Faculty Senate Monthly Packet January 2009

Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 5, 2009
Presiding Officer: Robert Mercer
Secretary: Sarah E. Andrews-Collier


Alternates Present: Smith for Cress, Flower for Fallon.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE JANUARY 5, 2009, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Cress and Keller were present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate/Committee memberships since 1 December 2008:

Changes in the day’s agenda:
E.1.b. GC/UCC Curricular Proposals, is deleted as it is incorrect.
E.4. has been withdrawn by the Steering Committee.
E.1.a.1. has been removed from E.1. Curricular Consent Agenda, and placed on the regular agenda, after E.1.
President’s Report

WIEWEL greeted the assembly with best wishes for the New Year. He noted that the university is working to help the classified employees with work issues related to the weather closures. He reminded that in the offering we have a week of celebration to honor Dr. Martin Luther King, including a visit by Ambassador Andrew Young, an exhibit in Millar Library of Avel Gordly’s papers, musical performances, films and a panel discussion.

WIEWEL noted that Dr. David Perry, Dir. of the Great Cities Institute and Assoc. Chancellor for Great Cities Programs at U.Ill., Chicago, will be visiting the campus later this week. Dr. Perry has been invited as a consultant to meet with the campus and our community partners to review our community engagement practices, and investigate how we might garner greater visibility and recognition for these activities. WIEWEL noted that he would be participating in the Think Out Loud taping in SMSU ballroom.

WIEWEL discussed the current budget situation. The budget cut we have already taken, for $1.6 Million, was handled primarily by using reserve from the President’s Office, utilities, general reserves, and only about $250,000 from academic reserves. We will not be surprised to see further cuts in this biennium; however, we think that they will also on the whole be taken from reserves. WIEWEL continued, the next biennium would be the larger challenge. We are wrapping up a document that will lay out a proposed process for discussions, which will be very open and inclusive. Principles to guide us through the process will elaborate on principles developed last year: we will make budget decisions as much as possible based on strategic priorities; we will observe the Governor’s order to protect instruction, student services, and facilities management; and, as much as I am personally able, we will protect our ability, to generate externally funded research and our research infrastructure. We may have to rethink other activities we are engaged in, however meritorious, based on their costs-benefit ratio. WIEWEL stressed that he believes in letting managers manage to their budget, as discourages such things as hiring freezes, freezing travel, etc., within reason of course. Additionally, if cuts become serious, they will not be across the board.

D. UNFINISHED BUSINESS

1. Approval of the Curricular Consent Agenda Process

PALMITER/LAFFERRIERE MOVED THE SENATE APPROVE the permanent adoption of the Curricular Consent Agenda, listed in “D-1.”

RUETER stated that he disagrees with the notion of including items on a consent agenda such as the Ph.D. in Physics proposal. BROWER noted she disliked the consent agenda because it dispatches items too quickly. TALBOTT spoke in favor of the motion, stating she liked not spending time on details. BROWN clarified that the motion is intended only for curricular proposals, new and/or changed.
SHUSTERMAN expressed worry that the senate could be overlooking important considerations. After being on the Senate for only two months, she is not yet sure it is working. Could we adopt a happy medium between the two extremes? RUETER stated he approves and trusts the committees, noting that they investigate the material in much greater depth. LAFFERIERRE

CARTER noted he is very much in favor of the proposal, noting that even the OSBHE approves Ph.D. programs in this manner. He urged that it was proposed as part of the effort to use the Senate’s time better during the second half of the year.

BROWN/AMES MOVED THE MOTION BE AMENDED, “to exclude approval of new programs from the Consent Agenda.”

FRITZSCHE stated it is hard to know what is non-controversial. HICKEY noted some of these issues may be addressed with the pending new Senate website and the new curricular website.

THE QUESTION WAS CALLED.

HARMON reminded that the committees would be required to provide separate memos for the excluded items.

THE MOTION TO AMEND was approved by 43 in favor, 19 against and 6 abstentions.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE THE PERMANENT ADOPTION OF THE CURRICULAR CONSENT AGENDA, AS AMENDED, was approved by 59 in favor and 2 against.

E. NEW BUSINESS

1. Curricular Consent Agenda

BODEGOM/FLOWER MOVED THE SENATE APPROVE “E-1” with the exception of “E.1.a.1.”

THE MOTION PASSED by unanimous voice vote.

