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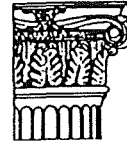
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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **June 7, 1999, at 3:00 p.m.** in room 53
CH. Please reserve two hours for this meeting and provide for your alternate to attend if you must leave early. **If the agenda is not concluded, the Senate meeting will be continued to Monday, June 14.**

AGENDA

- A. Roll
- *B. Approval of the Minutes of the May 3, 1999, Meeting
- C. Announcements and Communications from the Floor

Provost's Report

ELECTION OF PRESIDING OFFICER OF THE FACULTY SENATE FOR 1999-2000

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

ELECTION OF PRESIDING OFFICER PRO TEM FOR 1999-2000

- E. Reports from the Officers of Administration and Committees
 - *1. Advisory Council Annual Report - Bulman
 - *2. Committee on Committees Annual Report - Lall
 - *3. University Planning Council Annual Report - Wells
 - *4. General Student Affairs Committee Annual Report - Tosi

ELECTION OF FACULTY SENATE STEERING COMMITTEE FOR 1999-2000

- F. Unfinished Business
 - *1. UnSt Task Force Recommendations Reports - Cease

DIVISIONAL CAUCUSES TO ELECT COMMITTEE ON COMMITTEES REPS FOR 1999-2000: CLAS(3), LIB(1), SEAS(1), SES(1), SFPA(1)

- G. New Business
 - *1. Graduate Council Course and Program Proposals: Ph.D. in Civil Engineering, Ph.D. in Technology Mgmt, M. in C.E. Program changes, and graduate course proposals - Eder

- H. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the May 3, 1999, Senate Meeting
- E1. Advisory Council Annual Report
- E2. Committee on Committees Annual Report
- E3. University Planning Council Annual Report
- E4. General Student Affairs Committee Annual Report
- F1. UnSt Task Force Recommendations Reports
- G1. Proposals for Ph.D. (2), M.CE Program changes, and course proposals

Secretary to the Faculty

5-4416/Fax5-4499 • 341 CH • andrewscolliers@pdx.edu

1999-2000 ROSTERS: Faculty Senate, Advisory Council, & IFS

PSU FACULTY SENATE

Officers And Steering Committee

Presiding Officer: _____

Presiding Officer Pro tem: _____

Committee Members: (4) _____

All Others

Barham, Mary Ann	IASC	2000
Ketcheson, Kathi	OIRP	2000
Thompson, Dee	CARC	2000
Collins, Mary Beth	CAPS	2001
Hopp, Susan	OSA	2001
Movahed, Arezu	OGSR	2001
Torres, Vasti	OSA	2001
Hoffman, Agnes	ADM	2002
Fortmiller, Daniel	IASC	2002
Reynolds, Candyce	CAPS	2002
Taggart, Bruce	OIT-DO	2002

Business Administration

Johnson, Ray	SBA	2000
Watne, Donald	SBA	2000
Fuller, Beverly	SBA	2000
Brenner, Steven	SBA	2001
Goslin, Lewis	SBA	2001
Kenny, William	SBA	2002
Rogers, Rodney	SBA	2002

Education

Williams, Dilafruz	ED	2000
*Faine, Gloria (for Noordhoff)	ED	2000
Lewis, Rolla	ED	2001
Chaille, Christine	ED	2002
Wosley-George, Elizabeth	ED	2002

Engineering and Applied Science

Casperson, Lee	EE	2000
Koch, Roy	CE	2001
Turcic, David	ME	2001
Rectenwald, Gerald	ME	2002
Anderson, Timothy	EMP	2002

Extended Studies

Lowry, Samuel	XS-PDC	2000
Harmon, Steven (for VanDyck)	XS-SS	2000
Herrington, Margaret	XS-SS	2001
Walsh, Victor	PDC	2002

Fine and Performing Arts

Agre-Kippenhan, Susan	ART	2000
Erskine, Eleanor	ART	2001
Johnson, Lawrence	MUS	2001
Sestak, Barbara	ARCH	2002
Barton, Rudolph	ARCH	2002

Urban and Public Affairs

Gelmon, Sherril	PA	2000
Morgan, Douglas	PA	2000
Ellis, Walter	UPA	2001
Neal, Margaret	IOA	2001
Chapman, Nancy	USP	2002
Heying, Charles	USP	2002
Sussman, Gerald	USP	2002

Liberal Arts and Sciences

*Agorsah, Kofi (for Goucher)	BST	2000
Biolsi, Thomas	ANTH	2000
Brown, Kimberley	LING	2000
Burns, Scott	GEOL	2000
Enneking, Eugene	MTH	2000
*Holloway, David (for Karant-Nunn)	ENG	2000
Lieberman, Devorah	CAE	2000
Moor, Donald	PHIL	2000
*Hickey, Martha (for Kosokoff)	FLL	2000
Wollner, Craig	IMS	2000
Zelick, Randy	BIO	2000
Bodegom, Erik	PHY	2001
Cooper, John	ENG	2001
Farr, Grant	SOC	2001
Johnson, Ansel	GEOL	2001
Johnson, David	HST	2001
Miller-Jones, Dalton	PSY	2001
*Latiolais, Paul (for Parshall)	MTH	2001
Patton, Judy	UnSt	2001
*Pratt, Dick J.R. (for Weikel)	ESR	2001
Wetzel, Patricia	FLL	2001
Balshem, Martha	UNST	2002
Becker, Lois	HST	2002
Carter, Duncan	ENG	2002
Crawshaw, Larry	BIO	2002
Enneking, Marjorie	MTH	2002
Fisher, Claudine	FLL	2002
George, Linda	CSE	2002
Goucher, Candice	BST	2002
Mercer, Robert	CLAS	2002
Works, Martha	GEOG	2002

Library

Powell, Faye	LIB	2000
Beasley, Sarah	LIB	2001
Kern, Mary Kristen	LIB	2002

Social Work

Corcoran, Kevin	SSW	2000
Holliday, Mindy	SSW	2000
*Shireman, Joan (for Adams)	SSW	2001
Brennan, Eileen	SSW	2002
Kiam, Risa	SSW	2002

*Interim appointments

ADVISORY COUNCIL

Thomas Biolsi, ANTH (1998-2000)
Teresa Bulman, GEOG (1998-2000)
John Cooper, ENG (1998-2000)
Roy Koch, CE (1999-2001)
Devorah Lieberman, CAE (1999-2001)
Barbara Sestak, ARCH (1999-2001)
I.F.S.
John Cooper, ENG (to January 2000)
Ronald Cease, PA (to January 2001)
Craig Wollner, IMS (to January 2002)
Scott Burns, GEOL (Jan. 2000 to Jan. 2003)

PORTLAND STATE UNIVERSITY

Minutes: **Faculty Senate Meeting, May 3, 1999**
Presiding Officer: Ronald C. Cease
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Agre-Kippenhan, Barham, Bodegom, Brenner, Bulman, Burns, Casperson, Cease, Collins, Cooper, Driscoll, Ellis, Enneking, Farr, Franz, Fuller, Gelmon, Goslin, Herrington, Holliday, Holloway, Johnson, A., Ketcheson, Lieberman, Lowry, Mack, Mandaville, Moor, Morgan, Movahed, Neal, O'Connor, Olmstead, Ozawa, Parshall, Patton, Perrin, Powell, Reece, Robertson, Rueter, Settle, Shireman, Thompson, Van Dyck-Kokich, Wamser, Watanabe, Wattenberg, Weikel, Wetzell, Williams, Zelick.

Alternates Present: Bowman for Beasley, Gamburd for Biolsi, DeCarrico for Terdal, Hopp for Torres, Beyler for Wollner.

Members Absent: Broido, Brown, Carter, Collie, Corcoran, Elteto, Erskine, Hunter, Johnson, D., Johnson, L., Johnson, R., Koch, Lall, Lewis, Manning, Miller-Jones, Skinner, Turcic, Watne.

Ex-officio Members

Present: Andrews-Collier, Cabelly, Davidson, Eder, Feyerherm, Jimerson, Pernsteiner, Pfingsten, Reardon, Toulan, Ward, Dunbar for Yetka.

A. ROLL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:03 p.m. The Minutes of the April 5, 1999 meeting of the Faculty Senate were approved.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

HB 5022 is out of the Ways & Means Comm. and may go to the floor this week. It provides for an \$87. mil. budget increase, for implementation of the new budget model (\$67 mil.), tuition freeze (\$15 mil.), and recruitment/ retention (\$5 mil.). With the addition of various other small pieces included in other budgets, it comes very close to the \$100 mil. proposal by OUS. It is ~\$14 mil. greater than the Governor's proposal. A.JOHNSON commented that this is very early for the budget to be on the floor, and CEASE noted that this is a Republican strategy to avoid a veto.

ADDITIONS to today's Senate Agenda:

E.6. ARC Review of the BS Science lab/field requirement

President Bernstine, in accordance with normal governance procedures, has approved action of the Senate at the April 5, 1999, meeting:

Approval of the Proposal for Change in Degree Requirements for the M.S. in Electrical and Computer Engineering.

Ann Weikel (2001) has retired, and will be replaced in Senate by the next person in line from CLAS in the 1998 Faculty Elections, Dick (J.R.) Pratt.

CLAS Senators are requested to caucus to select a member of the Committee on Committees for Spring 1999 to replace Marj Terdal who is out of town.

