Faculty Senate Monthly Packet March 1992

Portland State University Faculty Senate

Follow this and additional works at: https://pdxscholar.library.pdx.edu/senateminutes

Let us know how access to this document benefits you.

Recommended Citation
Portland State University Faculty Senate, "Faculty Senate Monthly Packet March 1992" (1992). Faculty Senate Monthly Packets. 192.
https://pdxscholar.library.pdx.edu/senateminutes/192

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.
MEMORANDUM

TO: Senators and Ex-officio Members to the Senate
FR: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on March 2, 1992, at 3:00 p.m., in 150 Cramer Hall.

AGENDA
A. Roll
*B. Approval of the Minutes of the February 3, 1992, Meeting

President's Report

C. Announcements and Communications from the Floor

D. Question Period
1. Questions for Administrators

Question from Senate Steering Committee for Provost Reardon:
"What decisions have been made regarding Health Studies for next year? Where will the program be housed? What P.E. courses and faculty will remain after this year? Have all appropriate procedures been followed in reaching these decisions?"

Question from the Senate Steering Committee for Vice President Desrochers:
"How will the problems of financing and operating the HPE building be resolved? What uses will be made of the facilities and equipment? Please address such matters as operation, maintenance, supervision, and insurance."

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees
1. Winter Term Registration Update--Tufts
*2. IFS Report -- Enneking

F. Unfinished Business
*1. ARC Proposal regarding Diversity Requirement--Millner
*2. UPC Report regarding School of Business Reorganization--Thoms

G. New Business
*1. Health Studies Curricular Change Proposal--Jackson

H. Adjournment
*The following documents are included with this mailing:
B. Minutes of the February 3, 1992, Senate Meeting*
F_1. ARC Proposal regarding Diversity Requirement*
F_2. UPC Report regarding School of Business Reorganization**
G. Health Studies Curricular Proposal**

**Included for Senators and Ex-officio Members only.
Minutes: Faculty Senate Meeting, March 2, 1992
Presiding Officer: Ansel Johnson
Secretary: Ulrich H. Hardt


Alternates Present: Anderson for Cumpston, Dieterich for DeCarrico, Becker for Dunnette, Young for Kasal, Bulman for Latz, Menke for Parshall, Grubb for Visse.

Members Absent: Arick, Briggs, Dodds, Midson, Sobel, Terdal.

Ex-officio Members Present: Desrochers, Diman, Erzurumlu, Hardt, Oh, Miller-Jones, Paudler, Ramaley, Reardon, Vieira, Schendel, Ward. Senator Wurm also represented Davidson.

APPROVAL OF THE MINUTES

The minutes of the February 3, 1992, meeting were corrected as follows: Jackson had been present. JOHNSON said the Budget Reduction Team had not been appointed yet. Should a significant budget reduction be warranted, an Emergency Budget Reduction Team numbering 15 has been recommended, with representatives from AAUP, OPEU, ASPSU, vice president, Budget Committee Chairperson, among others.

With those corrections, the minutes were approved.

PRESIDENT'S REPORT

President RAMALEY reviewed the document "Maximizing Impact and Minimizing Costs: A Higher Education Strategy for the 1990s." (See attached). She said that decisions will be tied to the PSU mission, the strategic plan, and to the Introspect recommendations. The Portland agenda of the Governor's Commission will also be considered (e.g., PEN). She reported that nine projects have been selected from over 50 applications for faculty incentive funding.

The 1993–95 budget process instructions will probably not be issued until early fall, therefore the '93–'95 budget will not be created
until then. DESROCHERS added that the Chancellor will submit his general OSSHE budget to the Governor in spring for dialogue with the executive office. RAMALEY explained the proposed budget distribution strategy. The starting point is 80 percent of the current budget services level. Agencies can then ask for 10 percent agency-specific addbacks and for a 10 percent increase tied to the lead benchmarks for people, quality of life, and economy. Higher education can potentially be involved in all of the areas, as illustrated by the President.

ANNOUNCEMENTS

MOOR intends to propose a constitutional amendment at the next meeting requiring Faculty Senate approval for the establishment, abolition, or major alteration in structure or function of any department or academic unit.

QUESTION PERIOD

1. DESROCHERS responded to questions regarding financing and operating the HPE-building following the demise of the School of Health and Human Performance. An analysis has been done of the costs of having faculty, recreation, and athletics in the building, and it has been determined that the service can be continued pretty much as is, except for recreation. The management of the building will be taken over by Smith Memorial Center, since Sylvia Moseley and Jack Schendel are both retiring.

2. REARDON said no final decision had been made where Health Studies will be housed next year. The remaining 8.5 FTE Health faculty has requested UPA. A small committee made up of Health, UPA, and CLAS representatives studied the issue, and majority and minority reports have been issued. The interests of the majority of the Health faculty should be paramount. The UPC will be given this issue for its recommendation.

A question was asked about what PE courses and faculty would remain. Most PE courses are taught by lecturers and are financed by course fees; therefore no changes are anticipated. About 165 sections will continue to be offered.

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES

1. TUFTS said winter term headcount was 13,528 which is 2.76 percent less than winter term last year.

2. COOPER presented the IFS report of the February 7 meeting. Two campuses have already supported the request for a special legislative session to deal with the catastrophic effects of Measure 5 on higher education.
A detailed report IFS is attached to those minutes.

UNFINISHED BUSINESS

1. MILLNER presented the newly revised Criteria for Diversity Requirement and reviewed the changes the ARC had made in response to the Senate discussion last month and subsequent meetings with senators. The new statement is more compact. The rationale and implementation statements are clearer, the categories of allowable courses have been expanded, and the criteria have been reduced to six from seven.