1.a.1. Graduate Council Proposal for the Ph.D. in Applied Physics

RUETER/MERCER MOVED THE SENATE APPROVE the Ph.D. in Applied Physics as listed in E.1.a.1.
asked what job prospects are for a Ph.D. in Physics. BODEGOM noted that the unemployment rate is on the order of 2%. BLEILER asked for a clarification on the committee membership described in the summary. BODEGOM noted that the Physics Department is required to abide by Graduate Studies policy. LAFFERRIERE asked a question about the program of study not addressed in the summary.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

2. Graduate Council Recommendation for Time Limits for Doctoral Programs

BODEGOM/BLEILER MOVED THE SENATE APPROVE the proposed time limits for doctoral programs, as specified in E-2.”

BURNS noted this proposal is long overdue and he strongly supports it.

MURPHY queried if this timeline was still very lenient. BEYLER stated, yes. MURPHY noted that productivity is reflected in lagging projects, therefore a gentle push is a good idea.

CARTER noted we need a more holistic approach to what is causing students to take too long to finish.

BLEILER yielded to Assoc. V.P. for Graduate Studies Ostlund. OSTLUND noted that there is currently no timeline mechanism for the doctoral programs other than advancement to candidacy, and this questions the credibility of the institution.

FRITZSCHE stated he is sympathetic to the position of the university, but he is also sympathetic to the type of student who attends PSU and the range of demands on their time.

NEAL urged that the Graduate office include clear notation that some programs may have shorter limits.

THE MOTION PASSED by unanimous voice vote.

3. Proposed Amendment to the Constitution, Art. IV., 4., 4)

LIVNEH/JAHJ MOVED THE SENATE APPROVE THE proposed Amendment, as cited in “E-3.”

asked about the timelines involved. LIVNEH stated the intent is to have a parallel process with the curricular approval.

BODEGOM asked for a clarification as to the extent that program changes trigger a budget reviews. LIVNEH stated that an amendment to the proposal might be
needed here. BROWN noted that the proposal doesn’t indicate that the Budget Committee approves the proposals, in any case.

WIESEL spoke in favor of the proposal.

HINES/BLEILER MOVED TO AMEND THE PROPOSAL, adding to item 3) “and report this to the Senate.”

THE MOTION TO AMEND PASSED by unanimous voice vote.

JHAJ ______. BURNS suggested that the proposers consider setting a budget limit on the trigger to review a change. BOWMAN suggested adding other criteria unrelated to dollar figures. SHUSTERMAN noted that perhaps EPC reviews should have been considered in this change as well.

BLEILER/HICKEY MOVED TO TABLE THE MOTION.

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

| Provost Report |

KOCH reported after G.2. He related that 99 proposals totaling $7.3 Million were submitted for $1.4 Million available in Miller sustainability grants. Most of the proposals received strong reviews from the external reviewers. All but one school and nine departments in class were represented by proposals. A majority of the 19 awards were made to Engineering and Computer Sciences, based on the ability of the proposal to mobilize matching funds. These include unfunded bonded capacity for the engineering building, and to the extent that we bring external funds to those activities, there is a dollar for dollar match by the state. Jennifer Allen has begun to identify groups of faculty with similar proposals for the next round. We also have to evaluate the process to date. We have posted faculty position openings to be supported by the Miller funding, and we are searching for a permanent director. For questions, contact Jennifer Allen.

1. Institutional Assessment Council Report (continued)

STEVENS, RECTENWALD, and SMALLMAN presented additional information about Assessment that had been requested at the last Senate meeting, including handouts (attached) listing, 1) the campus wide learning objectives at OUS system campuses, and 2) a list of comparator universities having campus-wide learning objectives. SMALLMAN noted that our proposal is fairly consonant with other
OUS institutions. SMALLMAN continued, if we assert that we have seven campus wide learning outcomes, we are not saying that every department addresses them all; this is an institution-wide only commitment. He added that Student Affairs would be a part of this conversation as well. He also added that this is only a framework and can’t dictate departmental assessment activities. Departments need the flexibility to serve their fields. RECTENWALD previewed the committee website which will provide the committee history, literature reviews, examples, and samples of best practices and guidelines. STEVENS reminded that assessment needs to be flexible and nuanced across the university to reflect our diversity, and she displayed examples of recent posters.

