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Faculty Senate Monthly Packet May 1992

Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 4, 1992
Presiding Officer: Ansel Johnson
Secretary Pro Tem: Alan Cabelly

Members Present: Abbott, Barna, Beeson, Bjork, Brannan, Brennan, J. Brenner, Burke, Burns, Casperson, Cumpston, Daily, Danielson, DeCarrico, Dodds, Edwards, Ellis, Forbes, Gillpatrick, Goekjian, Goucher, Haaken, Jackson, Karant-Nunn, Kocaoglu, Koch, Kosokoff, Lansdowne, Lendaris, Livneh, Lutes, McKenzie, Moor, Ogle, Oshika, Parshall, Petersen, Reece, Schaumann, Sestak, Stern, Tama, Terdal, Terry, Westover, Wurm.

Alternates Present: Falco for Arick, Cain for Farr, Harvey for Latz, Babcock for Tuttle.

Members Absent: Ashbaugh, S. Brenner, Briggs, Bowlden, Duffield, Dunnette, Finley, Gray, Johnson, Kasal, Midson, Sobel, Visse, Weikel.

Ex-officio Members Present: Davidson, Diman, Erzurumlu, Harris, Miller-Jones, Pope, Ramaley, Reardon, Vieira, Savery, Tang, Toulan, Ward.

APPROVAL OF THE MINUTES

The minutes of the April 6, 1992, meeting were corrected as follows:

p. 36, four lines from the bottom, should read: "REARDON observed that the Senate, minutes ago, approved..."

p. 33, four lines from the top, should read: "BEESON asked what plans are being made by the administration."

p. 35, ten lines from the bottom, in reference to the LENDARIS/SCHAUMANN motion, should read: "Due to the following motion to table, there was no vote on that amendment."
With those changes, the minutes were approved.

PRESIDENT'S REPORT

RAMALEY noted that the PSU rally in the aftermath of the Rodney King verdict in Los Angeles went well. She announced a PSU Town Forum on Tuesday May 5 at noon on the issue.

RAMALEY announced the schedule of PSU meetings to interpret the OSSHE Budget Guidelines and help develop PSU criteria for dealing with potential cuts. The focus for 1993-1995 will be on cross-institutional programs, including Engineering, Teacher Education, Continuing Education, Nursing, and Business Administration. The President and Provost have agreed to deploy a Campus Budget team

of the university essential to the budget process. She noted that the Chancellor would hold a press conference on Tuesday to announce his plan for budget reduction. PSU's role as an urban university is affirmed deeply in this process, giving us more discretion than other campuses. We are uncertain how we will cut 20% and still accomplish our mission; many questions remain.

In response to questions from J. BRENNER and LENDARIS, RAMALEY indicated that all campuses were asked to build an 80% budget. Sets of systemwide "decision packages" will add back to this. All is speculative at this point; cuts from one institution probably will not go to other universities. Theoretically, one institution could cut a full program to get to 20%, but that probably would not occur.

KARANT-NUNN asked about the makeup of the Budget Reduction Team; RAMALEY responded by indicating that outgoing and incoming leaders of the Faculty Senate, Advisory Council, and Budget Committee will transition to the team during the summer. RAMALEY also noted that the new Chancellor would be selected by the end of the week.

KARANT-NUNN asked about OSBHE actions and Advisory Council suggestions. RAMALEY noted that specific decisions would be made Wednesday, and that the Council would need to make suggestions to save programs, but not necessarily dollars. The prime Board motives are that the general public sees all duplication as unnecessary, and that we all might benefit from intercampus cooperation; programs developed in this vein might share enhancements. The values most crucial at PSU are student access, quality, and program variety. The Board is apparently ignoring the fact that 10-20% cuts will eliminate students.

In response to HAAKEN's concern that these cuts would unduly impact women, RAMALEY noted that AAUP was also concerned about this, and that cuts would be programmatic, not across the board.

QUESTIONS FOR ADMINISTRATORS

1. Question for Nancy Tang: "What level of support was budgeted for the conversion of the SIS to the Banner System? What provisions were made for training of secretarial and administrative assistants to handle departmental services, and why were important reports (such as advising transcripts) not continued during the transition year? What can be done even now to remedy the situation?"

TANG noted that initially there was no support, although now one person is working directly with Banner. Implementation was delayed one year; the vendor suggested that we have six new people in admissions, and five in registration as support. Smaller schools using Banner are able to cut their staff because they were moving away from a keypunch system; we were

already computerized, so did not have the opportunity to make these savings. Training for the system here involved a series of workshops, based on the needs of various users. Some Banner reports (such as advising transcripts) appeared to have been discontinued because they were not available through Banner, although the paper transcript still was available. Banner's transcript piece was incorrect. Programs and departments can still receive the transcript, but must print it up to give it to the faculty member. Additionally, parking will soon go on touch-tone; however, a 200-hour programming job will be necessary for this. DAILY asked about the security of the system. TANG noted that there should be no changes from the old system. Faculty are told that all (including GPA) is private, and that those with a need to know can get the information. We must be certain to retain security.