JOHNSON/WEIKEL moved "to take the tabled items off the table and to put this new proposal on the table."

The motion was passed.

JOHNSON/WEIKEL moved "to adopt this proposal."

KARANT/NUNN found the current document much more nearly acceptable, especially because of the addition of "courses which examine a culture or broad social phenomenon different from those that are dominant in the U.S."

The motion was passed.

2. THOMS presented the UPC report regarding the reorganization of the School of Business Administration. He said the committee in its recent investigation had focused primarily on two questions: How does TQM affect teaching and learning? How much voice do SBA faculty have in the selection of associate deans?

GILLPATRICK and STERN asked if the UPC questioned all disciplines at PSU about these internal management issues. THOMS and A. JOHNSON explained that the selection of department chairpersons (or other faculty overseers who serve the function of department chairs) was clearly spelled out in the constitution. Sufficient faculty control must exist in the selection of faculty overseers. R. JOHNSON thought that since the SBA Faculty Council interviewed the associate dean candidates, the faculty had been represented. J. BRENNER pointed out that before the reorganization all faculty had voted in department chair elections and now could not. The Senate has the responsibility to protect the norm of faculty governance, and the UPC is doing its job. JACKSON also welcomed the UPC oversight and questioned whether all SBA faculty nominations had been put on the slate for the Faculty Council interviews.

KARANT-NUNN asked whether Thoms' report to the Senate was the end of the investigation. THOMS said that the UPC had
presented some questions to the SBA that still had not been answered and that the UPC would report further on those matters. KARANT-NUNN continued that she hoped that the investigation would not simply "die," with the result that the Senate would be giving tacit approval to the SBA's circumvention of the provisions of the Faculty Constitution. John OH objected to the use of the word *circumvention*. MOOR noted that Provost Robert Frank had told the SBA in writing to comply with specified procedures for making major structural and instructional change. MOOR said that whatever the motives for not doing so might have been, the effect was circumvention. KARANT-NUNN said that at an appropriate time in the future she wished to make a motion that the Senate Steering Committee in office during the 1993-1994 carry out or have carried out an appropriate study, including the individual questioning of each tenured and tenure-track faculty member of the SBA, of the effects of reorganization, and that the Senate then decide, on the basis of that study, whether finally to approve the SBA reorganization. THOMS said the UPC will examine the SBA charter when it is completed to see how this issue is dealt with.

NEW BUSINESS

Speaking for the Curriculum Committee, JACKSON presented the reinstatement proposal of the Health Studies program. In addition to agenda item G, distributed earlier, she supplied the following materials:

The Curriculum Committee recommends approval of the Health Studies Curricular proposals subject to the following changes, limitations, and recommendations:

**HS 340 and HS 341** Switch numbering to reflect proper flow.

- HS 341 Development and Management of Health/Fitness Programs [originally proposed as HS 340]

- HS 340 Social Foundations of Exercise Behavior [originally proposed as HS 341]

**HS 449/549** approve with revised outline.

Approval conditioned on running it by math department for notice to them and reaction.

**Community Health Education Option**

- HS 449/549 [see above]

The "Health Electives" provision should read: "Health
Electives (including a health related class in aging, nutrition, and other adviser approved electives) 21" [also, the committee members strongly encourage that adviser approved electives include a sequence as opposed to a single course in chemistry]

Typographical Corrections: PHS 450 Epidemiology I should read "PHS 450 Epidemiology I"

Health and Fitness Option

HS 449/549 [see above]

New course requirements from other departments (Math, Psych, and Speech) be "cleared" with those departments regarding their ability to accommodate those students

"Approved List" should be changed to "Approved Departmental Electives"

Typographical Corrections: "HS 47 Applied Kinesiology" should read "HS 478 Applied Kinesiology"

Other Committee Recommendations:

Future consideration by the Health Studies Department of prerequisites for HS 341.

Future consideration by the Health Studies Department of proposing a discrete number for Health 410 Nutrition.

SVOBODA reported that the program faculty wanted to withdraw its 449/549 from the proposal, to allow more time to coordinate prerequisites with the math department. Discussions are continuing.

DAILY asked if the 110 credits required is comparable with other majors. JACKSON said it reflected national standards. FORBES pointed out the biology had a similar requirement, if one counted all related work in math and chemistry. SVOBODA agreed; 20-30 credits are University distribution requirements.

It was moved "that the Senate approve the Health Studies curricular proposal, subject to the changes noted below."

The motion was passed.
Changes:

HS 340 and HS 341 Numbering switched to reflect proper flow.

HS 341 Development and Management of Health/Fitness Programs [originally proposed as HS 340]

HS 340 Social Foundations of Exercise Behavior [originally proposed as HS 341]

HS 449 Withdrawn

Community Health Education Option

HS 449 Withdrawn from option requirement

The "Health Electives" provision should read: "Health Electives (including a health related class in aging, a health related class in nutrition, a course in statistics, and other adviser approved electives) 24:

Typographical Corrections: PHS 450 Epidemiology I should read "PHS 450 Epidemiology I"

Health and Fitness Option

HS 449 Withdrawn from option requirement

"Approved List 12" changed to "Approved Departmental Electives, including a course in statistics 15"

Typographical Corrections: "HS 47 Applied Kinesiology" should read "HS 478 Applied Kinesiology"

ADJOURNMENT

The meeting was adjourned at 16:52.
MAXIMIZING IMPACT AND MINIMIZING COSTS: A HIGHER EDUCATION STRATEGY FOR THE 1990s

Portland State University's three-point strategy will help it meet rising higher education needs in Oregon and the metropolitan area in the face of static or diminishing state support. PSU's strategy assures allocation of assets and resources to provide the maximum benefit for the community and the state.

