THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE IS JUNE 7, 2010, AT 3:00 P.M. SHARP. PLEASE RESERVE TWO HOURS ON YOUR CALENDAR FOR THE MEETING TIME, AND PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT DURING ANY PORTION OF THE MEETING. THIS IS NECESSARY IN ORDER TO COMPLETE THE BUSINESS OF THE 2009-10 ACADEMIC YEAR. IF THE AGENDA IS NOT CONCLUDED, THE SENATE MEETING MUST BE CONTINUED TO MONDAY, JUNE 16, 2010, AT 3:00 P.M., IN ORDER TO COMPLETE THE BUSINESS OF THE 2009-10 ACADEMIC YEAR.

AT THIS MEETING, BUSINESS IS VOTED ON BY THE 2009-10 SENATE, AND OFFICERS ARE ELECTED BY THE 2010-11 SENATE.

In accordance with the Constitution of the PSU Faculty, the Senate Agendas is calendared for posting to the Senate website ten working days before Senate meetings, so that all will have public notice of curricular proposals, and adequate time to review and research all action items. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals area available at the PSU Curricular Tracking System: http://psucurriculumtracker.pbworks.com or from the Offices of the Vice Provosts for Graduate and Undergraduate Studies. If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate.

The Constitution requires that elected members must provide the Secretary with the name of an alternate in writing (required) who will be empowered to represent the member on occasions of absence and who will have full privileges of membership under those conditions. Senators, to facilitate the holding of summer meetings, are expected also to submit names and addresses of summer alternates (as well as their own summer addresses) to the Secretary by June 10.

SECRETARY TO THE FACULTY
www.pdx.edu/faculty-senate
The Faculty Senate will hold its regular meeting on JUNE 7, 2010, at 3:00 p.m. in 53 CH.

AGENDA

A. Roll
B. *Approval of the Minutes of May 3, 2010, Meetings
C. Announcements and Communications from the Floor
   1. Discussion Item: Senate Agenda Setting for 2010-11

ELECTION OF THE 2010-11 PSU FACULTY SENATE PRESIDING OFFICER

D. Unfinished Business
   *1. Proposal to Amend the Constitution of the PSU Faculty, Art. II., IV., and V.
   *2. Proposal to Amend the Functions and Procedures of the PSU Faculty
   3. University Studies Committee Annual Report – Cruzan
   4. Question to President Wiewel: Athletics and Pre-season Games
   5. Report on Indirect Costs - Feyerherm

ELECTION OF THE 2010-11 PSU FACULTY SENATE PRESIDING OFFICER PRO TEM

E. New Business
   *1. Curricular Proposals Consent Agenda – Beyler and Brown
   *2. Proposal for the Minor in Religious Studies - Brown
   *3. Proposal to Rename the Department of Women’s Studies - Bowman

ELECTION OF THE 2010-11 PSU FACULTY SENATE STEERING COMMITTEE

F. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees
   President’s Report at 16:30
   Provost’s Report
   *3. Annual Report of the Committee on Committees – Brodowicz
   *4. Annual Report of the Undergraduate Curriculum Committee – Brown
   *5. Annual Report of the Educational Policy Committee – Bowman
   *6. Annual Report of the Faculty Development Committee – Walton for Bleiler
   *8. Annual Report of the General Student Affairs Committee – Absher
   *9. Report of the Ad Hoc Committee to Propose Changes to the Constitution – Liebman
   10. Report of the Interinstitutional Faculty Senate Meeting of 7/8 May at PSU – Rueter

http://www.uoregon.edu/~ifs/ifs.html

ELECTION OF CAUCUS REPRESENTATIVES TO THE 2010-11 COMMITTEE ON COMMITTEES: AO, SBA, ED, LAS (2), OI, SSW, UPA.

H. Adjournment
*The following documents are included with this mailing:*

B    Minutes of the May 4, 2009 Meeting and attachments
C-1, Chart of University Growth Over Time
C-2, Faculty Survey Preliminary Report Presentation - Slides
G-8 EPC Ad Hoc Committee on OUS Restructure Presentation - Slides
D-1 Proposal to Amend the Constitution of the PSU Faculty, Art. II., IV., and V.
D-2 Proposal to Amend the Functions and Procedures of the PSU Faculty
D-3 University Studies Committee Annual Report
D-4 Question to President Viewel regarding Athletics
E-1 Curricular Proposals Consent Agenda
E-2 Proposal for the Minor in Religious Studies
E-3 Proposal to Rename the Department of Women’s Studies
G-1 Annual Report of the Advisory Council
G-2 Annual Report of the Budget Committee
G-3 Annual Report of the Committee on Committees
G-4 Annual Report of the Undergraduate Curriculum Committee
G-5 Annual Report of the Educational Policy Committee
G-6 Annual Report of the Faculty Development Committee
G-7 Annual Report of the Graduate Council
G-8 Annual Report of the General Student Affairs Committee
*** 2009-10 PSU FACULTY SENATE ROSTER ***

****2009-10 STEERING COMMITTEE ****

Presiding Office: Maude Hines
Presiding Officer Pro tem: Tom Luckett
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch, Linda George, Brad Hansen, Juliette Stoering

Ex officio (Comm on Comm) Gerard Lafferriere

****2009-10 FACULTY SENATE (115)****

All Others (24)

* Accetta, Alexander  CREC  2010
†* Hoffman, Agnes (Cardenas)  ADM  2010
* Toppe, Michele  OSA  2010
* Kaufman Lisa  OSA  2010
* Paradis, Louise  CARC  2010
* Steoring, Juliette (Korbek)  OIRP  2010
* Blanton, Sharon  OIT  2010
* Kennedy, Karen  UASC  2010
* Kerrigan, Seanna (Goodrich)  UNST  2010
* Harper, Lisa  CAPS  2011
* Ingersoll, Rebecca  UASC  2011
* Pierce, Robyn  FAC  2011
* Turner, April  OAA  2011
* Webb, Natalee  OSA  2011
* Weilnich, Jennifer  SALP  2011
* Wendler, Denise  BO-DA  2011
* Baccar, Cynthia  ADM  2012
* Fortmiller, Daniel  CARC  2012
* Hatfield, Lisa  DDPS  2012
* Ketcheson, Kathi  OIRP  2012
* Kwong, Jolina  OAA  2012
* McBride, Leslie  CAE  2012
* Vance, Mary  CARC  2012
* Thompson (57)

Business Administration (6)

* Buddress, Leland (O’Connor)  SBA  2010
* Dickinson, Don  SBA  2010
* Cabelly, Alan  SBA  2011
* Rogers, Daniel  SBA  2011
* Mathwick, Charla  SBA  2012
* Raffo, David  SBA  2012

Education (6)

Farahmandpur, Ramin  EPFA  2010
Livneh, Cheryl  CEED  2010
* Reynolds, Candycy (McKeown)  EPFA  2011
Caskey, Micki  ED  2012
Smith, Michael  ED  2012
* Chaille, Christine (Mukhopadhyay)  EED  2012

Engineering & Computer Science (9)

† Hook, James  CMPS  2010
* Lall, B. Kent (Morriss)  CE  2010
* Anderson, Timothy (Sheble)  ETM  2010
Kohles, Sean  ME  2011
Pejcinovic, Branimir  ECE  2011
Sailor, David  ME  2011
Zur, Lisa  EEN  2012
Brown, Cynthia  CS  2012
Daasch, W Robert  ECE  2012

Extended Studies (1)

† Sterling, Sarah  XS PDC  2012

Fine and Performing Arts (6)

Magaldi, Karin  TA  2010
Patton, Judith  TA  2010
† Gray, Charles  MUS  2011
Hansen, Bradley  MUS  2011
Leite, Margarette  ARCH  2012
Glaze, Debra  MUS  2012

Library (3)

† Bielavitz, Thomas  LIB  2010
* Bowman, Michaeal (Howard)  LIB  2011
* Pasch, Christine  LIB  2012

Liberal Arts and Sciences (39)

† Ames, Kenneth  ANTH  2010
* Bleiler, Steven  MTH  2010
† Fountain, Robert  MTH  2010
* Fuller, Steven  FLL  2010
* Johnson, David  HST  2012
* Khalil, Aslam  PHY  2010
† Lafferriere, Gerado  MTH  2010
* Mercer, Robert  CLAS  2010
* Mussey, Ann  WS  2010
* Collier, Peter (Padin)  SOC  2010
* Palmeter, Jeanette  MTH  2010
* Weingrad, Michael (Johnson)  HST  2010
* Ruth, Jennifer  ENG  2010
† Walton, Linda  HST  2010
* Carter, Duncan  ENG  2011
* George, Linda  ESR  2011
* Hines, Maude  ENG  2011
* Luckett, Thomas  HST  2011
* Mercer, Lorraine  ENG  2011
* Murphy, Michael  BIO  2011
* Rueter, John  ESR  2011
* Sanchez, Fernando  FLL  2011
* Seppalainen, Tom  PHIL  2011
* Shusterman, Gwendolyn  CHEM  2011
* Wanser, Carl  CHEM  2011
* Arante, Jacqueline  ENG  2012
* Brower, Barbara  GEOG  2012
† Burns, Scott  GEOG  2012
* Butler, Virginia  ANTH  2012
* Cummings, Michael  GEOL  2012
* Danielson, Susan  ENG  2012
* Gamburd, Michele  ANTH  2012
* Jacob, Greg  ENG  2012
* Latilvais, Paul  MTH  2012
* O’Halloran, Joyce  MTH  2012
* Schechter, Patricia  HST  2012
* Sysma, Mark (Balshem)  2012
* Wetzel, Patricia  FLL  2012

Other Instructional (3)

Jhaj, Sukhwant  UNST  2010
* MacCormick, Alan  UNST  2011
* Trimble, Anmarie  UNST  2012

Social Work (9)

Anderson-Nathe, Benjamin  CFS  2010
* Coleman, Daniel  SSW  2010
* Koroloff, Nancy  ORSP  2010
* Keller, Thomas  SSW  2011
* Oschwald, Mary (Nissen)  SSW  2011
* Taylor, Michael  CFS  2011
* Curry, Ann  SSW  2012
* Miller, Pamela  SSW  2012
* Nash, James  SSW  2012

Urban and Public Affairs (8)

Gelman, Sherrill  PA  2010
Wallace, Neal  PA  2010
* Farquhar, Stephanie (Dill)  SCH  2010
Kinsella, David  PS  2011
* Neal, Margaret  IOA  2011
* Carder, Paula  IOA  2012
* Henning, Kris  JUST  2012
* Strathman, James  CUS  2012

* Interim appointments

† Member of Committee on Committees

5/21/10
### 2010-11 PSU Faculty Senate Roster

#### 2010-11 Steering Committee

Presiding Officer:  
Presiding Officer Pro tem:  
Secretary: Sarah Andrews  
Steering Committee (4):  

*Bowman, Michael (Howard)  
†Gray, Charles

**2010-11 Faculty Senate (117)**

**All Others (24)**

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**Other Instructional (5)**

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**Social Work (7)**

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**McBeath, Bowen**

**Urban and Public Affairs (9)**

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</tbody>
</table>

*Members of Committee on Committees

**NEW SENATORS IN ITALICS**

DATE: 5/21/10
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 3, 2010
Presiding Officer: Maude Hines
Secretary: Sarah E. Andrews-Collier


Members Absent: Accetta, Anderson-Nathe, Arante, Baccar, Carder, Caskey, Cummings, Curry, Dickinson, Farhadmanpur, Farquhar, Fuller, Hagge, Keller, Johnson, Koroloff, Kwong, Lall, Leite, Mathwick, McBride, Nash, Neal, Reynolds, Oschwald, Raffo, Rogers, Vance, Wendler,

Ex-officio Members Present: Andrews-Collier, Balzer, Beyler, Dawson, De la Cruz, Fung, Gregory, Hickey, Knight, Koch, Mack, Merrow, Miller, Nelson, Sanford, Spalding.

A. ROLL
B. APPROVAL OF THE MINUTES OF THE APRIL 5, 2010, MEETING

The meeting was called to order at 15:05. The minutes were approved with the following corrections:

Caskey was present. Taylor was present.
p. 30, item 1. para. 3, replace, “HOOK…etc.” with “HOOK requested the president’s government affairs staff provide more information.”