2. Question for Dalton Miller-Jones: "What is the status of the task force reviewing graduate studies, grants and research, the role of the Graduate Council, and the position of the vice provost? Please give a report of the progress and the types of recommendations that are likely to come from the group."

MILLER-JONES noted that the charge of the 1992 TASK FORCE ON GRADUATE STUDIES AND RESEARCH is:

The Executive Committee requests the Task force on Graduate Studies and Research 1) to meet with the Council of Academic Deans to determine the process for gathering faculty ideas about such an office and to meet and discuss the nature of a graduate studies office with the Graduate Council 2) to conduct a study of similar offices at a select group of comparator universities and to ascertain from the study the nature of the function, authority, and service provided by Offices of Graduate Studies 3) to draft a description of an Office of Graduate Studies and Research that defines its functions and role in the academic administration of the University, connections to external university constituents, and outlines the organization of such an office including the type of personnel needed to support it 4) to develop a position description for the administrative director of the office and recommend appropriate administrative designation 5) to review the Task Force's findings with the Council of Academic Deans and 6) to make recommendations to the Executive Committee.

The Task Force is asked to establish a timeline that can allow for its collection of information, development of recommendations, and reporting to the Executive Committee by May 1. Upon the completion of the Task Force's work, a search within the University will be conducted for the person to direct the office and a selection will be made by July 1, 1992.

office and a selection will be made by July 1, 1992.

Task force members are: Dalton Miller-Jones, OAA; William Savery, OGS; Joe Hendricks, Administrator in Residence; Lee Casperson, EE; Paul Giles, ENG; Mary Gordon, SPHR; Chi-Cheng Hsia, SBA; Cheryl Livneh, CE; Gary Nave, CURE; Nancy Perrin, PSY; John Rueter, BIO; Charles Tracy, UPA; Joan Shireman, SSW.

MILLER-JONES noted that the group has met with various constituent groups, and discussed a number of models for the proposed office. Three distinct models are available (see attachment 1).

Model three is most sophisticated; we are currently understaffed, and are close to Model 1 (see attachment 2). As our task at this university becomes increasingly complex, we are being pressed to move closer to model #3. We still need significant integration between functions, so may end up close to #2. Additionally, the task force wants to support the faculty resource center, and will be the search committee for the office head. The preliminary report will be available within a few weeks. The office will support Ph. D. students (currently 308), and Masters level (approximately 2477). This is an increase of about 1130 masters students and 30 Ph. D. students over the past four years. On the research side, Paulette Watanabe's office processes between 200 and 260 grant applications per year, with about \$8,000,000 in grants to be received this year.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. TUFTS reported that fourth week headcount is 12,669. This is down 6.1% headcount and 7.4% credit hours from winter to spring. This is within the normal experience. We are down about 3.4% headcount from last spring (the same that fall had been down from the previous fall). TANG noted that we have done better than all OSSHE institutions this year except OIT.
2. KOCH presented the annual report of the Budget Committee. He noted its work with the Status of Women Committee, as well as the fact that it is currently developing budget allocation criteria.
3. KOSOKOFF presented the annual report of the University Athletics Board. In addition to the report, he noted that the committee is reconsidering splitting into two committees, one to deal with intercollegiate athletics, and one to respond to campus wide issues..
4. GOUCHER presented the annual report of the University Honors Program Board. She reiterated her request for various types of faculty input and support, as noted in the report.

5. POLLOCK presented the annual report of the Teacher Education Committee. He noted that School of Education Accreditation had gone well.

UNFINISHED BUSINESS

1. The Constitutional Amendment to Article III, Faculty Powers and Authority, Section I, Faculty Powers: was presented. It says:

"The University shall not establish, abolish, or effect major alteration in the structure or educational function of departments or of programs, including those of more than one department or academic unit, without prior action by the Faculty Senate upon advice of the University Planning Council."

The rationale for the amendment is:

The Constitution now assigns to the UPC and the Senate authority to act on the matters in question. The proposed amendment makes explicit the requirement that Senate approval precede changes being made effective, in order to forestall the Senate's being faced with faits accomplis.

In response to Gillpatrick's concern with speedy Senate action over the summer, A. JOHNSON noted that the Senate can meet in the summer to respond if necessary. LENDARIS noted that the rationale should state the phrase "Senate action" instead of "Senate approval" in the third line.

The amendment PASSED unanimously, with two abstentions.