MERCER moved the assembly to a committee of the whole for several minutes (the following remarks are summary only). JHAJ expressed his continue concern that four of the seven goals are university studies goals, implying that University Studies will carry the load on this project. MURPHY stated he supported JHAJ’s remarks, noting that every campus except PSU indicates support of disciplinary specific outcomes. He continued that we need to work on refining the definitions of the outcomes. HINES reminded that the committee was going to supply a matrix of how this would look from bottom to top, because faculty don’t understand it, and faculty also need more detail to assure that there will not be unforeseen budgetary repercussions. SHUSTERMAN noted she pledged to provide the information, but forgot the file in her office. ______ asked that there also be more sessions around the holistic view of learning outcomes. JHAJ reiterated that he didn’t understand why we are resistant to including language such as that cited in the LEAP document, to insure the explicit recognition of the department contributions. LAFFERRIERE ____________. MERCER ended the committee of the whole.

2. Report of the Interinstitutio nal Faculty Senate Meeting of 5/6 December at PSU

Senators were directed to find the minutes of the meeting posted at http://darkwing.uoregon.edu/~ifs/ifs.htm

H. ADJOURNMENT

The meeting was adjourned at 17:10.
Mapping OUS Campus Learning Outcomes with LEAP Essential Learning Outcomes
[Work in Progress by and for LO&A]

<table>
<thead>
<tr>
<th>Essential Learning Outcomes--LEAP</th>
<th>PSU</th>
<th>OIT</th>
<th>SOU</th>
<th>OSU</th>
<th>WOU</th>
<th>EOU</th>
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<tbody>
<tr>
<td>Knowledge of –</td>
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<tr>
<td>• Human Cultures</td>
<td>Internationization</td>
<td>Internationalization</td>
<td>Diversity</td>
<td>Ethics and Social Responsibility</td>
<td>Field Specific Knowledge – humanities, social sciences</td>
<td>Literary, Artistic and Scientific Work-analysis and interpretation, Roles and Achievements of Civilizations and Cultures</td>
</tr>
<tr>
<td>• The Natural &amp; Physical World</td>
<td>Sustainability</td>
<td>Engagement</td>
<td>Scientific Knowledge</td>
<td>Field Specific Knowledge – sciences, social sciences, science, technology &amp; society</td>
<td>Discipline Specific Knowledge—biological and physical sciences; Scientific Method</td>
<td>Field Specific Knowledge</td>
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<td>Intellectual and Practical Skills</td>
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<td>• Written &amp; Oral Communication</td>
<td>Communication</td>
<td>Communication (written, spoken, visual)</td>
<td>Communicate effectively in writing, speech, and image</td>
<td>Communication-Written and Oral</td>
<td>Communication</td>
<td>Communicate, write</td>
</tr>
<tr>
<td>• Inquiry, Critical &amp; Creative Thinking</td>
<td>Critical and Creative Thinking</td>
<td>Critical Thinking</td>
<td>Critical Thinking; Conceptualize ideas logically, and creatively</td>
<td>Critical Thinking</td>
<td>Critical Thinking, Research</td>
<td>Think Clearly, Critically, Effectively; Approaches to Inquiry</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>Communication</td>
<td>Mathematical Knowledge, Skills, Application</td>
<td>Effectively formulate and use mathematical models and procedures to address abstract and applied problems.</td>
<td>Mathematics-analysis and interpretation</td>
<td>Quantitative Reasoning</td>
<td></td>
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<tr>
<td>• Information Literacy</td>
<td>Critical and Creative Thinking</td>
<td>Information Literacy</td>
<td>Access and use information resources effectively and ethically.</td>
<td>Information Literacy</td>
<td>Reading &amp; Literacy, Technology</td>
<td>Read</td>
</tr>
<tr>
<td>• Teamwork &amp; Problem Solving</td>
<td>Communication Engagement</td>
<td>Problem Solving</td>
<td>Collaborate to achieve a common goal</td>
<td>Problem Solving, Teamwork/Collaboration</td>
<td>Collaboration in Teams</td>
<td></td>
</tr>
</tbody>
</table>
Mapping OUS Campus Learning Outcomes with LEAP Essential Learning Outcomes
[Work in Progress by and for LO&A]