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The presiding officer reminded the senate of dates and times this week for the budget forum and the forum to discuss the OUS restructure proposal.
Changes to the Agenda:

Added:
C.2. Discussion of the Faculty Priorities Survey Preliminary Results
G.8. Report of EPC Ad Hoc Subcommittee on OUS Restructure Proposals
F.1. Question for Provost Koch - Excessive Noise in the Park Blocks

Tabled:
F.1. Question for President Wiewel - Athletes in Pre-season Games

Nominations for Presiding Officer of the 2010-11 PSU Faculty Senate:
Maude Hines

Changes to Senate and Committee Representation since May 3, 2010

Michael Cummings has been appointed to the Teacher Education Committee, to represent the Sciences.

1. Discussion Item: Library Funding

MERROW introduced the item in conjunction with the Library Committee Annual Report, noting that funding has been restored but not to the level of the cuts made last year. She continued, that the AAUP effort to increase funding is a measure of faculty support for improved Library funding. She reviewed the funding chart “University Growth Over Time” included in the report, p. 4 (attached).

MERROW/LUCKETT MOVED THE SENATE APPROVE the resolution proposed by the Library Committee on page 5, of G-4, Library Committee Annual Report:

The university administration make Library funding one of its highest priorities, and that it strive to identify and allocate the resources needed to reverse the downward spiral of funding and thus to restore and improve print, electronic, and other collections, and to restore and improve librarian-student ratios.

BROWN noted how much better our research could have been with the proper funding before now. SCHECHTER noted that faculty have already covered much of the research resource gap, often out of our own pockets. __________ queried if research costs have been aligned to library costs. SPALDING stated yes. WALTON asked a question about indirect costs. HINES stated that the report is still pending, but that the provost may be able to make some comment during his report. WAMSER questioned the data points regarding the relationship of faculty to students to research. KOCH agreed.

KOHLES asked if other options have been explored. SPALDING stated yes, but that of the 36 ORBIS members, including the U. of Washington, there are 9 Million titles, but this is low compared to the 12 Million shared between only U. ILL, Chicago and Champaign-Urbana.

RUETER stated he supported the motion, irrespective of the questionable graph.
THE MOTION PASSED, by unanimous voice vote.

2. Discussion Item: Faculty Priorities to Present to the President’s Retreat

ANDERSON presented preliminary results of the Survey of Faculty, which concludes on 5 May.

BROWN cautioned that with respect to infrastructure, it might mean different things to different people. ANDERSON noted that items were listed with this category, and the text responses are being collected as well. RUTH asked who was surveyed and STOERING noted that the final results would be broken down by faculty groups.

REESE noted that the items near the end are as important as the top items. BROWN concurred that prioritization was difficult as all the items are high priority. TRIMBLE concurred. JHAJ concurred. SHUSTERMAN concurred, noting that item #11 may be the most important; we are constantly being consulted about items that are not accessible to us. STOERING reminded that at least 90% of respondents have said thus far that all of these are priorities. BLEILER noted, “the ones at the top are beating off the alligators, the ones at the bottom are draining the swamp.”

NOTE: There is no transcript of the proceedings from this point.

SMITH ________________
BUTLER commended the effort and urged that the survey be enlarged for the next round.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

BLEILER/BURNS MOVED THE SENATE APPROVE the Curricular Consent Agenda, as listed in “E-1.”

THE MOTION PASSED by unanimous voice vote.

2. Writing Requirement Proposal

HICKEY reviewed the history of the item, a former version of which was tabled earlier in the year.

DAASCH/BURNS MOVED THE SENATE APPROVE the Writing Requirement Proposal, as listed in “E-2.”
RUETER questioned the number of sections expected to be needed to carry out this charge. HICKEY reiterated that it would address approximately 200 additional students. The most affected students would be those majoring in Liberal Studies. RUTH reminded that the committee has done a good job of maintaining transparency around this issue, including working with the English Department. JHAJ supported the 200-student figure, and stated _____________. CARTER reminded that 200 students is only a little bulge for PSU, whereas the community colleges will be glad to teach these courses. He noted, the most important item on the proposal is the second bullet; this improvement is about all students, not just 200. RUETER reiterated that he has calculated 80 sections. JHAJ reminded that Frinq/Sinq students are not included. LIVNEH asked if placement exams would be introduced, and JACOB stated yes they are. DAASCH asked _____________. HICKEY _____________. JHAH noted that University Studies couldn't support this without the additional funds indicated. DAASCH queried what happens to enacting the requirement if the funding is not forthcoming. RUTH noted that she and JHAJ would come back to the Senate with that issue. MURPHY _____________. RUETER reiterated his concern, referencing the notes from the meeting of 2 November 2009. LIVNEH queried how we would measure effectiveness of the community college courses. MacCORMACK urged that there would not be a giant surge in numbers. JACOB noted that community colleges are doing good work on this instruction. GEORGE noted that the point is to improve the quality of instruction. HENNING ______________

THE MOTION TO APPROVE PASSED by majority voice vote.

3. Credit Hour Limit Proposal

LAFFERRIERE/BUTLER MOVED THE SENATE APPROVE the proposal as listed in “E-3.”

THE MOTION PASSED by unanimous voice vote.

4. Center for Inter-Disciplinary Mentoring Research Proposal

BOWMAN/DAASCH MOVED THE SENATE APPROVE the center proposal, as listed in “E-4.”

THE MOTION PASSED by unanimous voice vote.

5. Proposed Amendments to the Constitution, Art. II., IV., and V.

LIEBMAN and Mark Jones presented the proposals.

LAFFERRIERE/DAASCH MOVED THE SENATE APPROVE the proposed amendments as listed in “E-5”, with final voting to take place article by article (including the correction of 2 typographical errors on p. 1).
HOOK asked if the three-year term of a Presiding Officer requires election in a senator’s first year. HINES stated no, as the proposal in “E-6” indicates that the Presiding Officer is a senator only during the year she/he is serving in that capacity. HOOK urged that as the Senate is only as effective as the Presiding Officer, and the pool should be as large as possible.

BLEILER/_______MOVED to amend Art. V, Sec. 3., 1) (end of page 4) by adding “/his” after her.

THE MOTION TO AMEND passed by UNANIMOUS VOICE VOTE.

JHAJ spoke against reducing the size of the senate, noting that certain research indicates that the greater size of a body allows for freer dissent. WALTON noted that the research behind this proposal indicates the small size is more common. CARTER reminded that the consultant on the project also noted our overly large size. LIEBMAN reminded that dissent is also relative to other things, rather than size alone. He noted that the committee recommends being nimble, and that voices should represent the different point of view of groups, not individuals.

KERRIGAN asked a question about the committee’s research on size and distribution. MacCORMACK noted that the committee findings supported a smaller Senate in that it would demand more engagement by members. SHUSTERMAN noted that the smaller size would also make the dissent more meaningful. RUTH noted she agreed with the concept of a more active senate, and supported also the tightening of the absence rules.

CABELLY/MURPHY MOVED that in Art. V., Sec. 1, 3), “is” be changed to “will be”, p. 4, para. 1, line 4.

BLEILER argued that the amendment is unnecessary.

THE MOTION TO AMEND FAILED by majority voice vote.

BLEILER/REESE MOVED that in Art., V., Sec. 1, 3.), “for one academic year or more” is restored, p. 4, para. 1, line 4.

THE MOTION TO AMEND PASSED by unanimous voice vote.

6. Proposed Changes to “Functions and Procedures of the Faculty Senate”

BLEILER/DAASCH MOVED THE SENATE APPROVE the proposal as listed in “E-6.”

BLEILER/DAASCH MOVED TO AMEND the proposal as listed in “E-6” changing paragraph 2 to read: “A senator who takes a leave of absence, or sabbatical leave for one academic year or more or is absent for more than three consecutive meetings must resign his or her Senate seat, which shall be filled in accordance with Section 2, Paragraph 5 of this Article.”
The MOTION PASSED by unanimous voice vote.

Daasch/_____MOVED TO REPLACE “must be” with “is”, para. 3, line 4.

The MOTION PASSED by unanimous voice vote.

LUCKETT/HOOK MOVED TO TABLE the motion until June.

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

Question for Provost Koch Regarding Noise Disruptions in the Park Blocks

The corner area of the Park Blocks roughly between Neuberger Hall and SMSU is ever increasingly in use by bands, DJs and other apparent representatives of the entertainment industry or entertainment side of the College. The noise is regularly extremely disruptive for both classroom activities and office work - at least in NH sides facing the Park blocks. What can be done to remedy the situation and return this area to a noise level and protocol appropriate for a college campus? Submitted by Tom Seppalainen, Prof. of Philosophy

KOCH responded to the question during his report. He noted that Park Blocks activities have positive purposes, including community engagement and student leadership. He advised that people should contact SMSU with issues regarding noise. SEPPALAINEN noted that the noise from the Earth Day events lasted for seven consecutive hours.

2. Questions from the Floor for the Chair

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

Provost’s Report

KOCH reported after G.8. He noted that the policy for scheduling classes in Extended Studies has been revised. He noted that S. Jhaj has been appointed Special Assistant to the Provost for Student Success. He noted that Dean Nelson has given notice of retirement, and a search for her replacement will be conducted in the coming year. He noted that Academic Affairs is undergoing reorganization. Vice Provost Smallman is returning to International Affairs, and Vice Provost Feyerherm is returning to Social Work. There will be new positions and internal searches would be conducted for them. RUTH noted that Extended Studies needs to be moved back under the
academic side of the house from continuing education, to being part of degree programs.

1. Office of Sponsored Research Report on Library Funding/Indirect Costs

   The report was tabled.

2. Academic Requirements Committee Annual Report

   HICKEY presented the report for the Committee.

   The report was accepted for the Senate by the Presiding Officer.

3. Intercollegiate Athletic Board Annual Report

   The report was accepted for the Senate by the Presiding Officer.

4. Library Committee Annual Report

   MERROW presented the report for the committee before “C.1.”

   The report was accepted for the Senate by the Presiding Officer.

5. Scholastic Standards Committee Annual Report

   The report was accepted for the Senate by the Presiding Officer.

6. Teacher Education Committee Annual Report

   The report was accepted for the Senate by the Presiding Officer.


   The report was tabled.

8. Report of the EPC Subcommittee on OUS Restructure

   BOWMAN presented the report for the sub-committee (slides attached).

   Applause.

   GAMBURD directed faculty to the AAUP position paper on the web page.

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.
Faculty Priorities Survey
Preliminary Report 05/03/2010

- 11 questions
  - Topics culled from reports by chairs of Senate committees this year and Duncan Carter's 2005 survey
- 493 responses
- 21.3% Response Rate
  - 493 respondents out of 2315 unclassified employees
- Final results to be presented at President's Spring Planning Retreat
- Still time to turn in your survey

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<th>Question</th>
<th>High priority (3)</th>
<th>Mean Rank</th>
<th>High Priority Rank</th>
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<td>56.2%</td>
<td>2.45</td>
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</tr>
<tr>
<td>2  Improving infrastructure to meet our growing needs</td>
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<td>3  Addressing space and class size</td>
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<td>4  Funding for faculty research</td>
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<tr>
<td>Portland area</td>
<td></td>
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</tr>
<tr>
<td>6  Increasing the proportion of tenure line to non-tenure line faculty</td>
<td>35.0%</td>
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<td>6</td>
</tr>
<tr>
<td>7  Becoming a school of choice for high achieving students</td>
<td>29.7%</td>
<td>1.96</td>
<td>7</td>
</tr>
<tr>
<td>8  Developing an administrator review process that includes faculty</td>
<td>29.0%</td>
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<tr>
<td>feedback on administrator effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9  Receiving cost/benefit analysis of administrative directives...</td>
<td>24.4%</td>
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<td>10 Developing a new budget allocation model that takes into account</td>
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<tr>
<td>program quality, productivity, mission alignment, national reputation,</td>
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<td>understand long-term consequences of financial decisions...</td>
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### Slightly Less Brief

#### Faculty Priorities Survey, Preliminary Report 05/03/2010

21.1% response rate (606 respondents out of 2855 unclassified employees)