2. MOOR gave the Advisory Council interpretation of Faculty Powers and Authority. He noted that the Constitution stipulates that the Senate actually acts on issues--the Senate's authority is considerable. The Constitution does not give the President veto power--this is extraconstitutional, through the State Board's internal management directives, which are not Senate issues. LENDARIS asked whether there was a distinction between the faculty and the Senate, as noted in Article III, Section 1. He asked if faculty could be the "Faculty of the School of Business Administration?" MOOR responded by noting that the faculty normally exercises power through the Senate, but could do this otherwise. He also noted that the word "Faculty" is listed in the constitution as a singular, and therefore could not refer to one academic unit. TOULON concluded by noting that a binding meeting of the faculty as a whole could be called if necessary to resolve an issue.
3. J. BRENNER/MOOR moved that the tabled motion from April 6 be untabled. This motion is:

"that the 1991-92 Faculty Senate instruct its 1993-94 successor, however this may appropriately be done, to carry out a full review and evaluation of the effects of the 1991 reorganization of the School of Business Administration and of the University Library;

that the review and evaluation include at the minimum a confidential inquiry of every tenured and tenure-track SBA and Library faculty member as to faculty roles in governing their school/library, in particular but not confined to faculty influence in selecting administrators and faculty participation in promotion and tenure decisions;

that the result of this study be reported to the 1993-94 Senate so that it may then decide whether the SBA and Library reorganizations should be modified or invalidated."

LENDARIS noted that his amendment, to add the words "to advise the SBA..." in the last paragraph, must be discussed and voted upon. KARANT-NUNN wondered if it hurts the Senate if we agree to advise when we can actually decide. LENDARIS asked if we could actually force academic units to change what they have already done. The amendment FAILED.

KARANT-NUNN then proposed an amendment to eliminate the last two words, "or invalidated." This amendment PASSED.

HAAKEN expressed concern that we separate the process from the content, that we not appear to be punitive, because that is not the intent of the motion. A. JOHNSON noted that the history is in the minutes, while KARANT-NUNN stated that this is merely a shaper of policy. She hoped that the study would produce positive findings, and was offered in the spirit of protecting the rights of faculty.

GILLPATRICK asked how changes would be evaluated in this situation without taking baseline measures which are normal in evaluation processes that we as researchers are typically involved in. STERN wondered how we would know if a finding of 83% satisfaction was good or bad. J. BRENNER noted that evaluation here takes on a different meaning. If faculty rights were routinely overridden now, but improved to 50% in a year, the Senate would still be unhappy. A pretest/posttest analysis would be unduly burdensome. STERN asked that an acceptable level be given now so that no hidden agendas would arise.

BEESON felt that this was a question of faculty rights and due process. He asked how we would do the evaluation if we were voting on this before the fact. Senators are chagrined, but does this really solve the problem. GILLPATRICK asked what criteria existed, what evidence exists to show that faculty

rights have been trammled upon. As SBA Faculty Council Chair, he was told by the University Planning Council not to speak with them unless he had something negative to say. DeCARRICO responded by saying that the concern was about the overall process, and the precedent that it sets. GILLPATRICK wondered what the concern was; the process was unclear since committees had disbanded for the summer. In response to MOOR's comment that the Provost asked the SBA to go through appropriate steps, GILLPATRICK noted that no vehicle existed at the time, and, in order to save money, immediate planning was necessary.

The question was called; the motion PASSED.

NEW BUSINESS

1. MOOR moved motion G1: "Block transfer students have WR 323 waived on admission to PSU." MILLNER described the block transfer system for students graduating with an Oregon Transfer Degree (a two year degree). We are the only institution with an upper division writing requirement for these students. MOOR asked whether this would be the beginning of a "slippery slope," whereby our requirements would be diluted. TANG responded by noting that this would be in effect only for those students receiving the Oregon Transfer Degree, and that these students would still receive nine credits of English Composition.

DAILY asked for the English Department reaction to this. REECE noted that this affects only a small number of students, and that they are still getting a broad level of writing experiences, especially with the concept of writing across the curriculum. CAIN noted that our own PSU students would less versatility, and J. BRENNER was concerned that this might cause inequities. FORBES hoped that students would not turn around and ask for upper division credit for this. We should make sure that the community colleges are aware of this.

The motion PASSED unanimously.

2. GOEKJIAN presented and moved motion G4:

Explanation:

"The Portland State University Faculty Senate congratulates the staff, editors, and adviser of the Daily Vanguard on their receipt of 12 awards from the Oregon Newspaper Publisher's Association in April."

