Faculty Senate Monthly Packet June 1993

Portland State University Faculty Senate

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The Faculty Senate will hold its regular meeting on June 7, 1993, at 3:00 p.m. in room 150 Cramer Hall.

The "regular" agenda appears on the next page; this page describes procedural items that occur at this time.

SENATE ELECTIONS

The Presiding Officer, The Presiding Officer Pro-Tem, and Faculty Senate Steering Committee for 1993-1994 are elected at the June 1993 meeting of the Faculty Senate. The Constitution requires that all candidates for these positions be 1993-1994 Faculty Senators. Members of the 1993-1994 Faculty Senate nominate candidates for these positions, and vote in a secret ballot.

SENATORS ARE ENCOURAGED TO CAREFULLY CONSIDER POTENTIAL NOMINEES FOR THESE IMPORTANT POSITIONS, AND TO DISCUSS CANDIDATES WITH THEIR COLLEAGUES. MANY VITAL ISSUES WILL REQUIRE SENATE ACTION, AND A REPRESENTATIVE SENATE STEERING COMMITTEE WILL HELP GUIDE THE PATH.

The list of 1993-1994 Senators will be mailed to all 1993-1994 Senators approximately one week before the June 1993 Senate meeting.

COMMITTEE ON COMMITTEES

At its March 1993 meeting, the Senate passed the following amendment to the Functions and Procedures of the Faculty Senate:

"When a division has an opening on the Committee on Committees, the division shall caucus to elect its representative(s). The meeting will be called by the outgoing representative on the Committee on Committees.... Normally, the caucus will take place after Senate election results are announced in May.... A majority of all division Senators or their alternates shall constitute a quorum for the transaction of business. Within three days after the June Senate meeting, the Secretary to the Faculty shall be informed, in writing, of the Committee on Committees representative(s), along with the names of those present at the meeting."

All new Committee on Committee members (with the exception of All Others, which fills a mid-term vacancy) are elected for a two-year term. The divisions shown below elect members (number listed in parentheses) at this time. On May 27, when the 1993-1994 Faculty Senate roster is complete, I will be sending a memo asking the person who is noted here to conduct the caucus for that division.

All Others (one member, for one year) (Virginia McElroy)
Engineering and Applied Science (one member) (Lee Casperson)
Extended Studies (one member) (Tony Midson)
Fine and Performing Arts (one member) (Barbara Sestak)
Liberal Arts and Sciences (three members) (Bernard Burke)
Library (one member) (Oren Ogle)
The Faculty Senate will hold its regular meeting on June 7, 1993, at 3:00 p.m. in room 150 Cramer Hall.

AGENDA
A. Roll
B. Approval of the Minutes of the May 3, 1993, Meeting
C. Announcements and Communications from the Floor
   1. President's Report
   2. Provost's Report

ELECTION OF PRESIDING OFFICER OF THE FACULTY SENATE, 1993-1994
D. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

ELECTION OF PRESIDING OFFICER PRO-TEM, 1993-1994
E. Reports from the Officers of Administration and Committees
   1. Annual Report, Advisory Council—Parshall
   2. Annual Report, Committee on Committees—Ogle
   3. Annual Report, University Planning Council—Weikel
   4. Semi-Annual Report, Faculty Development Committee—Bleiler

ELECTION OF FACULTY SENATE STEERING COMMITTEE, 1993-1994
F. Unfinished Business

G. New Business
   1. Graduate Council Course and Program Proposals—Spolek
   2. Helen Gordon Child Development Center resolution—A. Johnson
   3. Curriculum Committee New Program and Courses Proposal—Levinson/Terdal

H. Adjournment

The following documents are included with this mailing:
B Minutes of the May 3, 1993, Senate Meeting
   Announcement of Provisional Budget Plan
   Interinstitutional Faculty Senate statement, April 3, 1993
E1. Advisory Council Report
E2. Committee on Committees Report
E4. Faculty Development Committee Report
G1. Graduate Council Course and Program Proposals
G2. Helen Gordon Child Development Center resolution/supporting documentation
G3. Curriculum Committee New Program and Courses Proposal
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 3, 1993
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly


Alternates Present: Limbaugh for J. Brenner, Corcoran for Finley, Kenreich for Kimball, Barton for Sestak, Franks for Vistica, Wright for Westover, Graff-Haight for Sobel,

Members Absent: Duffield, Gillpatrick, H. Gray, Latz, Lutes, McElroy, Schaumann, Smith, Visse, Wetzel,


A. JOHNSON called the meeting to order at 3:00 PM.

APPROVAL OF THE MINUTES

MIDSON noted that he attended the April Senate meeting.
MOOR noted on p. 50, line 9, that it was a feminist philosophy course that had been rejected. After the meeting S. BRENNER noted (page 49, G1, line 7) that members whose positions no longer exist are being deleted.