The 1998-99 Steering Committee has scheduled a joint meeting with the 1999-2000 Steering Committee on Monday, June 14, 3-5 p.m. in 394 CH, to discuss business which will be continued in the next Senate.

Provost's Report

Provost REARDON reported that the State Board of Higher Education has approved two graduate programs, the MA/MS in Conflict Resolution (effective this term) and the MA/MS in Writing (beginning fall term).

1. UnSt Recommendations Review

CEASE announced the report has been postponed until the June Senate meeting, to allow committees additional time to conclude their reviews.

D. QUESTION PERIOD

None

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Budget Committee Annual Report

FARR presented the report and thanked Vice Pres. Pernsteiner and Assoc. V.P.

Kenton for their assistance to the committee, and Kathi Ketcheson for OIRP's contribution.

CEASE accepted the report for the Senate.

2. Faculty Development Committee Annual Report

FULLER presented the report, noting that it will require an addendum at a future meeting, as the committee has not completed this year's business.

CEASE accepted the report for the Senate.

3. Intercollegiate Athletic Board Annual Report

CABELLY presented the report, and noted the Student Welfare Policy mentioned in the report will probably come before next year's Senate. The policy will be reviewed and clarified, not just for the benefit of athletes, in the coming year. A. JOHNSON asked if figures on the Athletic deficit were available. CABELLY stated no, noting that Jay Kenton is out of town.

CEASE accepted the report for the Senate.

4. Teacher Education Committee Annual Report

JIMERSON distributed a REVISED REPORT (attached), noting the changes.

CEASE accepted the report for the Senate.

5. Academic Requirements Committee Annual Report

WETZEL reviewed the report, noting that it was included in the April Senate mailing, and postponed from that meeting.

CEASE accepted the report for the Senate.

6. ARC Review of the B.S. Science Lab/Field Requirement

WETZEL reported on the ARC Review of the B.S. Science Lab/Field Requirement definition (charged by Steering Committee in response to floor discussion during February, March, and April Senate meetings). Report attached.

F. UNFINISHED BUSINESS

None

G. NEW BUSINESS**1. Proposal for Revisions of MA/MS in Education: EPFA Program**

EDER introduced the proposal, forwarded by Graduate Council, noting two corrections to the document ("G1"):

1) Page 1, para. 2 under "Program Revision Overview, " the hours should be changed to 29 hours of electives; and,

2) Page 3, under "EPFA Course Proposals," "Field Work Notation Approved" applies to the first course listed, EPFA 451/551, not the second course listed, EPFA 454/554.

A. JOHNSON/BURNS MOVED the Senate approve the corrected proposal
COOPER noted that the 29 credits cited are not a multiple of 4, the usual number.
EDER noted that the program uses variable credit, so that this is not an issue.

THE MOTION PASSES by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 3:42 p.m.

April 21, 1999

TO: PSU Faculty Senate

FR: Teacher Education Committee, Annual Report 1998-99 REVISED
David Jimerson, Chair

Committee Members: Gary Brodowicz, PHE; Nancy Brawner-Jones, SPED; Tom Chenoweth, EPFA; Emily de la Cruz, C&I; William LePore, ART; Ray Mariels, ENG; Ted Nelson, MTH; Ellen Reuler, SPHR; Cathleen Smith, PSY; William Tate, TA; Robert Tinnin, BIO; Suwako Watanabe, FLL.

Ex-Officio Members: Phyllis Edmundson, Ulrich H. Hardt, Sarah Beasley

During 1998-99, the Teacher Education Committee discussed and took action on the following subjects:

1. The Reading Endorsement Program was revised and approved, to respond to the three new authorization levels in the licensure program: early childhood/elementary, elementary/mid-level, and mid-level/secondary.
2. The School Counseling Program was revised and approved, to meet the 1998 changes of the Oregon Teacher Standards and Practices Commission (TSPC) and the recommendations of the national Council for Accreditation of Counseling and Related Programs.
3. New TSPC requirements for continuing licenses for Oregon educators were discussed, and proposals from the following programs were approved:

Graduate Teacher Education Program
Special Education
Counselor Education
Speech and Hearing Program
Administration Programs

The TEC recommended inclusion of content-area course work in the required master's degrees for continuing licensure, as well as the MAT/MST.

4. The Graduate School of Education, in cooperation with four community colleges in the metropolitan area and more than a dozen school districts, has obtained a million-dollar federal grant for the licensing of bi-lingual/bi-cultural educational assistants who are now employed in classrooms. A complex program with four pathways leading to degrees and/or licensure was discussed and approved.
5. A field-based, cooperative Future Leaders Cohort program for the preparation of administrators for the Beaverton School District was discussed and approved. The two-year program will be jointly offered by PSU, Lewis & Clark, and the Beaverton School District, and it will take advantage of the special strengths each of the participating agencies bring to the collaborative effort.
6. A proposed change in the starting times of the Graduate Teacher Education Program was discussed. The proposal is to change the current fall start to summer, and to maintain the spring start. Advantages of making the shift were presented and acknowledged by the TEC. A possible effective date is summer 2000, but adequate lead-time needs to be given.

May 3, 1999

The ARC was asked to attempt to define "science" in a way that might allow courses in departments outside of the SCIENCE DISTRIBUTION AREA to fulfill requirements in the B.A. and B.S. At a meeting of the science department chairs, there was no resolution of the definition of either "science" or "lab/fieldwork." The chairs were, moreover and with one exception, unanimous in their preference to let the current language stand. That is,

- for the BS:

Unless otherwise specified, only courses within the SCIENCE DISTRIBUTION AREA that have an explicit indication of lab or field work as part of the catalog description will satisfy the B.S. degree requirement for lab/field work.

- and for the BA:

[Credits to include] a minimum of 12 credits in the science and/or social science distribution areas with a minimum of 4 in the SCIENCE DISTRIBUTION AREA.

Should the senate wish to broaden the definition of science to include courses in physical geography, anthropology, exercise physiology, etc. it should probably act at the same time to exclude courses in science that do not fit the spirit of the science requirement (i.e. ethics or policy courses in the sciences). The following would accomplish this:

1. List the courses that fulfill the requirements. (Two lists: one for the BS lab/fieldwork, one for the BA science requirement).
2. List departments where courses are located and have departments somehow designate courses which do/do not fulfill requirements.

Besides begging the question of domains, both of these are extremely cumbersome. With regard to #1, changes from year to year (a hallmark of lists) will make grad checks an administrative nightmare. With regard to #2, spreading information around the Catalog/Bulletin/Schedule of Classes makes access to information inconvenient and confusing for students.

May 3, 1999

Advisory Council Annual Report, 1998-1999

Membership: Barry Anderson (completing Susan Karant-Nunn's 1997-1999 term), Tom Biolsi (1998-2000); Teresa Bulman (1998-2000), Jack Cooper (1988-2000); Carl Wamser (1997-1999), Craig Wollner (1997-1999)

Meetings: Meetings of 1-2 hours held nearly every week. President Bernstine in attendance about once a month (as permitted by his schedule). Meetings with other campus members included representatives from Human Resources, Athletics Department, Finance, and Facilities.

The general functions of the Advisory Council are specified in the Faculty Constitution, and include:

- Service as an advisory body to the President on matters of policy. In general, discussion of policy issues between the President and the Advisory Council is confidential. Topics of discussion most often covered budget updates, statewide issues, and the issues identified below.
- Advising on ad hoc University-wide committees.
- Reviewing constitutional amendments for proper form and numbering (one this year).
- Conducting studies and making recommendations on matters of faculty welfare to be presented to the President and/or the Senate.

Specific Issues this year:

- Campus Climate Report: A statement of suggested implementation issues was presented to the President.
- Voting Procedures: Discussed alphabetic scrambling of faculty names in voting procedures.
- Possible uses of renovated Benson House; discussion with architects and President; issues of space, accessibility; public access.
- Budget: Discussions with the President and other campus representatives concerning the new budget model and the legislative session; under discussion.
- Provost Search: Interviewed semi-final and final candidates; advised President.
- Issues under discussion: Status of Big Sky and athletic budget; status of collective bargaining; implications of new budget model.

Respectfully submitted for the Advisory Council by T. L. Bulman, Chair for Spring 1999

Annual Report (5/99)

Committee on Committees

Members: B. Kent Lall, Chair, Eugene Enneking, MTH; Marge Terdal, LING; Randy Zelick, BIO; Steffen Saifer, SX-HS; Richard Wattenberg, TA; Kimberly Brown, LING; Scott Burns, GEOL; Sandra Franz, HS; Beverly Fuller, SBA; Mindy Holliday, CWP; Brian Stipak, PA; Dilafruz Williams, ED; Margaret Herrington, XS-SS; Don Moor, PHIL

1. The Committee met during November 1998 to make new appointments (as well as review reappointment) to the four calendar year committees. Follow up work was completed through correspondence and communication. No special issues arose during discussions for these appointments.
2. The Committee is currently in the process of finalizing new appointments (and confirm renewals) for all other (18) academic year committees. One face to face meeting has been held in May. Follow up work seeking acceptance of appointments/reappointments is in progress. All work is expected to be completed by May 31.
3. The following special issues arose during discussions for academic year committees:

(a) Graduation Program Board

The 1998-99 Faculty Governance Guide lists two co-chairs and three faculty members of the Board. There are no guidelines as to the membership or composition of the Board. The Committee on Committees was informed by one of its members that Graduation Program Board was reorganized during 1997 in the Office of Admissions and Records. This information was further confirmed by an email message from Janine Allen (Vice Provost and Dean for Enrollment and Student Services) to the Chair. Though some faculty members serve on the Board, it has 14 members and bears no resemblance to the Board as appointed for 1998-99. The Committee on Committees would like to seek clear guidance to the importance and the constitution of the Board. We certainly recommend that faculty take an active role in the Graduation Program Board, which remains responsible for advising the President, Provost, and the Commencement Coordinator with respect to policy and planning for University graduation ceremonies.