The Vanguard competes against the Emerald, the Daily Barometer, and the PCC Bridge in 15 categories. This year the Vanguard took first place in 4 categories: Best News Story,

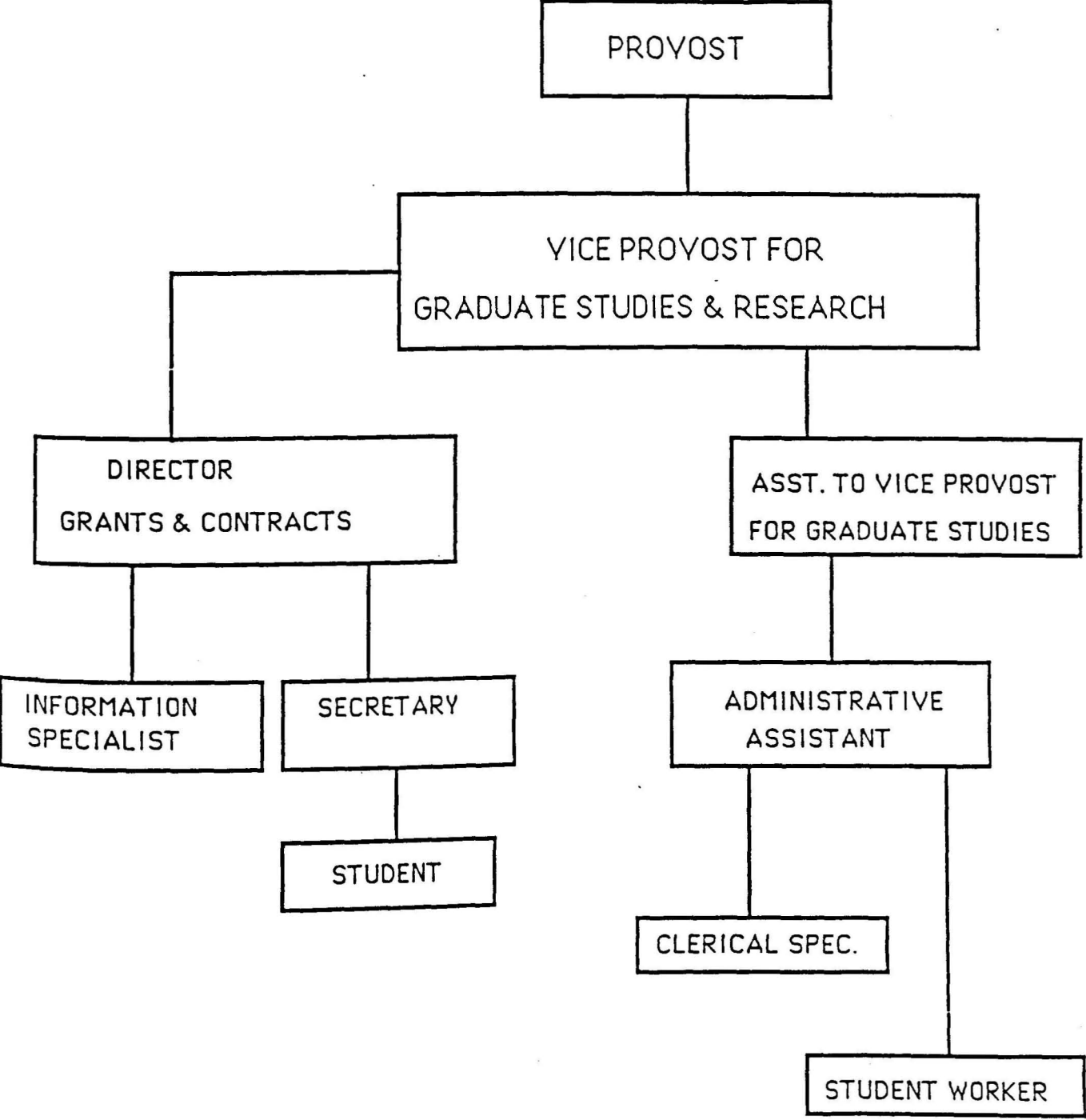
Best News Series, Best News Photo, and Best Cartooning. Merit awards were earned in best design, best section, best series, best feature story, best news photo, best headline writing (two awards), and best columnist.
The motion PASSED unanimously.

3. REECE introduced CARTER, who described the Writing Across the Curriculum concept. He noted that the English department is not wedded to WR 323, but is wedded to good writing. The concern is that students learn to write early in their programs, but lose these skills later. We need literate graduates. For the last year, a committee made up of Duncan Carter (Chair), Kim Brown (Applied Linguistics), Candace Goucher (Black Studies), Hugo Maynard (Psychology), Bob Tinnan (Biology), David Johnson (History), Nona Glazer (Sociology). The mission is to investigate the models available for writing across the curriculum, to design a program, to decide the relationship of the program to WR 323, to shepherd such changes through the ARC, to set the program in motion, and to monitor that program and evaluate it. A. JOHNSON noted that this was for informational purposes only.
4. A. JOHNSON noted that the President had already given the update on the Budget Allocation Criteria, and hoped that faculty would attend the meetings and give their input.