I. Administrative reorganization. As part of a strategic planning effort, one year ago, the University began an intensive evaluation of its administrative structure to determine how it should be configured to support its mission, its objectives, and its community responsibilities most effectively. Some outside expertise was retained to guide the process of evaluation, but the process was led by teams of university employees from all levels and classifications. The study identified areas for consolidation and reassignment of resources. These recommendations are now being implemented.

- Expand the role of development and external affairs by adding a community relations function and strengthening the development program.
- Consolidate Academic Affairs and Student Affairs into a single department.
- Establish a human resources function with responsibility for employee development and capacity for staff training.
- Combine student recruitment/retention efforts into enrollment management cluster.
- Create focal position for management of multicultural and diversity programs.
- Consolidate capital planning and space management.
- Merge telecommunications and computer services.

In areas where improvement is possible but change cannot be implemented immediately, internal management teams are conducting feasibility studies and designing cost effective, long-term plans.

- Clustering of international programs under a single director.
- Integrating planning and budgeting and streamlining accounting and financial management systems.
Guided by the objective of maintaining close communication and rapport with its many constituencies, the University has embraced the principles of Total Quality Management (TQM) in its approach to reorganization. TQM principles have been employed first in the reorganization of the entire School of Business Administration, and are now being adopted in several units of Finance and Administration.

II. Collaborative programs. Having refocused and streamlined its internal operations, the University is now in a position to increase the time and attention it can devote to collaborative programs with the community, governments, and business. Collaborative programs allow pooling of resources and expertise, and help assure better service to the community and the state. Although PSU has developed a number of collaborative activities over the years, the appropriation of $2 million for the Portland Agenda by the 1991 Legislature has permitted a significant increase in our ability to establish collaborative projects.

- Developing and electronically linked library system in the Portland region with PSU's Millar Library as the hub. First steps will include assisting campuses in the region develop computer-based library systems, and providing the central computer capacity at PSU to link the local campus libraries.

- Establishing the Portland Educational Network to improve access to educational opportunity for students of all ages in the Portland metropolitan area. Led by a board of directors from state government, PSU, community colleges, school districts, and business, PEN's initial efforts will include establishing an information resource center for education and job training and an Education Development Center in East Multnomah County which will provide training for teachers, administrators and parents on education reform and improvement. Also, PEN will undertake two projects to demonstrate how minority women and the handicapped can return to education.

- Funding a faculty incentive grant program to support interinstitutional and/or interdisciplinary projects that cooperate with, and connect the University to the community. Projects that may attract matching funds and involve cooperation with local business, community groups or governmental agencies will be given preference. More than 50 projects have been submitted.
Establishing the Institute of Portland Metropolitan Studies to enhance ties between institutions of higher education and local governments in the areas of research, information and technology transfer. William Scott of Pacific Development Corporation has agreed to chair the 21 member board of directors. A first meeting of the board is planned for April.

Funding a Ph.D. program in Social Work and Social Research. The Ph.D. program will focus on the interactive relationship between policy and practice in the area of social welfare and human services. The program will prepare leaders for research-based policy and practice decision making and provide a regional resource base for agencies and organization in developing responses to social problems in the metropolitan area.

III. Link to state and national policy agenda. By the nature of the expertise that resides in higher education, the University is well suited to contribute to the formulation, implementation, and evaluation of the state policy agenda. The University is actively supporting education reform, workforce preparation, human investment, health policy, environmental quality and economic development. These policies have priority status on the national agenda as well. The University is contributing to the national policy agenda by sharing knowledge gained in Oregon with federal agencies, departments and the Congress. In turn, this leads to federal support of Oregon and University priorities.

PSU helped lead the successful effort to obtain federal funding for Urban Grant Universities.

The Dean of PSU’s School of Education has been appointed to the major advisory committee guiding the implementation of the Oregon Education Act for the 21st Century.

PSU and OHSU propose to establish the Oregon Health Policy Institute to provide research and policy support services for the development and evaluation of health policy initiatives. The Institute will offer in-service training for health care providers and help educate those who will lead and direct Oregon health policy in the decades ahead.
Interaction of Element of PSU Budget and Planning Processes

February - March
Budget Hearings

- Budget Hearings at Deans and/Or Vice-President Level
- Present 92-93 Budget Requests to EXCOM
- Preliminary 93-95 Budget Discussions with a Focus on:
  - Goals for 93-95
  - Relationship of goals to Phase I of Strategic Plan
  - Discussion of needs and enhancements

April - May
Strategic Planning Phase II

- Department / Program Level Presentations to EXCOM
  - Develop specific goals for the next 2-5 years that support Phase I of the Strategic Plan
  - Respond to Institutional Information about the Department

June
Admin. & Support Program Presentations to EXCOM
- Develop Specific Goals for the Next 2-5 Years that Support:
  - Phase I of Strategic Plan
  - Academic Goals

- OSSHE Budget Instructions to PSU for Preparation of 93-95 Budget

Preparation of 93-95 Budget

- Normal Budget Process - EXCOM
- Possible Emergency Budget Reduction Process

Finance & Administration: Feb. 1992
Friday, February 7, 1992

Welcome to OSU campus by Provost Roy Arnold.