(b) Service on Committee on Committees

Most members of the Committee on Committees work very hard through due diligence in recommending and confirming nominations for committees. However, some do not share enough responsibility. They may have their reasons, but it is a loss to your unit/department/program not to be well represented. As you caucus for new members of the Committee on Committees, please make sure you send some one who can make the time.

4. Mindy Holliday is elected as the new Chair of the Committee on Committees for 1999-2000.

Memorandum

May 10, 1999

To: Faculty Senate

From: Scott Wells, Chair, University Planning Council

Erik Bodegom, PHY
Duncan Carter, ENG
Paul Latiolais, MTH
Elaine Limbaugh, ENG
Jon Mandaville, HST
David Ritchie, SP
Ulrich Hardt, ED
Berni Pilip, OGS
Joy Rhodes, SSW

Frances Bates, XS
Anne Christiansen, SBA
Darrell Grant, SFPA
Ethan Paul Seltzer, UPA
Janet Wright, LIB
Grant Farr, SOC
Sandra McDermott, SFPA
Steve Fischler, FIS

Re: Yearly report for the University Planning Council

1. **The UPC was charged with investigating issues regarding UNST program. These issues and the results of these deliberations are included in a separate discussion item.**
2. **The UPC approved the name change of the "Engineering Management Program" to "Engineering and Technology Management Department."**
3. **The UPC has formed a subcommittee to continue to evaluate issues regarding Intellectual Property at PSU. E. Bodegom, Physics, is the chair of this committee composed of the following members:**

Bill Savery, Technology Transfer,
Mechanical Engineering
Randy Zelick, Biology
Grant Farr, Sociology
Raymond Johnson, SBA
John Rueter, Biology
Jay Kenton, Associate Vice-President
Bob Westover, Library
Warren Harrison, Computer Science

Dick Pratt or Bill Feyerherm, Graduate
Studies and Research
Elizabeth Mead, Art
Robert Daasch, Electrical and Computer
Engineering
Erik Bodegom, Physics
D. Grant, Music
J. Draznin, University Development

**Annual Report of the General Student Affairs Committee
to the Faculty Senate
Portland State University
May 17, 1999**

Members of the Committee:

Chair: Karen Tosi - CLAS, x5255

Faculty: Greg Jacob - ENG, x3567
Russell Miars - SPED, x4611

Student: Jamie Schocko

Consultants: Janine Allen - OAA, x5249
Susan Hopp - OSA, x5651
Bob Vieira - AFM, x4471
John Wanjala - OMB, x5902

Special Consultants for Outstanding Student Service Awards
from Center for Academic Excellence:

Dilafruz Williams - CAE
Amy Spring - CAE

The General Student Affairs Committee serves as an advisory board to administrative offices, most frequently to the Office of the Vice Provost and Dean for Enrollment and Student Services, on issues related to student services, concerns, educational activities policies and procedures affecting student employment, or other matters of concern to students and the university community.

An on-going task is a review of the policies and procedures of the Office of Student Development, which has responsibility for the educational activities and expenses associated with all student organizations and Associated Students of Portland State University. However, this year the Committee spent spring quarter working primarily on two annual tasks. The first was to select the recipients of the Outstanding Student Service Awards: the *President's Award for Outstanding Service by a Student* & the *President's Community Scholars Award*.) These awards are presented at the annual *Excellence in Education and Service Student Award Ceremony*. The Committee streamlined its criteria developed during the 1997-98 year and selected eight student for the *President's Award for Outstanding Service by a Student* and six students for the *President's Community Scholars Award*.

The second task for the Committee was the selection of the Student Commencement Speaker. Seven students applied to speak at Commencement this year. The Committee used the criteria developed for last year's selection process to evaluate all seven applicants, including having each candidate formally present his or her actual speech to the Committee. After considerable deliberation, and with special permission from the Graduation Board, the Committee chose two students for the honor. With the recommendation of the GSAC, the Graduation Board has decided that, beginning with the year 2000 Commencement, two students will be chosen to represent each graduating class. The GSAC will review its criteria to decide if changes need to be made to select 2 speakers (including graduate students, etc.)

A large focus for the General Student Affairs Committee once again in the coming academic year, will be the continuation of working with the Office of Student Affairs and the Student Conduct Code Revision Committee as a "sounding board" for issues involved with a major revision of the Student Conduct Code. Faculty will be invited to participate and to give input on these issues prior to submission of final documents.

Submitted by
Karen Tosi, Chair &
Susan Hopp, Consultant

To: Faculty Senate
From: Beverly Fuller, Faculty Development Committee Chair
Members: Agorsah (BST), de la Cruz (C&I), Eltelo (LIB), Exo (RRI), Fosque (ART), Gamburd (ANTH), Hansen (XS-IS), Holland (LIB), Julnes-Rapida (PA), Ketcheson (OIRP), Lin (CHEM), Mueller (CE), Pui (SHY), and Works (GEOG).
Re: Final Report
Date: May 22, 1999

The Faculty Development Committee met this spring term to make awards for faculty proposals in the research, instruction and service areas. A total of 37 proposals, requesting \$276,753, was reviewed, initially by five members and then later by the whole committee, for funding deliberations. Of the 37 proposals, 30 received funding totaling \$138,000.

In the past, the RFP announcement typically was made in early October and proposals were due mid-November. The committee felt that the proposals would be of higher quality if faculty had more time for proposal development. Therefore, the committee, along with ORSP, moved the proposal deadline to after the break between fall and winter terms. Given that the RFP announcement went out just prior to the end of fall quarter, the deadline for submitting proposals was set for February 15, 1999.

The committee felt that the proposals were of especially high quality this year and this may have been a function of having the additional time over the break for proposal development. Whatever the reason, the committee is happy to make funding awards to the proposals that it felt were very deserving.

I would like to mention that the committee members worked very hard to thoroughly review each proposal, met all deadlines, and worked cooperatively to make these awards. It was a pleasure to work with each and every one of them. I thank the Senate for giving me this opportunity.

In order to streamline the process for next year, this committee, in a separate memo to the steering committee, will address some issues and problems it encountered and proposed some solutions. It also will identify some additional criteria to be included in the RFP that may accelerate the review process.

Senate Steering Committee Report to the Faculty Senate On University Studies

Introduction

At the June 1, 1998, meeting of the Faculty Senate, the Senate adopted the following motion:

“The Senate Accepts the University Studies Task Force report with thanks for its thoroughness, insights, and recommendations. It charges the 1998-99 Senate Steering Committee with determining which recommendations should go to the appropriate university committees and/or administrative persons or bodies, to monitor progress on the recommendations, and to coordinate reports regarding the progress at the December, March, and May Senate meetings, 1998-99.”

The Senate Steering Committee subsequently asked the Academic Requirements Committee, the University Curriculum Committee, the Budget Committee, and the University Planning Council to review various sections of the University Studies Task Force report and make recommendations to the Steering Committee. It also asked the Council of Deans through the Office of the Provost to review the section of the report dealing with the structure, management and the organizational locus of University Studies.

The reports of the four committees are attached. To date, the Steering Committee has not received a response from the Council of Academic Deans or the Office of the Provost.

What follows here are excerpts from the reports and recommendations (in bold italics) by the four committees, plus the response of the Steering Committee and the action it proposes to the Senate.

The Academic Requirements Committee (ARC)

The ARC was charged with responding to the following from the Task Force Report:

“Steps should be taken to assure that our students receive broad exposure to mathematics, science and writing, and other subjects important in a liberal education. Whether these issues of breadth can or should be addressed entirely within the University Studies program is a crucial issue for the university to decide.”

The ARC addressed science and mathematics in its March, 1999 faculty senate report: Science and mathematics are addressed by the new BS requirements (math and science are required) and the new BA requirements (math or science is required). ***ARC recommendation: wait to determine the outcome of these new course requirements before taking any further action.***

Regarding writing:

It is critical to recognize that the scope of this “problem” extends into all aspects of students’ educational experience at PSU. ***We urge in the strongest possible terms that the University initiate a process of testing to determine the quality and character of student writing. Highest priority should be given to describing what we mean by merely acceptable to excellent writing and then testing incoming as well as exiting students. Assessment should have some payoff for the students who undergo it as well as the institution. If performance is lacking, courses must be made available that will invest students with the writing skills they need at PSU and beyond.***

Preliminary steps might involve:

- ***In cooperation with high school and community college faculty, taking a look at samples of students’ writing when they enter PSU (entrants from high school as well as transfer students);***
- ***Some systematic sampling of writing from FRINQ and SINQ courses, as well as from those taking part in CAPSTONEs.***
- ***Information regarding the resources and policies surrounding writing at “feeder” schools is a prerequisite to any action taken by PSU.***
- ***Attention should be paid to special populations (non-native English speakers, speakers of nonstandard varieties).***

The University Curriculum Committee (UCC)

In respect to review and approval of University Studies offerings, the Curriculum Committee in its report defines its role as follows:

- UCC’s role is not to intervene in University Studies processes or system;
- UCC should provide some level of oversight to University Studies;
- UCC has a primary role in quality control of curricular offerings; it needs to be attentive to concerns about University Studies and ensure that UCC has fulfilled its role with respect to oversight of these curricular activities.