<table>
<thead>
<tr>
<th>ELOs</th>
<th>PSU</th>
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<th>OSU</th>
<th>WOU</th>
<th>EOU</th>
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<tr>
<td>Individual, Social Responsibility</td>
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<td>• Civic Knowledge &amp; Engagement – local +</td>
<td>Internationalization</td>
<td>Global Perspectives</td>
<td>Global Awareness: Understand institutions, assumptions, and values from national and global perspectives.</td>
<td>Pluralism and Cultural Legacies</td>
<td>Civic, Social, Global Competence</td>
<td>Readiness for service to society</td>
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<td>global</td>
<td>Engagement Sustainability</td>
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<tr>
<td>• Intercultural Knowledge &amp; Competence</td>
<td>Diversity Internationalization</td>
<td>Cultural Awareness</td>
<td>Diversity Awareness: Understand institutions, assumptions, and values from national and global perspectives.</td>
<td>Global Problems, Social Discrimination, Societal Dimensions of Shared Problems-analysis and interpretation</td>
<td>Intercultural Competence</td>
<td></td>
</tr>
<tr>
<td>• Ethical Reasoning &amp; Action</td>
<td>Ethics &amp; Social Responsibility</td>
<td>Professionalism &amp;</td>
<td>Understand, apply moral standards to individual conduct and citizenship through ethical inquiry, social awareness, civic engagement</td>
<td>Social Responsibility, Global Citizenship</td>
<td>Balanced Personal Growth (thoughtful choices)</td>
<td></td>
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<td></td>
<td>Engagement</td>
<td>Ethical Practice</td>
<td></td>
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<td>• Foundation &amp; Skills for Lifelong Learning</td>
<td>Critical and Creative</td>
<td>Lifelong &amp;</td>
<td>Communication, Critical Thinking, Information Literacy Skills</td>
<td>Health and Fitness, Self-Awareness and Life-Long Learning</td>
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<td></td>
<td>Thinking</td>
<td>Independent Learning</td>
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<td></td>
<td>Communication Engagement</td>
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<td>Integrative Learning</td>
<td></td>
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<td>• The capacity to adapt knowledge, skills, responsibilities to new settings &amp; questions</td>
<td>All outcomes include an element of this</td>
<td></td>
<td>Deepen, Apply, Transfer Knowledge</td>
<td>Deep knowledge in chosen field(s) based on integration of its history, core methods and ways of knowing, techniques, vocabulary, unsolved problems.</td>
<td>Interdisciplinary &amp; Integrative Perspective</td>
<td>Practicality and real-world relevance</td>
</tr>
</tbody>
</table>

PSU Faculty Senate Meeting, January 5, 2009 (G.I. Handout #2)
Examples
Universities Using and Assessing Campus-Wide Learning Outcomes

Oregon (LEAP State)
See OUS Matrix

Wisconsin (LEAP State)
University of Wisconsin
www.wisconsin.edu
• Description of a conference held in Wisconsin in Nov 2008 for all UW institutions as they initiate the LEAP goals across UW institutions

Virginia (LEAP State)
George Mason University
https://assessment.gmu.edu/StudentLearningCompetencies/

California State University System
CSU
http://www.calstate.edu/itl/sloa/
CSU - Monterey
http://csumb.edu/site/x11548.xml

Indiana University - Purdue University, Indianapolis
http://imir.iupui.edu/portfolio/documents/9908CommonSLOutcomes.htm

University of Illinois at Chicago
http://www.uic.edu/portfolio/learning/index.html#

University of Wyoming
http://uwadmnweb.uwyo.edu/a&s/assessment/Assessment.htm

AAC&U LEAP “Give Students a Compass” Project:
Nine institutions in California, Oregon, and Wisconsin who will model new approaches to general education designed to increase achievement of important learning outcomes.
http://www.aacu.org/compass/index.cfm

1/5/09 PSU Institutional Assessment Council
PSU Faculty Senate Meeting, January 5, 2009 (G.I. Handout)
January 8, 2009

TO: Faculty Senate

FROM: Joan Jagodnik
Chair, Undergraduate Curriculum Committee

Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate - Consent Agenda

The following proposals have been approved by the University Curriculum Committee and the Graduate Council and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

New Courses
E.1.b.1
• PH 481/581 Introduction to Nano(materials)-Science and -Engineering (4)
An introduction to nano(materials)-science and -engineering for students in physics, chemistry, geology, electrical and computer engineering, and mechanical and materials engineering. Nanoscale processes and devices and their applications. Recommended prerequisites: two specific advanced upper division science courses dependent on major, or consent of instructor.

College of Urban and Public Affairs

Change to Existing Courses
E.1.b.2
• USP 499/599 Real Estate Finance and Investment, 3 credits – separate 4xx/5xx sections, change 599 title to Real Estate Finance II, change description
January 8, 2009

TO: Faculty Senate

FROM: Joan Jagodnik, Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – Consent Agenda

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

School of Business Administration

Changes to Existing Programs

E.1.c.1.  
- BS in Business Administration: Accounting Option – adds additional course to required sequence and reduces required electives by one course.

