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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate

FR: Robert Liebman, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on March 4, 1996, at 3:00 p.m. in **Room 53 CH.**

AGENDA

- A. Roll
- *B. Approval of the Minutes of the February 5, 1996, Meeting
- C. Announcements and Reports
 - 1. Announcements
 - 2. President's Report
 - 3. Provost's Report
 - 4. Vice President's Report (FADM)
 - 5. Vice-Provost's Report (OGS)
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Presiding Officer
- E. Reports from other Administrative Officers and Committees
 - 1. Interinstitutional Faculty Senate - B. Oshika
 - 2. Committee on Committees - Watne
 - 3. Formation of Ad hoc committee on Procedures for Curricular Change
- F. Unfinished Business
 - 1. Steering Committee motions, 2/5/96
- G. New Business
 - 1. Motions submitted by Steering Committee, 3/4/96
- H. Adjournment

*The following documents are included with this mailing:

B Minutes of the February 5, 1996 Senate Meeting

G1 Motions submitted by Steering Committee, 3/4/96

Curriculum Committee Course and Program Proposals (Women's Studies)

Presiding Officer's Report, February 5, 1996

The Secretary must have names of Senators' alternates in order for them to be officially noted in your absence. Please submit your alternate's name to the Secretary at the 4 March Senate meeting or by telephone (5-4416) or e-mail (bobL@po.pdx.edu).

THE PORTLAND STATE UNIVERSITY FACULTY SENATE

Minutes: Faculty Senate Meeting, February 5, 1996
Presiding Officer: George Lendaris
Secretary: Robert Liebman

Members Present: Abrams, Bluestone, Bodegom, Brenner J, Brenner S, Cabelly, Chrzanowska-Jeske, Constans, Cumpston, Daasch, Danielson, Elteto, Feeney, Fisher, Franks, Goslin, Greco, Gurtov, Hardt, Howe, Kogen, Krug, Lawson, Lendaris, Limbaugh, McBride, Mercer, Miller, Movahed, Novy, Nunn, O'Toole, Ogle, Ricks, Robertson, Rosengrant, Seltzer, Svoboda, Taggart, Terdal, Tinnin, Watanabe, Watne, Williams, Wineberg, Works.

Alternates Present: Shireman for Adams, Wyers for Anderson, Moor for Bowlden, Guetti for Fokine, Beeson for Johnson A, Andersen for Kocaoglu, Holloway for Westbrook

Members Absent: Barton, Becker, Etesami, Fortmiller, Friesen, Goldberg, Greenfield, Harrison, Johnson, D, Kenny, Potiowsky, Weikel, Wilson-Figueroa

Ex-officio Members Present: Brenner, Cabelly, Constans, Davidson, Ellis, Holloway, Kaiser, Kirrie, Lafferriere, Liebman, Pernsteiner, Reardon, Rosengrant, Ward.

B. APPROVAL OF MINUTES

The meeting was called to order at 3:08. The Faculty Senate Minutes of January 8, 1996 were accepted with three corrections: Fokine present, Paradis attended for Cumpston, and (per Watne) the phrase "selecting a vice-chair (as future chair)" should be omitted from the Committee on Committees report.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. ANNOUNCEMENTS

February 16 is the deadline for the Visions of Society essay contest which provides a generous stipend to the winning graduate student (Susan Danielson)

2. REPORT FROM THE PRESIDING OFFICER

LENDARIS offered a midyear report summarizing the Senate's work and suggesting themes for coming months. The text follows these minutes.

3. PRESIDENT'S REPORT

RAMALEY reported that

- a) the OSSHE task forces are meeting regularly. The task force on which she serves (Community and Economic Development) sent out a questionnaire to understand the priorities institution's assign to community and economic development and how they direct resources, build partnerships, and evaluate the effectiveness of their efforts. With the information, the task force will move into agenda-setting and planning in order to merge with the Governor's budget-making process in May or June.
- b) as a member of the Kellogg Commission on the Future of Higher Education, she is aware of national soulsearching on questions which have seized our attention at PSU: the changing nature of graduate and professional education, the university's commitment to community service, and the role of research universities in creating new capacities for the development of society and economy.
- c) Marc Weiss, an advisor to HUD Secretary Cisneros, recently joined others at PSU to discuss the ways that universities can energize and enrich metropolitan communities and their surrounding regions.
- d) she is drafting a prospectus for a book on universities and change that draws on PSU's experience in articulating values for learning and teaching, in broadening the definition of scholarship, and in building knowledge-based partnerships for change in the region and the nation.
- e) she is considering the appointment of an interim vice-president for university relations, to help define the responsibilities of an administrative officer for institutional advancement.
- f) she is grateful to faculty for nominating the first cohort of PSU Student Ambassadors, an impressive bunch.