As to the issue of on-going assessment of the offerings of University Studies, the Committee indicates that:

- UCC does not want to duplicate other assessment activities underway on campus;
- UCC should foster discussions, to the extent that it can, about assessment issues with respect to University Studies courses;
- ***UCC does need to ensure that assessment information and results of such assessments gets out to a broad faculty audience to demonstrate the outcomes of University Studies.***

The Committee also agrees to and proposes the following recommendations:

- *UCC will develop a template for routine general assessment of both FRINQ and SINQ/Clusters that addresses measurement of achievement of the goals of University Studies (and reflects the material submitted in the initial proposals);*
- *UCC will encourage an annual reporting of all FRINQs and SINQ/Clusters to the University Studies Curriculum Committee on achievement of key goals (with supporting evidence), and then seek an annual report from University Studies on the assessment results;*
- *UCC will request that the University Studies Curriculum Committee report to UCC annually on the coherence of clusters and the interdisciplinary breadth of the clusters;*
- *UCC will report to the Senate annually on the assessment of University Studies.*

This reporting will provide UCC with a descriptive report so it can be informed and exercise its responsibilities without appearing to attempt to micromanage the University Studies program. Hopefully, this will be viewed as trying to institutionalize some sort of routine reporting processes for accountability without being seen as an overly bureaucratic action.

The Budget Committee

The Budget Committee recommends that:

- *The true cost of University Studies needs to be determined.*
- *The budget of University Studies should go through the same budgeting procedure as the other units of the University.*
- *The compensation for faculty time should be known, regular, fair, and consistent.*

The University Planning Council

The University Planning Council recommends the following:

- *University Studies should remain within CLAS*
- *There should be an Independent Policy control of University Studies that is outside University Studies and has University-wide representation.*
- *University Studies needs an administrative structure that is clear and that facilitates the effective and efficient operation of the program.*
- *The UPC agrees that the issue of chain of command for University Studies should be tabled for this year, but the issue should be closely watched. The idea of Internal Structure should at a minimum involve discussions regarding the decision-making roles of University Studies, CAE, and OIT as they relate to University Studies.*
- *Recommendation to Committee on Committees that when members of CLAS are chosen for the following committees: Curriculum Committee, Budget Committee, University Planning Council, Committee on Committees, General Student Affairs*

Committee, that preference be given to at least one member from CLAS also being involved in University Studies.

Response of the Steering Committee

1. The Steering Committee agrees with the recommendations of the ARC and UCC and proposes their adoption by the Faculty Senate.
2. The Steering Committee also agrees with the recommendations of the Budget Committee and proposes their adoption by the Faculty Senate.
3. The Steering committee agrees in part with the recommendations of the University Planning Council, but suggests that this contentious area of program management, organizational locus and policy control warrants further discussion and possibly further study. It is noted that the recommendations of the members of UPC were not unanimous. Clearly, UPC was given the most difficult task by the Steering Committee.

Proposed Senate Actions

The Steering Committee recommends that the Senate:

1. Accept the reports of the ARC, UCC, and the Budget Committee; adopt their recommendations and ask the Administration to respond at the meeting of the Faculty Senate in November, 1999.
2. Accept the report of the UPC and ask the Provost's Office and the Dean of CLAS to present at the Faculty Senate's January, 2000, session their plan for University Studies as concerns structure, organizational locus, management, and budgetary arrangements.

The Steering Committee thanks the members of ARC, UCC, UPC, and the Budget Committee for their diligence and hard-work.

May 10, 1999

Committee Members: Ruth Chapin, Dan Fortmiller (IASC consultant), Angela Garbarino (DEGREE REQ consultant), Kim Glanville, Ansel Johnson, Mary Kinnick, Robert Lockwood, Judy Patton (UNST consultant), Ala Salem (student rep), Robert Tufts (REG consultant), Chien Wei Wern, Patricia Wetzal (Chair)

Year-end update on ARC response to the University Studies Task Force Report

The ARC was charged with responding to the following from the Task Force Report: "Steps should be taken to assure that our students receive broad exposure to mathematics, science and writing, and other subjects important in a liberal education. Whether these issues of breadth can or should be addressed entirely within the University Studies program is a crucial issue for the university to decide."

The ARC addressed science and mathematics in its March, 1999 faculty senate report:

1. Science and mathematics are addressed by the new BS requirements (math and science are required) and the new BA requirements (math or science is required). ARC recommendation: wait to determine the outcome of these new course requirements before taking any further action.

Regarding writing:

- It is critical to recognize that the scope of this "problem" extends into all aspects of students' educational experience at PSU. We urge in the strongest possible terms that the university initiate a process of testing to determine the quality and character of student writing. Highest priority should be given to describing what we mean by merely acceptable to excellent writing and then testing incoming as well as exiting students. Assessment should have some payoff for the students who undergo it as well as the institution. If performance is lacking, courses must be made available that will invest students with the writing skills they need at PSU and beyond.

Preliminary steps might involve:

1. in cooperation with high school and community college faculty, taking a look at samples of students' writing when they enter PSU (entrants from high school as well as transfer students);
2. some systematic sampling of writing from FRINQ and SINQ courses, as well as from those taking part in CAPSTONEs.

- Information regarding the resources and policies surrounding writing at "feeder" schools is a prerequisite to any action taken by PSU.
- Attention should be paid to special populations (non-native English speakers, speakers of nonstandard varieties).

The ARC asks whether there is some existing group that could devise and coordinate any of this process, provided that it had adequate resource support from the university.

Responsibility for writing is beyond the scope of any single academic unit. Each school, department, program, and instructor has a vested interest in student writing and this should be reflected by placing some coordinating function within the central administration (the Office of Academic Affairs).

Sarah

May 10, 1999

To: Faculty Steering Committee

From: Faculty Senate Budget Committee

Re: University Studies

The following are issues raised in the Budget Committee over the past year regarding the budgeting and accounting of University Studies.

- **True Costs:** Attempts to identify the total cost of University Studies remain difficult. Their exhibit A budget for 1998-1999 is \$1,780,414. In addition, they have "soft monies" from several grants. However, much of the expense of operating University Studies is off budget. As an example, the senior capstones are coordinated through the Center for Academic Excellence. In addition, the FTE for a number of the participating faculty is on the budget of other departments. As a rough estimate, it appears that the true cost to the University is over \$4,000,000. The Budget Committee has strongly recommended that the true cost of University Studies be determined.
- **Budgeting Procedures:** The University Studies yearly budget allocation goes through a different budgeting process than other units. Although the University Studies budget is in the budget of the College of Liberal Arts and Sciences, CLAS appears to have little or no input into the determining of the University Studies budget allocation.
- **Budget Transfers:** Although progress has been made this last year, the way in which University Studies compensates participating department is haphazard and irregular. Some departments are compensated at close to full cost, while other departments are not compensated at all.

Recommendations:

- True cost of University Studies needs to be determined.
- The budget of University Studies should go through the same budgeting procedure as the other units in the university.
- The compensation for faculty time should be known, regular, fair, and consistent.

University Curriculum Committee
Report to the Faculty Senate – June 1999

The University Curriculum Committee (UCC) was asked to respond to two of the recommendations of the Faculty Senate Task Force on University Studies. The committee has had several discussions about the recommendations, and the chair has met with University Studies leaders on behalf of UCC to discuss the development of this response. This report is presented around three themes: an initial assessment of the Sophomore Inquiry/Cluster (SINQ/Cluster) offerings in specific response to the Task Force recommendations; the role of UCC with respect to review and approval of University Studies offerings; and suggestions on processes for initial and periodic review of University Studies courses.

Initial Assessment of SINQ/Cluster Offerings

The UCC Chair and the SINQ/Cluster Coordinator developed a brief survey that was circulated to each of the SINQ/Cluster coordinators to provide an assessment with response to the Senate Task Force recommendations. The survey was conducted via email, and was intended to seek a minimum of information so as not to burden the coordinators.

Two questions were asked:

1. For each of the following, please rate the extent of exposure students receive within your cluster. The scale used was 1 = no exposure; 2 = some exposure; 3 = extensive exposure. Rankings were provided for each of mathematics, science, writing, critical thinking, and social responsibility (core elements of University Studies goals).
2. For each of the following, please rate the presence of each among the faculty involved in your cluster. The scale used was 1 = nonexistent; 2 = low; 3 = medium; 4 = high. Rankings were provided for extent of intellectual cohesion among participating faculty; administrative cohesion among participating faculty and academic units; and curricular integration into University Studies as a whole.

It is recognized that this data is very subjective and rather superficial; however we did not wish to impose too heavy a reporting burden on the SINQ/Cluster coordinators and wanted to be able to respond to the specific wording of the Senate recommendations. All but two cluster coordinators responded. Similar data could be collected from the FRINQ coordinators in future.

The attached table (Attachment 1) presents the results by cluster, as well as mean scores by category. In the assessment of core areas of University Studies (mathematics, science, writing, critical thinking and social responsibility), responses were on a 3 point scale with 3 rated as "extensive exposure" and 1 rated as "no exposure" to each area. The mean scores show that students receive extensive exposure to critical thinking, writing, and social responsibility as assessed by the individual SINQ/Cluster Coordinators; exposure to science is moderate; and the least exposure is to mathematics.