#### Questionnaire

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<th>Moderate priority</th>
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<td>56.2%</td>
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<td>2. Improving infrastructure to meet our growing needs</td>
<td>477</td>
<td>1.1%</td>
<td>9.2%</td>
<td>35.9%</td>
<td>53.9%</td>
<td>2.43</td>
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<td>3. Addressing space and class size</td>
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<td>2.6%</td>
<td>13.8%</td>
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<td>41.6%</td>
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<td>Portland area</td>
<td>474</td>
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<td>17.7%</td>
<td>38.2%</td>
<td>35.0%</td>
<td>1.99</td>
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<tr>
<td>6. Increasing the proportion of tenure line to non-tenure line faculty</td>
<td>472</td>
<td>7.6%</td>
<td>18.2%</td>
<td>44.5%</td>
<td>29.7%</td>
<td>1.96</td>
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<td>7. Becoming a school of choice for high-achieving students</td>
<td>476</td>
<td>7.1%</td>
<td>25.2%</td>
<td>38.7%</td>
<td>29.0%</td>
<td>1.89</td>
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<td>8. Developing an administrative review process that includes faculty</td>
<td>476</td>
<td>6.9%</td>
<td>31.7%</td>
<td>37.0%</td>
<td>24.4%</td>
<td>1.79</td>
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<td>feedback on administrative effectiveness...</td>
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<td>1.79</td>
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<tr>
<td>9. Reconciling cost/benefit analysis of administrative directives...</td>
<td>474</td>
<td>9.5%</td>
<td>24.7%</td>
<td>43.5%</td>
<td>22.4%</td>
<td>1.79</td>
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<tr>
<td>10. Developing a new budget allocation model that takes into account</td>
<td>472</td>
<td>7.6%</td>
<td>18.2%</td>
<td>44.5%</td>
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<td>program quality, productivity, mission alignment, national reputation,...</td>
<td>476</td>
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<td>strategic priority and cost/benefit.</td>
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<td>29.0%</td>
<td>1.89</td>
</tr>
<tr>
<td>11. Developing financial measures that allow the faculty to see and</td>
<td>474</td>
<td>9.5%</td>
<td>24.7%</td>
<td>43.5%</td>
<td>22.4%</td>
<td>1.79</td>
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<tr>
<td>understand long-term consequences of financial decisions...</td>
<td>474</td>
<td>9.5%</td>
<td>24.7%</td>
<td>43.5%</td>
<td>22.4%</td>
<td>1.79</td>
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<tr>
<td>12. Improving the proportion of tenure line to non-tenure line faculty</td>
<td>476</td>
<td>7.1%</td>
<td>25.2%</td>
<td>38.7%</td>
<td>29.0%</td>
<td>1.89</td>
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<td>13. Improving infrastructure (e.g., adequate computer labs, library</td>
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<td>7.1%</td>
<td>25.2%</td>
<td>38.7%</td>
<td>29.0%</td>
<td>1.89</td>
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<td>resources, technology for teaching, office and classroom environments,</td>
<td>474</td>
<td>9.5%</td>
<td>24.7%</td>
<td>43.5%</td>
<td>22.4%</td>
<td>1.79</td>
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<tr>
<td>science labs, and studios) to meet our growing needs.</td>
<td>476</td>
<td>7.1%</td>
<td>25.2%</td>
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<td>43.5%</td>
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<td>1.79</td>
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</table>

### Survey Part 1

For the first time, the Provost has invited the Senate Presiding Officer to present PSU faculty priorities at the President's Spring Planning Retreat. Please take a few moments to share your thoughts about priorities for the institution by responding to the list of topics below. The topics were culled from reports by chairs of Senate committees this year, as well as from the results of a survey conducted in 2003.

Thank you in advance for participating in this opportunity to provide input on faculty priorities. The Senate Steering Committee will use the survey results to prepare for the Faculty Presentation at the President's Retreat and plan for the senate's agenda for next year.

Please give your opinion of the level of priority for each of these issues:

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Not a priority</th>
<th>Low priority</th>
<th>Moderate priority</th>
<th>High priority</th>
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<td>c</td>
<td>c</td>
<td>c</td>
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<td>Improving infrastructure (e.g., adequate computer labs, library resources, technology for teaching, office and classroom environments, science labs, and studios) to meet our growing needs.</td>
<td>c</td>
<td>c</td>
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<tr>
<td>Addressing lack of funding for staff and support services</td>
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<td>c</td>
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<td>Developing financial measures that allow the faculty to see and understand long-term consequences of financial decisions. The measure might include Education and related (E&amp;F) spending per student, educational and general (E&amp;G) spending per student, total operating expenses per student, clear measures to track educational spending per student on library resources.</td>
<td>c</td>
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C.2. Faculty Priorities

May 3, 2010
## Survey Part 2

<table>
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<th>Addressing space and class size</th>
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<tbody>
<tr>
<td>Becoming a school of choice for high-achieving students</td>
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</tr>
<tr>
<td>Developing an administrator review process that includes faculty feedback on administrator effectiveness (i.e., “360 degree” reviews)</td>
<td></td>
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<tr>
<td>Funding for faculty research</td>
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</tr>
<tr>
<td>Developing a new budget allocation model that takes into account program quality, productivity, mission alignment, national reputation, strategic priority and cost/benefit.</td>
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<tr>
<td>Receiving cost/benefit analysis of administrative directives. What is the cost in faculty time (unit plans, assessment plans, advising, on-line courses etc.) and what is the actual benefit of the activity?</td>
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<tr>
<td>Focusing on PBJ's role and effectiveness in graduate education in the Portland area. How can PBJ position itself through graduate education, to tap into local and regional demands, interests, emerging opportunities and increase our graduate-only course offerings?</td>
<td></td>
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</table>

If you have additional comments, please include them in the space provided.
**Faculty Thoughts on OUS Restructuring**

EPC Ad Hoc Subcommittee on OUS Restructuring

- Timothy Anderson, ETM
- Michael Bowman, LIB
- Michael Flower, HON
- Maude Hines, ENG
- Raymond Johnson, SBA
- John Rueter, ESM
- Mark Woods, CHEM

We believe the only reason to restructure is to improve public higher education in Oregon and at Portland State University

**Students**

- We are concerned that restructuring will result in increased tuition, and need assurance that restructuring will not create barriers for students who may qualify for financial aid but for whom paying for college is difficult, and that the racial, class, and ethnic diversity of the students will not be diminished.

**Students (cont.)**

- We need to maintain access without loss of quality.
- Tuition must remain at or below the median for the U.S.
- If the state considers our opportunity role important, it needs to fund it. This includes funding for the extra assistance needed by special admission students.
The Character of the University

- Oregon should have institutions that engage in Public Education. We should be about public (as opposed to publicly-owned) education.
- Tuition should be linked to a percentage of tenure lines.

Character (cont.)

- Our fears include: a decrease in quality, an erosion in the humanities and social sciences, a doubling of the student body without a concomitant increase in support, and a continuation of a “more with less” direction.

A Statewide View

- Statewide coordination, which has been important in the development of PSU, is essential for the quality of higher education in Oregon.
- All current OUS schools must be involved in decisions to create any new universities.

Restructuring

- We are not convinced that restructuring will lead to increased efficiency, and feel that a thorough cost/benefit analysis should be performed to establish if such is likely.
- In the event that a cost/benefit analysis shows savings can be made these savings must not be used to decrease other revenue streams for higher education in Oregon.
PROPOSALS TO AMEND THE CONSTITUTION OF THE PSU FACULTY
Additions underlined, deletions struck out, changes in italics

ARTICLE II. MEMBERSHIP OF THE FACULTY.
The Faculty shall consist of the Chancellor, the President of Portland State University, and all persons who hold State Board appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unclassified, Unranked members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks, whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System.

Rationale: to match the original intent of the Article.

ARTICLE IV. ORGANIZATION OF THE FACULTY.
Section 4. Faculty Committees.
1) Appointment. The Committee on Committees, hereinafter described, shall appoint the members and chairpersons of all constitutional committees and ensure adequate and required divisional representation. The Committee on Committees shall make recommendations to the President concerning the membership and chairpersons of all committees established by administrative action and ensure divisional representation as appropriate. Constitutional committees are those established under provisions of the Faculty Constitution. Administrative committees are those established by the President and charged by him or her with a specific assignment on a continuing basis for periods of one or more years. Ad hoc and special committees may be established at any time by the Faculty, the Senate, or the President, and shall carry out specific duties and report as directed. No special committees shall be established that duplicate the work of an existing Faculty, Senate or administrative committee. The Committee on Committees shall appoint membership of special committees established by the Faculty or Senate. The Advisory Council will make recommendations of membership for ad hoc and special committees established by the President.

For the purpose of committee representation, the word “division” shall mean any school or college, each of the three academic distribution areas of Arts and Sciences (Arts and Letters, Sciences, and Social Sciences), Business Administration, Education, Engineering and Computer Science, Fine and Performing Arts, Library, Social Work, Urban and Public Affairs, Other Instructional Faculty, and All Other faculty; the term “instructional division” shall mean any school or college, and Other Instructional Faculty. The members of the Committee on Committees will normally serve two years and must be members of the Senate during their tenure as members of the Committee. The following divisions shall elect members in even-numbered years.
• All Others (1 member)
• Business Administration (1 member)
• Education (1 member)
• Liberal Arts and Sciences (2–3 members)
• Social Work (1 member)
• Urban and Public Affairs (1 member)

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

• Engineering and Computer Science (1 member)
• Library (1 member)
• Liberal Arts and Sciences (2–3 members)
• Fine and Performing Arts (1 member)
• Extended Studies (1 member)
• Other Instructional Faculty (1 member)

Rationale: To divide Liberal Arts and Sciences into more effective groups.

ARTICLE IV. ORGANIZATION OF THE FACULTY.
Section 4. Faculty Committees.
4) Standing Committees and Their Functions.
d) Undergraduate Curriculum Committee. This committee shall consist of five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other instructional divisions, one from the Library, one from All Other faculty, two students, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Curriculum & Undergraduate Studies, and a representative of the Office of Institutional Research & Planning. Etc.
g) Faculty Development Committee. This committee shall consist of five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), two from the Library, one from each of the other divisions, and, as consultants, the following, or their representatives, the Provost, and the Vice Provost for Graduate Studies & Research. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. Etc.
j) Graduate Council. This council shall consist of five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other instructional divisions, one from the Library, one from All Other faculty, two graduate students appointed upon recommendations by the Dean of Graduate Studies, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees only from among faculty members with an involvement in graduate education. Etc.
l) Budget Committee. This committee shall consist of five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, two students, the chairperson of the Education Policy Committee and,
as consultants, the following or his or her representative, the Vice President for Finance and Administration, the Provost, the Associate Vice President for Finance and Administration, and a representative from the Office of Institutional Research and Planning. The chairperson (or a designated member) shall serve on the Education Policy Committee. Etc.

m) Educational Policy Committee. The Educational Policy Committee shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Committee shall be composed of the chairperson of the Budget Committee, plus five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Committee. The chairperson (or a designated member) shall serve on the Budget Committee. Etc.

n) University Studies Council. This council shall consist of five six faculty members from the College of Liberal Arts and Sciences (two from each of its divisions), one from each of the other instructional divisions, one from the Library, one from All Other faculty, one elected representative of the core University Studies faculty, two upper-division undergraduate students and, as consultants, the following or his/her representative: the Provost, the Dean of Undergraduate Studies, the immediate administrator of the program, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees from among faculty members with an involvement in general education. Etc.

ARTICLE V. FACULTY SENATE.
Section 1. Membership.
1) Ex-officio Members
a) The President, the Provost, all Vice Presidents; all Deans; the Director of the Library; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; a representative of the retired faculty association; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.

b) The chairperson of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.

Rationale: there is no longer a retired faculty association.

ARTICLE V. FACULTY SENATE.
Section 1. Membership.
3) Alternates. Each elected member of the Senate is expected to attend its meetings regularly. However, before the first meeting of the fall term each senator shall designate
in writing to the Secretary to the Faculty an alternate who shall serve in the senator's absence with full rights and powers. A senator may change his or her alternate at any time by so informing the Secretary in writing. A senator who takes a leave of absence, or sabbatical leave for one academic year or more or is absent for more than three consecutive meetings must resign his or her Senate seat, which shall be filled in accordance with Section 2, Paragraph 5 of this Article.

*Rationale:* prolonged absences allowed by the current rule deprive units of appropriate representation.

**ARTICLE V. FACULTY SENATE.**

*Section 2. Election of the Senate.*

1) Determination of Divisional Representation. By the first Monday in March of each year, the chief administrative officer of each division (see Article V, Section 1, Paragraph 2) shall report to the Secretary to the Faculty the name of each faculty member, and the number of full-time equivalent faculty assigned to each division. At the same time, names of regular faculty and the number of full-time equivalent faculty in programs not in any instructional division shall be reported by the chief academic administrative officer and the vice presidents, or their designees, to the Secretary to the Faculty. These Faculty shall be assigned by the Senate Steering Committee to divisions as prescribed in Article V, Section 1, Paragraph 2. The Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall then determine the number of senators to be allocated to each division, apportioning one senator for each multiple of ten twenty full-time equivalent faculty with an additional senator for any remainder of 5.0 10.0 or more full-time equivalent faculty. Any division with fewer than ten twenty full-time equivalent faculty shall have one senator. A newly instituted division shall elect its senator(s) in the next regular senate election.

