the agency and to the ARC.

Recommendation #12 When the Educational Coordinating Commission adopts a comprehensive education plan for the State of Oregon, after a thorough planning process has included participation by all affected parties, the Commission should be fully authorized to secure compliance with the plan through program review. New programs should require final approval by the Commission on the basis of consistency with the plan, and the Commission should have the authority to disapprove existing programs that are inconsistent with the plan and to require their discontinuance within a reasonable time.

Recommendation #13 The state wide educational functions of the Oregon Institute of Technology should be moved to Portland as soon as possible. The existing campus should be used for community college and other regional services of education and government.