The three questions regarding faculty involvement were rated on a 4 point scale, and all achieved at least a 3 (medium ranking), with faculty cohesion and curricular integration into University

Studies both ranked on average at 3.5. Data provided by the SING/Cluster Coordinator shows that 275 faculty are involved in teaching SING/Clusters. The number of faculty involved in each cluster ranges from 4 to 25, with an average of 15. The number of academic units involved in each cluster ranges from 3 to 9, with an average of 6.5.

UCC has not analyzed these data in detail; any inferences that may be drawn from this information are left to Senate members, University Studies committees, and others concerned with these issues.

UCC Role in Review and Approval of University Studies Offerings

Some major concerns were articulated during the discussion of UCC's role with respect to assessment and approval of University Studies offerings, as follows:

- New University Studies offerings do not go through the same process of review and approval as do other courses;
- Because of the need over the past few years to generate sufficient University Studies offerings, the timing was often delayed and was believed to not be feasible to employ the usual curricular review mechanism of UCC;
- Some University Studies offerings (Freshman Inquiry in particular) are designed to last only a few years, and then can be considered like any other "experimental" class which may never come to UCC [and thus have not been put forward];
- As a result a substantial number of courses are being offered to a major segment of PSU students without oversight or assessment comparable to that of other university courses.

These concerns prompted UCC to define the following with respect to its role in review and approval of University Studies offerings:

- UCC's role is not to intervene in University Studies processes or systems;
- UCC should provide some level of oversight to University Studies;
- UCC has a primary role in quality control of curricular offerings; it needs to be attentive to concerns about University Studies and ensure that UCC has fulfilled its role with respect to oversight of these curricular activities.

Suggestions on Processes for Initial and Periodic Review of New University Studies Courses

UCC has invested considerable time over the past few years to work with the different components of University Studies with respect to initial review. In 1998 a process was agreed upon with the Capstone Coordinator, and a template for review of documentation is now in use. Over the past few months, we have worked with the SING/Cluster Coordinator and other University Studies leadership, and a process is now in place for review of all new SING/Cluster proposals. This is presented as Attachment 2; it illustrates the parallel process to usual curricular review, and adds a new ad hoc committee representing the interests of University Studies, UCC, ARC and the Budget Committee in order to address some of the concerns about University Studies that have been raised in the Senate.

We have also completed review of a number of SING/Cluster proposals that had been tabled by UCC in late 1997; no more are pending at this time. The SING/Cluster Coordinator has

developed a new protocol for the submission of new SINQ/Cluster proposals, and this will serve as the basis for UCC review of such proposals.

A new protocol has been developed to provide guidance for FRINQ submissions; this was requested by the FRINQ Coordinator, and the UCC chair is working with FRINQ leaders to test these guidelines (see Attachment 3). Proposals for new FRINQ offerings for 1999-2000 will be reviewed at the UCC meeting in early June.

These discussions have led UCC to consider what role it should play in ongoing assessment of University Studies offerings. This is a particular concern given the number of students taking courses in University Studies and its broad impact across the institution. The following summarizes the UCC discussions:

- UCC does not want to duplicate other assessment activities underway on campus;
- UCC should foster discussions, to the extent that it can, about assessment issues with respect to University Studies courses;
- UCC does need to ensure that assessment information and results of such assessments gets out to a broad faculty audience to demonstrate the outcomes of University Studies.

UCC has agreed to the following:

- UCC will develop a template for routine general assessment of both FRINQ and SINQ/Clusters that addresses measurement of achievement of the goals of University Studies (and reflects the material submitted in the initial proposals);
- UCC will encourage an annual reporting of all FRINQs and SINQ/Clusters to the University Studies Curriculum Committee on achievement of key goals (with supporting evidence), and then seek an annual report from University Studies on the assessment results;
- UCC will request that the University Studies Curriculum Committee report to UCC annually on the coherence of clusters and the interdisciplinary breadth of the clusters;
- UCC will report to the Senate annually on the assessment of University Studies courses.

This reporting will provide UCC with a descriptive report so it can be informed and exercise its responsibilities without appearing to attempt to micromanage the University Studies program. Hopefully this will be viewed as trying to institutionalize some sort of routine reporting processes for accountability without being seen as an overly bureaucratic action.

Final Comments

The Committee would like to acknowledge and thank the leadership of University Studies for the willingness they have demonstrated to work with UCC on resolving the issues addressed in this report.

Attachment 1: University Studies Responses to UCC Survey

[illegible]

Attachment 2
**SINQ/Cluster Approval Process and
Usual Curricular Approval Process**
Approved by UCC 4/21/99

Step	Action	SINQ/Cluster Sign-off	Usual Sign-off
1	Proposal for SINQ/Cluster initiated; submitted with complete documentation for SINQ and associated cluster courses. Focus: Cluster concept	Cluster Coordinator	Faculty member
2	Review by Cluster Coordinating Committee. Focus: Relationship to existing clusters.	Cluster Coordinating Committee Chair	Unit (departmental curriculum committee)
3	Review by University Studies Program Director. Focus: Adequacy of support for offerings.	University Studies Program Director	Department chair
4	Review by University Studies Committee. Focus: Integration with UNST overall; conformance with mission.	University Studies Committee	College/School curriculum committee
5	Review by University Studies Oversight Committee (2 UNST + 2 UCC + 2 ARC + 2 Budget Committee; chaired by UCC Chair). Focus: Assurance of sufficient resources, impact on other resources, impact on other programs, conformance with academic requirements.	University Studies Oversight Committee	College/School dean
6	Review by University Curriculum Committee. Focus: overall curricular quality control.	UCC	UCC

Attachment 3

RECOMMENDED COMPONENTS OF FRINQ PROPOSALS -- 1999

Discussed and Approved by UCC 4/21/99

Section 1:

- Cover sheet
- title of FRINQ
- date of first offering
- how many sections per year
- statement of FRINQ theme/topical area
- signatures of all participating faculty
- contact information for lead faculty

Section 2:

- FRINQ narrative
- statement of FRINQ theme/topical area (no more than 200 words)
- learning objectives for FRINQ (specific to this theme)
- discussion of how this theme and the specific objectives will address mathematics, science, writing, critical thinking and social responsibility (per University's goals of General Education)
- methods of assessment of student performance
- description of methods to ensure coherence of theme and accountability across participating faculty
- relationship to rest of University Studies program (cohesion, interdisciplinarity, future learning experiences)
- methods of assessment of how this FRINQ theme meets the goals of General Education
- brief description for students (75 words or less)

Section 3:

- Anticipated course schedule
- topical outline with approximate schedule
- preliminary reading list
- name(s) of instructors for each section/module of course

Memorandum

May 10, 1999

To: Faculty Senate

From: Scott Wells, Chair, University Planning Council

Erik Bodegom, PHY
Duncan Carter, ENG
Paul Latiolais, MTH
Elaine Limbaugh, ENG
Jon Mandaville, HST
David Ritchie, SP
Ulrich Hardt, ED
Berni Pilip, OGS
Joy Rhodes, SSW

Frances Bates, XS
Anne Christiansen, SBA
Darrell Grant, SFPA
Ethan Paul Seltzer, UPA
Janet Wright, LIB
Grant Farr, SOC
Sandra McDermott, SFPA
Steve Fischler, FIS

Re: Yearly report for the University Planning Council

The UPC was charged with investigating 3 issues regarding UNST program. These issues and the results of these deliberations are shown below.

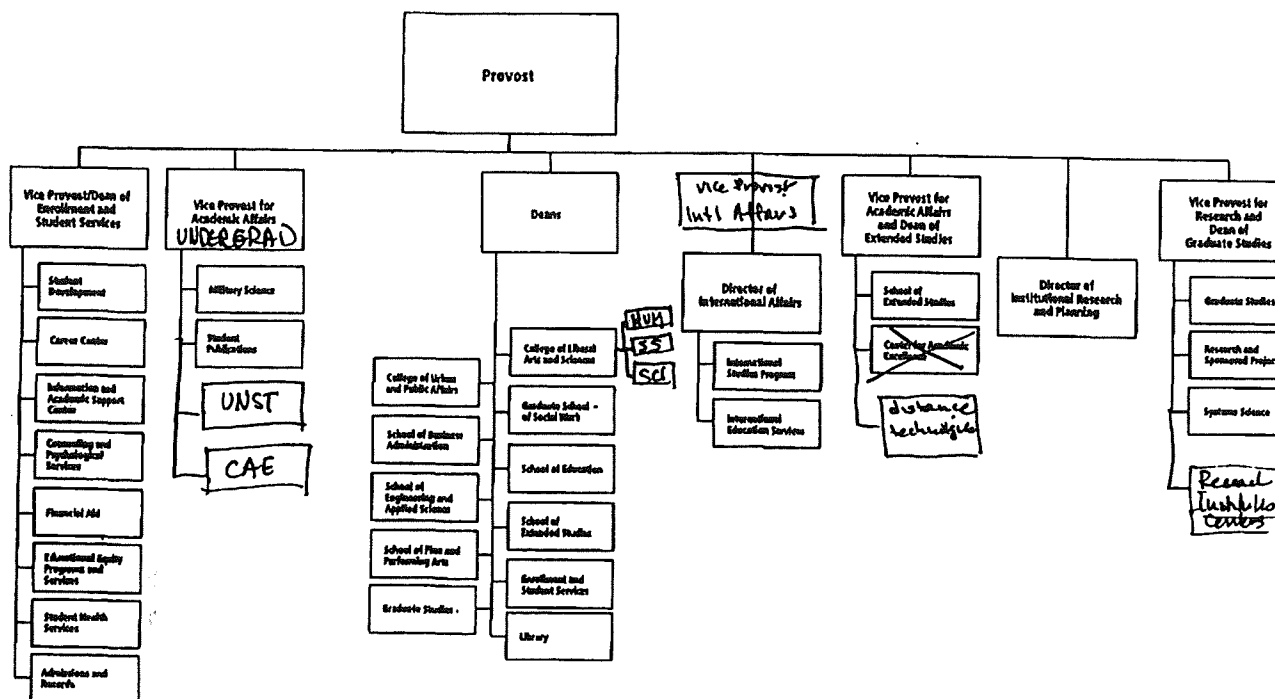
Issue	UPC Decision
Location of UNST within the University	<ol style="list-style-type: none">1. UNST should remain within CLAS2. There should be an Independent Policy control of UNST that is outside UNST that has University-wide representation.3. There should be adequate managerial support within UNST to assist the operation and management of UNST so that its goals can be reached.
Chain of internal command for UNST	The UPC agreed that this issue should be tabled for this year, but that this issue should be closely watched. The idea of Internal Structure should involve, at a minimum, discussions regarding the decision making roles of UNST, CAE, and OIT as they relate to UNST.