*Rationale:* Since 1994, the number of Senators doubled from 55 to 115, through the inclusion of All Others and faculty hiring. Changing the ratio will return the number of Senators to 55, resulting in a more engaged and cohesive, and effective Senate.

**ARTICLE V. Section 3 ORGANIZATION OF THE SENATE**

1) **Officers and Their Duties.** Upon delegation of authority by the President, the Senate should choose a presiding officer and a presiding officer-elect in such manner as shall be prescribed in “Functions and Procedures of the Senate.” The Presiding-Officer will serve a one-year term to be succeeded by the Presiding Officer-Elect. The outgoing Presiding Officer shall be considered as Past Presiding Officer during the year following her/his term.

*Rationale:* to ensure leadership succession and safeguard institutional memory.
PROPOSAL TO AMEND: FUNCTIONS AND PROCEDURES OF THE FACULTY SENATE
Additions underlined, deletions struck out, changes in italics

A. FUNCTIONS AND PROCEDURES OF THE FACULTY SENATE
Article V of the Faculty Constitution describes Senate membership, election procedures, organization, authority and functions (pages 7-9). Within certain limitations, the Senate is empowered to make rules governing its own internal organization and procedures. The following revised statement of "The Functions and Procedures of the Faculty Senate" was approved at the meeting of May 5, 1973:

…

Resignation
A senator who takes a leave of absence, or sabbatical leave for one academic year or more or is absent for more than three consecutive meetings must resign his or her Senate seat, which shall be filled in accordance with Article V., Section 2, Paragraph 5.

Presiding Officer
Upon delegation of authority by the President under Article V, Section 3, of the Faculty Constitution, the Senate shall elect each year at the last regular scheduled Senate meeting of spring term, a Presiding Officer who will chair all meetings of the Senate and its Steering Committee. The Presiding Officer must be a member of the Senate at the time of service….

Presiding Officer Pro-Tem Elect
The Presiding Officer Pro-Tem Elect shall preside in the absence of the Presiding Officer at all meetings of the Senate and its Steering Committee and be elected according to the same procedures as the Presiding Officer.

…

Steering Committee
After the election of a Presiding Officer and a Presiding Officer Pro-Tem Elect, the Senate shall elect four two of its members each year to serve two-year terms, with the Presiding Officer, Presiding Officer Pro-Tem Elect, Past Presiding Officer, and Secretary, as the Steering Committee of the Senate. Following nominations by voice, elections of the four two additional members of the Steering Committee shall be by secret ballot. If four two candidates do not receive a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until four candidates receive a majority of the votes cast….
Report of the University Studies Council to the Faculty Senate 2010

Prepared by Mitch Cruzan, Chair


The University Studies Council has met biweekly for the 2009-10 academic year. With fifteen members it has not been possible to identify one time period when it was possible for the entire committee to meet. To accommodate the entire committee we have alternated meeting times so every individual has the opportunity to attend at least once per month.

The primary focus of the council this academic year has been the refinement of procedures for cluster reorganization, which was initiated in our final report of the 2008-2009 academic year. The goal of this report is to update the Faculty Senate on progress made towards cluster realignment and to provide information on modifications to the cluster development process that have occurred since our annual report in June of 2009.

1. Modifications to the cluster realignment process.
   a. New clusters will be approved and implemented as they are developed by faculty groups.
   b. The timeline for cluster realignment has been adjusted to accommodate the development of new clusters by groups of faculty. The council will continue to encourage new cluster development and will reassess the progress of cluster realignment in the spring of 2011.

2. Progress on cluster realignment.
   a. Proposals for two new clusters (“Global Perspectives” and “Interpreting the Past”) have been reviewed and approved by the council.
   b. Coordinators for several existing clusters are reviewing the new cluster requirements to determine whether they need to make any modifications.
   c. One cluster (“Professions”) that did not have unique courses associated with it was removed.
   d. Lists of cluster courses have been generated to assist faculty working on the development of new clusters.
   e. Clarifications have been made by the council on several UNST policies that are relevant to clusters:
      i. Cluster coordinators and departments are encouraged to reexamine the content and student populations being served by courses listed at the 400 level. It is the consensus of the council that these courses should be reformulated and renumbered to the 300 level or removed from clusters. The council suggests that these changes take place within the next three years.
      ii. Courses listed as 400/500 will have their cluster designations removed in time for inclusion in the 2011 bulletin.
iii. In 2006 the council recommended that SINQ courses function as gateway courses for the disciplines. To facilitate the development of gateway SINQs in the new Global Perspectives cluster the council has approved cross-listed UNST/INTL courses to be taken under either prefix as a SINQ.

iv. All clusters will be reviewed on an on-going basis to ensure that cluster courses on the approved cluster list are offered at least every other year. Total course offerings in a cluster need to average at least 20 sections, or capacity for 700 students, per term. A minimum of 6 sections of SINQ, or capacity for 210 students, need to be offered per cluster each year. Clusters that do not meet these capacity requirements will be de-listed.

v. Cluster coordinators, chairs and other relevant curricular stakeholders will be notified of these policy changes.
**Question for administrators:** In the context that some football games in the early fall against overmatched opponents are considered "money games" and that there are a disproportionate number of serious injuries during these games:

a. is it fair that our athletes are asked to take all the burden of the risk of injury without any compensation. Should we consider providing scholarship guarantees and full and meaningful health insurance coverage (such as lifetime insurance coverage for injuries)?

b. Does our current football program conform to the standards for sportsmanship established in the IMD for OUS? I am referring to http://www.ous.edu/about/polipro/files/IMD%201-08.pdf

Specifically:

8.036 (3) (a) The intercollegiate athletic program of the institution shall reflect high standards of scholarship, sportsmanship, fair play, integrity, and concern for the individual. 8.036 (3) (c) (iv.) Refrain from participation in an intercollegiate athletic program of the institution when existing injuries and/or physical impairments would jeopardize the student athlete's health and welfare; and 8.036 (3) (g) (xii.) pertaining to coaches Permits, requiring, or encouraging a student athlete who is injured, or otherwise physically or mentally impaired, to participate in the intercollegiate athletic program of the institution without authorization from a physician or authorized athletic trainer; And, I thought I saw this in there someplace before but "fair play" and "sportsmanship" are defined in a way that prohibits trying to injure an opponent.

But in any case it is covered by OAR 577-031-0135 Conduct Proscribed by the State Board of Higher Education section (4) Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on University-owned or controlled property.

These points seem particularly salient in light of recent evidence on the risk of permanent harm from multiple concussions.
May 6, 2010

TO: Faculty Senate

FROM: Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by 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 2009-10 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

Change to Existing Programs
E.1.a.1
- FLL MA, Master of Arts in Foreign Languages and Literatures, change

E.1.a.2
- Geog GIS Cert. Geographic Information Systems, change existing program

New Courses
E.1.a.3
- Psy 517/617 Advanced Industrial Psychology (4)
  Theory, methods, and selected topics in industrial psychology including job analysis, performance appraisal, personnel selection, legal issues, and training.
  Expected preparation: admission to Psychology graduate program.

Change to Existing Courses
E.1.a.4
- Soc 684, Social Inequality, 4cr, add 584
E.1.a.5
- Soc 587/687, Comparative Health and Welfare Systems, 4cr, change title to International Health Inequalities, description, prerequisites

Graduate School of Education

Change to Existing Courses
E.1.a.6
- LIB 588 Computers and Advanced Technology in the Library Media Center, 4 cr - change title to 21st Century Technologies for Educators, change course description

Maseeh College of Engineering and Computer Science
Change to Existing Programs
E.1.a.7
• MS in Electrical and Computer Engineering – change to existing program
E.1.a.8
• MEng in Electrical and Computer Engineering – change to existing program

New Courses
E.1.a.9
• SYSE 567 Systems Engineering Management (4)
  Management techniques applicable to Systems Engineering as part of its interface role to integrate project control (cost and scheduling) and technical specialties, including evaluating new technologies and integrating with legacy systems, technical performance measures, development-process tailoring, maturity assessment models, conducting technical reviews. Expected preparation: SYSE 591.

School of Business Administration

Change to Existing Programs
E.1.a.10
• Master of Business Administration – change to existing program

New Courses
E.1.a.11
• BA 522 Communications for Leaders (1)
  This course focuses on building effective communication skills, including writing, speaking and listening. Students will learn how to create and engage in clear and well-structured communications – both oral and written. Students will be introduced specific techniques that students can use to increase their effectiveness as communicators, engage their audience and respond to ‘expected’ and ‘unexpected’ questions that arise in a way that is authentic, collaborative and influential. Prerequisites: BA 521.

E.1.a.12
• ISQA 513 Business Decision Tools for Managers (2)
  This course builds directly from the on-line Essentials of Business Decision Tools completed prior to admission to the MBA+ program. Students will gain an in-depth understanding of the fundamental theories, concepts, and principles of quantitative analysis. Topics covered include estimation, hypothesis testing, ANOVA and regression analysis. Prerequisites: Pre-admission online module: Essentials of Business Decision Tools.

E.1.a.13
• ISQA 514 Applied Business Decision Tools (1)
  This course will be offered in two distinct one (1) credit hour sections: a) Data Analysis Techniques and b) Time Series and Forecasting Techniques. Students are required to take one of the two sections. Section a), Data Analysis Techniques, will focus on business applications for designing, administering and analyzing data from business research. This section will build directly from coursework in MKTG 511,
MKTG 512 and/or ISQA 511. Section b) will focus on business applications that incorporate Time Series and Forecasting Techniques, including multiple regression procedures. This section will build directly from coursework in FIN 512. Prerequisites: ISQA 513.

E.1.a.14
• MGMT 511 Foundations of Strategy (2)
To survive and thrive in the global economy, organizations rely on leaders to analyze the competitive landscape, cultivate essential capabilities, and implement effective business models. These are the key contributors to a successful strategy. This course imparts the analytical skills and tools necessary for leaders to assess the external environment and develop the internal capabilities required for devising and implementing strategies that will contribute to sustained competitive advantage.

E.1.a.15
• MGMT 513 Law, Ethics, and Stewardship (4)
The course is designed to provide students with an understanding of how political, social, legal, regulatory, and environmental issues impact business organizations within a global context. Topics covered include legal issues and compliance environments, business ethics, corporate social responsibility and the public policy process. Students gain an understanding of the relationships between values, ethics and legal and public policy environments, are able to aspire to high ethical standards, and build long-term stewardship of financial, societal and natural resources into an organization’s strategy and operations.

E.1.a.16
• MGMT 514 Integrated Strategy (2)
This course provides an integrative, capstone experience focused on strategy development and implementation in international and domestic organizations. Case analysis and advanced analytical frameworks are used to develop the skills and judgment necessary to provide strategic direction to organizations. Both business-level and corporate-level strategy development will be undertaken leading students to solidify their strategic mindset, which will be applicable across a broad range of organizations. Prerequisites: MGMT 511, FIN 512.

Change to Existing Courses
E.1.a.17
• ACTG 511 Financial Accounting, 2 cr - change course description
E.1.a.18
• ACTG 512 Managerial Accounting, 2 cr - change course description, prerequisites
E.1.a.19
• BA 506 Business Project, 2-6 cr – change course title to Capstone Consulting Project, change course number to BA 525, change description
E.1.a.20
• BA 508 Leadership Development and Assessment, 2 cr – change course number to BA 521, change description
E.1.a.21
• BA 509 Leadership Immersion, 1 cr – change course number to BA 524, change description
E.1.a.22
• BA 531  Executive Briefings, 1 cr – change title to Executive Perspectives on Leadership, change course number to BA 523, change description
E.1.a.23
• BA 561  Law for Managers, 2 cr – drop course
E.1.a.24
• FIN 514  Economic Environment of the Firm, 4 cr – change title to The Economics and Sustainability of the Firm, change course number to FIN 511, change from 4 to 6 credits, change description
E.1.a.25
• FIN 561  Financial Management, 4 cr – change course number to FIN 512, change description
E.1.a.26
• ISQA 511  Quantitative Methods for Managers, 4 cr – change course title to Sustainable Operations Management, change description
E.1.a.27
• ISQA 551  Managing Information Technology, 4 cr – change course title to Information, Systems, and Technology in Organizations, change course number to ISQA 512, change description
E.1.a.28
• ISQA 552  Managing Operations and the Value Chain, 4 cr - drop course
E.1.a.29
• MGMT 550  Organizational Management, 4 cr – change course number to MGMT 512, change description
E.1.a.30
• MGMT 560  Ethics in Organizations, 2 cr - drop course
E.1.a.31
• MGMT 562  Business Strategy, 4 cr - drop course
E.1.a.32
• MKTG 544  Marketing Research and Strategy, 4 cr – change course title to Marketing Strategy, change course number to MKTG 512, change description

College of Urban and Public and Urban Affairs
Change to Existing Program
E.1.a.33
• Public Administration and Policy – program name change to Doctor of Philosophy in Public Affairs and Policy. The substitution of “affairs” for “administration” better reflects the interdisciplinary nature of the program.
May 6, 2010

TO: Faculty Senate

FROM: Darrell Brown, Chair, Undergraduate Curriculum Committee  
Richard Beyler, Chair, Graduate Council

RE: Submission of Graduate Council and Undergraduate Curriculum Committee for Faculty Senate

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](http://psucurriculumtracker.pbwiki.com) and looking in the 2009-10 Comprehensive List of Proposals.