4. PROVOST'S REPORT

REARDON reported that

- a) PSU is under consideration by the Kellogg Foundation to become part of its Comprehensive Models Project. Grants officers are interested in the general education program, in community-based learning, in revised guidelines for faculty roles and rewards, and in the enhancement of

teaching through the faculty development program. A site visit is scheduled for March 6-8.

- b) PSU has submitted documentation in response to an inquiry from the Pew Foundation regarding membership in a similar consortium.

5. VICE-PRESIDENT'S REPORT

PERNSTEINER discussed the University's investments in education.

- a) In fiscal 95/6, these total \$5.9 million, including expenditures for technology (about \$1.7 million), added faculty, the first faculty salary increases, CAE, and the general education curriculum. In future years, the amount will grow. In fiscal 95/6, investment in general education will be \$1.335 million of which \$585,000 carried over from last year's base (for University Studies' staff, peer mentors, S&S) and \$750,00 was added for faculty pay, teaching assistants, additional peer mentors, etc. PSU asked the Chancellor's Office for interim funding to cover the added \$750,000, which represents the extra cost of maintaining two general education programs during the 4-year phase-in of University Studies.
- b) PSU received over \$3 million in grants for activities associated with University Studies (innovative technology, community partnerships, assessment, etc).
- c) Regarding the overall budget, 95/6 brings the last round of Measure 5 cuts, amounting to an \$800,000 cut for PSU. Phased in two steps (July, 1995 & January 1997), the full cost of faculty salary increases (\$3.6 million) will not impact the budget until fiscal 96/7. Rolling in the costs of educational investments and salary enhancements with Measure 5 reductions will produce a "worst-case" gap between sustainable revenue at current levels and expenditure of about \$5.8 million in 1998/9. Four budget balancing strategies are to be implemented: 1) seek interim general ed funding from OSSHE, 2) carry over unspent portions of the current biennial budget, 3) reduce current expenses by \$1.4 million annually, and 4) add 7% in enrollment (5-600 FTE) in 97-99. The last (4) will require an accounting change by OSSHE so PSU receives additional funds for its increased enrollment in the current year.

D. QUESTION PERIOD

Responding to MOOR's question on whether OSSHE would provide continuing support

for the General Ed phase-in, PERNSTEINER said that PSU had requested 5 years to which OSSHE replied that it would decide one year at a time. Responding to BEESON's question of how Gen Ed when fully phased in would operate at lower cost, PERNSTEINER said that savings will be realized from Harrison Hall by reducing number of sections taught.

E. REPORTS FROM OTHER ADMINISTRATIVE OFFICERS AND COMMITTEES

E1. Interinstitutional Faculty Senate

ENNEKING reported on the Feb 2-3 IFS meeting at WOSC

- a) Shirley Clark, vice-chancellor for academic affairs, and Les Swanson, OSSHE Board president, described the budget planning process.
- b) The program proposal process will change from one to two steps in which the Board and Academic Council will first review a preliminary statement before the final proposal is completed.
- c) OSSHE is finalizing an early/phased retirement plan that provides more attractive health coverage.
- d) OSU's Faculty Senate passed a resolution excluding units not adhering to a policy of non-discrimination which will end ROTC's representation in Fall, 96.
- e) Craig Wollner will continue Scott Burns' work in presenting salary comparisons for OSSHE institutions from AAUP's annual survey.
- f) IFS members will sit on all OSSHE task forces including Bea Oshika (Undergraduate Education), Bob Zimmerman (Graduate Education and Research), Marge Enneking (Lifelong Education/Professional Development), and Martha Sargent (Community and Economic Development)
- g) Bea Oshika will serve as IFS representative to the Academic Council

F. UNFINISHED BUSINESS

G. NEW BUSINESS

G1. Curriculum Committee and Graduate Council - Pratt

PRATT presented UCC's recommendations for approval of changes in Art, Geology, and Women's Studies. Regarding the decision to change some Art courses from 4 to 3 credits, CONSTANS discussed scheduling of labs and studios. BEESON/ GOSLIN moved to accept UCC's recommendation for course and program proposals in Art and Geology as circulated with the agenda and Women's Studies (distributed and attached to minutes). The three motions were approved unanimously on a voice vote.

