Portland State University

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Faculty Senate Monthly Packets   University Archives: Faculty Senate

11-4-2004

Faculty Senate Monthly Packet November 2004

Portland State University Faculty Senate

Please ask to have your address corrected!

SENATORS ARE REMINDED
TO FORWARD THE NAME OF HIS/HER ALTERNATE TO THE
SECRETARY TO THE FACULTY, AS SPECIFIED BY THE
PSU FACULTY CONSTITUTION, ART. V., SEC. 1., 3).

****2004-05 STEERING COMMITTEE ****
Presiding Office: Michael Cummings
Presiding Officer Pro tem: Mary Beth Collins
Steering Committee: Janine Allen
            Darryl Brown, Jose Padin
            & (Comm on Comm Chair) Ex officio

*** 2004-05 PSU FACULTY SENATE ***

All Others (13)

Barham, Mary Ann	IASC	2005
* _____ (for Collie)		2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005
Endress, Wendy	SD	2006
Fortmiller, Dan	IASC	2006
Hoffman, Agnes	ADM	2006
Toppe, Michelle	OSA	2006
Cadenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007

Business Administration (6)

*Yuthas, Kristi (Andres)	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005
Gilpatrick, Thomas	SBA	2006
Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007

Education (6)

Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
* _____ (Caskey)	____	2005
Farahmandpur, Ramin	ED/PF	2006
Stevens, Dannelle	ED	2007
Halverson, Susan	ED	2007

Engineering and Computer Science (8)

Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005
Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006
Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
Shapiro, Leonard	CMPS	2007

Extended Studies (2)

_____		2004
* _____ (Cornman)	XS	2005
Repp, Betty Jean	XS-Sal	2006

Fine and Performing Arts (6)

Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005
Hansen, Bradley	MUS	2006
Grant, Darrell	MUS	2006
Fosque, Walton	ART	2007
Tate, William	TA	2007

Liberal Arts and Sciences (35)

Butler, Virginia	ANTH	2005
Duffield, Deborah	BIO	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
Liebman, Robert	SOC	2005
*Mandaville, Jon (for Brown)	HST	2005
Miller-Jones, Dalton	PSY	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005
* Franks, Carol (for King)	ENG	2005
*Bleiler, Stephen (Enneking)	MTH	2006
Brower, Barbara	GEOG	2006
Cummings, Michael	GEOL	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOL	2006
Koch, Roy	ESR	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
Biolsi, Thomas	ANTH	2007
Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	BIO	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
Mercer, Lorraine	ENG	2007
Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007

Library (3)

*Kenreich, Mary (Peigahi)	LIB	2005
Jackson, Rose	LIB	2006
Larsen, Thomas	LIB	2007

Other Instructional (3)

*Dillon, Grace (Balshem)	UNST	2005
Wheeler, Lawrence	HON	2005
Reynolds, Candyce	UNST	2006

Social Work (6)

*Leary, Joy (for Friesen)	SSW	2005
Nash, James	SSW	2005
Brennan, Eileen	SSW	2006
*Yatchmenoff, D. (Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
Jivanjee, Pauline	SSW	2007

Urban and Public Affairs (8)

* _____ (for Michael)		2005
Seltzer, Ethan	IMS	2005
*Hough, George (for Gelles)	PA	2005
Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007

*Interim appointments indicated with asterisk

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 **November 1, 2004**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll

*B. Approval of the Minutes of the October 4, 2004, Meeting

C. Announcements and Communications from the Floor

   President's Report

D. Question Period

   1. Questions for Administrators
   2. Questions from the Floor for the Chair

E. Unfinished Business

F. New Business

   *1. Graduate Council Program Proposal: Gr. Cert. in Computer Security– Wakeland

   *2. Educational Policies Committee Proposal to Rename Urban Studies & Planning – Barham

   *3. Educational Policies Committee Proposal to Divide Communications – Barham

G. Reports from Officers of the Administration and Committees

   *1. Report of the Interinstitutional Faculty Senate Meeting of 8-9 October – Wollner

   *2. Supplement to the Faculty Development Committee Annual Report - Ketcheson

H Adjournment

*The following documents are included with this mailing:
   B   Minutes of the Meeting of October 4, 2004
   F-1 Graduate Council Proposal for Gr. Cert in Computer Security
   F-2 EPC Proposal to Rename Urban Studies and Planning
   F-3 EPC Proposal to Divide the Department of Communications
   G-1 Report of the Interinsittutional Faculty Senate Meeting of 8-9 October 2004
   G-2 Supplement to the Faculty Development Committee Annual Report

PORTLAND STATE UNIVERSITY

Minutes:	Faculty Senate Meeting, October 4, 2004
Presiding Officer:	Michael Cummings
Secretary:	Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Allen, Barham, Biolsi, Brennan, Brower, C. Brown, D. Brown, Butler, Cardenas, Carr, Collins, Crawshaw, Cummings, Dill, Dillon, Endress, Farr, Fischer, Fortmiller, Fosque, Fountain, Franks, George Grant, Hagge. Halvorsen, Hansen, Hickey, Hoffman, Hough, Howe, Jackson, Dan. Johnson, Kenreich, Koch, Kominz, Kretovich, Lall, Larson, Latiolais, Lawrence, Leary, Liebman, Mandaville, Mathwick, McBride, Meekisho, R. Mercer, Morris, Nash, O'Halloran, Padin, Repp, Reynolds, Rueter, Seltzer, Shapiro, Shattuck, Sharkova, Shusterman, Smallman, Spolek, Stoering, Tate, Toppe, Wadley, Wamser, Wanjala, Wattenberg, Wheeler, Yachmenoff, Yuthas.

Alternates Present: Weber for Anderson, Ceppi for L. Mercer

Members Absent: Bertini, Carter. Duffield, Enneking, Farahmandpur, Gilpatrick Hunter, Dav. Johnson, R. Johnson, Miller-Jones, Schechter, Stevens, Walton.

Ex-officio Members Present: Andrews-Collier, Bernstine, Livneh for Burton, Christopherson, Diman, Driscoll, Dyck, Klute for Harper, McVeety, Reardon, Rhodes, Rohe, Samuels,

A. ROLL
B. APPROVAL OF THE MINUTES OF THE JUNE 7, 2004, MEETING

The minutes were approved with the following corrections:

Smallman and Morris were present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate Memberships since June 7, 2004:

Kristi Yuthas replaces Hayward Andres, SBA; Patricia Schechter replaced Kenneth Ames, CLAS; Stephen Bleiler replaced Marjorie Enneking, CLAS; Miki Caskey, ED has resigned from the Senate; Patricia Cornman, XS, has resigned from the Senate Tracy Prince, UPA, resigned from the Senate. Sam Collie, AO resigned from the Senate, eff. October 5, 2004.