With those corrections, the minutes were approved.

Although not announced until later in the meeting, it is to be noted that President Ramaley approved the three items passed at the April Senate meeting:

Stylistic changes to the Constitution Of The Portland State University Faculty.

Structural changes to the Constitution Of The Portland State University Faculty.

The addition of 14 courses to those fulfilling the university “diversity requirement.”
ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President’s Report

A. RAMALEY referred faculty to the update of the budget team, to take place in the gym on May 4. (A copy of the report is included in these minutes).

B. RAMALEY gave a legislative update as of the morning of May 3. The Senate has not reported fully to the House. The Senate is discussing the Governor’s 20% mandated budget reductions. Additionally, availability of lottery funds has potential impacts on PSU: the development of international and other joint business programs, the addition to the investment of joint graduate schools of engineering, and to provide funding for higher ed institutions to work on school reforms at the elementary and secondary levels. Next is the potential for three components of addback funds: $18 million for access to buy back 2800 FTE students, $3.4 million for increased academic services to students, and $3.4 million for academic support (library, technology, etc.). Access has broad definitions. Formal hearings are beginning in the House. Several PSU faculty, including Burns, Wollner, and Wheeler, have testified effectively. We should expect the 20% reduction until we hear otherwise.

C. Fundraising has increased enormously. There has been a 100% increase in the alumni base in the last year, largely because of telemarketing, direct mail, and the strategic use of return envelopes in all types of mailings we do. Companies that give matching gifts are currently being targeted; receptions at organizations such as US Bancorp and First Interstate are helpful. The annual campaign has given pledges of $327,000 (the fulfillment rate is expected to be 70%); this will be used as venture capital for various faculty needs. We have recently had six-figure gifts in Fine and Performing Arts and in Engineering, and expect this type of gifting to continue. This will not offset the effects of Measure 5, but will augment some of our strong programs.

D. RAMALEY then asked DESROCHERS to describe the Technology Plan. The Vice President began by reminding Senators of the slide show presentation given by Koch at an earlier Senate meeting, showing what the technology is and the planning under way to upgrade faculty. The major elements of the $4 million plan are to purchase computers for all faculty in need of appropriate technology, to finish the campus computer network by the end of the next year (the campus is currently 50% wired), and to create special computer classrooms (a CAD lab and a visual arts instruction lab) along with two other computer classrooms that can be used by faculty with special needs. The goal is to cluster these classrooms on the fourth floor of Neuberger Hall to maximize use of technical support staff. Certificates of Participation dollars are available; additional grant proposals will be made to the Murdock Foundation, which will also include Ed-Net classrooms in Cramer Hall. RAMALEY then noted that there will be many benefits from this, and that she and the Provost are currently collecting information on specific faculty needs.
2. Provost’s Report

A. REARDON began by reminding faculty that OSBHE approval is required before our new academic programs can be implemented. Our Faculty Senate has recently approved three programs:

The Center for Science Education has been approved and formally established by OSBHE.

The Master of Public Health Program (joint with OHSU and OSU) is now in external review, and will later be voted upon by the Board.

The Master of Science in Public Health will be submitted to the Academic Council of the Board in May.

B. The Budget Reduction Team is currently reviewing the proposals submitted by the Deans in July 1992. Administrative cuts are already being implemented; the specifics of the academic cuts will be presented, along with a hearing process, and possible alternative to those recommendations. When that plan is completed, a final recommendation will be made to the President. The target deadline for finalizing the plan is June 15.

C. REARDON also noted that the General Education Working Group, chaired by Chuck White, will be distributing a concept paper on proposed changes to the General Education requirement at PSU, and that faculty are encouraged to attend the group’s meetings and to respond in writing. There will also be a one-day symposium prior to the beginning of fall quarter to focus on these potential changes. Senators are encouraged to identify possible speakers or readings that will facilitate this process. REARDON also noted that we are committed to a revision of the general education program; the budget reduction plan we submitted to the legislature last summer stated that we would do this.

D. Marge Enneking has accepted the vacant position in Grants and Contracts, effective in June. Her PSU experience, along with her recent NSF work, will serve us invaluably.

3. Interinstitutional Faculty Senate—COOPER distributed the IFS statement of April 3, 1993 that had been given to the media. BURNS noted that Cooper was the author, and that Jolin had also ably testified before the Legislature. COOPER asked that we write to our legislators, describing the needs and activities of the university.