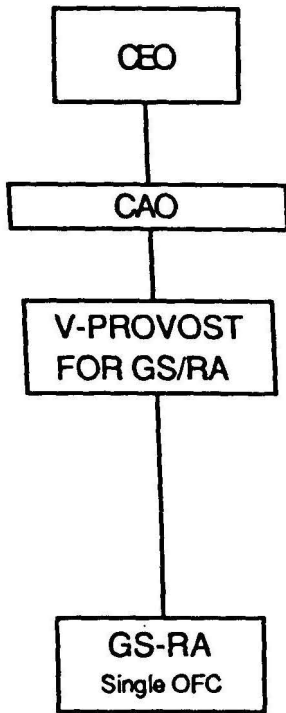
ADJOURNMENT

The meeting was adjourned at 16:55.

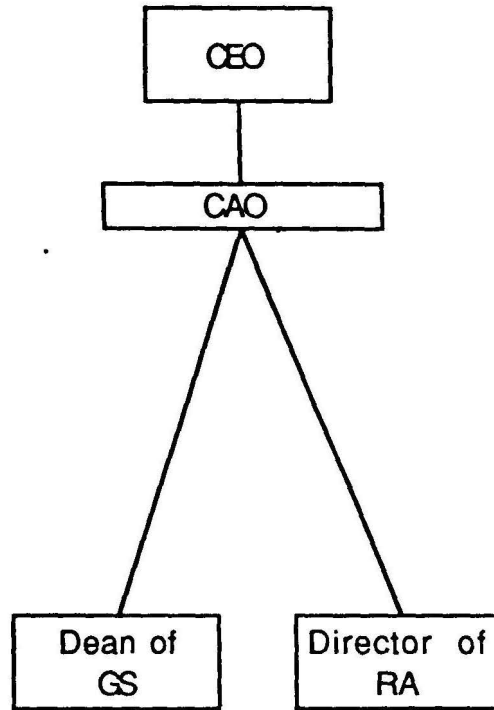
VICE PROVOST FOR GRADUATE STUDIES & RESEARCH



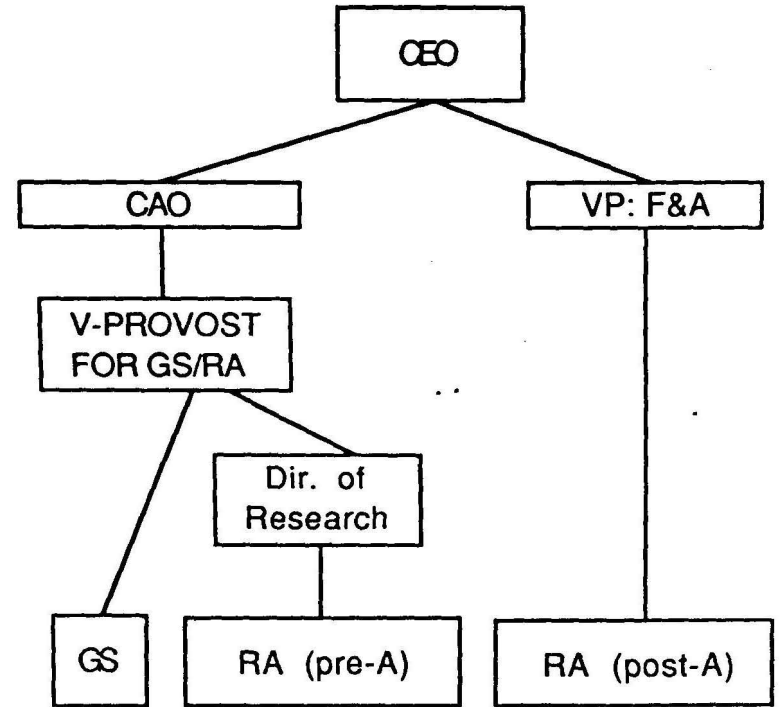
Model I



Model II



Model III



Model I: Combined GS and RA activities

Model II: Separate GS and RA but no internal division within RA

Model III: Within RA, a separation of Pre-Award activities and Post-Award Accounting.

Pre-Award under Vice Provost or his/her Director of Research; Post-Award Accounting reports to VP for F&A

Budget Committee
Annual Report to the Faculty Senate
May 4, 1992

Members: Sara Andrews-Collier, James Ashbaugh, Charles Becker, Andrea Brigham, Grant Farr, Gerald Frey, Roy Koch (Chair), George Lendaris, Daniel Olds, Beatrice Oshika, Jonathan Pease, Shafiqur Rahman, John Settle, Art Terry, Larry Steward, Robert Westover and Maria Figueroa-Wilson

The Budget Committee dealt with a number of issues during the 1992 academic year. The primary efforts of the Committee were directed toward the anticipated budget cuts in the next biennium in the event no replacement revenue source is developed. The Committee spent considerable time familiarizing itself with the current University Budget, the impact of the last year's budget cuts and the impact of add-back funds. When it became evident that no specific budget reduction proposals would be developed during this academic year, the committee turned its attention to the newly proposed Budget Reduction Process and the Budget Reduction Criteria used last year. The Committee found the proposed Budget Reduction Process to be acceptable with some minor questions related to the membership of the Budget Reduction Team. The Committee felt that there should be at most two at-large members and these individuals should be selected for their experience or expertise in such matters.