The Presiding Officer noted that the hall has new recording equipment installed since June by Information Technology, which should greatly reduce the incidence of lost meeting transcripts. Additionally, microphones have been added for amplification.

The Presiding Officer recognized Ryan Klute, alternate for ASPSU President Kristi Harper. KLUTE announced the campus meetings taking place around the issue of "Higher One" student credit cards, implemented recently.

The Presiding Officer requested the Senate recognize Sam Collie, AO Senator, who is leaving the university after fifteen years of service. Applause.

Status of Extended Studies Representation in Faculty Governance

CUMMINGS noted that the Senate Steering Committee, after examining the question of representation in the PSU Faculty Constitution, determine that there is no provision for handling Faculty Senate representation when a Division is eliminated. Only when a new Division is added is representation added in the spring certification and election process. It is unclear as to whether a corollary exists, that a division would continue to exist until the next certification process. There is also no apparent permissible way to grandfather the terms of former Extended Studies Senator. There is also no provision for calling a special election. The Steering Committee suggest that what this means is that the faculty formerly in the division, Extended Studies, are now members of the All Other faculty, and as elections have already taken place, that Division will be underrepresented until June 2005. The one issue that needs to be reviewed is the motion of January 5, 2004, intended to protect the Extended Studies representation, and whether it is constitutionally appropriate.

CUMMINGS read the motion and the debate from that meeting, and concluded by noting that the item will be forwarded to the Advisory Council for an opinion. Presumably, if that motion is valid, those faculty can continue to be represented as Extended Studies until October 2005, when the Ad Hoc Committee established by a motion of the Senate in May 2004, is scheduled to forward a report on the reorganization. If it is not valid, they are now members of All Other faculty.

LAIOLAIS noted that this seems to be based on an inference that the name and status of Extended Studies have been changed, however, it is his position that, constitutionally, the name and status have not been changed. CUMMINGS explained that Latiolais is referring to *Art. IV. Sec. 4, 4), m), 3),* and continued that there are several perspectives operating here. One is the issue of whether Extended Studies still exists as a result of the Senate's inaction. Another is the issue that according to the current administrative structure enacted in Spring 2003, Extended Studies doesn't exist. Additionally, if the Senate waits until the report of the Ad Hoc Committee in October 2005, the issue of representation would not be resolved until the certification and elections of Spring 2006.

REPP asked for a clarification that what Cummings is proposing includes the elimination of the three Senate positions representing Extended Studies. CUMMINGS stated, yes. LATIOLAIS asked if this situation would be rectified

immediately if the Faculty Senate took action immediately, regardless of the interpretation of the Steering Committee. CUMMINGS noted that the FTE is certified in February of the year, regardless of when decisions are made by the Senate. LATIOLAIS noted that this means that if the Advisory Council makes a decision contrary to the opinion of the Steering Committee, those Senators will be reinstated.

FARR asked why the Advisory Council is being asked for an opinion. CUMMINGS reminded that the Constitution indicates that Senate may forward issues to them, regardless of the fact that they advise the President.

BROWER asked why an action that seemed quite clear has lost ground. CUMMINGS noted that the January 2005 motion appears unconstitutional. BROWER noted it is unfortunate to put people's status in limbo and there ought to be a way to act more quickly to resolve this. CUMMINGS noted that the mechanism for full representation is linked to the constitutional calendar. He also noted that the President reported in June that the Advisory Council found no willful violation of the Constitution when the status of Extended Studies was altered (Spring 2003).

MERCER asked for a clarification. CUMMINGS stated the Steering Committee is asking the Advisory Council to review the motion of January 5, 2004, for constitutionality. MERCER asked if this includes the question of whether there is a School of Extended Studies. CUMMINGS stated that that would have to come forward as a separate question.

President's Report

BERNSTINE noted that he would welcome the idea of working on the above issue and is confident of its resolution. He also reminded the assembly that there are several searches underway, especially for Provost and Vice President. BERNSTINE yielded to Cathy Dyck and Cassie McVeety.

DYCK noted that Broadway Housing opened on time and is full. The university has deferred the implementation of "Higher One" to allow for the student review process, and will be happy to answer questions.

McVEETY noted that the Capital Campaign will become public on Wednesday, October 6, 2004, at the Simon Benson Award Event, and will include the slides distributed at this meeting (attached). To reemphasize what the President has just said, it is because of the faculty in this room and many others like them that the campaign has been so successful.

BERNSTINE yielded to Sherril Gelmon to discuss Accreditation. GELMON reviewed the Fall Symposium effort, and distributed a one-page summary of items discussed there and the timeline (attached). GELMON suggested that the Steering Committee consider additional discussions of these issues in the Senate.

BERNSTINE yielded to Martha Balshem to discuss Assessment. BALSHEM noted the President has charged the Assessment Resource Network this year with producing an institutional statement on assessment, and giving him a recommendation as to how the assessment structure can best be integrated into faculty governance. The "ARN" plans to roll out draft statements for both on February 24th.

D. QUESTION PERIOD

1. Questions for Administrators

LIEBMAN asked the administration to address the effect of the elimination of the tuition plateau on graduate programs, for example, the GTEP program has experienced a steep increase in fees. Several programs have demanding praxis requirements, keeping students from working part time. Students applied for financial aid before the facts were known are experience unequal treatment. Tracking needs to be done to see if students don't continue with the program due to the impact.

BERNSTINE noted that tracking is taking place, however, there is some question that programs became credit heavy because of the plateau. We are mindful of the fact that part time students are bearing an inequitable load with respect to tuition costs.

AGRE-KIPPENHAN noted that her program is required by the accrediting agency to have their credit heavy program. BERNSTINE noted they are aware that there are program requirements in certain cases.

BRENNAN asked if this question could be referred to the Educational Policy Committee. CUMMINGS noted that motions aren't in order, but the Steering Committee will put this suggestion on their agenda.