D. Question Period

1. Questions for Administrators

There were no questions.
2. Questions from the Floor for the Chair

GOSLIN noted that the K–12 education system is supporting the 5% sales tax, with revenues to be earmarked for the K–12 system, and wondered what the university position was on this approach. COOPER thought that this would be divisive, splitting groups that otherwise would have common interests. DESROCHERS agreed, noting that there was not much interest on the part of the sponsors to bring the university system under this umbrella. California is squeezing its universities by dividing them in this way.

E. Reports from the Officers of Administration and Committees

1. Spring Term Registration Update—No update was necessary at this time.

2. Annual Report, Budget Committee—ANDREWS–COLLIER presented the report, which was accepted without comment.

3. Annual Report, University Athletics Board—KOSOKOFF presented the report, which was accepted without comment.

4. Annual Report, University Honors Program—GOUCHER presented the report, noting that the Program Board has met since the report was written. There is a question about whether the Board is currently needed: the Program currently reports directly to the Dean, who has oversight authority. In response to a question from LENDARIS, GOUCHAR stated that the number of students in the program is relatively stable. A. JOHNSON indicated that the Provost has asked next year’s Steering Committee to examine the governance process and help to streamline committees where appropriate.

5. Annual Report, Teacher Education Committee—GRAFF-HAIGHT presented the report, which was accepted without comment.

F. Unfinished Business

1. Amendment to the Constitution of the PSU Faculty: University Athletics Board—Kosokoff

S. BRENNER/LENDARIS moved F1, proposing Constitutional Changes in the University Athletics Board, including the title change to Intercollegiate Athletics Board. DESROCHERS indicated that the Health and Human Performance Facility Advisory Committee was established in December 1992, to advise on issues relating to intramurals, recreational sports, and Health and Human Performance Facility management. The committee is composed of faculty, staff, and students who are directly impacted by these services. In response to A. JOHNSON’S question, DESROCHERS agreed that this committee could be placed in the Faculty Governance Guide for 1993–1994.
The Constitutional Amendment then PASSED unanimously.

G. New Business

There was no new business.

H. ADJOURNMENT

JOHNSON adjourned the meeting at 3:40 PM
Announcement of Provisional Budget Plan
Office of Academic Affairs
May 4, 1993

On July 15, 1992, we presented a plan to prepare for a reduction of 20% in state general fund support, $8,135,000. The plan identified reductions in the Administrative and support areas and program eliminations (Dance, Center for Urban Research in Education, and International Trade Institute) to be achieved by June of 1993. These reductions total $3,663,536. Our plan required reductions in academic programs of $4,471,464. We requested that we be given two years to implement the total reductions in academic programs in order to minimize the impact on recently hired faculty and to begin a process of curricular revision that would achieve the most efficient use of our academic resources and maintain the greatest access for students. The plan identified the dollar amounts that each of the academic areas would have to meet toward the reduction.

Since July we have been engaged in the process of identifying how the reduction in academic programs will be achieved. The Deans have been asked to make proposals for these reductions and those proposals have been reviewed by the Budget Reduction Committee. In the aggregate, reductions will be met by the elimination of unfilled academic positions, the elimination of some classified positions, elimination of some funds for Graduate Teaching Assistants, the 30 faculty positions that are related to faculty who have entered into tenure relinquishment agreements during this academic year, the reduction of funds used to hire part-time faculty, and the lay off of some fixed term and tenure/tenure-track faculty.

The rationale for the reductions proposed by each dean was based on the specific situation in each of the academic areas. The plan being presented today, were it to be fully implemented by June of 1994, could require five lay offs of full-time tenure/tenure track faculty in the College of Liberal Arts and Sciences, one in the School of Urban and Public Affairs, one in Fine and Performing Arts, one in the School of Engineering and Applied Science, and one in the Library. It also calls for using all thirty-one positions in which there was either a resignation or a retirement, and the elimination of almost all vacant positions. Combined with the reduction of part-time, fixed-term, and graduate assistants, this would be a total of 85 academic fte.

In the face of cuts of this magnitude, we must also try to provide access to students seeking higher education in this area. This will require increases in our academic productivity that we can meet by a variety of means: the optimum use of space and time for our class offerings, some increase in teaching loads, and most of all the development of a more efficient curricular structure that not only preserves but enhances the quality of undergraduate education and more appropriately reflects the actuality of our academic resources.

From this point, we will proceed with the reduction process as required by our bargaining agreements. The University Budget Committee and members of the Budget Reduction Committee will hold hearings so that any department or academic
unit or individuals may make a presentation on the impact of the proposed cuts and offer alternative ways of meeting the reduction. At the conclusion of the hearing process the Plan will be presented to the President and there is a further opportunity for alternative proposals to be presented to the President. On June 15 the final version of the Plan will be announced.