The Interinstitutional Faculty Senate was welcomed to the OSU campus for its February 7-8, 1992 meeting by Provost Roy Arnold. Provost Arnold stressed the importance of extensive and effective communication across institutional lines within the present climate of replacement revenue uncertainty. He acknowledged the IFS's involvement on the issue of Athletic funding and cited student access to higher education and maintenance of strong research and public service programs among issues for IFS to address.

Vice-Chancellor Shirley Clark

Vice-Chancellor Shirley Clark gave a detailed report on current issues involved in the Educational Reform movement (HB 3565). An RFP is being prepared to generate funding for campus based proposals to implement reform features. Specific guidelines will be forthcoming. Many issues evolve around curriculum articulation and movement between levels of mastery in the high schools, i.e., what will the curriculum look like? When are students really prepared to move on from high school to college? What is college readiness? Can portfolio admission be managed?

Applications for grants in response to the RFP could begin in May (or sooner) with grants beginning in July. Major attention will paid to partnerships between institutions and school districts which emphasize connectedness. New models of Technology Teacher certification could be developed. Some funds may be available for conferencing to chart what direction Teacher Education is going. Applied academics will need curriculum development with review committees representing high schools, colleges and universities, professional groups, etc. to review courses. It is estimated that 8 to 10 projects could be funded with proposals that might run for 18 months.

Representative Tony Van Vliet

Representative Van Vliet gave a graphical presentation on Measure 5's impact on 1993-95 biennium State budget. Potential across the board cuts impacting Higher Education are in the neighborhood of $140 million. State government has very little flexibility within the present level of funding. He emphasized that Legislators and the public need to be educated about what State services and programs do for the State. Many are simply not aware. Access for Oregonians is a BIG issue to Legislators and we should capitalize on it. Replacement revenue proposals are in many "back pockets" waiting to be offered at the appropriate time.

Jean Stockard, State AAUP President

Issues AAUP are considering this year include

1. Faculty Governance. The Governor's education Super Board idea is deemed a mistake and AAUP will oppose it. AAUP is also concerned that the public right to know is being cut back with instances of inadequate notice of State Board decisions. Consequently, AAUP is actively pushing for a faculty member on the State Board of Higher Education. It does not feel that the current situation of having IFS appointments to Board committees is very effective. Some IFS members argued that progress is being made noting that some Board members are openly seeking faculty opinion.

2. Faculty welfare. AAUP is very concerned about the delay of a 3% raise for faculty from February, 1993 to May, 1993. The earlier increase was deemed
a promise that has been rescinded. The change was apparently due to a miscalculation in the Governor's Executive Department.

AAUP has observed that treatment of faculty who were released during the last set of budget reductions has varied from campus to campus. OSU and PSU were cited as examples where displacement treatment was good. AAUP plans to package a "good" plan and disseminate it.

Roger Bassett

Roger Bassett gave a political view of current issues facing Higher Education and provided the IFS with some ideas for "shared risk taking" (these will be noted under IFS Task Forces below). There was insufficient time to address each item so the focus was primarily on leadership issues for Higher Education within Educational Reform.

Saturday, February 8, 1992

Athletic funding.

At its regular business meeting on Saturday morning the Interinstitutional Faculty Senate reviewed the Athletic funding issue. There is concern that the issue is not being discussed as the special committee appointed last fall has not yet met. There is an understanding that some effort is being made to appoint two members from the public at large to serve on the State Board committee reviewing the matter. Jim Pease from OSU is the IFS representative on the committee. Discussion revolved around requested released time for him to serve on the committee.

Interinstitutional Faculty Senate Task Forces

The Interinstitutional Faculty Senate created four task forces to focus on

1. Educational reform and educational articulation.
2. Governance, administration, and teaching in Higher Education.
3. Differentiation between institutions and student access.
4. "Getting the work out"-outside focus on the value of Higher Education.

Groups will make recommendations to the Interinstitutional Faculty Senate for consideration as a whole.

Reaction to Jean Stockard--AAUP

1. In support of AAUP, the IFS voted to oppose the creation of a Super Board for education. Sentiment was that the functions of K-12 and Higher Education are fundamentally different.

2. Bonnie Staebler, President of IFS, would meet again with Jean Stockard to keep abreast of its movement toward having a faculty member appointed to the State Board.

3. The concept of a displaced faculty treatment plan was enthusiastically supported.
Call for a Special Session of the Legislature

March 2, 1992

After reviewing Representative Van Vliet's remarks on the State budget, Roger Bassett's analysis of the political climate surrounding the Governor's conversation with Oregonians, the need for timely one year notice for faculty and budget reduction movements already underway on the OHSU campus, the IFS voted unanimously to send a letter to Governor Roberts calling for a Special Session of the Oregon Legislature to deal with a replacement revenue package. PSU Senators have a copy of that letter in their materials. The Interinstitutional Faculty Senate would like for individual campuses to consider the proposal and support the IFS position on the matter.

Respectfully submitted,

Eugene A. Enneking
March 2, 1992
February 11, 1992

To: IFS Senators  
Fr: Janice Jackson, IFS Secretary

At the February 8, 1992, meeting in Corvallis, the IFS voted unanimously to write to the Governor of the State of Oregon asking that a special session of the Oregon Legislature be called immediately to prevent the imminent destruction of higher education in the state caused by Measure 5. Enclosed is a copy of the letter delivered by IFS President Bonnie Staebler to Governor Barbara Roberts together with a copy of the press release issued by Bonnie.

Bonnie encourages IFS Senators to report on this action at their faculty senates or equivalent bodies and to facilitate faculty discussion concerning the need for a special session. Bonnie also encourages IFS Senators to share with their respective faculties the suggestions gleaned from IFS meetings with legislative representatives that faculty should be more active as citizens in writing to the Governor and to Oregon legislators with their concerns.