2. Questions from the Floor for the Chair

CUMMINGS noted that three questions from the floor for the chair would be submitted, in preparation for future agenda items.

LIVNEH respectfully requested the assembly consider a proposition to offer credit for prior learning, a position paper on which is to be distributed to the Senate subsequent to this meeting. The proposal is a result of feedback from potential and admitted students that there is no outlet to recognize their prior learning. There are several ways in place for student to get credit for prior learning, but there has been nothing formalized to date. The proposal suggests that students take a course that trains them to put together a portfolio that addresses the specifics of a particular course. RHODES noted that the department faculty have the quality control and student will pay for the credits earned in the process. OUS policy has existed for some time, and students are bringing credit from other campuses that was actually earned this way, although we can't identify it as such. This provides us with better outcomes. SHUSTERMAN asked if the proposal

recommends fees, for example, there are fees in place now for credit by exam. REPP asked if there is a maximum number of credits allowed. RHODES stated yes, the proposal suggests 24-45 credits. PADIN asked how much demand there is. RHODES stated there is not great demand, however, it would be a good way to bring students into our programs.

BARHAM requested that consideration be given to two issues raised in conjunction with the UCC proposals on the day's agenda, the criteria to approve SINQ courses, and the efficacy of self-support programs with respect to resources for faculty lines. KAISER noted he acknowledges that the Conflict Resolution program, for example, is self-support because there is demand for it but these are flat budget times. He continued, that the other question is whether the university will come to the place where tenure lines can be added where there is not significant E&G to support these programs. MERCER asked if part of this issue isn't related to the fact that the course in question is an undergraduate course for a graduate program. RUTER stated that the crux of this problem is that if we had a larger tenure track base, we could grow these programs out of the reorganization of the tenure track. However, as the number of tenure track faculty erode relative to the size of the student population and to the number of degrees, then it seems like a bad idea. The simple solution is more tenure track faculty, more expertise that the university is committed to. The future of new programs should be associated with tenure lines, not little sub groups in isolated areas. HICKEY noted that we have too few tenure lines and we will end up in the position of our accreditation of ten years ago, where we were reminded that we had too many irons in the fire. TATE asked if another model isn't for a faculty to redefine itself. CUMMINGS noted that that is somewhat the case in his department, where the discipline continues to evolve, and faster than that of an academic career.

CUMMINGS yielded to Judy Patton to raise the issue of criteria to approve alternate courses for SINQ requirements. BARHAM asked how this differs from cross listing, for example INTL courses. PATTON stated that this is a different kind of Sophomore Inquiry. CUMMINGS stated that there is no UNST prefix.
RUETER noted that this indicates that University Studies and departments are converging after all this time. However, there is a potential for abuse, in that SINQ could end up not being an extra departmental activity. MERCER stated the advantage of the old distribution model was that students could be taking a lower division course to serve multiple purposes, providing greater fiscal stability, whereas now we keep trying to make the upper division courses multipurpose, which is a financial strain. KOCH noted that this course moves away from the original concept of a SINQ course, as the lab has more students than a traditional SINQ lab. BULMAN asked who assessed this course as to its compliance with guidelines, and when will this assessment service be available to others. PATTON stated that University Studies provided that, and is preparing general guidelines to be ready at the end of term.

E. UNFINISHED BUSINESS

1. Graduate Council Course and Program Proposals

WAKELAND presented the proposals for the committee.

ALLEN/KOCH MOVED THE SENATE APPROVE Graduate School of Education course changes in "F1."

THE MOTION PASSED by unanimous voice vote.

COLLIE/FOSQUE MOVE THE SENATE APPROVE School of Fine & Performing Arts new course and MFA program change in Art in "F1."

RUETER noted the new course in Art sounds like a catchall course. AGRE-KIPPENHAN noted the accrediting body requires a 90-credit program, and the course is designed to make up a 2-credit deficit in the program, and to prepares students for transition to the professional field.

THE MOTION PASSED by majority voice vote with no abstentions.

BARHAM/COLLIE MOVED THE SENATE APPROVE School of Social Work new courses, dropped courses and MSW program changes in "F1."

SHUSTERMAN asked why the need for multiple two credit courses. BRENNAN noted that the management track needed to develop better scheduling for working graduate students, and this allows them to take smaller blocks of curriculum at a time.

THE MOTION PASSED by unanimous voice vote.

MANDAVILLE/FRANKS MOVED THE SENATE APPROVE College of Arts and Sciences new courses in "F1."

MANDAVILLE/RUETER MOVED TO AMEND THE MOTION by removing the Roman numeral "I" from SCI 520 Research-Based Learning, as there is no "II" to go with this course

THE AMENDMENT PASSED by unanimous voice vote.

THE MOTION PASSED by unanimous voice vote.

2. University Curriculum Committee Course and Program Proposals

BACCAR presented the proposals for the committee.

BARHAM/RUETER MOVED THE SENATE APPROVE College of Liberal Arts and Sciences new course in "F2."

HICKEY asked why the course should be upper division. BACCAR yielded to Robert Gould, Department Chair, who stated that this is due to the sophistication of the material. REYNOLDS added that this also allows it to count for a cluster course. SHUSTERMAN noted she doesn't want to approve the course without the discussion proposed earlier. RUETER stated the Senate shouldn't penalize one course. SHUSTERMAN stated the Senate needs to draw a line in the sand. TATE agreed he would like to have the discussion, but not at the expense of the course proposal.

THE MOTION PASSED by unanimous voice vote.

MERCER/TATE MOVED THE SENATE APPROVE the proposal for the SINQ alternative proposed in 'E2."

BUTLER, noting the headcount size of 45 instead of the traditional 35-38 SINQ number, asked if it would keep expanding. CUMMINGS notes that the labs are set at 15 students maximum. RUETER asked why the course couldn't be cross-listed like INTL courses. CUMMINGS noted the course needed one extra lab hour. BACCAR yielded to PATTON who noted that INTL courses came into the program as is.

KOCH asked why the course was introduced. CUMMINGS noted that the course is designed to improve computer literacy for transfer students. KOCH asked what happens if students decide to major in GEOL. ____ noted the computer would no longer treat the course as a SINQ.

THE MOTIN PASSED by majority voice vote.

F. NEW BUSINESS

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Report of the Advisory Committee on Academic Information Technology

RHODES presented the report for the committee (attached).