It is important to keep in mind that should any alteration occur in the budget for Higher Education for the 1993-95 biennium, this plan may well change. In all likelihood the restoration of any general funds will first go to maintain access and enrollment and to assist in the implementation of a new curriculum.

The Faculty Senate Budget Committee and the Budget Reduction Committee have arranged forums to hear ideas for alternative ways of reaching the prescribed budget cuts. (Alternative proposals may not shift cuts from one School or College to another.) Presentations by departments or organizations or individual faculty, staff, or students are invited. Proposals may be presented in writing to the Budget Committee c/o of Sarah Andrews-Collier, Department of Theater Arts, by May 25, or presented in person to the members of the two committees at the following times and locations:

5/20  9-11 am  Vanport room, 338 SMC
Presentations are invited regarding proposed budget cuts in the College of Liberal Arts & Sciences' Departments of Applied Linguistics, Biology, Chemistry, Economics, English, Environmental Sciences & Resources, Foreign Languages & Literatures, Geography, Geology, and History.

5/20  12-2 pm  Vanport room 338 SMC
Presentations are invited regarding proposed budget cuts in the College of Liberal Arts & Sciences' Departments of International Studies, Mathematical Sciences, Philosophy, Physics, Political Science, Psychology, Sociology, Speech Communication, University Honors, and Women's Studies.

5/21  1-4 pm  room 190 SBA
Presentations are invited regarding proposed budget cuts in the Schools of Urban & Public Affairs and Education, and the Library.

5/24  9-11 am  Vanport room, 338 SMC
Presentations are invited regarding proposed budget cuts in the Schools of Engineering & Applied Science and Fine & Performing Arts.

5/24  2-4 pm  room 190 SBA
Presentations are invited regarding proposed budget cuts in the Schools of Business Administration and Social Work.

These are open sessions. However, individuals wishing to make an oral presentation to the Committees are asked to sign up for the appropriate session in the Office of Academic Affairs, 349 Cramer Hall, by 5 pm of the day preceding the hearing.
## PORTLAND STATE UNIVERSITY
### PROVISIONAL REDUCTION PLAN
#### May 3, 1993

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(1) If this fee is approved, then Mechanical Engineering will be assessed one faculty FTE and $79,174 less.
# PORTLAND STATE UNIVERSITY

## PROVISIONAL REDUCTION PLAN

**May 3, 1993**

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</tbody>
</table>

The chart above outlines the provisions of the reduction plan by unit, detailing the academic and classified FTE, grad ass FTE, and associated funding for the 1993-94 fiscal year. The plan includes reductions in various departments, with a grand total of financial adjustments amounting to $1,566,677 for the year.
The following statement was passed unanimously by the Interinstitutional Faculty Senate at its meeting on April 3, 1993. It was submitted to various newspapers in the state and has been published in the Eugene Register-Guard.

Those of us actually engaged in the primary work of education in the Oregon State System -- teaching the classes, supervising the research, administering the exams, advising actual and prospective students -- have seen the damage that the current fiscal crisis has inflicted on higher education, with excellent faculty and support staff laid off, programs canceled, and classes closed or overcrowded.

The problems that we are experiencing this year, however, are as nothing when compared with what we will be facing next year, when the next phase of Measure 5 takes effect. One result will be that all the funds specifically devoted this year to providing students with access to needed courses will no longer be available. Excellent teachers, who have devoted years to perfecting their skills in teaching these classes, are now looking for other jobs.

The chief victims of these cuts are, of course, the students, present and future. Those who are in the system are having to pay more for a narrower range of offerings and for diminished access to the smaller faculty. Fewer students, however, will have access to higher education and therefore to professional, managerial, and technical careers. Even those who are not college-bound will be hurt, as high technology industry will refuse to locate in a state with a system of higher education inadequate for their need to retrain their staff in technical and managerial skills.

The Governor and the leadership in the House of Representatives have responded to this crisis by calling for greater productivity by faculty. This seems to mean that each faculty member must teach more students, either by working harder or by doing less research. It is hard to take this approach seriously. Faculty do work hard. Few put in as few as forty hours a week, and fifty-hour and more weeks are common. Moreover, increasing the number of students that each of us teaches means that each student has less access to us outside the classroom for the kind of academic advising that only a member of the teaching faculty can provide. Research is not done at the expense of teaching. A faculty member who does no scholarship, research, or creative work in his or her field soon loses the competence to teach at the college level.