After some review of the Budget Reduction Criteria, the Committee found them to be vague and difficult to apply and was prepared to suggest that a revision be undertaken. At that point the Advisory Council requested that a joint subcommittee of the Budget Committee and University Planning Council (UPC) be formed to evaluate these criteria. This subcommittee was formed late in the Winter quarter and, at this writing, has completed a draft revision of the criteria. This draft will then be evaluated by the Budget Committee, UPC, other appropriate faculty committees, CADS, the administration, and discussed publicly with the University community before being finalized and brought to the Senate for approval.

The Committee also investigated the budgetary impacts of the reorganization of the School of Business Administration (SBA) and the Library and reported our findings to the UPC to be included in the evaluation of these actions. The investigation showed that, in the transition process last year, the SBA lost one position. In the reorganization, one administrative position was returned to the faculty filling an open position. The reorganization therefore reallocated existing resources from administration to instruction. The Library reorganization resulted in a different administrative structure with the Assistant Director (1.0 FTE) and two Department Chairs (0.6 FTE each) being converted to two Assistant Directors (1.0 FTE each). There was a very small (approximately 1%) decrease in administrative costs by this reorganization. There was also a reallocation of responsibilities to compensate for the other duties performed by the part-time Department Chairs. The reorganization had no impact on the overall budget of the Library.

UNIVERSITY ATHLETICS BOARD ANNUAL REPORT TO FACULTY SENATE
4 MAY 1992

Unlike previous years, UAB has been quite busy. Following is a list of issues dealt with by UAB so far this year:

1. Examined, revised, recommended approval to President Ramaley of new PSU Athletics Chemical Health Program.
2. Received extensive briefings on NCAA rules and procedures from PSU NCAA Faculty Representative Bob Lockwood.
3. Received extensive briefing on issue of State of Oregon funding of intercollegiate athletics from Steve Sivage, Assistant for Administration and Facilities Planning.
4. Explored issue of adding men's and women's soccer programs. Consulted with Vice President Desrochers and President Ramaley on the matter and recommended approval of soccer if it raises 100% of its own funds.
5. Recommended to President Ramaley that Emeriti faculty be given free passes to all athletic events.
6. Examined and approved budgets for Club Sports, Intramurals, Recreational Activities, and Intercollegiate Athletics.
7. Received extensive briefing on future operation of HPE building by Dean Jack Schendel, Steve Sivage, and Dave Hertz.
8. Testified in favor of Incidental Fee Committee funding of Intercollegiate Athletics.
9. Testified at appeal of Incidental Fee Committee cuts in funding of Intercollegiate Athletics.
10. Reviewed "Keeping the Faith with the Student Athlete," a report of the Knight Foundation Commission of Intercollegiate Athletics.
11. Currently reviewing draft of PSU Intercollegiate Self Study in order to make recommendations to President Ramaley this spring. UAB may wish to recommend changes in its composition and responsibilities at a later date.

Members:

Steve Kosokoff, SP, Chair
Linda Neklason, HHP
Morrie Weitman, PSY
Howard Wineberg, CENS
Gary Nave, ED
Bill Schiager, Student
Greg Payne, Student
Eric Stinson, Student

Ex-officio:

Lindsay Desrochers, VP ADM
Jack Schendel, Dean, HHP
Roy Love, Asst. to Pres., ATH
Chuck Becker, Dir. Intramurals
Bob Lockwood, NCAA Rep., UPA
Sylvia Moseley, Dir Student Recr.
Steve Sivage, Asst VP ADM.

E4

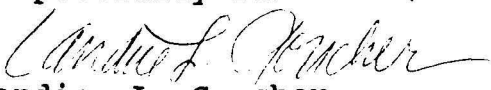
UNIVERSITY HONORS PROGRAM BOARD
Annual Report to the Faculty Senate
May 4, 1992

During the 1991-92 academic year, the University Honors Program continued its internship program in Washington, D.C., supporting with the Alumni Foundation, fourteen student internships at various governmental and affiliated institutions, including the Smithsonian. In Fall Term the Program published its second volume of Anthos, an undergraduate journal devoted entirely to student writing. Honors students will participate in the first statewide conference of honors programs, funded by the GTE Foundation, on the human genome initiative, during Spring Term.