G2. Motions

LIEBMAN read the three motions (circulated). BEESON/NOVY moved motion #1 (Review Requirements for New and Experimental Courses). J BRENNER, SVOBODA, TINNIN, REARDON, ELLIS raised questions about implementation (Whether it would affect existing 410/510 courses? Would review by head be satisfactory or must there be a committee that makes recommendations to approve/not approve to department head?). LENDARIS clarified, saying the motion calls for review of all courses, but does not specify how review would take place. However, intent of peer review would not be consistent with sole approval by head. WINEBERG offered a friendly amendment for a Fall, 96 starting date. REARDON expressed concern that the motion would give UCC oversight of 410/510 courses. HOLLOWAY suggested that the principle was sound, but its application difficult given the number of 410/510 courses (about 200 in Fall 95). MOOR raised questions about review of University Studies courses. GOSLIN moved to table which was unanimously approved by voice vote. Motions #2 & 3 were discussed by ELLIS, DIMAN, REARDON as to whether 507 seminars would be excluded. It was decided to continue discussion at the following meeting.

G3. Ad hoc Committee on Procedures for Curricular Change

LIEBMAN read a draft motion (as required under Article 4 Section 4) "to form an ad hoc committee on procedures for curricular change" for the purpose of reviewing our current procedures and to learn what's done at other universities in order to know what changes (if any) should be made in keeping with OSSHE's endorsement of decentralized decision-making and with representation by one member from each instructional unit and by the chairs of ARC, UCC, and GC. The committee will make a report at the June meeting (or earlier) of what it has learned and recommends. HOLLOWAY/KRUG moved the motion. HOLLOWAY suggested that the committee consider how to coordinate policymaking and administrative parts of the process. WINEBERG offered a friendly amendment to replace the terms "instructional

units" with "schools and colleges." Discussion produced the recommendation that the committee make a preliminary report at the June meeting if need arose to continue its work into the 96-97 academic year. The motion, modified by these suggestions, passed unanimously on a voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:50 p.m.

PROPOSED AMENDMENTS TO THE CONSTITUTION

The following are suggested modifications to our constitution related to last year's amendment that enlarged Faculty membership.

A key aspect of the proposed changes is to attach the label *designated* to that subgroup of the Faculty that were previously designated in the Constitution as members of the Faculty, and the label *certified* to that subgroup of the Faculty that last year's amendment added via a process of certification by the Provost.

The label *designated* is inserted in the definition of the membership of selected committees, where the purview of the respective committee is specifically related to academic issues.

The number of senators for the ALL OTHER category of the Faculty went from 2 to 7 due to the large increase in its membership. In recognition of the distinct quality of the University roles represented by the *designated* faculty and the *certified* faculty, it is proposed herein to create two subcategories of the ALL OTHER for the purposes of representation: one labeled Designated Faculty and the other Certified Faculty [the 7 senate positions will divide into approximately 2 for the Designated Faculty and 5 for the Certified Faculty].

TO CREATE THE LABELS:

In ARTICLE II:

1. At the end of sentence 1 (line 5), add the following:
'(these members will be referred to herein as 'designated' members of the Faculty)'
2. At the end of the second sentence, add the following:
'(these members will be referred to herein as 'certified' members of the Faculty)'

TO CREATE DISTINCT REPRESENTATION FOR DESIGNATED AND CERTIFIED FACULTY IN THE ALL OTHER CATEGORY.

In ARTICLE V, Section 1, sub-section 2 (Elected Members), line 5-6:

1. Change the phrase "and All Other faculty jointly as a single entity;"
TO: 'All Other: Designated faculty jointly as a single entity, and All Other: Certified faculty jointly as a single entity;'

TO SPECIFY THAT MEMBERSHIP IN CERTAIN COMMITTEES BE FROM AMONG THE DESIGNATED FACULTY.