A good deal of faculty research brings money in to the state system and so actually supports teaching. Academic research is often of direct benefit to the citizens of the state. One need only consider what land grant-universities have contributed to American agriculture to see this truth.

We are not opposed to doing more with less, to teaching larger classes and to using innovative ways of delivering education to our students. We are also
considering ways in which state funds could be spent more efficiently. We have examined, for example, the growth of administrative overload in some institutions. But we insist that there is no technical or administrative solution to the crisis in Oregon's system of higher education and that any genuine solution will require revenues to replace those lost because of Measure 5.
Helen Gordon Child Development Center resolution, proposed by the Senate Steering Committee:

"Adequate child care opportunities should be available to all faculty, staff, and students at Portland State University. The Faculty Senate urges the PSU Administration to pursue all avenues to achieve this goal."
To: PSU Faculty Senate  
From: Ellie Nolan, Associate Director, Helen Gordon Child Development Center  
Subject: Child Development Center

The Helen Gordon Child Development Center serves a dual purpose for the University.

1. To provide Portland State University students and faculty/staff with a high-quality preschool and child care program.

2. To serve as a laboratory site for research, practica, and observation, to be used by PSU faculty and students.

The Center is licensed to enroll 95 children aged two through six. Including both the academic year and summer programs, the Center serves 150 to 175 families each year. As a laboratory site, the Center serves 50 to 75 PSU students and faculty. The Center also is a practicum site for students from Portland Community College and Oregon Health Sciences University.

Center Enrollment and Waiting List:
Each academic year the Center enrolls children keeping a 2 to 1 ratio of student to non-student families. This is approximately 63 FTE student families and 32 non-student families. Within the non-student category PSU faculty/staff families are given priority for enrollment.

The Center has a waiting list for enrollment. The current total waiting list is 436. The breakdown of the waiting list is: 187 student families, 45 faculty/staff families, and 204 community families. 228 of the total 436 are children under two years of age and not yet eligible for the program. There are 87 eligible student-status children on the list and 15 faculty/staff. The past two years have shown a large increase in the number of PSU faculty/staff families on the waiting list. Prior to 1991, there had been only one year in the past 12 that all eligible faculty/staff families were not enrolled. Last year we had 16 faculty/staff two-year-olds on our waiting list; 17 is our total enrollment for that age group. We enrolled 6 faculty families, and 11 student families in September 1992 in the two's room. There are currently 27 faculty/staff families enrolled in the program.

Center Fee Structure and Funding:
As of July 1, 1993 the student rate will be $205.00 per month for full-time childcare; the full (non-student) rate will be $476.00. Current rates are $195.00 (student) and $445.00 (non-student). Student families must have one parent taking eight credit hours or more per term. The full rate is based on the actual Center cost per child. The Child Development Center building and maintenance costs are provided for by the University. The cost of the food for the children's meals are covered by a subsidy from the State of Oregon Child Nutrition Program. The remainder of the program funding is user fee and student incidental fee monies which subsidize the student parent tuition.
The Advisory Council met every Monday from 2:00 to 4:00, with the exception of Faculty Senate meeting days when we adjourned at 3:00 PM. President Ramaley was able to meet with us about four times per quarter; Provost Reardon also met with us about four times each quarter, on days when the President was not available. We discussed a variety of topics, including career support for faculty facing lay-off, university public relations, state budget issues, etc.

We advised the Senate on several constitutional amendments and on a number of constitutional interpretations. We made recommendations for faculty appointments to the search committee for the Dean of CLAS, to the Graduation Program Board, the PEW Round Table, and the faculty adviser to the President.

Among those concerns brought to us are a number as yet unresolved, namely the proposed library reorganization; questions about the appropriate eligibility requirements for Senate committees (how is "Faculty" defined); and whether existing committees -- constitutional and administrative -- are functioning as prescribed by the constitution. We encourage the Steering Committee for 1993-4 to examine these issues.
The Committee on Committees met on an irregular basis throughout the year to determine which faculty members would be contacted, and by whom, to confirm his/her willingness to be appointed or recommended for a position on one of the University's constitutional or administrative committees. In addition to finding successors for those individuals completing their terms, replacements were needed to fill eleven vacancies created from resignations. The Committee on Committees is thankful for the positive response it received from many of the individuals contacted. Unfortunately, there were a few positions which took longer to find replacements for, and yet others which could not be filled at all. A couple of committees have acquired a reputation for their heavy workloads, and several of the individuals approached declined being appointed. The other significant problem pertained to those committees for which the members must be selected from specific units, rather than at-large. There is an insufficient number of faculty with academic rank in Extended Studies to fill all the committees on which Extended Studies is to have a representative. Similarly, the Committee on Committees was unable to ascertain which of the University's faculty belong in the All Other category; and of those, which are eligible for appointment to University committees.