H. ADJOURNMENT

The meeting adjourned at 4:45 p.m.

BUILDING OUR FUTURE
CAMPAIGN Q & A

WHAT IS PSU'S CAPITAL CAMPAIGN?

PSU's *Building Our Future* Campaign is a concentrated effort to raise **$100 million** in private support for Portland State University students, faculty, buildings and programs. Most colleges and universities conduct campaigns as a way to focus their fundraising efforts around a series of goals and priorities in a set time frame – typically seven years. Many campaigns are called 'capital' campaigns because much of the goal is dedicated to construction and renovation of buildings or 'capital' projects. At PSU our campaign includes capital projects but it is comprehensive in nature, encompassing goals like scholarships, professorships and programs for every academic area at PSU.

HOW WERE THE CAMPAIGN GOALS DETERMINED?

The University engaged in a planning effort six years ago that was led by the academic leadership of the institution. Each Dean/Director assembled a list of top priorities for private funding. These goals were tested with the community and refined into campus-wide key priorities.

WHAT DOES THE 'PUBLIC PHASE' OF THE CAMPAIGN MEAN?

The Campaign began in the planning stages in 1999 and is scheduled to go through June 30, 2006. PSU, like most universities, used the quiet phase to raise a significant part of the goal so that when it is announced to the public (October 2004) we are well on our way to success and have momentum, media attention and publicity for the final stages of fundraising.

| 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |

Planning

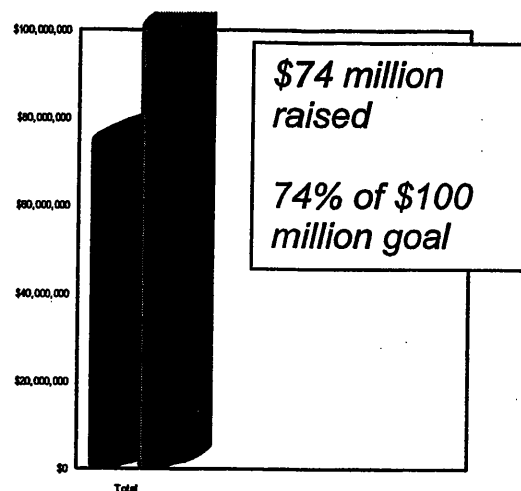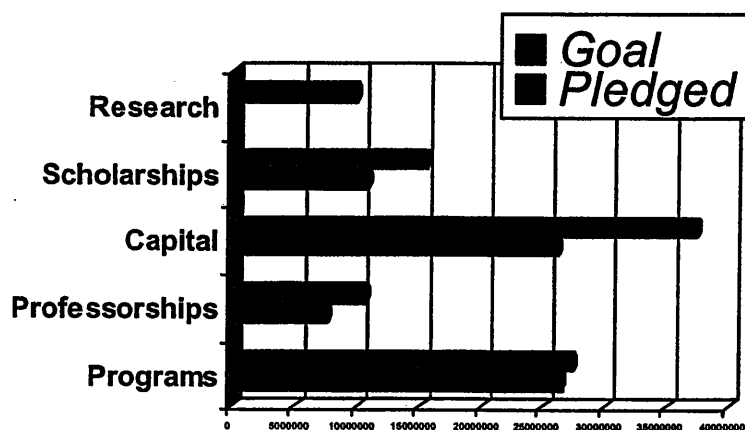Quiet Phase
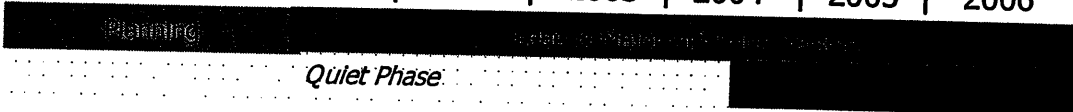
WHAT DOES THE CAMPAIGN FUND AT PSU?

The Campaign funds more than 75 academic and programmatic priorities for the University that were defined by the Deans and academic leaders and have broad impact all throughout the University.

Research - private 10%
Annual Support
Scholarships 15%
Capital Projects 37%
Programs 27%
Professorships 11%
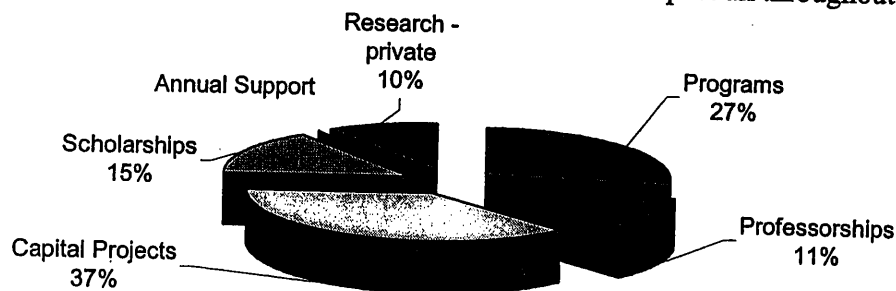
These priorities include scholarships for students, faculty support like professorships and chairs; resources for the library, improvement of campus facilities like building the Native American Center and renovating the Stott Center; privately funded research; and programs in each academic area on campus.

For more information contact the University Development office at 725-4PSU or email give@pdx.edu

PSU Faculty Senate Meeting, October 4, 2004, President's Report

HOW MUCH HAS BEEN RAISED AND WHERE DOES THE MONEY GO?

$74 million raised

74% of $100 million goal

Nearly $74 million has been raised to date (October 2004) and the money contributed has had a huge impact throughout the PSU campus. Examples include:

- ❏ Maseeh College of Engineering and Computer Science
- ❏ 118 new academic scholarships throughout the university, **totaling over $11 million**
- ❏ **$2.6 million** in scholarship support for student athletes
- ❏ Ten new faculty professorships
- ❏ Two new faculty chairs
- ❏ Endowed deanship
- ❏ Digital scanning transmission electron microscope
- ❏ Integrated Circuits Design & Test Laboratory
- ❏ Tektronix Design and Testing Laboratory
- ❏ Morthland Biology Laboratory
- ❏ Innovative privately funded research initiatives
- ❏ Intelligent Transportation Systems Laboratory
- ❏ Northwest Center for Engineering, Science and Technology
- ❏ The Native American Student and Community Center
- ❏ State-of-the-art research center, Branford Price Millar Library
- ❏ Seed funding, Walk of the Heroines
- ❏ New pianos for the region's top music program
- ❏ Major expansion & renovation, Helen Gordon Child Development Center
- ❏ Gymnasium renovations and Morrow Team Room, Peter W. Stott Center gymnasium
- ❏ Harold Schnitzer Family Program in Judaic Studies
- ❏ Food Industry Leadership Center
- ❏ Hatfield School of Government
- ❏ Center for Science Education
- ❏ Center for Professional Integrity & Accountability
- ❏ Leroy Vinnegar Jazz Institute
- ❏ Center for Emerging Technologies
- ❏ Center for Japanese Studies
- ❏ Center for Excellence in Writing and many more programs throughout PSU.