In ARTICLE IV, Section 4:

Academic Requirements Committee, sub-section 4b:

first sentence: Change the phrase 'selected at large'

TO: 'selected at large from among the Designated faculty'

Scholastic Standards Committee, sub-section 4c:

first sentence: Change the phrase 'selected at large'

TO: 'selected at large from among the Designated faculty'

Curriculum Committee, sub-section 4d:

first sentence, line 2: Change the phrase 'faculty members'

TO: 'members of the Designated faculty'

first sentence, line 5: Change the phrase 'All Other'

TO: 'All Other: Designated'

Graduate Council, sub-section 4j:

first sentence, line 4-5: Change the phrase 'All Other'

TO: 'All Other: Designated'

TO SEPARATELY REPRESENT THE DISTINCT CONSTITUENCIES IN THE ALL OTHER CATEGORY.

Committee on Committees, sub-section 1:

third paragraph: Change the phrase 'All Others (1 member)'

TO: 'All Other: Designated (1 member), All Other: Certified (1 member)'

Faculty Development Committee, sub-section 4g:

first sentence, line 5: Change the phrase 'one representing All Other Faculty'

TO: 'one representing All Other: Designated faculty and one representing All Other: Certified faculty'

Budget Committee, sub-section 4l:

first sentence, line 5: Change the phrase 'one representing All Other Faculty'

TO: 'one representing All Other: Designated faculty and one representing All Other: Certified faculty'

University Planning Council, sub-section 4m:

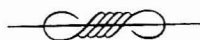
first sentence, line 10-11: Change the phrase 'one faculty member representing All Other Faculty'

TO: 'one faculty member representing All Other: Designated faculty and one faculty member representing All Other: Certified faculty'

PROPOSED AMENDMENTS FOR MARCH 4, 1996

ARTICLE II. MEMBERSHIP OF THE FACULTY.

The Faculty shall consist of the Chancellor, the President of Portland State University, and all persons who hold State Board appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unclassified members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon State System of Higher Education.



[from Article IV]

Section 4. Faculty Committees.

1) **Appointment.** The Committee on Committees, hereinafter described, shall appoint the members and chairpersons of all constitutional committees and ensure adequate and required divisional representation. The Committee on Committees shall make recommendations to the President concerning the membership and chairpersons of all committees established by administrative action and ensure divisional representation as appropriate. Constitutional committees are those established under provisions of the Faculty Constitution. Administrative committees are those established by the President and charged by him or her with a specific assignment on a continuing basis for periods of one or more years. Ad hoc and special committees may be established at any time by the Faculty, the Senate, or the President, and shall carry out specific duties and report as directed. No special committees shall be established that duplicate the work of an existing Faculty, Senate or administrative committee. The Committee on Committees shall appoint membership of special committees established by the Faculty or Senate. The Advisory Council will make recommendations of membership for ad hoc and special committees established by the President.

For the purpose of committee representation, the word "division" shall mean any school or college, the Library, and All Other faculty jointly as a single entity; the term "instructional division" shall mean any school or college.

The members of the Committee on Committees will normally serve two years and must be members of the Senate during their tenure as members of the Committee. The following divisions shall elect members in even-numbered years:

- All Others (1 member)
- Business Administration (1 member)
- Education (1 member)
- Liberal Arts and Sciences (2 members)
- Social Work (1 member)
- Urban and Public Affairs (1 member)

The following divisions shall elect members in odd-numbered years:

- Engineering and Applied Science (1 member) Library (1 member)
- Liberal Arts and Sciences (3 members)
- Fine and Performing Arts (1 member)
- Extended Studies (1 member)

In the event a member cannot serve the full two-year term, the replacement shall be elected to serve the remainder of the original term only, unless re-elected to serve an additional two-year term at the regular time of election designated for that unit.

In the event a new division is created, the Presiding Officer of the Senate will designate whether the new committee member be elected on an even-numbered or an odd-numbered year.

4) Standing Committees and Their Functions.

b) **Academic Requirements Committee.** This committee shall consist of seven faculty members, selected at large, and two students. The Committee shall:

- 1) Develop and recommend policies regarding the admission of entering freshmen.

[continued on page two]

- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
 - 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
 - 4) Report to the Senate at least once each year.
 - 5) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.
- c) **Scholastic Standards Committee.** This committee shall consist of ten faculty members, selected at large, and two students. The Committee shall:
- 1) Develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University.
 - 2) Assist undergraduate students in difficulty with scholastic regulations.
 - 3) Adjudicate undergraduate student petitions which request the waiving of regulations on suspensions.
 - 4) Advise the Registrar on matters concerning transfer students or students who are seeking undergraduate readmissions after having had scholastic deficiencies.
 - 5) Report to the Senate at least once a year.
 - 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and with the chairperson of the Graduate Council.
- d) **Curriculum Committee.** This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one representing All Other faculty, and two students. The Committee shall:
- 1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new programs and courses referred to it by divisional or other committees.
 - 2) Advise the Senate concerning credit values of courses.
 - 3) Refer to the Senate with recommendations all modifications and deletions of existing programs and courses brought to it through committee channels.
 - 4) Suggest needed program and course modifications and deletions to the various divisions and departments.
 - 5) Consider and prepare policy statements concerning such curricular patterns at the University as the Committee deems necessary.
 - 6) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the overall degree requirements within the curricular structure.
 - 7) Report in summary form at least once each year to the Senate, including in such report a listing of programs and courses recommended and not recommended.
 - 8) Act, in all matters pertaining to policy, in liaison with the chairpersons of appropriate committees.
 - 9) Act in liaison with appropriate committees in the review of graduate-level courses.
- g) **Faculty Development Committee.** This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, two from the Library, one representing All Other Faculty, and, as consultants, the Provost or his/her representative. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. The Committee shall:
- 1) Establish subcommittees and working groups as needed to carry out the committee functions.
 - 2) Establish policies, in consultation with administrative officers, as to the allotment of whatever institutional sums have been granted or appropriated for Faculty research, multi- or interdisciplinary ventures, Faculty development and Faculty improvement or evaluation of teaching.
 - 3) Encourage Faculty scholarship and teaching by eliciting proposals for projects.
 - 4) Recommend to appropriate administrative officers the distribution of institutional research funds.
 - 5) Keep records of research fund distributions and endeavor to record their subsequent history.
 - 6) Advise and assist faculty members in developing and obtaining invention and copyright protection, as well as in determining equities and interests of all parties concerned with such protection.
 - 7) Facilitate the interchange among faculty members and between Faculty and students of ideas and suggested procedures to promote effective teaching.
 - 8) Keep the Faculty informed of developments in teaching.
 - 9) Work closely with University development committees.
 - 10) Report to the Senate at least twice each year.

- j) **Graduate Council.** This council shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one representing All Other faculty, and two graduate students appointed upon recommendations by the Vice Provost for Graduate Studies and Research. The Council shall:
- 1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
 - 2) Recommend to the Faculty Senate or to its appropriate committees and to the Vice Provost of Graduate Studies and Research suitable policies and standards for graduate courses and programs.
 - 3) Coordinate all graduate activities of instructional units and programs with regard to requests for changes in courses, requests for new courses and programs, and changes in existing graduate courses and for new graduate courses and programs; and submit recommendations to the Senate.
 - 4) At its own initiative or at the request of appropriate individuals or faculty committees, review existing programs and courses with regard to quality and emphasis; consider the need for graduate course modifications and deletions; and review the credit value of graduate courses. Reports of such review and recommendations deriving therefrom shall be submitted to the Vice Provost for Graduate Studies and Research, the Faculty Senate and appropriate faculty committees.
 - 5) Act in liaison with appropriate committees.
 - 6) Report to the Senate at least once a year.
- l) **Budget Committee.** This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the professional schools, one from the Library, one from the School of Extended Studies, one representing All Other faculty, two students, the chairperson of the University Planning Council and, as consultants, one of the following or his or her representative: the Vice President for Finance and Administration, the Provost, and the University Budget Director. The chairperson (or a designated member) shall serve on the University Planning Council. The Committee shall:
- 1) Consult with the President and make recommendations for the preparation of the annual and biennial budgets.
 - 2) Recommend budgetary priorities.
 - 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.
- m) **University Planning Council.** The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the professional schools, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing All Other faculty, one Management Services person, one classified person, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Budget Director, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee. The Council shall:
- 1) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
 - 2) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
 - 3) Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities.
 - 4) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
 - 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
 - 6) Form subcommittees as needed to carry out its work.
 - 7) Report to the Faculty Senate at least once each term.
 - 8) Coordinate with the President's external advisory board by having the UPC chairperson sit on the advisory board.