Other activities included:

* Asking the Teacher Education Committee to re-examine the appropriate membership for that committee in light of the closure of the School of Health & Human Performance, and program or curricula changes that have taken place elsewhere on campus.

* Requesting information from the chairs of the Bio-Safety Committee and the Graduation Program Board, as to how members are selected, and for how long a term. The information will be added to the Faculty Governance Guide.

* Checking into the possibility of dissolving the Vehicle Accident Review Board which had not met for at least twelve years. On March 26, 1993, V.P. Lindsay Desrochers sent the Secretary of the Faculty a memo formally informing him of the decision to disband the Vehicle Accident Review Board immediately. She also decided to disband, effective June 15, 1993, the Campus Parking, Environment and Safety Committee, as it no longer serves its intended purpose.
* Urging the administration to at least list each University-wide administrative committee in the Faculty Governance Guide, even if the Committee on Committees will not be involved in recommending appointments to the committee. Unless standing administrative committees are listed in a widely distributed resource, many of the faculty may be unaware of the particular committee's existence, and will not know whom to contact for information or to suggest an item for consideration.

* Working with Kathi Ketcheson, Office of Institutional Research and Planning, to revamp and update the "Portland State University Committee Service Preference Survey," and to arrange for the results to be delivered to the Committee on Committees in a more helpful format.

* Surveying the committees to learn which ones are active during the summer and desire additional pay for those members who are on academic year (9-month) contracts.

COMMITTEE MEMBERS

Harold Briggs, SSW  
Bernard Burke, HST  
Lee Casperson, EE  
Richard Forbes, BIO  
Greg Goekjian, ENG (sabbatical leave Fall, Spring terms)  
Loyde Hales, ED  
Janice Jackson, SBA  
Annette Jolin, JUST  
Tony Midson, XS  
Oren Ogle, LIB (Chair)  
Barbara Sestak, ART  
Judith Sobel, HHP  
Patricia Wetzel, FLL  
Craig Wollner, HST
This year the UPC conducted the following activities:

1. At its first meeting in October 1992 the Committee reviewed its constitutional functions and also considered several possible projects forwarded by the Senate Steering Committee. We decided that the issue of faculty productivity was the most urgent due to the impending legislative session in 1993.

   The Committee spent considerable time examining ways to present faculty productivity to those not directly involved in the academic process. The main object of this examination was to provide faculty input for the Acting Dean of CLAS, Robert Tinnin, who was the PSU representative on the Chancellor’s Productivity Committee. A subcommittee (Terry, Adler, Andrews-Collier, Gard) devised a list of basic questions and options and then reported to the whole committee. After further consideration the UPC forwarded the following to the Senate Steering Committee with the suggestion that it appoint a special committee to carry the work further when and if needed. First, the UPC felt that if numbers had to be used a measure which emphasized contact hours and number of students per faculty member would produce a clearer picture than the BAS model (weighted student credit hours/state dollars), a simple calculation of FTE hours, or a simple calculation of contact hours/faculty member. The UPC strongly supported faculty opinion that all the above methods do not capture the many other aspects of faculty responsibility and urged the use of templates of faculty activity as follows: 1) Instruction - hours in class, preparation, grading office hours, theses directed etc. 2) Scholarship - research, literature review, grant preparation. 3) Service to the community/profession/institution - committees, lectures, consulting etc. The Chancellor’s Productivity Committee report to the legislature used both numbers and templates.

2. Approved the name change from the Department of Health Studies to the Department of Public Health Education, and forwarded that to OAA.

4. Heard a report by Steve Sivage on the work of the University District Committee this year. The chair of UPC has been a member of this committee during the academic year.

5. Approved the request that the administration of the Helen Gordon Child Development Center be transferred from the Office of Student Affairs to the School of Education as of July 1, 1993.

6. Met with Provost Reardon to discuss a preliminary report of the work of the ad hoc General Education Requirements and Interdisciplinary committees. The UPC will continue to consider aspects of these reports for the remainder of the academic year.

7. Members of the UPC (Weikel, Terry, Lall) met regularly with the Budget Committee. That practice was helped facilitate the work of both committees.
MEMORANDUM

May 18, 1993

To: Faculty Senate

From: Steve Bleiler, Chair- Faculty Development Committee

Re: Semi-annual report of the FDC


Ex-officio members: Michael Reardon-OAA, Dalton Miller-Jones-OAA, Roy Koch-OAA

Report: This is an interim report, for as of this date the committee is in the midst of making the funding recommendations for this year’s Faculty Development Program.