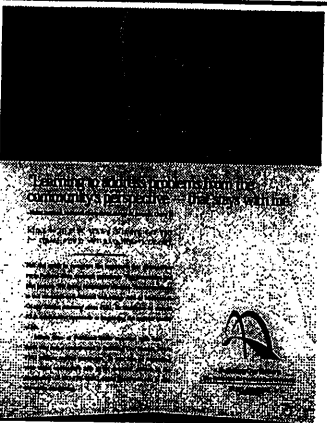For more information contact the University Development office at 725-4PSU or email give@pdx.edu

Public Announcement Communication Plan

SIMON BENSON AWARD
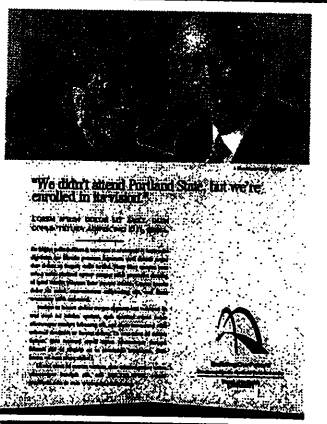
Print advertising
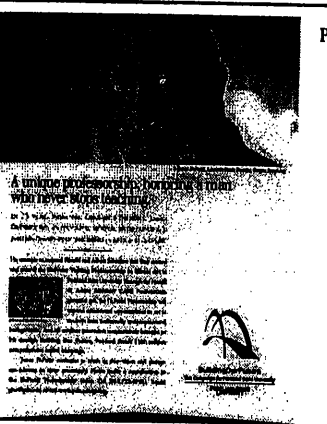
- Oregonian
- Business Journal
- PSU Magazine
- PSU Economic Impact Study insert in *The Business Journal*
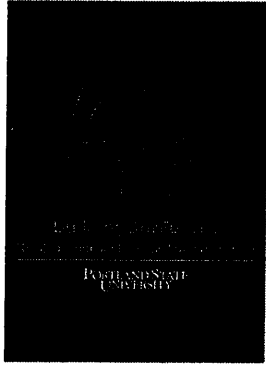
Radio advertising

"Our listeners support OPB and so does...

Portland State University's Building
Out Future Campaign....

7

Campus Light Poles

170 light poles across park blocks

10

$100 million for PSU. Far more for you.
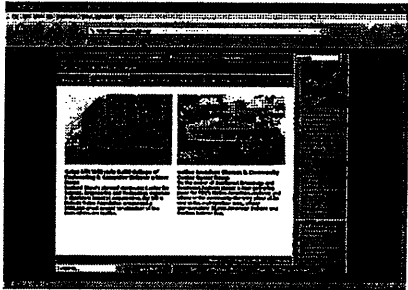
Campus Banners

Buildings &
Skybridges

8

PSU Website

11

$100 million for PSU. Far more for you.

9

PSU Magazine

- Front cover feature story - October
- Expanded distribution – 77,300
- Campaign feature story each issue
- Planned giving & Campaign ads

12

PORTLAND STATE UNIVERSITY

Insights

Expand mailing from 275 to 3,000

13

PORTLAND STATE UNIVERSITY

Annual Fund

Integrate campaign messages into PSU Foundation Promotions including:

- Mailing & phone solicitations
- President's Circle newsletter
- Parent newsletter
- Faculty/Staff Campaign

16

PORTLAND STATE UNIVERSITY

Community Relations

- PSU Speaking engagements:
  - Westside Economic Alliance
  - Hillsboro Chamber
  - Portland Business Alliance
  - City Club
  - Portland Rotary
  - Oregon Business Council
- Umbrella Tours

14

PORTLAND STATE UNIVERSITY

Media

The Oregonian
Portland Tribune
*The Business Journal, etc. integrated
media plan includes:*

- News briefs
- Opinion pieces
- Story day after announcement
- Editorials & Profiles

17

PORTLAND STATE UNIVERSITY

Events & Outreach

- School & department newsletters
- Athletics, opera, theater programs
- Campaign messages tip sheet
- Presentation template
- Event signage and Campaign materials

15

PORTLAND STATE UNIVERSITY

Media

General press release and pitches to:
- Oregon & Washington daily papers
- The Associated Press
- *Oregon Business Magazine*
- All Portland radio
- Television newscasts on Portland stations
- PSU Student Newspaper, *Vanguard*
- National press

18

Alumni events

- Seattle
- Palm Springs
- Washington D.C.
- Bend
- San Francisco/ Bay Area
- Salem

19

Internal Communications
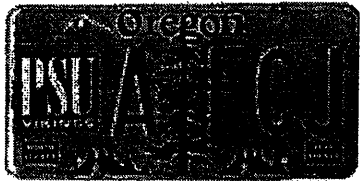
- Faculty & staff
- *Currently* newsletter
- *Vanguard* articles

22

PSU License plate promotion

20

Public Announcement Communication Plan

23

Campaign materials

- Updated Campaign case statement
- Campaign Stationary
- Campaign materials

BuildingOurFuture
The Campaign for Portland State University

Synthesis

PSU Fall Symposium
September 2004
Preparing for Upcoming Accreditation

Timeline

- Mid-October: summary notes available
- October 28: Town Hall "Growing Pains: Growth and Direction for PSU"
- December: Internal working draft of self-study portfolio (not public)
- January 26: Town Hall "Fall Symposium Follow-up"
- March: Critical friends review portfolio
- April: Public review of self-study

Timeline

- May 26: Town Hall "PSU Live and Exposed: Public Critique of the Self-Study Portfolio"
- June: Self-study portfolio completed
- July: Site visit team receives electronic version of self-study
- October 24 - 26: Site visit

Portfolio: www.portfolio.pdx.edu

Who and What Is PSU

- Changing student population who actively select PSU
- Strategic branding and marketing of "I Am PSU"
- Better public face and easier navigation of campus
- Responding to external pressures (OUS, legislature, etc.)