Bonnie would appreciate receiving feedback from IFS Senators about campus response to the IFS request for a special session.

*Bonnie notes that although she has issued the press release, local newspapers probably won't pick up on individual campus activity unless IFS Senators call or otherwise contact their local press and let them know when the call for a special session will be discussed on campus, thereby giving the story local "news value."
February 10, 1992

Governor Barbara Roberts
State Capitol
Salem, Oregon 97310-0370

Dear Governor Roberts:

The Interinstitutional Faculty Senate (IFS) of the Oregon State System of Higher Education (OSSHE) urges you to call an immediate special session of the legislature to address the crisis in state government caused by Measure 5. For over a year, the IFS has been deliberating with legislative leaders, OSSHE staff, and other statewide educational leaders. We are alarmed by the magnitude of the crisis in higher education and the inadequacy of current measures, taken or suggested, to meet this crisis. As an unintended consequence of Measure 5, higher education has already taken damaging cuts, raised tuition levels, and excluded over 3000 students from the State System. These drastic steps are but the beginning in a chain of events that almost certainly jeopardizes the future of Oregon unless immediate legislative action is taken.

On February 8, 1992, IFS met at Oregon State University and voted unanimously to urge you to call the special session. These considerations, among others, prompted IFS to this extraordinary action:

The Oregon tradition of educational access is being sacrificed. Over 3000 sons and daughters of Oregon citizens have been denied access to OSSHE schools just in the first few months of Measure 5. The next round of cuts will exclude over 10,000 potential students through elimination of programs and higher tuition. Among those who will bear the brunt of the lack of educational access will be the children of families most affected by our current timber related dislocations as they attempt to build new career paths. The short- and long-term economic and cultural results are evident and appalling. Already we have reports of students foregoing higher education or seeking admission to cheaper institutions out of state. How many future Oregon teachers, business managers, or other community leaders have we already lost, and how many hopes and dreams for personal growth and enrichment will we lose in the coming years.
Oregon's economic future is at stake. In tomorrow's economy, education is the foundation for growth and jobs. As Oregon's economy makes its transition to diversification, companies we want to attract demand quality education at all levels. Once dismantled, it will take decades to reconstruct a quality higher education system.

Hopes for effective articulation of the Oregon system of public education are being undermined. As OSSHE enrollment drops by more than 10,000 students, reducing enrollment to levels comparable to the late 1960's, current projections indicate a rise in Oregon high school graduates from 27,000 in June, 1991, to more than 34,000 in June, 2000. Certain measures have been taken to reform the K-12 educational system. How can these reforms be accomplished, and how can we ever hope for a full articulation of public education in this state, without a fully functioning higher education system? Higher education is the capstone of a truly articulated public education system.

The OSSHE Strategic Plan, 1987-1993, calling for quality programs and a commitment to excellence, has been seriously compromised. As a result of the earliest round of Measure 5 cuts, higher education cut approximately 500 staff positions and eliminated nearly 90 degree and certificate programs. We are currently being asked to undertake a cut of 813 non-instructional staff. If there were an additional 15-20% cut, over a thousand faculty could be forced from their positions and the eight institutions would no longer be able to function with excellence. Indeed, Oregon could plunge to the bottom in national academic ranks.

Measure 5 suffers from two major flaws. First, it was designed to reduce property taxes; it has so far failed to do that. Second, it was in no way designed to force a rapid, poorly-coordinated downsizing of the System of Higher Education, yet it is doing that with a vengeance. The system, indeed the whole of state government, appears now like a ship drifting toward the rocks. Once on the rocks—and that will happen very soon—it is too late to take effective measures. We ask that you and the Oregon State Legislature convene a special session, to assume the required role of leadership, and to steer the State clear of catastrophe.

We remain ready to join you and the Legislature in any effort appropriate to our mission, to help the State in this time of extreme peril. We have formed four separate task forces to develop immediate action plans for higher education. We will keep you, your office, Chancellor Bartlett and the Board of Higher Education fully informed of our activities. We thank you for your careful consideration of our request for a special session.

Sincerely,

Bonnie Staebler
President
PRESS RELEASE

On February 8, 1992 in Corvallis, Oregon, the Interinstitutional Faculty Senate (IFS), representing faculty from State System colleges and universities, voted unanimously to write to the Governor of the State of Oregon asking that a special session of the Oregon Legislature be called immediately to prevent the imminent destruction of higher education in the state caused by Measure 5. As an unintended consequence of Measure 5, higher education has already taken damaging cuts, raised tuition levels, and excluded over 3000 students from the State System. These drastic steps are but the beginning in a chain of events that almost certainly jeopardizes the future of Oregon unless immediate legislative action is taken.

A copy of the IFS letter to the Governor is attached. Faculty groups on each of the campuses will be asked by their statewide IFS senators to discuss the need for a special session.

For further information contact Bonnie Staebler, IFS President, Western Oregon State College, 838-8322. IFS contacts at the other institutions:

- UO Alan Kimball 346-4813
- OSU James Pease 737-1213
- PSU Janice Jackson 725-4024
- OHSU Leif Teral 494-8320
- SOSC Ed Brierty 552-6707
- EOSC Colleen Johnson 962-3340
- OIT Jack Harris 885-1525
The following statement is not intended to appear in the PSU Catalogue. Its purpose is to serve as a set of guidelines for the Faculty Senate and the Academic Requirements Committee.