Having evaluated most of the nearly one hundred proposals submitted, the Committee is impressed by the quality, focus, and breadth of the scholarly activities of the Faculty. However, with a new program and with requests totaling over three times the available resources, funding decisions have been slow in coming. We will have several recommendations on how to improve our program, these will be contained in our October report to the Senate, along with a full report on this year’s activities.
DATE: May 11, 1993

TO: Alan Cabelly, Secretary
     Faculty Senate

FROM: Graig A. Spolek, Chair
      Graduate Council

SUBJECT: Program Approvals

The Graduate Council met on April 30, 1993 and took the following actions on proposals for new programs:

* Japanese Endorsement in Foreign Languages - Approve.
* Superintendent Endorsement - Approve.

These actions will be reported in the Graduate Council Annual Report to the Senate.

The full proposals are on file in the reserve library.

GAS/dla
MEMORANDUM

FACULTY SENATE

Proposal For New Program: Japanese Endorsement In Foreign Languages.

PSU is currently authorized by the Oregon Teacher Standards and Practices Commission (TSPC) to recommend students for French, German, Japanese, Russian and Spanish teaching endorsements.

TSPC added the Japanese Endorsement last fall (1992), based on a request from the School of Education. The Chancellor's Office has subsequently pointed out that adding endorsements must be coordinated through their office, and so must be processed through each universities new program approval process.

All resources required to add the Japanese Endorsement are in place, with no new additional resources required.

TSPC has identified a growing community demand for high school teachers of Japanese, and this program would be an effort by PSU to help meet this community need.
The Graduate Council has reviewed and approved our request for a
graduate certificate program to enable students to meet the
graduate study requirements for licensure under the Superintendent
Endorsement offered by the Oregon Teacher Standards and Practices
Commission.

It is brought to you with the Graduate Council's recommendation
that it be approved and forwarded to the appropriate levels within
Portland State University and OSSHE. A complete copy of the
proposal is on file at Millar Library. Resources to fund this
program will be outside the current SOE budget request. Funding
will depend upon a reallocation of OSSHE resources and extra-mural
monies from the private sector.

This is a badly needed certificate program that will enable PSU to
collaborate closely with the metropolitan area superintendents and
related central office personnel. The proposed program has been developed over the past three years in
close collaboration with the metropolitan area superintendents
listed below. Their school districts are strongly supportive of
this innovative post-masters professional licensure program.

Special Design Features

1. A history of close collaboration. Metropolitan area
superintendents and School of Education faculty have worked for the
past three years (1990-1993) to design this program. This history
of collaboration is central to the success of the program and will
continue through implementation and normal operation.

2. The curriculum reflects the latest thinking by researchers,
professional associations (AACTE, AASA, COSA, NPCEA), and by
faculty and superintendents. The curriculum builds upon recent
initiatives by the University of Texas, Harvard University, and the
University of Pittsburgh to fundamentally reconceptualize the
preparation of school superintendents.

3. Refinement and periodic assessment and revision of the
curriculum will proceed with consultation from the departments of
Curriculum and Instruction and Special Education and Counselor
Education, metropolitan area teachers, principals, and district
superintendents, and other units on campus such as public
administration, business, and political science.
4. Reflecting our institutional goals related to diversity, a special feature of the program will be the specific recruitment of women and under-represented minorities and the inclusion within the curriculum of knowledge, attitude and skill development, and actual practice in multicultural contexts of district administration.

5. Specific program design features include:
   
a. Highly competitive admission; commitment to educational excellence, evidence of appropriate leadership accomplishments, and a GRE score of 1000 are expected.

   b. Admission to and completion of the program as a member of a cohort group.

   c. A block curriculum over an entire academic year, to begin in the Fall term, for a total of 24 credits. These credits include three new courses and will constitute a Specialty Studies option within the Educational Leadership doctoral program.

   d. Cooperating school districts to provide practicum sites and district study opportunities related to the problem-based learning feature of the program.

   e. Superintendent mentors assigned to each student for the duration of the program; mentors will meet periodically as a group, with students, and with the teaching faculty; they will participate actively in the instructional process.

   f. Problem-based learning as a central medium of instruction; actual district problems will be the focus; students will work on these in teams under the supervision of teaching faculty and district personnel.