E.1.c.2.  
- Post Baccalaureate Certificate in Accounting – reduces total number of credits required from 48-49 to 44; changes required courses.

New Courses

E.1.c.3.  
- Actg 383 Financial Accounting and Reporting III (4)  
  Comprehensive study of the principles, conventions and postulates of financial accounting. Appropriate preparation of GAAP financial statements and financial disclosures, including exposure to the judgment inherent in financial reporting. Considers information requirements and expectations of users of financial statements. International financial accounting standards will be considered where appropriate. Specific focus on the responsibility of accountants for maintaining professional accountability to the public interest in the face of institutional pressures. Courses must be taken in sequence. Prerequisites: BA 213 for Actg 381; Actg 381 for Actg 382; Actg 382 for Actg 383.

Changes to Existing Courses

E.1.c.4.  
- Actg 381, 382 Financial Accounting and Reporting I, II (4,4) – change course description and add Actg 383 Financial Accounting and Reporting III to sequence.
Maseeh College of Engineering and Computer Science

Changes to Existing Programs

E.1.c.5.
- BS in Computer Science – removal of CS 161 and CS 200 from program; changes minimum CS credits taken at PSU; adds list of approved laboratory science courses students may take to fulfill requirement; adds mathematical and statistics courses that CS students may take in the program; reduces the required Approved Science Electives while retaining a similar number of credit hours in Science; and increases free electives; increases total required credits from 35 to 44.

E.1.c.6
- Minor in Computer Science – removal of CS 161 and CS 200 from program; expands CS electives; limits lower-division courses; changes minimum CS credits taken at PSU; does not change the total required credits of 36.

E.1.c.7.

New Courses

E.1.c.8.
- CS 313 Artificial Intelligence and Game Design (4)
  Study of the basic principles of computer game design, the most popular techniques and technologies for game implementation, focusing on the many ways in which advances in artificial intelligence influences game design.
  Recommended prerequisite: CS 250 and computer programming experience.

Changes to Existing Courses

E.1.c.9.
- CS 161 Introduction to Computer Science I (4) – change course description and prerequisites.

E.1.c.10.
- CS 162 Introduction to Computer Science II (4) – change course description and prerequisites.

E.1.c.11.
- CS 200 Computer Systems Programming I (4) – drop course.

E.1.c.12.
- CS 201 Computer Systems Programming II (4) – change course title to Computer Systems Programming; change course description and course prerequisites.

E.1.c.13.

E.1.c.14.
- CS 250 Discrete Structures I (4) – change course description; change prerequisites.

E.1.c.15.
- CS 251 Discrete Structures II (4) – change course description.
E.1.c.16.
- CS 300 Elements of Software Engineering (4) – change prerequisites.
E.1.c.17.
- CS 333 Introduction to Operating Systems (4) – change prerequisites.
E.1.c.18.
- CS 386 Introduction to Databases (4) – change prerequisites.
E.1.c.19.
- CS 487, 488 Software Engineering Capstone (3,3) – change prerequisites.
E.1.c.20.
- ME 352 Numerical Methods in Engineering (4) – change course number to ME 350.
E.1.c.21.
- ME 372 Engineering Metallurgy (4) – drop course.

School of Fine and Performing Arts

New Courses
E.1.c.22.
- TA 304 Dance Appreciation (4)
  Develop an awareness and appreciation of dance in its artistic, social and cultural contexts through a variety of experiences, viewing and participating in dance. Covers the basic roles involved in dance along with concepts and principals of dance such as space, time and effort as well as expression, form, style and period. Prerequisite: Upper-division standing.
E.1.c.23.
- TA 331 Understanding Movies (4)
  An intermediate course in film appreciation with special emphasis on cinema as a dramatic art. Elements to be considered will include cinematography, performance, edited image, and sound. Selected films will be shown. Recommended prerequisite: upper-division standing.
E.1.c.24.
- TA 365 Classic Movies (4)
  An intermediate study and analysis of representative films with special emphasis on the importance of directorial concept and the screenplay. Relationships between film and theater will be examined. Recommended prerequisite: upper division standing.

Change to Existing Course
E.1.c.25.
- TA 150 Dance Appreciation (4) – change course number to TA 104; change course description.