Portland State University Diversity Requirement
Criteria Statement

Rationale

To prepare students for roles in an increasingly complex national and global community, a university education must expose them to the diverse perspectives of groups formed around differences of race, ethnicity, religion, national origin, gender, ability, sexual orientation, and age. Consequently, Portland State University must encourage students to range beyond the traditional framework of the Euro-American western viewpoint. It must as well encourage students to acquire analytical skills necessary for understanding the dynamics of interaction between diverse groups. These interactions frequently result in intergroup conflict and reflect imbalances of power and resources. Therefore, the diversity requirement aims to provide students with conceptual tools for critical thinking about the origins, operation and impact of intolerance, injustice and exploitation. The requirement also aims to address the positive aspects of both group identity and intergroup dynamics.

Implementation

Effective with the Fall 1992-1993 catalogue, students must complete two courses (6 quarter hours) that address these issues. Courses acceptable to satisfy this requirement will fall into three categories. The two required courses must be taken from at least two different departments. The categories are:

- Courses which examine experiences of and issues related to groups that have historically been undervalued, discriminated against, or oppressed due to differences of race, ethnicity, religion, national origin, gender, ability, sexual orientation, and age.

Recognizing that many university courses may include some coverage of diverse group experiences and issues, it should be understood that only courses which include a substantial portion of such content will be eligible for inclusion. That substantial portion may include a focus on one or more of the targeted issues or groups.

- Courses which focus on the dynamics of intergroup relations in a comparative and analytic framework and are devoted predominately (but not necessarily exclusively) to a consideration of issues such as the origins and effects of as well as the resolutions of and remedies for intolerance, discrimination, and oppression.

- Courses which examine a culture or broad social phenomenon different from those that are dominant in the United States. In addition to exposing students to cultural differences, these courses will provide a scholarly basis for students to gain critical insight into their own culture and experience.
Selection of Courses

A list of courses eligible to meet this requirement will be created by the ARC and approved by the Faculty Senate. Subsequent revisions of the list will occur on a periodic basis and be handled by the ARC with Senate approval.

Courses for the original list will be selected from those proposed to the ARC by departments or individual faculty. The proposal process will include the submission of course outlines and a brief explanation of why the course conforms to the expectations of these criteria. Submissions must indicate which category the course is intended to fulfill. By-Arrangement courses will not be considered. Omnibus-numbered courses will be eligible for consideration.

Faculty or departments may appeal decisions of the ARC. The committee will return all denied proposals with a brief explanation of the reasons for the decision. Proposers will have the opportunity to meet with the committee if so desired. Proposals will be reconsidered following dialogue and clarification and/or modification as appropriate.

The creation of the initial list of courses will require a review period that will not allow its publication in the Fall 1992 catalog. The list of courses will be published in the schedule of courses each term and will be available from faculty advisors and the registrar’s office. Subsequent catalogs will include the list of courses.

Criteria for Diversity Courses

A course need not include all of the approaches described below but must include a substantial portion of one or more.

1. Provide conceptual tools for critical thinking about diversity.

2. Raise the students' awareness of intolerance and inequality and propose ways of bridging the gaps between intolerance and social justice.

3. Examine the social meaning of group identities and/or the historical origin and perpetuation of differentiation based on race, ethnicity, religion, national origin, gender, ability, sexual orientation, and age.

4. Examine comparisons of discrimination based on race, ethnicity, religion, national origin, gender, ability, sexual orientation, and age.

5. Examine the variety of ways in which life is experienced by groups based on race, ethnicity, religion, national origin, gender, ability, sexual orientation, and age.

6. By exposing students to cultural difference, encourage their critical self-reflection on their own culture and society.
REPORT TO FACULTY SENATE: UNIVERSITY PLANNING COUNCIL
REVIEW OF SCHOOL OF BUSINESS ADMINISTRATION
REORGANIZATION

February 12, 1992

SUMMARY: Action taken by UPC regarding problems of reorganization of SBA: this report supplements the report to the Faculty Senate of 1/2/92.

At the UPC meeting of 2/10/92, Acting Dean John Oh of the School of Business Administration (SBA) responded to three questions from UPC remaining to be addressed. (These are listed in the report of 1/2/92). He prefaced his remarks with an account of the timing of and the context in which change to Total Quality Management (TQM) took place.

Regarding How TQM Affects Teaching and Learning (Questions 1 and 2): Dean Oh responded that TQM applied to operations of SBA, NOT to curriculum or educational policy. Curricular changes are being discussed in SBA, but none has been adopted.

Regarding How Much Voice SBA Faculty Have (Question 3): No mention made of how current Assistant Deans were selected. But the Faculty Council of SBA is soon to propose a new charter and, presumably, a method for selecting administrators. That charter has not yet been proposed. However, according to Dean Oh, the full faculty is involved in its drafting, and there will be full faculty vote on it.

In sum, full information was not available at this time to give definitive answers to the questions asked.

MOTION (Weikel, 2nd Thoms): Move that SBA present to UPC a proposed method for insuring faculty involvement in selecting its administrators.

MOTION PASSED.

Respectfully submitted,

Richard Thoms, Geology
In light of the closure of the Department of Exercise Science and Sport Studies, the cancellation of its degree programs, and the merging of the tenured faculty into the Health Studies unit, considerable study was undertaken to determine how to best accomplish the reinstatement of the suspended programs in the Department of Health Studies. The existing undergraduate degree option in Health and Fitness Promotion, in particular, offered the opportunity to create a curriculum which the remaining faculty could contribute to in a meaningful manner.