[end]

WOMEN'S STUDIES 4 CREDIT CONVERSION PROPOSAL

COURSES OFFERED BY WOMEN'S STUDIES

- WS 101 Introduction to Women's Studies [CHANGE FROM 3 CR TO 4 CR]
WS 120 Workshop for Returning Women Students [CHANGE FROM 3 CR TO 4 CR]
WS 215 History of Feminism [CHANGE FROM 3 CR TO 4 CR]
WS 230 Minority Women in the United States [DELETE]
WS 315 Feminist Theory [CHANGE FROM 3 CR TO 4 CR]
WS 330 Studies in Minority Women [CHANGE FROM 3 CR TO 4 CR]
WS 415 Issues in Contemporary Feminism [CHANGE FROM 3 CR TO 4 CR]

PREVIOUSLY CROSS-LISTED COURSES

- WS 260 / ENG 260 Introduction to Women's Literature [CHANGE FROM 3 CR TO 4 CR]
WS 310 / PSY 310 Psychology of Women [CHANGE FROM 3 CR TO 4 CR]
WS 380 / PS 380 Women and Politics [CHANGE FROM 3 CR TO 4 CR]
WS 425 / SOC 425 Sociology of Women [CHANGE FROM 3 CR TO 4 CR]
WS 426 / SOC 426 Women and Deviance [DELETE]
WS 433, 444 / ENG 433,444 British Women Writers [CHANGE FROM 3 CR TO 4 CR]
WS 445,446 / ENG 445,446 American Women Writers [CHANGE FROM 3 CR TO 4 CR]
WS 467 / PSY 467 Work and Family [CHANGE FROM 3 CR TO 4 CR]
WS 479 / PSY 479 Women and Organizational Psychology [CHANGE FROM 3 CR TO 4 CR]

ADDED CROSS-LISTED COURSES

- WS 340 / HST 340 Women in the US: Pre-colonial to 1865 (4) [NEW HISTORY COURSE]
WS 341 / HST 341 Women in the US: 1865 - Present (4) [NEW HISTORY COURSE]
WS 343 / HST 343 American Family History (4) [CHANGE FROM 3 CR TO 4 CR]

PRESIDING OFFICER'S REPORT

To begin this meeting today, I will offer a midyear summary of where we've been so far, and what appears before us the remainder of this academic year.

Generally, I will lump these into 4 categories:

- I. A couple of (rather significant) carryover items from last year.
- II. Dealing with outside forces.
- III. Adjustment of the Faculty Constitution.
- IV. Some initiatives of your Steering Committee, comprising
 - a.) near term action items
 - b.) longer term action items.

Ia. The first carryover item relates to the 4-credit hour conversion process.

This has required a huge amount of effort on the part of faculty and staff, starting from the individual faculty who teach each course being converted, the departmental and college curriculum committees and their respective staffs, and further up the ladder the constitutional committees involved and the OAA staff. Probably the least direct work was required of this body, due to the superb committee work that took place before presentation of the material to us. With the last few 4-credit hour items to be brought before us today, this year's part of that task will be completed. I want to go on record in behalf of the entire Senate to thank each and everyone involved for a job well done.

Ib. The next carryover item relates to the GenEd Program.

As you are aware, the Freshman Inquiry courses were given a two year approval, and Senate action will again be required before the end of this academic year for their continuation. I met with the UCC, mainly to discuss the motions to be presented later in section G2 of the agenda, but I used the opportunity to give them a sort of pep talk to keep up their momentum into a process for defining and carrying out a curricular-level review of the GenEd program and courses. As I understand it, the faculty within the GenEd Program have been carrying out an active level of review within their own ranks, as it should be. The Constitutional committees will need to address in a collaborative way with all parties involved what kind of review they will be performing. In the end, their responsibility is to provide the results of their thoughtful analysis and review to the Senate so it may make an informed decision. Thus, following in the heels of the tremendous effort put forth for the 4-credit hour conversion, the GenEd review will require yet more of a similar level of dedicated work from a number of our faculty colleagues.

II. Dealing with outside forces.

As you recall, this academic year started off with the announcement that the State System of Higher Education would be undergoing a restructuring process. Various items implicit in the early statements on how this was to proceed were of concern to PSU, including the so-called 2-university model being floated at the beginning. At our first Senate meeting this academic year I urged that PSU take a proactive stance this time to such an outside threat. I am happy to say that

the administration and faculty have been enthusiastically proactive this time around. Further, I want to say that many kudos accrue to our administration for the depth, breadth and quality of actions that have been taken to posture PSU in a far more favorable position than we were at the beginning. I have been invited as your representative to participate in a number of venues -- e.g., committees, SWOT team, local task force, etc., and I want to tell you how impressed I have been at the quality and professionalism of the undertakings, in particular by the various components of our administration. It is important that we give credit where it is due. As I reported last time in behalf of President Ramaley, currently the State System's process includes 4 task forces, and PSU has representatives and/or observers on each of them. Locally, we have a task force that comprises all those representatives/observers, plus myself and some other local representatives. In my judgement, while we yet have a long ways to go, the process is going well for us.