**College of Liberal Arts and Sciences**

**New Courses**

E.1.b.1  
- Ar 412/512 Advanced Arabic Reading & Writing: Essay (4) 
  Reading and translating advanced Arabic essays written by prominent Arab authors in various genres presenting social cultural topics, and writing critiques in Arabic. Prerequisites: Ar 303 or consent of instructor.

E.1.b.2  
- Ar 413/513, Advanced Modern Standard Arabic: Short Story and Novel (4) 
  Reading modern Arabic short stories, condensed novels, or short biographies of prominent Arab authors; viewing related films; writing critiques in Arabic. Prerequisites: Ar 412/512 or consent of instructor.

E.1.b.3  
- Ar 414/514 Advanced Classical Arabic: Prose (4) 
  Introduction to the history of Arabic prose (7th – 18th century AD); reading selected advanced texts from classic literary works of major authors such as Ibn al-Muqaffa ‘al-adab al-kabir’ (The Grand Literature); al-Jahiz “al-bukhla’” (The Misers); al-Isfahani “kitab al-aghani” (The Book of Arabic Songs”, Ibn ‘Adiy “tahdhib al-akhlaq” (The Reformation of Morals) and Ibn ‘Abd Rabbuh “al-iqd al-farid” (The Unique Necklace); translating texts and writing literary reviews in Arabic. Prerequisites: Ar 412/512 or consent of instructor.

E.1.b.4  
- Ar 419/519 Folk Proverbs of the Arabs (4) 
  Reading and analyzing Arabic folk proverbs representing a wide range of critical social-cultural issues and moral values; writing critiques. Prerequisites: Ar 301 and Ar 304 or consent of instructor.

E.1.b.5  
- Ar 420/520 Folk Tales of the Arabs (4) 
  Introduction to the oral tradition of the Arabs since early times; analysis of selected folk tales; viewing cultural videos; writing short critiques. Prerequisites: Ar 303 and Ar 304 or consent of instructor.

E.1.b.6  
- Ar 421/521 Extemporized-sung Poetry and Folk Songs of Arabs (4) 
  Reading, translating, and analyzing selected texts of extemporized-sung folk poetry (zajal) covering major genres and lyrics of folk songs composed in the vernacular Arabic; viewing videos of social occasions during which the above genres are performed; writing critical analysis of poems. Prerequisites: Ar 304 and Ar 412/512 or consent of instructor.

E.1.b.7  
- Ar 423/523 Modern Arabic Poetry (4)
Reading, translating, and analyzing selected modern Arabic poems from prominent Arab poets covering a wide range of issue and genres; writing critical analysis of poems. Prerequisites: Ar 412/512 or consent of instructor.

E.1.b.8
- Ar 424/524 Classical Arabic Poetry (4)
  Reading, translating, and analyzing selected texts of classical Arabic poems from prominent Arab poets of early Arabia and al-Andalus covering a wide range of major issues; writing critical analysis of poems. Prerequisites: Ar 412/512 or consent of instructor.

E.1.b.9
- Ar 490/590, Advanced Arabic Syntax (4)
  History of the major schools of Arabic grammar and syntax of al-Kufah and al-Basrah; contribution of prominent grammarians: Abu al-Aswad al-Du’ali, al-Khalil Ibn Ahmad, and Sibawayh; major rules of Arabic syntax; the use of the connectors in Modern Standard Arabic. Prerequisites: Ar 412/512 or consent of instructor.

E.1.b.10
- CH 435/535 Polymer Chemistry, (4)

E.1.b.11
- Ec 448/548 East Asian Economic Development (4)
  Key topics in the development of East Asian economies, especially, Japan, China, South Korea, and several Southeast Asian countries. Economic theory will be applied to investigate the validity of the “Asian economic growth model,” while examining political, social and historical factors of the area and comparing the experience of these economies with that of other developing countries. Prerequisites: Ec 201, 202 or consent of instructor.

E.1.b.12
- EC 466/566 The Political Economy of Mexican Migration (4)
  A substantial proportion of people born in Mexico is estimated to live in the U.S. This course is designed to provide an economic understanding of this phenomenon, by investigating economic analyses of development, poverty, inequality, wage determination and migration; with particular attention to the economic situation in the U.S. and Mexico, and the economic relations between the two nations. Prerequisites: junior standing. Expected preparation: Ec 201 and Ec 202.

E.1.b.13
- Eng 416/516, History of Rhetoric (4)
  Major figures and movements in rhetoric from classical rhetoric to the present. Prerequisites: junior standing.

E.A.b.14
- Wr 400/500, Advanced Topics in Composition (4)
  Examines a variety of advanced issues in composition. Includes such topics as writing and healing and writing with technology. May be repeated for credit with different topics. Prerequisites: junior standing.

E.1.b.15
- Geog 465/565, Tuscany: Sustainability in City and Country (4)
  Explores historic and contemporary connections between city and country in Tuscany within a framework of environmental, social, and economic sustainability. Topics include rural land use, sustainable agriculture and forestry, food production and food networks, agritourism, landscape stewardship, urban design, and alternative energy production. Examines international transferability of sustainability concepts. Expected preparation: junior/senior or graduate class standing; relevant experience; permission of instructor.

E.1.b.16
- Geog 484/584, Cartographic Applications of GIS (4)
  Provides a general introduction to GIS by focusing on the mapmaking capabilities of GIS software. Topics include basic cartographic principles of visual communication and representation, how to turn geographic datasets into effective maps both for print and the web, and how to critique maps. Prerequisites: Geog 380.

E.a.b.17
- Phl 447/547, Topics in Social and Political Philosophy (4)
An in-depth study of an important current issue (such as global justice, multiculturalism, or power) or figure (such as John Rawls, Jürgen Habermas, or Michel Foucault) in social and political philosophy. Course may be repeated for credit if topics are different. Prerequisites: Phl 316 or junior-level standing or by instructor approval.

E.1.b.18
- Soc 448/548 Sociology of Education (4)
  Development of a sociological understanding of education in the United States. Examination the role of schooling in regards to the larger society, the social structure of schools, processes of social mobility, stratification and social reproduction; the dynamics of race, class, and gender inequalities in education, student teacher relationship; school choice; and the outcomes of education. Prerequisites: Soc 300. Expected preparation: Soc 200.

E.1.b.19
- Soc 450/550 Sociology of Higher Education (4)
  Social factors affecting individuals within higher education. Particular attention to inequalities within higher education and the role higher education plays in promoting social mobility as well as social reproduction. Includes models of higher education, the application of sociological theories to issues in higher education, access to college, Affirmative Action, standardized testing, and class, race, and gender-based differences in individual educational outcomes and retention. Prerequisites: sophomore standing or higher. Expected preparation: Soc 200.

E.1.b.20
- Span 498/598 Spanish Syntax (4)

Change to Existing Courses

E.1.b.20
- CH 443/543 Computational Chemistry, 3 credits – change course title to Numerical Data Analysis and Modeling in Chemistry, change to 2 credits, change course description, prerequisites

E.1.b.21
- Eng 469/569, Asian-American Literature and Culture, 4cr. change title to Advanced Topics in Asian-American Literature and Culture

E.1.b.22
- Eng 490/590, Rhetoric, 4cr. change title and course description

E.1.b.23
- Eng 415/515, Research Methods in Composition, 4cr, change title to Research Methods in Rhetoric and Composition, and description

E.1.b.24
- Psy 495/595, Psychological Test Construction, 4cr, change course title to Introduction to Psychological Measurement, course description

E.1.b.25
- Mth 487/587, Topics in Combinatorial Analysis, 3, 2-3 cr, change title to Discrete Mathematics for Mathematics Teachers, amend course description, change prerequisites

E.1.b.26
- Soc 587/687, Comparative Health and Welfare Systems, 4cr, change title to International Health Inequalities, description, prerequisites
June 7, 2010

TO: Faculty Senate
FROM: Darrell Brown, 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.pbworks.com and looking in the 2009-10 Comprehensive List of Proposals.

School of Business Administration

Change to Existing Programs
E.1.c.1.
• BA/BS in Business Administration – remove the Information Systems option.

School of Fine and Performing Arts

Change to Existing Programs
E.1.c.2.
• Change of degree name from the Bachelor of Music in Music Education to the Bachelor of Music with Emphasis in Music Education – The National Association of Schools of Music (NASM) which accredits PSU’s music programs requested the degree name change. Because the Music program prepares students for state certification through the Graduate Teacher Education Program (GTEP) but does not provide the certification needed to teach in Oregon, the degree name change should be clearer for prospective and current students.

College of Liberal Arts and Sciences

New Courses
E.1.c.3.
• RSt 201 Introduction to Religious Studies I: Introduction to World Religions
Introduction to a number of religious traditions in their classical formulations and their contemporary practices, as well as to the academic study of religion. Prepares students for further academic study in both the humanities and social sciences.

E.1.c.4.
• RSt 301 Introduction to Religious Studies II: The Study of Religion
Examination of the theories and methods of the academic study of religion. Expected preparation: RSt 201.

E.1.c.5.
• RSt 415 Contemporary Issues in Religious Studies: Tradition, Time, and Place
Examines how religious communities respond to changes arising from the passage of time and patterns of migration. Special attention is paid to the Portland area. Prerequisites: RSt 210 and RST 301, or consent of instructor.
Undergraduate Studies

Delisting Clusters

E.1.c.6. • Delisting African Studies, Asian Studies, European Studies, Latin American Studies, Middle East Studies Clusters – upon delisting of this cluster, ARC has been requested to establish the following:
  o A student who has African Studies, Asian Studies, European Studies, Latin American Studies or Middle East Studies SINQ can meet the cluster course requirements by taking one or more courses from the Global Perspectives cluster;
  o A student who has already taken African Studies, Asian Studies, European Studies, Latin American Studies or Middle East Studies SINQ, but still needs additional SINQs to meet UNST requirements, may count Global Perspectives SINQ as one of their options;
  o A student who has taken previously approved cluster courses listed in African Studies, Asian Studies, European Studies, Latin American Studies or the Middle East Studies cluster may use those courses to meet the Global Perspectives cluster course requirements;
  o A student who has taken previously approved cluster courses in African Studies, Asian Studies, European Studies, Latin American Studies or the Middle East Studies cluster, but still need to take the connected SINQ, may meet the SINQ requirements by taking the Global Perspectives SINQ.
  o A student can only count Global Perspectives SINQ once to meet the UNST requirements.