Change at PSU

- Clarity of strategies
- Creating a culture of faculty and staff involvement and engagement
- New leaders, new directions?
- "Change is good, but resources are better"

Academic Programs

- Coherence within undergraduate education of general education and majors
- Articulate the graduate mission and vision of PSU
- Philosophy and strategy of off-campus education
- Relevant services to support all new directions

Faculty

- Creating a culture of faculty life
- Recognize, respect and reward faculty
- Articulate the changing values and roles around tenure, fixed-term and adjunct faculty appointments
- Enhancing faculty involvement in PSU community in light of expectations and commitments

Student Issues

- Student involvement in decision-making
- Connecting students to faculty and services
- Support of students -- housing, financial, parking, mentoring, technology
- Increased development of relevant student services and recognition of role in our educational mission

Life on Campus

- Creating opportunities for community among faculty, staff and students -- social, academic, recreational, etc.
- Making services available and accessible for students, staff and faculty at relevant hours
- Continued community access to, and utilization of, campus

Resources

- Strategic and coherent plans for maintenance and growth of space and resources
- Wealth and poverty inconsistencies across campus
- Changing library, information and technology resources and implications

Operational Challenges

- Streamlining and aligning support services
- Developing alternative streams of funding
- Balance of strategic planning and flexible responses to opportunities
- Ensuring adequate evidence of effectiveness, efficiency and quality

If you have any questions, please contact:

Sherril Gelmon, gelmons@pdx.edu

Terry Rhodes, trhodes@pdx.edu

Kathi Ketcheson, ketchesonk@pdx.edu

To: Faculty Senate

From: Advisory Committee on Academic Information Technology

Re: Committee Report on AY 2003-2004

Date: October 4, 2004

The Advisory Committee on Academic Information Technology (ACAIT) has worked on a variety of topics and issues during the 2003-04 academic year. ACAIT was given four specific charges for the year:

♦ The 2003-2004 ACAIT should bring together a broad cross section of campus members in a subcommittee to examine the major technology services and consider the centralization decentralization question. The group should focus on models that will improve specific service delivery for the university. Considerable thought should be given to models that meet PSU's goals and align with its values as identified in the University's technology plan, *Establishing a Strategic Direction for Information Technology at Portland State University*. Proposed models also need to respect resource constraints and smooth transitions from current practices. Because this group's work will affect all other technology planning efforts the participants should be appointed from the many existing committees that aid in planning technology for the campus. A possible group should minimally include at least:

  o 1 faculty person who represents research support needs (ACAIT)
  o 1 faculty person who represents instructional design support needs (ACAIT)
  o 1 faculty/staff person who represents user support needs (NAGS)
  o 1 faculty/staff person who represents admin systems support needs (APC)
  o 1 faculty/staff person who represents technical systems support needs (NAGS)

This group could be charged with delivering an analysis of major technology services and the recommended model for support that would best serve PSU. The results would be useful to all future technology planning and service delivery efforts and if approved could be appended to the current technology plan.

Action: A committee was formed, and the work of the committee continues on development of a matrix describing all services.

♦ The document, *Guidelines for Further Development of Distributed Learning at Portland State University,* be considered for adoption by the Council of Academic Deans to provide a framework for advancing distributed education at PSU.

Action: The document was shared with the Council of Deans but no formal action was taken.

♦ The Task Force on Distance Learning, appointed by the Provost and the Vice President for Finance and Administration, continue to pursue its proposal for a virtual "PSU On-line" that utilizes the existing resources of PSU effectively and efficiently in the development and delivery of distributed, on-line educational opportunities, following the *Guidelines*, and report on a regular basis to ACAIT on progress toward meeting institutional priorities.

Action: The Task Force continued to meet. It gathered data on high demand courses and potential programs for development as distance delivery programs. A PSU On-line web site has been created to provide easier access to information about on-line courses - http://psuonline.pdx.edu/ . A virtual Handbook has been developed for faculty interested in putting their courses on-line. The web site continues to be an evolving/ developing resource.

♦ The Vice Provost for Research and Graduate Studies and the Director of Information Technology convene an appropriate group to develop a strategy for advancing research technology in support of the report, *A Proposal for Investing in Sponsored Research,* and share their report with ACAIT and the Graduate Council by spring 2004.

Action: Considerable progress was made on computing infrastructure specifically for researchers as part of the current IT strategic plan. The group approved and OIT moved forward to build research computing infrastructure and advised on expanding the OIT Academic/Research Computing (ARC) team.

Miscellaneous: Discussions were held on the need to update communication with the campus community during closures – how to use the website and phone to notify in disaster/inclement weather.

<u>2003-2004, ACAIT Members</u>

Judy Anderson, LIBW
David Bullock, GSE
Michael Emch, GEOG
Berni Pilip, Grad School
Thomas Luba, SES
Karen Carr, HIS
Barton Massey, CECS
Janet Hamilton, SBA
Paul Koren, GSSW

Terrel L. Rhodes, OAA, Chair
Irina Sharkova, PRC
Gwen Wolfran, ESS
Randy Zelick, BIO
<u>Consultants:</u>
Tim Anderson, Faculty in Residence, TLTR
Kathi Ketcheson, OIRP
Mark Gregory, OIT
Mark Kramer, OIT
Nate Angell, OMC
Cheryl Livneh, SES

F1

October 11, 2004

TO: Faculty Senate

FROM: Wayne Wakeland
         Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposal has been approved by the Graduate Council, and is recommended for approval by the Faculty Senate. Essential details of the proposal are attached.

> **Maseeh College of Engineering and Computer Science, Department of Computer Science:**
> * Graduate Certificate in Computer Security

Proposal for New Program:
Graduate Certificate in Computer Security
Maseeh College of Engineering and Computer Science
Department of Computer Science

Overview

The proposed program provides a thorough grounding in computer security and the related foundational areas of computer science. The 21 credits (7 courses) cover topics that make up the requirements for NSTISSC training standard 4011, as certified by the National Security Agency, as well as additional topics of use to the computer security professional. Computer security issues impinge on many areas of computer science, but particularly on software engineering and systems, two areas in which our department is strong. The program leans more towards the systems side but offers ample electives for students interested in the software aspects of security.