Final planning is now taking place for the 1992-93 colloquium on the rhetoric of inquiry in the social, natural and human sciences, for which Donna Haraway (UC Santa Cruz), Donald McCloskey and John S. Nelson (Center for Rhetorical Inquiry, U Iowa), and the anthropologist of science Bruno Latour (Ecole des Mines, Paris) have been invited.

Curricular revisions are under way, based on the previous committee recommendations for interdisciplinary programs in humanities, science, and professionalism, and including an effort to develop multicultural content. To increase both the visibility and diversity of the Honors Program, the Board has solicited proposals for future interdisciplinary colloquia (and supporting seminars) from the faculty-at-large and requests the Faculty Senate's assistance in encouraging this process of greater input. During Spring Term, the Board will meet to consider submissions, as well to review program applicants and graduation candidates.

No student appeals were submitted. Forty students were admitted to the Program; twenty-three students received degrees. Currently, one hundred ninety-two students are enrolled in the Program.

Respectfully submitted,

Candice L. Goucher
Chair

- University Honors Board Members:
- Debrah Bokowski, PS
 - Malgorzata Chrzanowski-Jeske, EE
 - Kathryn Farr, SOC
 - Candice Goucher, BST
 - Joseph Poracsky, GEOG
 - Kevin Dougherty, Student Member
 - Gregory Payne, Student Member
 - Lawrence Wheeler, HON (Ex-officio)

REPORT TO THE FACULTY SENATE
TEACHER EDUCATION COMMITTEE

May 4, 1992

MEMBERS: Chairperson, Carl Pollock, Business Administration; William Tate, Theater Arts; Ron Babcock, Music; Dorothy Williams, Mathematics; Carol Burden, Counseling; David Cox, Education; Dawn Graff-Haight, Health & Physical Education; Elaine Limbaugh, English; Cathleen Smith, Psychology; Richard Thoms, Geology; Rita Rose Vistica, Foreign Languages and Literatures; Emily Young, Art; Steve Brannan, Special Education; Mary Gordon, Speech & Hearing Science; Nicole Webb, Student; Ex-officio members: Robert Everhart, Dean of School of Education; Ulrich H. Hardt, Assistant Dean of School of Education and secretary to the committee; Kathleen Greey, Education Librarian.

The following report summarizes the activities of the Teacher Education Committee during 1991-1992. Actions by the committee during the year include the review and recommended acceptance of:

- The phasing out of Standard Teaching Certificates over the next five years;
- The "Major Modification of Program" RE: OAR 584-10-045 for Basic and Standard Counselor endorsements. The changes were required by changes in the state certification rules;
- The proposed reading emphasis in the MA/MS in Education. The program is designed to support the PSU Agenda as articulated in the report, Creating the Urban University of the 21st Century, specifically, the objective "to provide programs to improve education";
- The materials for the accreditation visits by the National Council for Accreditation of Teacher Education and the Oregon Teacher Standards and Practices Commission. The committee not only participated in the preparation of all self-study materials; it also participated in the visitation meetings.

The School of Education met or exceeded all of the standards for accreditation. The entire School should be commended for excellent programs in teacher education and exceptional preparation and presentation of accreditation materials to reflect these programs.

Respectfully submitted on behalf of the committee by

Carl H. Pollock
Carl H. Pollock, Chairperson

CHP:nlc

PROPOSED CONSTITUTIONAL AMENDMENT -- Article III, Section 1

Add as a final paragraph to Article III, Faculty Powers and Authority, Section 1, Faculty Powers:

"The University shall not establish, abolish, or effect major alteration in the structure or educational function of departments or of programs, including those of more than one department or academic unit, without prior action by the Faculty Senate upon advice of the University Planning Council."

Rationale:

The Constitution now assigns to the UPC and the Senate authority to act on the matters in question. The proposed amendment makes explicit the requirement that Senate approval precede changes being made effective, in order to forestall the Senate's being faced with faits accomplis.

April 17, 1992

F₂

TO: Faculty Senate

FROM: Advisory Council

The Advisory Council has been asked by the Senate to interpret the Faculty Constitution as regards the authority of the Senate to act on reorganization of academic units. Senators have raised the specific question of the authority of the Senate vis-a-vis the President and, more particularly, whether all actions of the Senate are merely advisory to the President. Following are relevant passages from the Constitution and the OSBHE Internal Management Directives. The most important parts are marked.

The role of the Advisory Council in interpreting the Constitution is defined in Article VI Section 4 of the Constitution.

Section 4. Powers and Duties.

The Council shall:

- 1) **Serve as an advisory body to the President on matters of policy.**
- 2) **Serve the President as a committee on ad hoc University-wide committees.**
- 3) **Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code.**
- 4) **Perform those duties related to constitutional amendments, as described in Article VIII.**
- 5) **Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution.**
- 6) **Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate.**
- 7) **Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.**

The status of the Constitution and the authority of the President are fixed by the Oregon State Board of Higher Education Internal Management Directives, 1.125 and 1.126.