E.1.c.7. • Delisting Classic Greek, Medieval Studies, Nineteenth Century Studies, and Renaissance Studies Clusters – upon delisting of this cluster, ARC has been requested to establish the following:
  o A student who has Classic Greek, Medieval Studies, Nineteenth Century Studies, and Renaissance Studies SINQ can meet the cluster course requirements by taking one or more courses from the Interpreting the Past cluster;
  o A student who has already taken Classic Greek, Medieval Studies, Nineteenth Century Studies, and Renaissance Studies SINQ, but still needs additional SINQs to meet UNST requirements, may count Interpreting the Past SINQ as one of their options;
  o A student who has taken previously approved cluster courses listed in Classic Greek, Medieval Studies, Nineteenth Century Studies, and Renaissance Studies cluster may use those courses to meet the Interpreting the Past cluster course requirements.
  o A student who has taken previously approved cluster courses listed in Classic Greek, Medieval Studies, Nineteenth Century Studies, and Renaissance Studies cluster, but still need to take the connected SINQ, may meet the SINQ requirements by taking the Interpreting the Past SINQ.
  o A student can only count Interpreting the Past SINQ once to meet the UNST requirements.
June 7, 2010

TO: Faculty Senate

FROM: Darrell Brown
   Chair, Undergraduate Curriculum Committee

RE: Submission of Religious Studies Minor for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee, and is 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 2009-10 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

New Program
   • Religious Studies Minor
PROPOSAL FOR

Religious Studies Minor

Summary
College of Liberal Arts and Sciences

Overview:
The Religious Studies Minor will be an academic interdisciplinary program within the College of Liberal Arts and Sciences. Its intellectual mission will be to introduce students to the academic study of religion and expose them to a variety of religious traditions. Specifically the program will investigate the relationship between religious beliefs and practices and the formation of culture, conceptions of human identity, and moral and ethical frameworks. It will offer students the opportunity to investigate academically the diverse meanings of religious practices in human experience from various disciplinary perspectives including those of history, sociology, anthropology, philosophy, literature, women’s studies, ethnic studies, international studies, and the arts. The objectives of the Religious Studies program are to broaden and deepen students’ knowledge of religious traditions around the world, to foster an awareness of how religious discourses and practices affect the lives of individuals and societies, and to provide an opportunity for students to engage with diverse religious communities in the Portland metropolitan area. Initially, the program will offer a minor, with the expectation that a major will be offered in the future.

Course of Study:
The minor in Religious Studies will allow students to choose a set of electives in consultation with the Program Advisor.

To earn a minor in Religious Studies, a student must complete 28 credit hours of approved course work, including the following:

Foundational courses (12 credits):
- RSt 201 Introduction to Religious Studies I (4)
- RSt 301 Introduction to Religious Studies II (4)
- RSt 415 Contemporary Issues in Religion (4)

Elective courses (with advisor approval) (16 credits):
- At least two courses from the same religious tradition. Traditions are dependent on current offerings and may include the following: Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, Native American Religions, Caribbean Religions, African Religions. (Some courses may address more than one tradition. Advisor approval will be based on class syllabi).
- At least two courses in the same area. Areas include: (1) Religion and the Human Sciences; (2) Religion and the Humanities; (3) Historical Studies in Religion.

The following courses have been approved based on review of syllabi and/or discussions with faculty. These classes include omnibus courses that include “Special Topics” courses (399 and 410/510) and seminars (407/507) which may be appropriate, depending on the focus of the particular offering. Advisor approval will be based on course syllabi.

Religion and the Human Sciences:
- ANTH 317 Peoples and Cultures of South Asia (4)
· ANTH 430/530 Myth, Ritual and Symbol (4)
· ANTH 432 Gender in Cross Cultural Perspective (4)
· ANTH 430/530 Symbolic Anthropology Discussion (1)
· ANTH 447 Advanced Topics in South Asian Anthropology (4)
· SOC 410/510 Family and Identity through Film (4)

Religion and the Humanities:
· ARH 311 History of Asian Art I (4)
· ARH 312 History of Asian Art II (4)
· ARH 313 History of Asian Art III (4)
· ARH 411 Chinese Buddhist Art (4)
· ARH 412 Japanese Buddhist Art (4)
· ARH 407/507 Religion and American Art (4)
· ENG 308 Jewish Literature: Messiahs in Modern Jewish Literature (4)
· ENG 318 The Bible as Literature (4)
· ENG 330 Jewish and Israeli Literature (4)
· ENG 410 Cities of Modern Jewish Literature: Baghdad (4)
· ENG 410 Writing the Holy Land (4)
· ENG 410 Sages and Mystics: Post-biblical Jewish Literature (4)
· PHL 210 Philosophy of Religion (4)
· PHL 319 Introduction to Asian Philosophy (4)
· PHL 315 Existentialism (4)
· PHL 399 Medieval Philosophy (4)
· PHL 302 History of Philosophy (4)
· PHL 416/516 The Rationalists: Descartes, Leibniz, Spinoza (4)
· PHL 417/517 The Empiricists (4)
· PHL 421 19th Century Philosophy (4)
· PHL 451 Classical Figures (when appropriate)(4)
· WS 410 Women Mystics (4)
· WS 410 Feminist Biblical Interpretation (4)

Historical Studies in Religion:
· HST 199/399 Introduction to Judaism (4)
· HST 314 History of the Ancient Near East (4)
· HST 320 East Asian Civilizations (4)
· HST 350 English History from 1066 to 1660 (4)
· HST 399 Modern Jewish History: From the Enlightenment to Crisis (4)
· HST 399 The Holocaust (4)
· HST 424/524 Topics in Chinese Though and Religions: Confucianism (4)
· HST 454/554 Topics in Medieval History: The Holy Land Before the Crusades (4)
· HST 454/554 Topics in Medieval History: The Holy Land in the Crusader Era (4)
· HST 454/554 Topics in Medieval History: History of Christianity to 1500 (4)
· HST 454/554 Topics in Medieval History: The Holy and the Damned: Sanctity and Deviance in the European Middle Ages (4)
· HST 454 Jewish Life & Culture in the Middle Ages (4)
· HST 461 Topics in Jewish History: Eastern European Jewish Society & Culture (4)
· HST 495/595 Comparative World History: Islam and Modernity (4)
· INTL 317 Japanese Religious Traditions (4)
· INTL 410 Topics: Islamic Movements (4)
· INTL 201 Introduction to Islam (4)

Total: 28 Credits

Other courses may be developed and introduced during the first five years of the Program’s existence. Based on the courses offered through similar programs at comparable institutions, courses addressing the following topics may be included:

· The historical development of a particular religious tradition or movement
· Beliefs and practices of a specific religious tradition or movement
· Interactions between specific religious traditions or movements
· Relation between marginalized groups and a specific religious tradition or movement
· Gender and a specific religious tradition or movement
· Religion and sexuality
· Mysticism
· Religion in the urban setting
· Religions of a particular region or nation (e.g. Pacific Northwest, Asia, United States)
· Atheism, agnosticism, secularism, and doubt
· New religious movements (the origins, development, and growth of religious movements founded in the 19th and 20th centuries)
· Religious fundamentalism
· Reading and conference courses on religious topics, conducted either with Religious Studies faculty or with faculty from other departments with Program Advisor approval.

**Costs:**

Initially this program will operate in the budget structure of the College of Liberal Arts and Sciences. In the first year of the program, a 1.0 FTE faculty member will be selected from the current CLAS faculty, or from an external hire. The office structure and clerical help will come from the CLAS office.
Memorandum

Date: 10 May 2010

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: Women’s Studies Motion

EPC moves that the Senate approve a name change for the Women’s Studies Program to the Women, Gender, and Sexuality Program.

EPC has reviewed and approved this name change.

The new name more accurately reflects the courses taught by the unit. Affiliated faculty who teach related courses for other units and chairs of related departments have been consulted on this name change and have no issues with it.
Memorandum

Date: 17 May 2010
To: Faculty Senate
From: Michael Bowman, Chair, Educational Policy Committee
Re: Online Learning motion

EPC proposes the creation of a one-year ad hoc committee called the Ad Hoc Committee on Online Learning.

Structure
The Committee shall consist of five members representing four Senate committees and one administrative committee. Each of the following committees will choose one of their members to serve on this ad hoc committee: Academic Requirements Committee, Educational Policy Committee, Graduate Council, and University Curriculum Committee. In addition, the four faculty members serving on the Collaborative Online Learning Team will choose one of their number to also serve on the ad hoc committee. The committee shall select a chair from among its five members.

Charge
The committee is charged with studying and making recommendations on four issues related to online learning.

Short-Term Issues
1. The committee shall meet with University Counsel and gain clarification on the ownership of class materials. The policy regarding this is clear, but specifics on how it specifically applies to online courses is not. The committee needs to ascertain how this policy will be interpreted for online courses (in particular, what constitutes incidental use for online course development) and make that information available to the faculty.
2. The committee shall recommend to Faculty Senate a decision on the level of curricular review, if any, required to transition an existing face-to-face course to an online course.
3. The committee shall recommend to Faculty Senate whether any new academic requirements are necessary for online courses.
4. The committee shall work with Online Learning and the Center for Academic Excellence to ensure that a sample of best practices (including assessment) is made available by the instructional designers for faculty to consult while developing their courses.

On-Going Issue
The committee shall discuss faculty support and campus infrastructure issues, such as technical support, testing support, cost, workload issues, and student support (particularly for students without computers of their own). Those discussions will be taken back to COLT, as appropriate, to aid in their deliberations. The committee will recommend a mechanism for future years to ensure faculty input on these issues.

The committee will report to the Senate on these issues by the June 2011 meeting.
Annual Report of the Advisory Council  
May 19, 2010

Membership, 2009-2010:
Carl Wamser, CHEM, Chair
Duncan Carter, ENG
Robert Liebman, SOC
Connie Ozawa, USP
Gwen Shusterman, CHEM
Craig Wollner, PA

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

With respect to constitutional activities cited above, the Advisory Council:
• Reviewed constitutional amendment of Article IV.4 m - Educational Policy Committee and reported to the Faculty Senate on November 8, 2009, that it met the proper form,
• Reviewed constitutional amendments of Articles II, IV, and V related to the constitution of the Faculty Senate and will recommend one clarifying change to the Faculty Senate on June 7, 2010,
• Advised President Wiewel on the constitution of ad hoc committees,
• Met monthly with President Wiewel to discuss issues of current significance to the university community.

This year the Council addressed a number of issues of interest to the president and/or the faculty, including the relationship between PSU and OHSU, the reorganization of OUS, general communication strategies, campus safety, ecodistrict planning, budgetary processes, and the PSU website. Traditionally, minutes are not kept and details of the meetings are kept confidential in order to enhance open and frank discussions.

Respectfully submitted,

Carl C. Wamser  
Professor of Chemistry
Faculty Budget Committee Annual Report: 2009-2010
May 18, 2010

Chair Person: Sukhwant Jhaj, University Studies
Faculty:
Sharon Blanton, Office of Information Technologies
Michael Bowman, Library
Sean Green (student representative)
Stan Hillman, Biology
Stephanie Jahnke, Conflict Resolution
Duncan Kretovich, School of Business Administration
Adriene Lim, Library
Susan Lindsay, Linguistics
Cheryl Livneh, Graduate School of Education
Susan Masta, Biology
Christine Meadows, Art
Randy Miller, Community Health
Kalman Toth, Engineering and Computer Science
Patricia Wetzel, Foreign Languages and Literature
Diane Yatchmenoff, Social Work

Ex-Officio Members
David Burgess, OIRP
Lindsay Desrochers, Vice President for Finance and Administration
Roy Koch, Provost
Carol Mack, OAA
Michael Fung, FADM

Committee Charge: The charge of the faculty senate budget committee is outlined in Article IV of the Constitution of the Portland State University Faculty.

The Budget Committee focused on the following tasks this year:

1) Provided input and feedback to PSU’s Budget Team (Roy Koch, Carol Mack, Lindsay Desrochers, and Michael Fung) on a variety of issues.
2) Reviewed feedback on annual funding proposal and proposal on enrollment growth funding.
3) Assisted in creating a template for developing a business plan for new curricular programs. Reviewed curricular change proposals.
4) Reviewed proposals and discussed how to improve review, feedback of funding proposals.
5) The Budget Committee made the following recommendations to support a cultural shift toward strategic fiscal and operational planning and management:
   a) Developing financial ratios and measures that allow the faculty to see and understand long-term consequences of financial decisions. The measures may include:
      i) Education and related (E&R) spending per student, educational and general (E&G) spending per student, total operating expenses per student, clear measures to track educational spending per student on library resources.
      ii) Mix of tenure-related and contingent faculty.
   b) Predictive modeling of curricular offerings needed for timely graduation of PSU students.
   c) Developing a new budget allocation model that takes into account program quality, productivity, mission, national reputation, strategic priority and cost/benefit.
6) The Budget Committee identified summer session, indirect returns on grants, and improving faculty oversight over university-wide student fees as issues needing immediate attention.
Committee on Committees
Portland State University
Report to Faculty Senate, June 7, 2010

Chair: Gerardo Lafferriere, LAS (MTH), Chair Elect: Alan MacCormack UNST (OI)
Membership: Kenneth Ames, LAS (ANTH), Scott Burns, LAS (GEOL), Linda Walton, LAS (HST), John Rueter, LAS (ESR), Agnes Hoffman, AO (ADM), James Hook, ECS, Sarah Sterling, XS, Charles Gray, FPA (MUS), Thomas Beilavitz, LIB, Alan MacCormack, UNST (OI), Nancy Koroloff, SSW, Leland Buddress, SBA, Ramin Farahmandpur, ED, Stephanie Farquhar, SCH.