Computer security has long been recognized as a weak point in the nation's readiness to deal with threats from criminals and terrorists. Individual systems in businesses and government agencies and the networks that connect them are all at risk. More research and development needs to be done to create more secure and reliable systems, and more trained people are needed to do the research and implement better practices and systems as they are developed. Trained people are also needed to investigate computer-related crimes and bring the miscreants to justice.

The Computer Science Department at Portland State University is strongly engaged in addressing this situation. Our curriculum has been certified by the NSA with the award of a Center of Excellence in Information Assurance Education, and our faculty are involved in computer-security related research and outreach to our community. This certificate builds on our strengths to support the recruitment and training of additional students in the computer security area. There are no related degrees at present.

Since all the classes are already being offered, the program can be operational immediately upon approval.

Purpose and Relationship to PSU's Mission and Strategic Plan

The program is designed to educate professionals for the IT security workforce in the area of computer security and forensics.

The department has developed a specialization in computer security, which promises to be a growth area for computer science, one that is relatively immune to the overseas outsourcing phenomenon. Our faculty also find many problems of great intellectual interest related to computer security. Given the concentration of computer security industry in the region, the program contributes to the mission of the University and College by providing highly skilled professionals to support this growth area of the Oregon economy. This responds to the mission of providing professional and graduate programs especially relevant to the metropolitan area.

There are over sixty companies in the Metro area that are in the security field, so this program is very responsive to the needs of local industry. Letters of support from police and industry, including Oregon RAINS, a consortium of many companies in the security area, were provided for recent grant proposals in the computer security area and are included in the full proposal.

Course of Study

The certificate consists of 21 credits with two components: a required core of classes and a set of electives. The student must take the required core of 5 classes (15 credits), plus 6 elective credits, with 21 credits minimum in the program. All listed classes are 3 credits. All are existing courses.

Required Core -- all five classes required, 15 credits:
- •. CS 533 Concepts of Operating Systems. This class is also a core M.S. requirement. A thorough understanding of operating systems is fundamental to computer security.
- • CS 591 Introduction to Computer Security. This class and the next class are the foundation for most if not all security classes. This class is a broad overview of computer security and in and of itself satisfies the Federal National training standard NSTISSI No. 4011.
- • CS 594 Internetworking Protocols. This class is a basic introduction to networking and provides foundation concepts for security-oriented students.
- • CS 596 Network Security. This class covers network security issues such as various types of attacks, firewalls and other defenses, and new developments in secure protocols.
- • A technical communications class such as OMSE 515. This class is only taught once every two years, so other communications classes that focus on team communication or written communication will also be accepted. These classes include EMGT 522 Communication and Team Building in Engineering Mgmt, and ENG 525 Advanced Technical Writing.

Electives -- two courses, 6 credits, of electives are required from the following list:
- one software engineering course such as
  - CS 554 Software Engineering or
  - CS 555 Software Specification and Verification
- CS 576 Computer Security Seminar
- CS 585 Cryptography
- CS 590 Computer Forensics
- CS 592 Applied Computer Security.
- AJ 515 Theories of Crime and Justice (from the Department of Criminology and Criminal Justice, which has approved our students taking this class.

Learning Outcomes
Students who complete this course of study will have mastered complex network and computer security principles such as the following:
- software architectural organization of an operating system (processes/memory management/device management)
- the basic architectural tradeoffs in operating systems including file authentication issues and administrator versus user issues
- how a network works in terms of protocols such as ARP, IP, UDP, TCP, email, web, ftp, and RPC
- basic concepts of TCP/UDP ports and IP addressing which are fundamental to network security mechanisms
- issues in computer crime and forensics including trail of evidence issues and ethical issues
- ability to write technical documentation and give talks on and about security issues to technical and nontechnical audiences

Need
We have had many requests from students for formal recognition that they have completed a substantial educational program in computer security; this will be a valuable professional credential for them. The faculty involved in the program also want to be able to recognize the accomplishments of the students. We expect this certificate to be valued by local industry as well. There is widespread national recognition that more trained individuals are needed in the computer security area, and various branches of government, such as the NSF, NSA, and DOD, are investing in supporting programs that produce such graduates. We hope to garner some of this support for our program. Having this program will help us acquire support for our students from national programs and will help us to retain our status as a Center of Excellence for Information Assurance Education (one of 50 such in the country).

This will be the only program of its kind in the state. PSU has the only Center of Excellence in this field in the state and the only extensive graduate curriculum. Other universities offer at best one or two graduate classes specifically in the computer security area. This is a potential area of distinction for PSU. There is a faculty member at Southern Oregon University who is involved in computer security at the undergraduate level, and we are already attracting graduates from his program to our graduate program.

We expect this program to appeal to working professionals already in the security industry, and we will offer late afternoon and evening courses to make it possible for them to earn the certificate.

Typical enrollment in the more specialized classes that make up the certificate curriculum averages about thirty, and we would expect to graduate about 25 certificate recipients per year.

Resources
We can offer this program with our current faculty and staff, including the following:
- Jim Binkley (Instructor)
- Cynthia Brown (Professor)
- Nirupama Bulusu (Assistant Professor)
- Manoj Garg (Adjunct, Director of Networking for PSU)
- Warren Harrison (Professor)
- James Hook (Associate Professor)
- Mark Morrissey (Instructor)
- Suresh Singh (Professor)
- Thomas Shrimpton (Assistant Professor)
- Kalman Toth (Associate Professor)
- Jonathan Walpole (Professor)

The current library collection, if normal acquisition continues, will be adequate to support the program. The department already has the networking laboratory which is needed to support the networking aspects of the curriculum. All courses for the proposed program are already being offered and there is no budgetary impact.

Memorandum

October 14, 2004

TO: Faculty Senate

FROM: Educational Policy Committee

RE: Motion to Change Name of College of Urban & Public Affairs

The Educational Policy Committee recommends that the name of the College of Urban & Public Affairs be changed to Nohad A. Toulan College of Urban & Public Affairs in honor of Dean Emeritus Toulan.