Issue	UPC Decision
Integrate UNST into University Governance	<p>Recommendation to Committee on Committees that when members of CLAS are chosen for the following committees:</p> <ul style="list-style-type: none"> Curriculum Committee Budget Committee University Planning Council Committee Committee on Committees General Student Affairs Committee, <p>that preference be given to at least one member from CLAS also being involved in UNST.</p>

Discussion of Issue items

1. UPC Charge: "The University needs to reevaluate the location of UNST within the university structure in order to improve academic and administrative oversight of the program."

The UPC considered many options. One recommendation was that UNST be moved from CLAS to Vice Provost for Academic [and Undergraduate] Affairs. The rationale for this was (1) CLAS is too large and unwieldy (2) UNST should have an entire University perspective, not only that of CLAS. The proposed organizational chart is shown below:



The Council then discussed advantages and disadvantages of UNST within CLAS at several meetings. This discussion is summarized in the following table:

Advantages of UNST within CLAS	Disadvantages of UNST within CLAS
Core of UNST is within CLAS (80% of UNST offerings are from CLAS)	Personnel issues
Majority of faculty in UNST are within CLAS- this would facilitate their work, more proximate means to resolve conflicts in budget and disposition of faculty	UNST not treated as a Department within CLAS so unclear relationship of UNST to traditional organization of CLAS
Faculty in UNST are grounded in a discipline within CLAS rather than being in a separate entity not within any traditional University structure	Need a University-wide structure to get better on-campus support (There was consensus that whether UNST was within CLAS or not, this does not guarantee University wide support.)
No need to create another administrative infrastructure which would incur additional expense	Need legitimacy and authority to carry out its mandate, constrained under CLAS

- Another idea suggested was that UNST could be independent of CLAS and be only an organizational or coordinating body under the Vice-Provost for Academic Affairs and Dean of Extended Studies. The suggestion was made that their budget would be only for managerial positions and that all faculty would reside in traditional Departments. There would be no "home" faculty. Departments then keep any student credit hours generated by its faculty. Further discussion mentioned that this could still be accomplished by keeping UNST within CLAS.
- This raised an important fundamental issue: Should UNST be a "Department" with faculty or should it merely be a coordinating body?
- The Commission on Campus Climate recommendation that there be an "administrative position, at the level of Vice Provost, which is responsible solely for support, coordination, advocacy, and assessment of undergraduate education" does not necessarily imply that UNST must be under this new position.

The council was pleased to have testimony from Charles White, Earl Mollander, C. Wollner, and M. Kaiser regarding their views on UNST placement within the University.

C. White passed out a September 1993 recommendation from the "General Education Working Group Report and Recommendations" which stated that administration of UNST be independent of CLAS. He mentioned that currently administrative and budget oversight is through CLAS (earlier the budget was through the Provost and administration was from Dean CLAS.) Issues with University Curriculum Committee oversight were said to be improving. He also mentioned that there were several UNST tenure or tenure-track faculty and that UNST operates both as a "Department" and as a Coordinating body. C. White also presented at a later date further written testimony to the UPC addressing our discussion items of advantages and disadvantages of UNST within CLAS. He mentioned that the lack of participation by other Deans (outside of CLAS) is getting worse and that only by moving UNST outside of CLAS could clarify lines of authority and improve the probability that other Deans would get involved.

E. Mollander mentioned the need for outside Policy guideline development with representation from the UNST, which would be responsible for Operational aspects. He highlighted the need to have a "Chief Operational Officer", or another management position, within UNST to assist the management of the UNST because of its broad and far-reaching tasks and that there was a need for more management. He also agreed that UNST should be in an Academic Unit rather than in a non-Academic unit, e.g., a Dean for Undergraduate Affairs.

Marvin Kaiser, Dean CLAS, discussed many different UNST issues. He felt that the issues of governance and resources were the most important for UNST. He said that the leadership for a liberal education has to come from a Faculty of Arts and Sciences and that he was opposed to having a permanent faculty for "general education." He mentioned that even though he is supposed to be in-charge of UNST, in practice it has not worked

out that way because of historical issues surrounding the establishment of UNST. With regard to having other Schools participate in UNST, M. Kaiser suggested that other Deans have all echoed that it is a resource issue, not that UNST is within CLAS. He said that this is also an issue within CLAS where some departments have lost faculty over the last 10 years (Chemistry 36% reduction, Biology 32% reduction, etc.)

C. Wollner provided written testimony to the UPC arguing for removing UNST from CLAS. He felt the UPC discussion items about advantages of UNST within CLAS were defective. The UPC considered his arguments.

After lengthy debate, the following motion was approved (this was not unanimous):

- UNST should remain within CLAS
- There should be an Independent Policy control of UNST that is outside UNST that has University-wide representation.
- There should be adequate managerial support within UNST to assist the operation and management of UNST so that its goals can be reached.

2. UPC Charge: "The organization of UNST should be clarified so that the chain of command and the duties and responsibilities are known."

UPC members Fran Bates and Paul Latiolais spoke with several people to try to begin to understand the issues raised in the Task Force report. To date, we have spoken with Earl Molander, Judy Patton, Michael Flower and Chuck White.

The issues discussed were:

- Internal Governance of University Studies
- Relations of University Studies with external oversight committees (in particular, University Curriculum Committee).
- Financial tracking inside the University Studies program (i.e. "Where is the money going?")

Internal Governance. University Studies is responsible for four separate types of courses: Freshman Inquiry, Sophomore Clusters, Junior Clusters, and Senior Capstones. Freshman Inquiry has a well defined faculty with a well defined chain of command and communication through the Frinq Council. Senior Capstones are not well overseen by University Studies as they are largely managed by the Center for Academic Excellence. Sophomore Clusters are quite problematic as they are managed by departments separately. As such, coordination with each other, Junior Clusters and University Studies is all but impossible. There is a governance structure through the Committee of Cluster Chairs, but there is no authority. Junior Clusters have the same problems that Sophomore Clusters do, although the consequences are not as serious since these are "terminal" courses.

Relations with External Committees. There does seem to be a problem here, especially with the Undergraduate Curriculum Committee's oversight of Sophomore and Junior Cluster courses. Communication between the Chair of the Undergraduate Curriculum Committee and the Chair of the Committee of Cluster Chairs has been difficult.

Financial Tracking. This is separate from the question "What are the true costs?", which we feel is not answerable in an unbiased manner. There too many qualitative variables. Internal accounting seems to mostly be an external issue (more below) with internal consequences.

Strategies.

We feel that we need to talk to more people to really get a full picture and effectively address the above issues (e.g. Capstone Coordinator Seanna Kerrigan, Vice Provost Janine Allen, Dean Marvin Kaiser). With that disclaimer, we will make some observations.

Some of the above issues either are being addressed, have been addressed are can be addressed by moving University Studies. Our current impressions are the following:

- The Center for Academic Excellence provides faculty development services for University Studies as well as coordinating Capstone courses. Both activities would be better coordinated if University Studies and the Center for Academic Excellence were under the same direct authority. Internal communication and governance of Capstones would make more sense.
- University Studies is planning to propose to the Dean and the Provost that the sophomore cluster instructors be assigned to university studies for the year for that portion (at least one course per term) of their FTE. This would allow more faculty cohesion for both Sophomore and Junior Clusters as at least one member of each Sophomore/Junior Cluster team would report to University Studies. Much of the communication problems between University Studies and UCC has come from the instructors non-response to University Studies. A more formal relationship to University Studies by a portion of the that faculty should reduce that problem.
- There seemed to be a personal communication problem Earl Molander and Michael Flowers. Michael is willing to take some of the blame for this as both of his parents died this Fall. It also seems that Earl was difficult to reach sometimes. Together with the slow compliance of instructors to requests for information, not much could be accomplished. The communication problem between University Studies and UCC is not likely to persist. The communication problem between cluster instructors and University Studies will persist without a change in their relationship. In any case, the University Curriculum Committee needs to work with University Studies to put in place a framework for overseeing cluster courses which allows effective reasonable oversight without stifling creativity. We believe this is possible, as such a framework has apparently been set up for Capstone courses.