In accordance to Article IV, Section 4, of the constitution of the Portland State University faculty the committee on committees “…shall appoint the members and chairpersons of all constitutional committees and ensure adequate and required divisional representation. The Committee on Committees shall make recommendations to the President concerning the membership and chairpersons of all committees established by administrative action and ensure divisional representation as appropriate.”

The committee met face-to-face three times in the fall term, once in winter term and two more times in the spring term. We created a Wiki both to carry out discussions and to serve as depository of all necessary documents: faculty survey results, list of certified faculty, etc. Most business was carried out via email or on the Wiki. In particular, the wiki was used during the year to allow for a nominating process when vacancies occurred, as well as for other internal discussions.

Since summer of 2009, the committee appointed 24 members to fill vacancies for this academic year. This included appointing the chairpersons of four committees who resigned during the year.

The committee made over 60 new appointments for the 2010-2011 academic year.

In the fall term the committee appointed the 7 member Ad Hoc Committee on Constitutional revisions: Robert Liebman (SOC), Chair, Sy Adler (UPA), Mary Ann Barham (UASC), Virginia Butler (ANTH), Jeane Enders (SBA), Mark Jones (CS), Alan McCormack (UNST), with Sarah Andrews-Collier (FPA) and Duncan Carter (ENG) as ex-officio.

During the winter term the committee formally approved a set of guidelines for its own operation. These have essentially been in effect before. We expect these to be passed on to future committees to provide consistency in the appointment process.

Finally, the Committee on Committees thanks the PSU faculty who willingly stepped forward to serve in a variety of roles and take seriously the role of faculty in shared governance.
May 10, 2010

To: Faculty Senate

From: Darrell Brown, Chair, Undergraduate Curriculum Committee

Re: 2009-2010 Annual Report to Faculty Senate

Chair: Darrell Brown, SBA

Members: Darrell Brown, SBA
       J.R. Estes, UNST
       Ramin Farahmandpur, ED
       Charlotte Goodluck, SSW
       Rachel Hardesty, LAS
       Joan Jagodnik, AO
       Deb Kaufman, UPA
       Martin Lafrenz, LAS
       Sean Larsen, LAS
       Anne McClanan, FPA
       Drake Mitchell, LAS
       Branimir Pejcinovic, ECS
       Tom Raffensperger, LIB
       Bee Jai Repp, SES
       Robert Sanders, LAS

Consultants: Cindy Baccar, ARR
            Steve Harmon, OAA
            Shawn Smallman, Vice Provost for Instruction, OAA

Committee Charge:
1. Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2. Convey to the Senate recommendations from the Undergraduate Curriculum Committee concerning the approval of all new undergraduate programs and undergraduate courses.
3. Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4. Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5. Develop and recommend policies concerning curriculum at the University.
6. Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
7. Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
8. Advise the Senate concerning credit values of undergraduate courses.
9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposal Review:
In 2009-10 the Committee convened 12 times to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee. The Committee recommended approval of:

- 68 new courses (57 in 08-09)
- 58 existing courses changed (55 in 08-09)
- 1 dropped course (2 in 08-09)
- 0 new majors (0 in 08-09)
- 16 existing majors changed (15 in 08-09)
- 1 new minor (3 in 08-09)
- 5 existing minors changed (4 in 08-09)
- 0 new certificates (2 in 08-09)
- 0 existing certificates changed (0 in 08-09)
- 10 courses added to UNST clusters (26 in 08-09)
- 40 courses dropped from UNST clusters (77 in 08-09)
- 2 new clusters added (0 in 08-09)

The details of the specific courses and programs can be found on the UCC wiki at http://psucurriculumtracker.pbworks.com/.

Staff Support:
Steve Harmon, Curriculum Coordinator (OAA) and Cindy Baccar, Director of Registration and Records (ARR) provided support throughout the year.

Other Business:
Many course proposals have potential overlap with existing courses. In that case the UCC requires that the proposer discuss this potential overlap with people responsible for the existing courses. This year the UCC began requiring confirmation from the faculty related to the existing courses about these discussions. This was generally satisfied by an email to the proposer which was then forwarded to the UCC.
Memorandum

Date: 17 May 2010

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: Educational Policy Committee Spring Quarter report

This report covers the activities of the Educational Policy Committee for Spring 2010.

Committee membership
Tim Anderson (ETM), Mirela Blekic (UNST), Michael Bowman (LIB, chair), Gary Brodowicz (SCH), Barbara Brower (GEOG), Liz Charman (ART), Vicki Cotrell (SSW), Maria Eldred (HR), John Erdman (MTH), Cathleen Gal (OGSR), Amy Greenstadt (ENG), Ray Johnson (SBA), Alan MacCormack (UNST), Randy Miller (SCH, Budget Committee representative), Jason Ranker (ED), Gwen Shusterman (CHEM), Amaya Taina (UG student representative), and Sarah Tinkler (ECON).

Charge
The charge of EPC is to “advise the Faculty Senate and the President on educational policies and planning for the University.”

New Units/Unit Changes
Foreign Languages and Literatures has changed its name to World Languages and Literatures. EPC determined that this was only a minor alteration to the unit, thus falling outside of faculty authority and sent the proposal to the Provost for administrative approval.

Women’s Studies has submitted a proposal to change its name to Women, Gender, and Sexuality Studies. EPC determined that this was not merely a minor alteration and thus has reviewed and approved the name change. A motion for Senate approval has been made at this meeting.

The Committee received a proposal for a new center, the Center for Inter-Disciplinary Mentoring Research. The Committee reviewed and approved the proposal. The Senate approved the Center at the May meeting and the proposal has been sent to CADS.

Extended Studies
The Committee has spent much of the year discussing the School of Extended Studies interaction with the faculty and curricula and has met with Mike Burton, the Vice Provost for Extended Studies.

Classes were offered through Extended Studies for in-load credit that were not approved by the departments whose prefixes they bore. Additionally faculty were hired to teach classes without the home department’s approval.

Mechanisms have been put in place to prevent these sorts of incidents from reoccurring and, with the new policy announced by the Provost at the May Senate meeting, should deal with the matter.
Throughout the discussion the Committee found Vice-Provost Burton willing to make whatever changes might be necessary to solve the problems.

**Online Learning**  
In the April Senate meeting EPC was charged with making recommendations to the Senate on moving forward with faculty governance participation in online learning.

EPC is proposing the formation of a one-year ad hoc committee at this meeting.

**Promotion & Tenure**  
A subgroup was formed to discuss some promotion and tenure issues but time did not allow for a resolution.

The main focus of the discussions involved when changes could occur administratively vs. requiring an amendment to the guidelines. There was also some discussion of revisions to the guidelines to address some confusion in language that surfaced in the development of the new schedule for third-year reviews.

**Committee Assignments**  
Some committee members serve on other committees as representatives of EPC. Michael Bowman serves on the Budget Committee. Tim Anderson, Michael Bowman, and Ray Johnson serve on the Faculty Committee on OUS and PSU Structure and also served on EPC’s Ad Hoc Subcommittee on OUS Restructuring. Michael Bowman attended the President’s Planning Retreat in May.
May 6, 2010

To: Steering Committee
From: Steven A. Bleiler, Chair – Faculty Development Committee
Re: 2010 Annual Report to the Senate

The Faculty Development Committee has had another busy year fulfilling its charge from the Senate.

In the 2009 Fall term and in response to a Faculty petition, the Committee reevaluated part of our travel grant guidelines. The result was a change in the period for planned travel dates for which the Committee would consider funding requests in each of the quarterly proposal solicitations from the following quarter to the following calendar year. To prevent “gaming” of the revised travel grant program, the Committee also decided that multiple requests for the same travel item would not be considered. All other features of the Professional Travel Grant Program remain in effect, full details can be found on the website at http://www.rsp.pdx.edu/funding_internal_travel.php.

At the time of this writing, this year the Committee has thus far received 178 requests totaling $200,235 to the Professional Travel Grant Program, of which 151 proposals were recommended to receive a total of $145,342 of full or partial funding. The Committee expects to recommend approximately $55,000 of awards in the next round of Travel Grant proposals, whose deadline is May 14, 2010.

The Committee has completed its work recommending the awarding of Institutional Mid Career Support/Peer Review funding. A total of 26 requests totaling $147,871 were received and 20 proposals were recommended a total of $50,000 of full and partial funding.

At the time of this writing the Committee is hard at work developing its recommendations for funding of proposals received under this years Faculty Enhancement Grant program. A total of 81 proposals were received, totaling $814,418 in requests. A minimum of $400,000 in recommendations will be made. However, at the time of this writing the Administration and AAUP-PSU have yet to determine the precise distribution of further Faculty Development funds arising from the recently negotiated agreement between the Administration and AAUP-PSU. Thus we are unable to report here the number of, and total awards to, proposals recommended for funding.

Respectfully submitted,

Steven A Bleiler, Committee Chair
Mathematics + Statistics
Committee members:

Heejun Chang - Geography
Charles Colbert - Art
Scott Cunningham - Criminology + Criminal Justice
Kristin Kern - Library
Marie Lewandowski - Extended Studies
Charla Mathwick - School of Business Administration
Leslie McBride - Academic Affairs
Laura Nissen - Graduate School of Social Work
Luis Ruedas - Biology
Alex Ruzicka - Geology
Christof Teuscher - Engineering + Computer Science
Wayne Wakeland - Systems Science
Linda Walton - History
Kerry Wu - Library
Helen Young - Special Education

Consultants:

William Feyerherm – Graduate Studies + Research
Roy Koch – Office of Academic Affairs
MEMORANDUM

Date: May 6, 2010

To: Faculty Senate

From: Richard Beyler, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2009-2010 academic year

The Graduate Council has been composed of the following members during the past year:

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>Years Served</th>
<th>Academic Unit</th>
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<tbody>
<tr>
<td>Richard Beyler (chair)</td>
<td>07-10</td>
<td>CLAS</td>
</tr>
<tr>
<td>Sarah Beasley</td>
<td>09-10</td>
<td>LIB</td>
</tr>
<tr>
<td>Erik Bodegom</td>
<td>08-10</td>
<td>CLAS</td>
</tr>
<tr>
<td>Marek Elzanowski</td>
<td>07-10</td>
<td>CLAS</td>
</tr>
<tr>
<td>Margaret Everett</td>
<td>08-10</td>
<td>CLAS</td>
</tr>
<tr>
<td>Toeutu Faaleava</td>
<td>08-10</td>
<td>AOF</td>
</tr>
<tr>
<td>Jeffrey Fletcher</td>
<td>08-10</td>
<td>OIF</td>
</tr>
<tr>
<td>Robert Gould</td>
<td>08-10</td>
<td>CLAS</td>
</tr>
<tr>
<td>Pauline Jivanjee</td>
<td>08-10</td>
<td>SSW</td>
</tr>
<tr>
<td>David Maier</td>
<td>07-10</td>
<td>MCECS</td>
</tr>
<tr>
<td>Siobhan Maty</td>
<td>09-10</td>
<td>CUPA</td>
</tr>
<tr>
<td>Gerald Mildner</td>
<td>07-10</td>
<td>SBA</td>
</tr>
<tr>
<td>Candyce Reynolds</td>
<td>09-10</td>
<td>ED</td>
</tr>
<tr>
<td>Rita Robillard</td>
<td>08-10</td>
<td>FPA</td>
</tr>
<tr>
<td>Collin LaVallee</td>
<td>09-10</td>
<td>student member</td>
</tr>
</tbody>
</table>

We would also like to acknowledge the ongoing assistance provided by the Council’s consultants from the Office of Graduate Studies and Research and from the Office of Academic Affairs: William Feyerherm, DeLys Ostlund, Courtney Ann Hanson, Steve Harmon, and Karen Popp.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

Graduate Council activity regarding graduate policy and procedures included the following:

• At the recommendation of the Office of Graduate Studies, the Council approved the Three-Year Bridge Program, which specifies how students with degrees from universities outside the
US with so-called “non-Bologna compliant” three-year bachelor’s degree programs may qualify for graduate study at PSU.

- The Council modified the policy on the foreign language requirement for MA degrees, removing the proviso that undergraduate coursework used to fulfill this requirement must have been completed within four years of admission to the graduate program.

- The Council resolved that minimum requirements for all graduate programs must be clearly stated in the PSU Bulletin, as an official statement capable of being used later by both students and PSU offices to determine eligibility for graduation.