Within the past few years, two national organizations undertook to develop recommendations for professional development in the emerging "health/fitness" industry. The National Association for Sport and Physical Education (NASPE) published the document entitled "Standards for Programs Preparing Undergraduate Students for Careers in Fitness". Also the American College of Sports Medicine (ACSM) has continued to publish behavioral objectives for persons wishing to become certified as a "Health/Fitness Instructor".

Given that students at PSU will no longer have the option of completing a degree in Exercise Science which previously had served to prepare students for entry into this industry, the proposed reinstatement curriculum relies heavily on the NASPE and ACSM guidelines. Should we be able to offer this curriculum as proposed, PSU would have very strong support from two national bodies in any future accreditation reviews, should such a review process become necessary. At the current time, no such accreditation has been proposed within the industry but discussion continues on a national level on this issue in an attempt to make academic institutions and professionals conform to accepted standards of professional preparation and practice.

ADDENDUM: February 7, 1992

Because it was unclear until recently that further curricular review would be necessary, the following documentation has been prepared in the time available:

1. Reinstatement documents as submitted with information highlighted so you can quickly identify changes;
2. Old catalog copy and new catalog copy; rationale for the changes is contained in the preface at the top of this page;
3. Copies of course changes (short form) for courses in which content has been altered to some degree. Attached to each are course outlines which are available currently. Revised course outlines covering same content but using common format are under preparation but as yet not available.
REINSTATEMENT PROPOSAL  
July 1991  

REVISED COMMUNITY HEALTH EDUCATION OPTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISQA 111</td>
<td>Fundamental Computer Concepts</td>
<td>2*</td>
</tr>
<tr>
<td>Bi 220,221</td>
<td>Elementary Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 301-3</td>
<td>Human Anatomy and Physiology</td>
<td>12*</td>
</tr>
<tr>
<td>HS 223</td>
<td>Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HS 363</td>
<td>Communicable Diseases and Chronic Health Problems</td>
<td>3*</td>
</tr>
<tr>
<td>HS 415</td>
<td>Determinants of Health Behavior</td>
<td>3*</td>
</tr>
<tr>
<td>HS 448</td>
<td>Health Education Techniques and Strategies</td>
<td>3*</td>
</tr>
<tr>
<td>HS 471</td>
<td>Planning and Eval. in Health Education Programs I</td>
<td>3</td>
</tr>
<tr>
<td>HS 472</td>
<td>Planning and Eval. in Health Education Programs II</td>
<td>3</td>
</tr>
<tr>
<td>HS 480</td>
<td>Practical Applications in Community Health</td>
<td>3*</td>
</tr>
<tr>
<td>PHS 450</td>
<td>Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td>HS 231</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HS 326</td>
<td>Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>HS 330</td>
<td>Emotional Health</td>
<td>3*</td>
</tr>
<tr>
<td>HS 365</td>
<td>Health Promotion Programs for Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>HS 404</td>
<td>Internship</td>
<td>12</td>
</tr>
<tr>
<td>PHS 443</td>
<td>Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HS 449</td>
<td>Quantitative Analysis in Health Studies</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td>Health Electives (including a class in aging, nutrition, and in Chemistry)</td>
<td></td>
</tr>
</tbody>
</table>

Total 94

Notes:

(1) * Courses in common with Health and Fitness Promotion opt
(2) 17 credits will fulfill the university distribution hours required of all students
(3) courses in boldface type are new requirements
(4) The following courses eliminated: Ch 101-3/111-113 (15); 355 (3)
### REINSTATEMENT PROPOSAL

**July 1991**

**REVISED HEALTH & FITNESS PROMOTION OPTION**

<table>
<thead>
<tr>
<th>Course/Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 301-3</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Math 111</td>
<td>Intro College Math</td>
</tr>
<tr>
<td>Psych 204</td>
<td>Psych as Social Science</td>
</tr>
<tr>
<td>Psych 311</td>
<td>Human Development</td>
</tr>
<tr>
<td>Sp 212</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Sp 220</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ISQA 111</td>
<td>Fundamental Computer Concepts</td>
</tr>
<tr>
<td>HS 330</td>
<td>Emotional Health</td>
</tr>
<tr>
<td>HS 363</td>
<td>Communicable Disease/Chronic Health Problems</td>
</tr>
<tr>
<td>HS 410</td>
<td>Stress Management</td>
</tr>
<tr>
<td>HS 415</td>
<td>Determinants of Health Behavior</td>
</tr>
</tbody>
</table>
| HS 449 | Quantitative Analysis in Health Studies | 3**#
| HS 448 | Health Techniques & Strategies | 3* |
| HS 456 | Health Aspects of Aging | 3 |
| PHS 450 | Epidemiology I | 3* |
| HS 340 | Dev/Management Health Fitness Programs | 3# |
| HS 341 | Socio-cult Foundations of Exercise | 3# |
| HS 361 | Care & Prevention of Injuries | 3 |
| HS 47 | Applied Kinesiology | 3 |
| HS 473 | Physiology of Exercise | 3# |
| HS 474 | Exercise Programming & Leadership | 3# |
| HS 475 | Fitness Testing/Exercise Prescription | 3# |
| HS 490 | Theory & Application | 3 |
| PE 180/185/190 | Activities Pertaining To Fitness | 6 |
| HS 404 | Internship I | 3* |
| HS 404 | Internship II | 9* |
| Approved List | | 12 |