- **Financial Tracking.** University budget has probably been the most closely scrutinized budget on campus. Where the money has gone is not the issue. Stable funding does seem to be. The current financial trouble of CLAS has made it difficult for University Studies to plan courses and faculty to teach them. It also seems to be hindering their efforts to improve their program.

The UPC discussed that the current internal chain of command of UNST is very simple - an Associate Dean of UNST and a Program Director of UNST. The UPC unanimously agreed to table the issue for the current year. A more thorough discussion of internal structure should involve, besides just UNST, the Center for Academic Excellence (CAE) and the Office of Information Technologies (OIT) since some of their operations also are closely tied to UNST.

3. UPC Charge: "Procedures need to be developed and clarified to facilitate the integration of University Studies into the existing system of university governance"

The integration of US into University governance is dependent on how US will be integrated into the University. Two proposals were developed:

- (1) Assuming UNST is a separate academic unit at the University

US representative would be a member of the following committees:

- Curriculum Committee
- Budget Committee
- University Planning Council Committee
- Committee on Committees
- General Student Affairs Committee

- (2) Assuming UNST is within CLAS

Recommendation to Committee on Committees that when members of CLAS are chosen for the following committees:

- Curriculum Committee
- Budget Committee
- University Planning Council Committee
- Committee on Committees
- General Student Affairs Committee,

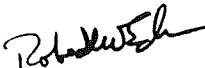
that preference be given to at least one member from CLAS also being involved in US.

Since the later was agreed upon by the committee, the later recommendation was agreed on unanimously by the UPC.

May 12, 1999

G1

MEMORANDUM

To: Faculty Senate 
From: Bob Eder, Chair, Graduate Council
Re: Recommended for approval by the Faculty Senate:
A. New / Revised course proposals
B. Changes in the degree requirements for the M.S. in Civil Engineering
C. Ph.D. in Technology Management
D. Ph.D. in Civil Engineering

A. The following new course proposals are recommended for approval by the Faculty Senate:

Oregon Master of Software Engineering (School of Engineering and Applied Science)

Note: This is a joint PSU / UO / OSU / OGI degree program taught at the Capital Center.

OMSE 500	(3)	Principles of Software Engineering
OMSE 511	(3)	Managing Software Development
OMSE 512	(3)	Understanding the Software Business
OMSE 513	(3)	Professional Communication Skills for Software Engineers
OMSE 521	(3)	Using Metrics and Models to Support Quantitative Decision-Making
OMSE 522	(3)	Modeling and Analysis of Software Systems
OMSE 525	(3)	Software Quality Analysis
OMSE 531	(3)	Software Requirements Engineering
OMSE 532	(3)	Software Architecture and Domain Analysis
OMSE 533	(3)	Software Design Techniques
OMSE 535	(3)	Software Implementation and Testing
OMSE 551	(3)	Strategic Software Engineering
OMSE 555	(3)	Software Development Practicum I
OMSE 556	(3)	Software Development Practicum II

$42 + 6$ elective credit hours = 48 credit hour degree program

Note: Electives may be taken from current Computer Science (CS) courses;
CS 554 (Software Engineering) is cross-listed with OMSE 500.

School Counseling (Counselor Education Program / School of Education)

COUN 445 / 545	(3)	Youth at Risk
COUN 555	(3)	Counseling Children and Youth
COUN 596	(3)	Foundations of School Counseling
COUN 597	(3)	Counseling for the 21 st Century
COUN 599	(3)	Professional Portfolio

Note: These required courses replace existing 510 courses and require no additional instructional resources.

Architecture (School of Fine and Performing Arts) **Conversion from 2 to 4 credit hrs.**

ARCH 420 / 520	(4)	Advanced Graphics and Media Justification: Rapid growth in advanced graphics technologies and the need for more dedicated studio time.
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B. The following change in the existing catalog (PSU Bulletin) copy was reviewed by the Graduate Council and is recommended for approval by the Faculty Senate:

M.S. in Civil Engineering (School of Engineering and Applied Science), PSU Bulletin, p. 203 Note: Proposed changes are in *italic*.

The master's program in civil engineering is designed to provide students with the technical and professional knowledge necessary to develop their abilities to seek creative solutions to complex problems in their field of interest.

The program involves advanced courses in the areas of structural analysis and design, transportation, engineering, water resources, environmental engineering, geotechnical engineering, and project management, as well as science and mathematics. Flexibility is achieved by designing programs of study to meet individual needs. ***Students are required to complete tentative degree plans that have been approved by their advisors not later than the second quarter of their residence at PSU. A M.S. Study Plan form for this purpose is available in the CE Department Office. Students are also required to obtain their advisor's approval of coursework each quarter on a Quarterly Study Plan form, when there are deviations from their M.S. Study Plan submitted. Coursework taken without advisor approval may not be accepted as part of the student's program.***

University master's degree requirements are listed on page 54. The master's program consists of three options available to students. The first option involves a total of 45 credits, including 6 to 9 credits of thesis. The second option requires completion of 45 credits and 3 credits of research project that includes a project report; and the third, completion of **48** (rather than 54) credits of coursework. In the first two options, student research is conducted under the supervision of faculty. In all options, coursework is to include 9 credits in areas other than candidate's major emphasis, subject to the approval of student's adviser and department.

To become a candidate for the master's degree, the student must successfully complete all departmental requirements for one of the options described above. For the thesis option, successful completion of a final oral examination covering the thesis is required. Current faculty research areas include transportation systems, nonlinear structural analysis and design, earthquake engineering, mechanics of composites, stochastic modeling in hydrology and water resources, water quality modeling in environmental engineering, and insitu soil properties in geotechnical design.

Rationale for the proposed change: The current coursework-only option requires 54 credit hours, which is substantially higher than the 45-48 credit hours required by other SEAS departments. The proposed 48 hours for options two and three (to be effective with June 1999 graduates) will bring the MSCE requirements closer to those in the other SEAS departments and closer to the national norm. The study plan language is similar to language recently approved for the M.S. in Electrical and Computer Engineering.

C. & D. The Graduate Council reviewed and recommends Faculty Senate approval of the proposed **Ph.D. in Technology Management** and the **Ph.D. in Civil Engineering** (see attached proposal summaries)

The Council characterize both proposed new Ph.D. programs as "entrepreneurial" efforts with minimal budget requests that have the potential to attract new doctoral students and additional external resources, while further advancing new knowledge in their respective fields. Both Engineering Management and Civil Engineering faculties participate currently in the Systems Science / Engineering Ph.D. program; hence, they have a track record of successful doctoral student advising. If approved, interested and qualified students would have the additional option of matriculating in the Ph.D. programs in Technology Management or Civil Engineering. The Council has offered more specific comments at the end of each proposal summary with the goal of offering advice to further strengthen each proposal as it goes forward in the review and approval process.

Ph.D. in Technology Management - Proposal Summary

Program Overview: This proposal is for the establishment of a Ph.D. program in Technology Management, administered by Engineering Management Program (EMP) in the School of Engineering. The proposed Ph.D. program builds upon the existing Masters program in Engineering Management and complements the existing Ph.D. program in Systems Science/Engineering Management. The proposed program has five major objectives:

1. To develop engineers and scientists as educators, researchers and leaders in the management of technology in academic institutions, industrial corporations and government agencies,
2. To support PSU's urban mission by serving the growing needs of the technology-based industry in Oregon,
3. To attract high quality students to the University,
4. To attract research funding for Technology Management research, and
5. To increase the level of recognition of EMP in the field.

As Oregon's technology-based industry continues to grow, the challenges for the management of technological systems become increasingly critical. The economic competitiveness of the state depends largely upon effective decision making in identifying, evaluating, selecting, developing and implementing new technologies or new extensions of existing technologies. The management of people, organizations, projects, resources and system interactions in this innovation-driven industry is a fundamental factor in firm competitive advantage. The proposed program will develop Ph.D. graduates who possess the capabilities to develop and transferring this needed knowledge.

Academic growth in Technology Management: Engineering and Technology Management is a rapidly growing discipline in engineering. There were 20-30 degree-granting institutions in this field in mid-1970s. Today, that figure approaches 200, worldwide, with demand particularly strong at the graduate level, leading to a growing market demand for academic hires with suitable Ph.D. credentials. The intellectual foundation of the Technology Management discipline is defined along two dimensions. The first dimension includes the management of innovation process, technical people and organizations, engineering and R&D projects, new products, emerging and existing technologies, resources, and strategic and policy issues in technology. These issues are studied throughout the technological life cycle reflected in the second dimension, that includes creativity and innovation, research, development, design, manufacturing/operations, maintenance, marketing, and technology transfer.