III. Moving on to the third category, the Senate passed a constitutional amendment last year which provided admission into the Faculty of certain classified full-time PSU personnel who the Provost certifies as having appropriate qualifications. This amendment left a few loose ends in the constitution regarding representation in the Senate and membership of certain constitutional committees. Your Steering Committee will be submitting proposed "clean-up" copy for your consideration at the next Senate meeting.

IV. Now the last category.

I want to make some general observations about Faculty Governance at PSU. If we were constrained to using only one word to characterize our governance, it would probably have to be "gatekeeping". As was pointed out by the Provost at a meeting with the Steering Committee during the Fall term, this was established in the early years of PSU during a time when the State System itself was involved in gate keeping, and we were but part of that process. Some of you may recall that every course at PSU had to obtain a stamp of approval from the Chancellor's office. Fortunately, the State System no longer requires this, so we are now in a position to redefine our whole curricular review process, and indeed to redefine the very essence of certain aspects of our governance. It is in this arena that section G2 and in particular section G3 of today's agenda is an initial venture

Many of us are aware of the term 'corporate culture' as used in the business world in reference to the way things are done in a particular corporate setting. Let me suggest for our context a terminology like 'faculty governance culture'. Let us make the overt act of adopting a set of words like this so we can prod our minds (and that of our colleagues) to explicitly think about governance issues. So to recast what I was saying a few minutes ago, we might say that PSU's faculty governance culture is one of 'gate-keeping'. I would suggest a far more appropriate and indeed more gratifying governance culture would include adjectives like 'systemic' and 'generative'. A number of you will recognize words of this nature as popularized in a 1990 book entitled "The Fifth Discipline: The Art and Practice of the Learning Organization" by Peter Senge. This would be a culture in which the constitutional committees and the Senate as a body dealt with much higher-level questions about our functioning as a university than we are able to do currently, basically because our mind-set is not there yet, and primarily just because we consume our available time resources otherwise. We should engage in a process in which we make structural changes in a way that will evolve our Governance Culture to one that encourages and allows more opportunity for thoughtful, informed and creative consideration of what we do. [A case in point: I dis-

agree with the idea embodied in an offer made to me at the beginning of the year by one of you that I could earn a nice dinner out by ending our Senate meetings by 4:00 pm all year. If we limit ourselves structurally this way, the result will be that everything is pro forma, with little or no thoughtful discussion within this body.] We should be discoursing on questions such as what should PSU be doing with its curriculum and research, and let these inform individual decisions for specific courses and research projects. The debate should include a broad array of perspectives and serious considerations of the larger systems of which PSU is but a part. Just because a particular faculty member has within his or her professional profile the ability and expertise to teach some specific subject, and even if the department has the resources to fund that course, we still should be in a position to ask "Is this a course that PSU should be offering?" In order to even ask such a question, other higher-level questions must have first been answered and adopted by the faculty.

The motions to be placed before you under agenda item G2 are preliminary steps in this arena.

The first motion simply explicates what virtually everyone of us already agrees with, namely that every course offered under PSU's name should have some level of peer review before it is offered. The motion further provides for initial review to occur at the lowest level, and moving up the ladder only as broader involvement and/or desire of involved faculty dictate. Review of courses for discrete numbered status is left to the "normal process." And it is hoped that the latter will in due course be modified and adjusted according to a shifted governance culture per my previous discussion.

The second motion again relates to our self governance, at the lowest level. There is a spirit in the long-standing State System requirement we are here calling the 3-times rule. It is incumbent on us to live up to that spirit, and to adopt an attitude, a mind-set, of making this a natural way of our behaviour as faculty.

The third motion again acknowledges that compliance should be happening at the lowest levels, but a procedure is put in place for monitoring the process. Assuming they are enacted, it is my hope that as faculty become informed of the spirit and thoughts behind these actions, they will adopt a modus operandum where these things just happen naturally.

Finally, Agenda item G3 is intended to open up discussion regarding the bigger picture, the transition from a gate-keeping to a systemic & generative faculty governance culture. This will of necessity be a long-term undertaking, but I hope we can make a significant contribution to it this academic year.

Thank you for your attention.

George G. Lendaris
2/4/96