1.125 Authority Over Faculties and Committees

The President shall have the right to convene and preside over the faculty or faculties of the institution and shall have the right of veto over their decisions or those of the representative body, subject to review by the Chancellor. The President shall define the scope of authority of faculties, councils, committees, and officers, subject to review by the Chancellor, when not otherwise specifically defined by Board policy or established in the internal governance statement.

1.126 Internal Governance

{ Each institution shall have the right to formulate a statement of internal governance expressed as a constitution or in other appropriate format, which shall be ratified as the official statement of internal governance by those included in the internal governance structure of the institution and by the President.

The internal governance statement is subject to review and modification when a new President assumes office and at such other times as shall be provided for in the internal governance statement; any amendatory action { shall also be subject to ratification by those included in the internal governance structure and by the President.

→ The Constitution is the internal governance statement to which 1.125 and 1.126 of the Internal Management directives refer. Article III, Sections 1 and 2, constitute the general statement of the powers and authority of the faculty.

Article III. Faculty Powers and Authority.

Section 1. Faculty Powers.

The Faculty shall have power, subject to legal limits, to take action to promote faculty welfare.

{ The Faculty shall have power to act upon matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and to decide upon curricula and new courses of study. This power shall include, but not be confined to, action upon the establishment, abolition, or major alteration of the structure or educational function of departments or of programs which include more than one department or instructional unit of the University. The Faculty will normally exercise this power through its representative, the Senate. The Faculty shall, however, have the appellate power to review all actions by the Senate, whenever an appeal is made from Senate action as hereinafter provided.

In all matters, except those granted to the Senate, the Faculty shall have original jurisdiction. Whenever the Faculty is acting within its province as herein designated, → its actions shall be effective unless they involve an increase in the expense of instruction or administration. Whenever such an increase is involved, whether by action of the Faculty or Senate, the President shall report the action to the Chancellor of the Oregon State Systems of Higher Education with his or her recommendations.

University-wide academic requirements shall not be suspended or modified without prior consideration by the Faculty Senate. In an emergency, the Academic Requirements Committee and/or the Graduate Council; the Advisory Council, and the Presiding Officer of the Senate shall first be consulted. Notification of any change made shall be submitted to the Senate immediately with a request for ratification.

Section 2. Faculty Authority.

The authority of the Faculty is based upon the need for appropriately shared responsibility and cooperative action among the components of the academic institution and upon law and the Administrative Rules of the Oregon State System of Higher Education. The principle of shared authority is based upon the recognition that important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and that differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand. The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process.

Article V, Section 4, assigns certain authority and functions to the Senate.

Section 4. Authority and Functions of the Senate.

1) Authority. The Senate shall be subject to the same general legal limitations as the Faculty. Its authority shall not be construed as limiting the legal right of the President, the chief administrative officer of a division, as defined for purposes of representation, or the chairperson of a department to initiate changes in educational policy, curricula, or new kinds of work. However, no curricula offerings shall be established except with the approval of the State Board of Higher Education upon recommendation of the Senate and the President.

Whenever the Senate is acting within its proper province, its actions shall be effective without approval except that they shall be subject to appeal and review by the Faculty, as later herein provided.

2) Functions. The Senate shall:

- a) Determine requirements for admissions and for degrees.
- b) Act upon all new courses and curricula, changes in established curricula, and such new courses of study as involve consideration of educational policy or relations between divisions. The establishment, abolition, or major alteration of the structure or educational functions of departments or of programs which include more than one department or instructional unit of the University shall be construed as being within the meaning of this provision.
- c) Receive and consider reports from faculty committees and administrative officers, and take the appropriate action thereon within the scope of its authority.
- d) Encourage and conduct studies on matters of University policy.
- e) Make such rules and regulations as desirable to promote the interests and policies of the University.
- f) Establish such committees as necessary for the conduct of its business.
- g) Inform the Faculty concerning its actions and recommendations.

G₁

April 13, 1992

TO: Faculty Senate

FR: ARC, D. Millner, Chair

Motion:

"The ARC recommends that Block Transfer students have WR 323 waived on admission to PSU."

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Motion to the Senate:

The Portland State University Faculty Senate congratulates the staff, editors, and adviser of the Daily Vanguard on their receipt of 12 awards from the Oregon Newspaper Publisher's Association in April.

Explanation:

The Vanguard competes against the Emerald, the Daily Barometer, and the PCC Bridge in 15 categories. This year the Vanguard took first place in 4 categories: Best News Story, Best News Series, Best News Photo, and Best Cartooning. Merit awards were earned in best design, best section, best series, best feature story, best news photo, best headline writing (two awards), and best columnist.

Greg Goekjian
English