- In the context of several new program (certificate and degree) proposals, the Council extensively discussed how budgetary concerns relate to the Council’s work of curricular review. Beginning this year, program proposals coming to Graduate Council are first assessed by the Budget Committee; the Council must then determine if new programs have sufficient resources to succeed. While this procedure aims as a useful goal, it evidently needs refinement. It is not part of the charge of the Council to prescribe or proscribe how departments, colleges, or the University as a whole should allocate resources, or to define the principles for making such decisions. If a proposal indicates that certain resources are necessary to the curricular design of a program or course, the Council must rely on the determinations made by the responsible budgetary authorities about potential availability (or non-availability) of these resources. It would therefore be helpful for the work of Graduate Council if such determinations were made, at least provisionally, prior to the Council’s evaluation of proposals.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

**Table 1. New Programs**

<table>
<thead>
<tr>
<th>Title</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Service-Learning and Community-Based Learning in Postsecondary Education</td>
<td>GSE</td>
</tr>
<tr>
<td>Graduate Certificate in Strategic Management of Technology</td>
<td>MCECS</td>
</tr>
<tr>
<td>Graduate Certificate in Technological Entrepreneurship</td>
<td>MCECS</td>
</tr>
<tr>
<td>Graduate Certificate in Technology Management</td>
<td>MCECS</td>
</tr>
</tbody>
</table>
Table 2. Program Changes

<table>
<thead>
<tr>
<th>Program</th>
<th>Change</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/MS in Music</td>
<td>Change degree names from Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) to Master of Arts (MA) and Master of Science (MS); add final project</td>
<td>FPA</td>
</tr>
<tr>
<td>MM in Music: Conducting</td>
<td>Include MuP 590 (9 credits) and delete Mus 541, 2, 3 (9 credits)</td>
<td>FPA</td>
</tr>
<tr>
<td>MA/MS in Biology</td>
<td>Change provide flexibility in program with greater focus on field or laboratory research training</td>
<td>CLAS</td>
</tr>
<tr>
<td>MA/MAT in Foreign Languages (French, German, Spanish, and Japanese)</td>
<td>Delete requirement for second foreign language in program</td>
<td>CLAS</td>
</tr>
<tr>
<td>MA in Foreign Languages and Literatures</td>
<td>Add Japanese as primary language</td>
<td>CLAS</td>
</tr>
<tr>
<td>MA/MS in Education: Counselor Education</td>
<td>Adjust internship/elective credits, add COUN 547 to School Counseling track, revise use of COUN 552</td>
<td>GSE</td>
</tr>
<tr>
<td>MA/MS in Education: Counselor Education</td>
<td>Change track name to Clinical Mental Health Counseling, increase track credits to 90, revise course requirements</td>
<td>GSE</td>
</tr>
<tr>
<td>MA/MS Education: Counselor Education</td>
<td>Change track name to Marital, Couple, and Family Counseling, increase track credits to 90, revise course requirements</td>
<td>GSE</td>
</tr>
<tr>
<td>Graduate Certificate in Couples, Marriage and Family Counseling</td>
<td>Change title to Martial, Couple, and Family Counseling, adjust credit requirements</td>
<td>GSE</td>
</tr>
<tr>
<td>MEng in Mechanical Engineering</td>
<td>Remove requirement for ME 511 and numerical methods course</td>
<td>MCECS</td>
</tr>
<tr>
<td>MS in Mechanical Engineering</td>
<td>Remove requirement for ME 511 and numerical methods course</td>
<td>MCECS</td>
</tr>
<tr>
<td>Graduate Certificate in Real Estate Development</td>
<td>Revise appraisal/evaluation and finance sequences, add electives to list</td>
<td>CUPA</td>
</tr>
<tr>
<td>MEng in Electrical and Computer Engineering</td>
<td>Eliminate seminar and sequence requirement, allow use of 510 courses as ECE core</td>
<td>MCECS</td>
</tr>
<tr>
<td>MS in Electrical and Computer Engineering</td>
<td>Increase 503 credits to 9, increase required core credits to 36</td>
<td>MCECS</td>
</tr>
<tr>
<td>Graduate Certificate in Geographic Information Systems</td>
<td>Add new electives</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Increase total credits, add content in economics, sustainability, and communication</td>
<td>SBA</td>
</tr>
</tbody>
</table>

III. Course Proposals
Table 3 summarizes information on the new course and course change proposals submitted by the various units. A total of 58 new course proposals were reviewed and recommended to the Senate for approval, along with 57 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Summary of Proposals related to courses

<table>
<thead>
<tr>
<th>Unit</th>
<th>New Course Proposals</th>
<th>Course Chg. Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Credit 2 Credits 3 Credits 4 Credits</td>
<td></td>
</tr>
<tr>
<td>CLAS</td>
<td>2 1 2 23 29</td>
<td></td>
</tr>
<tr>
<td>ED</td>
<td>1 2 4 2 4 4</td>
<td></td>
</tr>
<tr>
<td>SBA</td>
<td>3 3 3 9</td>
<td></td>
</tr>
<tr>
<td>FPA</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SSW</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MCECS</td>
<td>1 2 10 11</td>
<td></td>
</tr>
<tr>
<td>UPA</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

IV. Petitions

Teams of Graduate Council members reviewed 49 petitions and issued 50 decisions. The distribution of these petitions among the various categories is presented in Table 4. As in past years, the most common petition was the extension of the 1-year limit on incomplete grades.

Table 5 shows that the total number of petitions has been decreasing, with some fluctuations, over the last several years, even as the number of graduate degrees awarded has been trending upward, again with some fluctuations. In other words, the proportion of graduate students needing to rely on petitions to complete their degree programs has declined significantly. The Council interprets this a sign of improved graduate advising in the respective academic units, as well as closer scrutiny of petitions by departments before they are forwarded to Graduate Council. Even though all petitions this year received at least partial approval, the total number of approved petitions is still the third lowest in over two decades of records. Note that several petitions, particularly those regarding transfer and pre-admission credits, received only partial approval.
Table 4. Petitions acted on by the Graduate Council during the 2009-2010 academic year (since the last Annual Report May 6, 2009).

<table>
<thead>
<tr>
<th>Code</th>
<th>Petition Category</th>
<th>Total</th>
<th>Approved</th>
<th>Denied</th>
<th>Percent of Total Petitions</th>
<th>Percent Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>INCOMPLETES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Waive one year deadline for Incompletes</td>
<td>23</td>
<td>23†</td>
<td>0</td>
<td>47%</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>SEVEN YEAR LIMIT ON COURSEWORK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Waive seven year limit on coursework</td>
<td>4</td>
<td>4†</td>
<td>0</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>D</td>
<td>DISQUALIFICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Extend probation</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>D3</td>
<td>Readmission after disqualification</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>F</td>
<td>TRANSFER CREDITS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>Accept more transfer or pre-admission credit than allowed</td>
<td>14</td>
<td>14*</td>
<td>0</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>F4</td>
<td>Accept non-graded transfer credits</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>F5</td>
<td>Accept miscellaneous transfer credits</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>F6</td>
<td>Waive 12 credit limit for reserved credits</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>K</td>
<td>University Limits on Course Types</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1</td>
<td>Waive University limit on 501 or 505 credits</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>50</td>
<td>0</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*includes partial approvals
†indicates more than one request category on a single petition; total reflects 50 decisions on 49 petitions
Table 5. Historical overview of number of petitions, approval rate, and graduate degrees granted.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Petitions</th>
<th>Approved (incl. partial)</th>
<th>Percent Approved</th>
<th>Grad Degrees Awarded</th>
<th>Ratio of Approved Petitions to Grad Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>50</td>
<td>50</td>
<td>100%</td>
<td>[not yet available]</td>
<td>[not yet available]</td>
</tr>
<tr>
<td>2008-09</td>
<td>51</td>
<td>41</td>
<td>80%</td>
<td>1645</td>
<td>2.5%</td>
</tr>
<tr>
<td>2007-08</td>
<td>54</td>
<td>38</td>
<td>71%</td>
<td>1550</td>
<td>2.5%</td>
</tr>
<tr>
<td>2006-07</td>
<td>75</td>
<td>52</td>
<td>69%</td>
<td>1675</td>
<td>3.1%</td>
</tr>
<tr>
<td>2005-06</td>
<td>86</td>
<td>61</td>
<td>71%</td>
<td>1494</td>
<td>4.1%</td>
</tr>
<tr>
<td>2004-05</td>
<td>71</td>
<td>51</td>
<td>72%</td>
<td>1565</td>
<td>3.3%</td>
</tr>
<tr>
<td>2002-03</td>
<td>56</td>
<td>52</td>
<td>93%</td>
<td>1331</td>
<td>3.9%</td>
</tr>
<tr>
<td>2001-02</td>
<td>78</td>
<td>63</td>
<td>81%</td>
<td>1218</td>
<td>5.2%</td>
</tr>
<tr>
<td>2000-01</td>
<td>79</td>
<td>62</td>
<td>78%</td>
<td>1217</td>
<td>5.1%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>102</td>
<td>94</td>
<td>92%</td>
<td>1119</td>
<td>8.4%</td>
</tr>
<tr>
<td>1998-99</td>
<td>84</td>
<td>65</td>
<td>77%</td>
<td>1088</td>
<td>6.0%</td>
</tr>
<tr>
<td>1997-98</td>
<td>70</td>
<td>56</td>
<td>80%</td>
<td>998</td>
<td>5.6%</td>
</tr>
<tr>
<td>1996-97</td>
<td>75</td>
<td>68</td>
<td>91%</td>
<td>1019</td>
<td>6.7%</td>
</tr>
<tr>
<td>1995-96</td>
<td>61</td>
<td>53</td>
<td>87%</td>
<td>936</td>
<td>5.7%</td>
</tr>
<tr>
<td>1994-95</td>
<td>66</td>
<td>57</td>
<td>87%</td>
<td>884</td>
<td>6.4%</td>
</tr>
<tr>
<td>1993-94</td>
<td>65</td>
<td>53</td>
<td>82%</td>
<td>839</td>
<td>6.3%</td>
</tr>
<tr>
<td>1992-93</td>
<td>90</td>
<td>75</td>
<td>83%</td>
<td>838</td>
<td>8.9%</td>
</tr>
<tr>
<td>1991-92</td>
<td>70</td>
<td>62</td>
<td>89%</td>
<td>879</td>
<td>7.1%</td>
</tr>
<tr>
<td>1990-91</td>
<td>71</td>
<td>63</td>
<td>89%</td>
<td>672</td>
<td>9.4%</td>
</tr>
<tr>
<td>1989-90</td>
<td>94</td>
<td>78</td>
<td>83%</td>
<td>681</td>
<td>11.5%</td>
</tr>
<tr>
<td>1988-89</td>
<td>108</td>
<td>90</td>
<td>83%</td>
<td>702</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

V. Program Proposals in Progress

- Ph.D. in Pacific Northwest Studies: after revision, approved on curricular merits with registration of budgetary concerns; rescinded per request of proposing department pending further information.
- Ph.D. in Applied Linguistics: returned to proposing department for revision.

VI. Future Graduate Policy

- The Council continues to have concerns about distinguishing between graduate and undergraduate requirements in conjoint 400/500-level (so-called “slash”) courses, and may work on developing more specific policies for departments to follow in this regard.

- New course proposals ask about potential overlap with existing courses; however, the current mechanism to verify this is not entirely adequate, and may need revision.

- As noted above (section I), the Council seeks greater transparency about the relation between budgetary and curricular review in program proposals.
General Student Affairs Committee: 2009 – 2010 Annual Report

Committee Chair (Interim): Linda Ueki Absher

Committee Members:
Karen Carr
Ethan Johnson
Emily Salisbury
Kristin Nieman
Daniel Lyon (student)

The committee is charged by the Faculty Senate to:

1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets, and student discipline.

2) Have specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning, e.g., student employment, Educational Activities, counseling, health service and extra-curricular programming.

3) Nominate the recipients of the President’s Award for Community Engagement.

In addition, the committee nominates the President’s Award for University Service.

The past year the committee met to review and nominate twelve (12) candidates for the President’s Award for Community Engagement as well as twelve (12) candidates for the President’s Award for University Service.

Committee Agenda for 2010 – 2011: The committee will review and assess past activities against its original charge as outlined in the Faculty Governance Guide. The committee is interested in determining if it is fulfilling its original mission and if needed, to expand or change its duties and/or activities.

As in previous years, the committee will continue to discharge its duties of nominating the President’s awards for University Service and Community Engagement.