College of Liberal Arts & Sciences

New Course
E.1.c.26.
- BSt 325 Race and Ethnicity in Latin America (4)
Focus on the experiences of people of African descent in Latin America through the theoretical and empirical research on race and ethnicity in the region. Topics include regional and national variations concerning racial and ethnic identity and the intersection of race/ethnicity, gender and social class. Also explores how Blackness is contested in the media including literature and popular culture.
ARC Memo

January 14, 2007

To: Faculty Senate

The ARC forwards 3 motions for changes to current admissions requirements for transfer students to the Faculty Senate for its consideration in February in order to allow for the possibility that the changes might be included in the 2009-2010 catalog. ARC has not reached consensus on these changes, although item 3 (and possibly 1) seemed fairly straightforward to the members of the committee present for the one discussion that we were able to hold on January 12.

1. Transfer students with 30 or more credit hours will be required to have taken one writing course beginning with Writing 121 or its equivalent with a grade of C- or above.

2. Transfer students with 30 or more credit hours will be required to have taken College algebra or above with a grade of C- or above, or the equivalent of Math 105.

3. For admission to PSU the minimum overall average score for the Five Subtests on the GED examination will become 580.*

*Current standard is 460; all other OUS institutions require 510 or above. See attachment.

Present:
Mary Ann Barham (consultant)
Victoria Yanhson-Chau (for Angela Garbarino, consultant)
Martha Hickey, Chair
Agnes Hoffman
Jane Mercer
Robert Mercer
Louise Paradis
Wendy Stewart
Hi Martha,

I have late breaking news. The Provost would like our proposal to include two additional changes, beyond the three under discussion. They are:

a) MINIMUM ACT/SAT requirements for students who do not graduate from an accredited or standard high school. Currently, our minimum ACT is 21 and the SAT Reasoning is 1470. We would like to change it to 22 and 1540. This is the same as UO. (OSU is 23 and 1540.)

b) We would like to delete the current admission alternative of allowing admission with a minimum 1000 SAT M+CR and/or 21 composite ACT. Currently students, regardless of how low is their high school GPA can be admitted if they meet the subject requirements and these minimum standardized test cut scores.

Attached is the entire OUS document. Please refer to pages 6 (for item a. above) and page 9 "Alternative to GPA requirement" for PSU (for item b. above)

I apologize for the lateness of these items but our window of opportunity is so narrow and especially with the extraordinary volume of applicants for fall 2009, there is a desire to make modifications now where it makes sense.
UNST Staffing Plan

In 2007-2008 University Studies (UNST) began a staffing plan to create 25 tenure-line positions to support the program. All 25 positions were to be shared lines with other academic programs and departments. Information on this staffing plan and its rationale can be found on the UNST website at http://www.pdx.edu/unst/staffinginitiative.html. This website includes links to the memorandums of understanding signed between all of the departments and University Studies. In the first year of the program a total of thirteen tenure-lines were created through this staffing proposal and nine were filled through national searches; Art History, Philosophy, Environmental Science and Management, Physics, Geology, Electrical Engineering, History (African History), Community Health, Sociology.

This year four departments and programs –Chicano/Latino Studies, Biology, Child and Family Studies, and Community Development- were awarded positions, which will be filled through national searches.

As part of this effort to create tenure-lines to support UNST, the university wanted to recognize the work of the fixed-term faculty who have worked to build the program. For this reason, the university committed to converting eight fixed term faculty to tenure-lines over three years. In the first year four fixed term faculty received tenure lines, two in English, and two in International Studies. This coming year, we anticipate that two more fixed term faculty will be converted to tenure lines. Fixed term faculty were invited to identify a home department with which they wanted to associate by October 24th. The director of UNST then contacted the home department to verify that they were interested. The department then reviewed the fixed-term faculty member according to clear criteria. The department then forwarded the letter to their dean, who has until February 16th to make a recommendation to the provost. The provost will make a decision based on programmatic and institutional needs by March 16, 2009. Information on the process by which these faculty will be selected can be found on the University Studies website. In addition, one fixed term faculty in Geology was also successful this year in a national search for a position separate from the positions reserved for fixed term faculty.

While some fixed term faculty are receiving tenure lines through this process, other positions are not being continued after their term is completed. This year UNST received approximately $170,000 for the second round of the staffing initiative. These funds are mainly needed because of the different teach loads of fixed term and tenure-line faculty. But the majority of the funds are coming from not renewing fixed term lines after the end of the annual contract. The number of fixed term faculty who will not be continued this year depends on student enrollment growth, the PSU budget, and the number of fixed term faculty who are successful in the national searches for UNST positions. This may mean, however, two or three lines.

In addition, the university also intends gradually to move all (4) tenure-line faculty currently housed in UNST to shared positions, similar to those of faculty now hired through national searches for the program.