PSU's role in Technology Management: The PSU Engineering Management Program plays a leadership role in the development of the field. Some examples are listed below:

- EMP is the editorial headquarters for *IEEE Transactions on Engineering Management*, the leading international research journal in engineering and technology management. (1987-present)
- EMP has been the editorial headquarters for John Wiley book series in Engineering and Technology Management (1987 through 1998).
- EMP was an invited participant in the joint NSF/National Academy of Engineering meeting held for the establishment of scope and the boundaries of "Management of Technology" (1988)
- PSU EMP is represented in the National Academy of Sciences panel studying the U.S. Department of Energy's decision-making processes for technology management in the clean-up of nuclear sites. (1997-present)
- About 30 scholars have visited EMP, some for up to two years, to learn about our approach to engineering and technology management, and to emulate it in their institutions. (1987-present)
- A collaborative arrangement with EMP has been initiated by the Univ. of Pretoria, S. Africa. The following quotation is from their proposal: "*It is important that the students are exposed to world-class thinking and [be] given the opportunity to interact with lecturers of international stature.... The Engineering Management Program at PSU is such a leading world-class institution.*" (1999)

• EMP is the organizer of PICMET (Portland International Conference on Management of Engineering & Technology), the leading conference in this field, worldwide. (1991-present)

Industry need for the proposed program: The high technology industry is a rapidly growing segment of Oregon's economy. Intel Corp., Hewlett-Packard Co., and Tektronix, Inc. collectively account for over 20,000 employees in Oregon and the total number of people in the electronics industry is over 65,000. This is expected to grow by over 28,000 over the next three years. The growth and rapidly changing dynamics of the industry will make it increasingly important to provide educational opportunities for a research oriented Ph.D. program in Technology Management. Students and graduates will be able to assist local companies' understanding of the special challenges and opportunities provided by technological change. Recent Ph.D. graduates from the SySc/Engineering Management Program have obtained jobs of significant responsibility in Intel (2 graduates), Planar (2 graduates), OHSU (1 graduate) and Unilever (1 graduate).

Admission requirements: A Bachelors or higher degree in engineering, sciences, or related disciplines; a minimum 3.0 undergraduate GPA or 3.50 GPA in at least 12 graduate credits; GRE scores obtained within two years of application to the program; a detailed statement of research interests acceptable to the EMP faculty; minimum 575 TOEFL score for international applicants; and three reference letters

Degree requirements: 72 credits of coursework beyond the Bachelors degree (24 credits core, 24 credits electives, 12 credits methodology, 12 credits independent study), 27 dissertation credits, a comprehensive exam, two research papers (one at the level of an international conference, one at the level of a refereed journal), and the defense of the dissertation.

Faculty resources: The following EMP and SBA faculty members will be directly involved in offering the proposed program:

Timothy R. Anderson, Ph.D., 1995, Georgia Tech. – Asst. Professor of Engineering Mgmt.

Tugrul U. Daim, Ph.D., 1998, PSU - Adjunct Asst Professor of Engineering Mgmt.

Robert W. Eder, Ph.D., 1982, Univ. of Colorado, Boulder – Professor of Business Admin.

Thomas Gillpatrick, Ph.D., 1985, University of Oregon - Professor of Business Admin.

Robert R. Harmon, Ph.D., 1979, Ariz. State Univ. - Professor of Bus.Admin. and Eng. Mgmt.

Dundar F. Kocaoglu, Ph.D., 1976, University of Pittsburgh - Professor of Engineering Mgmt.

Tom Long, Ph.D., 1998, PSU - Adjunct Professor of Engineering Mgmt.

Dragan Milosevic, Ph.D., 1981, Belgrade Univ. – Assoc. Professor of Engineering Mgmt

David M. Raffo, Ph.D., 1995, Univ. of Pittsburgh – Asst. Professor of Business Admin.

Yong-In Shin, Ph.D., Erasmus Univ. - Adjunct Assoc. Professor of Engineering Mgmt.

Existing courses: EMP currently offers about 30 graduate courses. In addition, related courses are offered by other departments of the School of Engineering, the School of Business Administration, Economics, Psychology and Systems Science.

Resource needs: Existing computer labs and library resources are adequate. A request has been made in the proposal for \$50,000 annually, primarily for Graduate Student Assistants. Our expectation is that the self-support courses and external grants will provide supplemental support for the program. The rate of development of the proposed program will be adjusted in accordance with the level of resources that will be available.

Graduate Council Comment: The PhD in Technology Management is both a unique and timely potential addition to PSU's and OUS's doctoral degree programs. The Council urges the sponsoring faculty to work to further broaden the faculty and financial resource base to better ensure program success.

Ph.D. in Civil Engineering -Proposal Summary

Program Overview: This proposal is for the establishment of a Ph.D. program in Civil Engineering. The program will be administered by Portland State University, and will make use of faculty and facilities located on the PSU campus. The program will build upon the existing Ph.D. programs in Systems Science and Environmental Sciences and Resources at Portland State University. The objective of this program is to provide an advanced-level academic opportunity in Civil Engineering for engineering professionals. In addition to preparing academics, we intend to focus the program on preparing professionals to work at the most advanced level of their profession.

Field of Civil Engineering: Civil Engineering is concerned with the application of engineering and managerial knowledge to plan, design, and manage the construction and operation of public and private facilities, including highways and transportation systems, power plants, buildings, dams, and water and wastewater treatment facilities. The proposed program will contain the following subspecialty concentrations: Environmental / Water Resources Engineering, Geotechnical Engineering, Structural Engineering, and Transportation Engineering.

The Need: The proposed program aims at educating leaders to meet challenges related to enhancing the infrastructure. Many of the students enrolled in the program will learn about, conduct research, and solve real problems that exist in Oregon and the Northwest. The PSU Civil Engineering Department faculty has been extensively engaged in research and community outreach. Civil Engineering is an important and growing aspect of technical education, research and economic development in the United States. Concerns about the state of physical infrastructure worldwide are growing rapidly with public demand rising for a better environment and higher quality of life. Economic survival requires the education of professionals who can integrate all the engineering functions required to enhance the infrastructure and regional livability. Social, economic and environmental challenges in Oregon are strongly related to the quality of the physical infrastructure. Thus, the conditions of air, water, land, transportation and housing, and power and communication systems are paramount to citizens' well being.

Portland State University currently has strong and growing graduate programs in Civil Engineering. There is a high level of interest for a graduate degree program in the Portland Metropolitan area in civil engineering. An increasing number of inquiries come from students throughout the world and from practicing engineers in the Portland Metropolitan area. A significant number of engineers with B.S. and M.S. degrees in Civil Engineering hold positions in a wide range of Oregon companies and are interested in continuing their education.

The need for advanced engineering education has grown steadily in recent decades. The American Society of Civil Engineers recently proclaimed the Master's degree as the first professional degree in Civil Engineering, recognizing the importance of graduate level education for engineering practice.

Admission Requirements: A B.S. in Civil Engineering or a closely related area from an accredited University with a minimum GPA of 3.00 and a M.S. in Civil Engineering or a closely related area with a minimum GPA of 3.25.

Ph.D. in Civil Engineering (cont.)

General Requirements: The equivalent of at least two years of full-time graduate work beyond the Master's degree which includes a minimum of 24 credit hours of approved coursework and a minimum of 27 hours of dissertation credit.

Faculty Resources: The following CE faculty will be directly involved in offering the proposed program. For each faculty, the institution and year of Ph.D. degree are indicated.

H. Chik Erzurumlu, P.E., Ph.D., University of Texas at Austin, 1970
M. Gorji, P.E., Ph.D., University of California, LA, 1975
William Fish, Ph.D., Massachusetts Institute of Technology, 1984
Dundar Kocaoglu, P.E., Ph.D., University of Pittsburgh, 1976
Roy Koch, P.E., Ph.D., Colorado State University, 1982
B. Kent Lall, P.E., Ph.D., University of Birmingham (England), 1969
Shu-Guang Li, P.E., Ph.D., Massachusetts Institute of Technology, 1993
Wendelin Mueller, P.E., Ph.D., University of Missouri, Rolla, 1972
Franz Rad, P.E., Ph.D., University of Texas, Austin, 1973
Trevor Smith, P.E., Ph.D., Texas A&M University, 1983
Scott Wells, P.E., Ph.D., Cornell University, 1990

Faculty from other Departments and programs, including Engineering Management, Mechanical Engineering, Geology, Environmental Sciences and Resources, and Systems Science will also contribute to the program in instruction, research, and serving on doctoral committees.

Existing Graduate Courses: About four dozen graduate CE courses currently exist. In addition, graduate courses exist in other programs such as Engineering Management, Mechanical Engineering, Geology, Environmental Sciences and Resources, and Systems Science that will be available to CE Ph.D. students.

Resources needed: Existing laboratory facilities and equipment are adequate. In the budget, a request has been made for an additional \$50,000 annually for Supplies and Services, TAs, etc. The principal resource demands of the new program will be met primarily through research efforts of the faculty. Our expectation is that sponsored research funds will support the main ingredients of graduate research: graduate students, equipment, services and supplies, clerical staff either directly through the research grants and contracts budget or through indirect cost recovery and faculty release time. This expectation is based on real performance data over the past two decades. Our faculty have been successful in obtaining research support from the National Science Foundation as well as a whole host of other sponsors in the past two decades including: Bonneville Power Administration, Corps of Engineers, City of Portland, Metro, U.S. Geological Survey, U.S. Department of Transportation, Oregon Department of Transportation, and DOGAMI.

Graduate Council Comment: The Council views the proposed Ph.D. in C.E. as a significant enhancement to the doctoral program offerings at PSU. The Council urges the C. E. faculty to more sharply differentiate the proposed degree program from the Ph.D. in Civil Engineering currently offered by Oregon State University, and / or to provide a more detailed analysis of the current and future market demand for the Ph.D. in Civil Engineering.