Superintendent Endorsement Program Development Group

Boyd Applegarth, Consultant (Various Districts/Associations)
George Benson, Centennial School District
Jack Bierwirth, Portland Public Schools
Dea Cox, West Linn School District
Bob Everhart, School of Education
Bill Greenfield, School of Education
John Heflin, School of Education
Zeno Katterle, Gresham School District
Yvonne Katz, Beaverton School District
Mary Kinnick, School of Education
Bill Korack, Lake Oswego School District
Don McElroy, Portland Public School District
Rick Melching, Evergreen School District
Margaret Nichols, Eugene School District
Ben Schellenberg, North Clackamas School District
Dell Squire, Beaverton School District
Mike Vermillion, Gladstone School District
June 7, 1993

To: Faculty Senate

From: Al Levinson, Chair, Curriculum Committee

Teresa Bulman, GEOG
Dave Cox, ED
Faryar Etesami, ME
Dawn Graff-Haight, PHE
Paul Latiolais, MTH
Bill Manning, SBA

Anne McMahon, LIB
Marjorie Terdal, LING
Linda Walton, HST
Emily Young, ART
Doris Ecker, Student Rep.
Cesar Harritt, Student Rep.

Consultants: Linda Devereaux, OAA; Mary Ricks, OIRP;
             Nancy Tang, OAA.

Re: Recommendation for Approval of Proposal for
Baccalaureate Degree in Child and Family Studies

The Curriculum Committee has approved and recommends Faculty Senate approval of the proposal for a Baccalaureate Degree in Child and Family Studies. A summary of the program is attached and the full proposal is on file in the Reserve Library under Faculty Senate Programs-Undergraduate.
CHILD AND FAMILY STUDIES
(Proposed Interdisciplinary Undergraduate Major)

MISSION STATEMENT

A new program of undergraduate studies focuses on young children and their families. The program has been collaboratively designed by faculty and professionals from varied disciplines at Portland State University and Oregon Health Sciences University in cooperation with community agencies and institutions. Program development has attended to the needs and varied professional goals of students desiring broad and socially relevant preparation for work with children and families. The program content is directed toward competencies for a range of professional roles. Course work in Child and Family Studies reflects the socioeconomic and cultural diversity of children and families in the metropolitan area.

The undergraduate interdisciplinary major, Child and Family Studies, prepares graduates to work in diverse roles and settings. The roles may include early childhood teachers, caregivers, program assistants, administrators, parent educators, community college advisors, and program directors for community agencies providing services to young children and families. Settings may include hospitals, schools, museums, libraries, social service agencies, advocacy groups, and business/industry. The Child and Family Studies program will provide a foundation of course work and accompanying knowledge base for those students who intend to pursue graduate work in education, counseling, social work, or related disciplines.

Majors in Child and Family Studies will develop a broad understanding of family systems and the diverse socio-cultural contexts in which children and families develop. The program offers an opportunity to acquire specialized knowledge and skills in one or more areas which include:

1. Human Development
2. Families In Society
3. Children In Society
4. Administration Of Programs For Children And Families
5. Strategies For Working With Children And Their Families In Early Childhood Education Settings
6. Strategies For Working With Children And Their Families In Early Intervention Settings.

The new program represents an integration of theory, research, and practice related to children and families. The unique program strengths include interdisciplinary seminars and extensive and diverse practicum experiences.

This program, Child and Family Studies, is representative of the efforts of Portland State University
and Oregon Health Sciences University to broaden and deepen collaboration with the community. Its development and implementation is intended to extend university/community interaction and to respond to the needs and resources of the metropolitan area by preparing professionals to work with young children and their families in the community.

PROGRAM DESCRIPTION

REQUIREMENTS FOR A MAJOR IN CHILD & FAMILY STUDIES. In addition to meeting the general University requirements, majors must complete an advisor-approved program to include:

CHILD & FAMILY STUDIES CORE 24 CREDITS

CHOICE OF ONE OR MORE SPECIALIZATIONS (the six areas listed in mission statement) 15 CREDITS

PRACTICA 15 CREDITS

"CAPSTONE" INTERDISCIPLINARY SEMINARS 6 CREDITS

TOTAL min. 60 CREDITS

Course work in the Core and the Specializations includes courses in the following schools and departments:

- Psychology
- Sociology
- Physical Health Education
- History
- Anthropology
- Special Education and Counselor Education
- Speech & Hearing Sciences
- Speech Communication
- Curriculum & Instruction
- Women’s Studies
- Black Studies
- Political Science
- Educational Policy, Foundations, & Administrative Studies
- Management
- Marketing
- Music
- Dance
- Library

Advising and Coordination will be conducted by members of the Consortium for Children and Families. The Consortium represents many of those PSU departments listed as well as representatives from the Helen Gordon Child Development Center, the Head Start Training Office, and faculty from OHSU.