**TOTAL = 110**

**NOTES:**

1. *Courses in common with Community Health Option*
2. #Existing courses which would require slight modification in existing content to accommodate change in program emphasis
3. 28 credits will fulfill the University distribution hours required of all students.
4. **Courses in boldface type are new requirements**
5. The following courses eliminated: Ch 101-3/111-113 (15); Bi 220-1 (5); HE 223 (3); HE 252 (3); HE 471-2 (6); ESSS 395 (1)
### ATHLETIC TRAINING MINOR CURRICULUM

<table>
<thead>
<tr>
<th>CURRENT PROGRAM</th>
<th>PROPOSED PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 250 NUTRITION</td>
<td>CH 250 NUTRITION</td>
</tr>
<tr>
<td>HE 252 FIRST AID</td>
<td>HE 252 DROPPED</td>
</tr>
<tr>
<td>BIO 301, ANAT/PHYS</td>
<td>BIO 301, ANAT/PHYS</td>
</tr>
<tr>
<td>Bio 302, 303</td>
<td>Bio 302, 303</td>
</tr>
<tr>
<td>HE 363 COMMUN. DIS</td>
<td>HE 363 COMMUN. DIS</td>
</tr>
<tr>
<td>PE 361 CARE &amp; PREV</td>
<td>PE 361 CARE &amp; PREV</td>
</tr>
<tr>
<td>PE 395 BASIC KINES</td>
<td>PE 395 DROPPED</td>
</tr>
<tr>
<td>PE 409 PRACTICUM</td>
<td>HE 409 PRACTICUM</td>
</tr>
<tr>
<td>PE 412 APP. KINES</td>
<td># HE 459 THERA MOD</td>
</tr>
<tr>
<td>PE 472 PHYS OF EXER</td>
<td># HE 460 INJ EVAL/REHAB</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>40-43cr</td>
<td>39-42 cr</td>
</tr>
</tbody>
</table>

CERTIFICATION OF FIRST RESPONDER FIRST AID WILL BE REQUIRED INSTEAD OF HE 252

**HE 459**  
THERAPEUTIC MODALITIES: PROCEDURES, INDICATIONS, AND CONTRAINDICATIONS OF THE MODALITIES AVAILABLE IN THE TRAINING ROOM.

**HE 460**  
INJURY EVALUATION/REHABILITATION: SYSTEMATIC EVALUATION AND REHABILITATION TECHNIQUES OF INJURIES AS A RESULT OF PARTICIPATION IN PHYSICAL ACTIVITIES.

**HE 409**  
COMPLETION OF PRACTICUM HOURS WILL CONTINUE TO REQUIRE ACCEPTANCE TO THE STUDENT ATHLETIC TRAINER PROGRAM, APPLICATION REQUIRED AND COMPETITIVE.
HEALTH STUDIES

Change all prefixes from ESSS and HE to HS.

HS 340 DEVELOPMENT AND MANAGEMENT OF HEALTH/FITNESS PROGRAMS (3)
A study of the organization and management of health and fitness programs located in the community, commercial, and corporate sectors. Emphasis placed on principles and skills involved in planning, organizing, financing, staffing, facility development, and management of health and fitness programs. [CHANGE TITLE, DESCRIPTION AND PREREQUISITE]

HS 341 SOCIAL FOUNDATIONS OF EXERCISE BEHAVIOR (3)
This course will examine social, cultural, and psychological influences upon exercise behavior. Included will be a critical examination of current social attitudes and values regarding physical activity and exercise as such beliefs influence patterns of physical activity within the culture. [CHANGE TITLE, DESCRIPTION AND PREREQUISITE]

HS 449/549 QUANTITATIVE ANALYSIS IN HEALTH STUDIES (3)
Introduction to basic statistical methods used in health studies. Topics include: simple descriptive statistics, introduction to probability, the normal curve, hypothesis testing, t-tests, correlation, simple linear regression, introduction to simple ANOVA, reliability, validity, and test evaluation. Emphasis is on understanding the appropriate use of various statistical procedures. Elementary microcomputer skills recommended. Prerequisite: Mth 111. [CHANGE NUMBER FROM 446/546, TITLE, DESCRIPTION AND PREREQUISITE]

HS 459 THERAPEUTIC MODALITIES (3)
An overview of the indications, contraindications, clinical application, pain management and physical principles of the common modalities used in the athletic training room. Prerequisite: HS 361. [CHANGE TITLE, DESCRIPTION, PREREQUISITE, SPLIT COURSE INTO TWO]

HS 460 INJURY EVALUATION AND REHABILITATION (3)
In-depth study of evaluation and rehabilitation of injuries that result from participation in activity. Emphasis will be on injury evaluation techniques and the principles of rehabilitation to return the individual to pre-injury status. Athletic training room. Prerequisite: HS 361. [CHANGE TITLE, DESCRIPTION, PREREQUISITE, SPLIT COURSE INTO TWO]

HS 474 EXERCISE PROGRAMMING AND LEADERSHIP (3)
This course focuses on the basic principles and skills needed for developing and implementing physical fitness programs. Emphasis includes: appropriate/safe training procedures, applications to younger and older populations, motivational strategies important to behavior change, exercise leadership skills, and the underlying principles which support such methods. Prerequisites: HPE 295, HS 473. [CHANGE NUMBER FROM 371, TITLE, DESCRIPTION AND PREREQUISITES]

HS 475/575 FITNESS TESTING AND EXERCISE PRESCRIPTION (3)
Theory and techniques of evaluating physiological function relating to fitness, including both laboratory and field methods. Coverage includes anaerobic performances, strength, muscle endurance, flexibility, body composition, cardiovascular function and application of results to exercise prescription. Prerequisites: Mth 111, HS 473. [CHANGE TITLE, DESCRIPTION AND PREREQUISITES]