PORTLAND STATE UNIVERSITY

Office of Academic Affairs
Wednesday, August 11, 2004

To: Members of the Educational Policies Committee

From: Michael F. Reardon, Interim Provost and Vice President for Academic Affairs

Re: Renaming the School of Urban Studies and Planning

The President suggested that we honor Dean Emeritus Nohad Toulan for his many years of leadership and service to the University by renaming the School of Urban Studies and Planning after him. We hope you support our plan to recognize him by renaming the unit the **Nohad A. Toulan School of Urban Studies and Planning.**

Memorandum

October 13, 2004

TO: PSU Faculty Senate
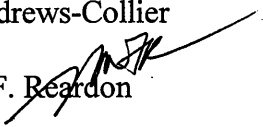
FROM: Educational Policy Committee (EPC)

RE: Request to create two departments: Speech & Hearing Sciences and
           Communication

The Educational Policy Committee recommends that the Faculty Senate approve the
request to create two departments: Speech & Hearing Science and Communication.

PORTLAND STATE
UNIVERSITY

Office of Academic Affairs
Friday, October 1, 2004

To: Sarah Andrews-Collier

From: Michael F. Reardon

Re: Department of Communication Request

This request has my support. Please forward for appropriate Faculty Senate review.

PORTLAND STATE UNIVERSITY

DATE: September 28, 2004

TO: Michael Reardon
            Provost

FROM: Marvin Kaiser
            Dean, College of Liberal Arts and Sciences

RE: Request for the creation of two departments (Department of Speech and Hearing
            Sciences, and Department of Communication)

I strongly support the formation of two departments requested by the Department of
Communication. As detailed in the attached request, creating a Speech and Hearing Sciences
Department separate from the Department of Communication will allow both programs to more
effectively develop and manage their respective resources, personnel, and program structures.
This change would also remove an unnecessary level of administration, and help establish a
better working relationship between the College and the proposed Departments.

Perhaps the most compelling reason to allow such a change is the marked difference in the focus
of the two programs currently extent within the Department of Communication: namely, the
professionally and clinically oriented program in Speech and Hearing Sciences as opposed to the
primarily academically oriented program in the Department of Communication.

cc: Michael Driscoll, Vice Provost, Academic Personnel and Budget
       Susan Poulsen, Department of Communication
       Thomas Dolan, Department of Communication

PORTLAND STATE UNIVERSITY

M E M O R A N D U M

To: Marvin Kaiser, Dean of CLAS

From: Susan Poulsen and Thomas Dolan, Department of Communication

Re: Request for Creation of two departments: Department of Speech and Hearing Sciences and Department of Communication

Date: September 22, 2004

The faculties of Communication Studies and Speech and Hearing Sciences request that the existing department within which both programs reside, be divided into two separate departments within the College of Liberal Arts and Sciences. The "Department of Communication" would consist solely of current Communication Studies faculty, while Speech and Hearing faculty would be within a new "Department of Speech and Hearing Sciences."

Both programs have a long and distinguished history at Portland State University. However, their respective missions and attendant programs differ appreciably. Speech and Hearing Sciences is a professional, clinical program while Communication Studies is a non-clinically oriented, academic program. In most universities throughout the United States and abroad the two disciplines are in separate departments.

The structure and curriculum of the Speech and Hearing Sciences is largely determined by the American Speech-Language Hearing Association (AHSA), the national agency that accredits their professional programs in Speech-Language Pathology and Audiology. No such external national agency affects the structure and course offerings of Communication Studies. The administrative and curricular requirements of the two programs are thus very different.

As per ASHA accreditation standards, Speech and Hearing Sciences faculty must "...have authority and responsibility for making decisions regarding and for conducting the academic and clinical program, including curriculum, with the institution; and the program's faculty must have reasonable access to higher levels of administration." The current administrative structure of the department allows the Speech and Hearing Sciences program to operate essentially autonomously in terms of curriculum. However, compliance with other aspects of the accreditation standards is somewhat tenuous.

Currently, a director oversees each program which is in turn overseen by a departmental chair. The chair answers directly to the Dean of the College of Liberal Arts and Sciences. Faculty of either of the two programs are eligible to be elected to a 3-year term as chair of the Department of Communication. The model is inherently flawed in that only one of the programs has direct representation to the Dean and direct control over the department's budget.

Other than for certain interim periods in which the chair has been absent, the chair position has never been held by a faculty member from Speech and Hearing Sciences. This is problematic in that the Speech and Hearing Sciences Program must negotiate through an additional administrative level to deal with issues such as personnel, resources and program structure. Also, the program lacks the regular, direct interaction with the dean and chairs of other departments that is afforded by having a chair.

The current administrative structure also poses problems in terms of the allocation of resources. It is often extremely difficult to balance the needs of the two programs, given the inherent dissimilarities of a clinically-focused professional program and an academic program. This unnecessarily places the two programs in an adversarial relationship when university resources are limited.

At their inception over 30 years ago, the Communication Studies and Speech and Hearing Sciences programs shared curriculum in addition to governance. As both programs grew more specialized, each became a separate major and the number of common required-courses diminished. Today there is no overlap in the graduate curricula of the two programs. Also, only two undergraduate classes within the department are taken by students in both the Speech and Hearing Sciences and Communication Studies programs. Thus, in addition to making little administrative sense, the shared governance of the two programs has long ceased to have an academic basis.

In summary, the current administrative structure of Speech and Hearing Sciences and Communication Studies is based on conditions that existed over 30 years ago when the two programs shared segments of their curricula. Those conditions no longer exist. The needs of both programs would be better served by discipline-specific departments, as would the potential for growth and contributions to the College and University.

IFS REPORT
8-9 October 2004 Meeting

Friday, 8 October

The first meeting of the AY 2004-05 schedule was held at Western Oregon University (WOU) in Monmouth. The first speakers of the day were President Philip Conn and Provost Jem Specter, who greeted the senators and updated them on state of the campus.

The next speaker was Executive Vice Chancellor and Acting Chancellor George Pernsteiner. He began his remarks by saying he appreciated the work IFS and system faculty had done on the transfer module proposal now before the OUS board.

Pernsteiner noted that there were 80,000 students in the OUS system, the target figure of the 1991 legislative session, which has been achieved four years later than originally planned, but nonetheless ultimately reached. The delay was the result of the advent of a "lost generation" of students who had not been able to attend OUS institutions during the 13-year span between 1991 and 2004. He said the system employed about 4,000 faculty, served 750,000 dormitory meals a year, and is a $2 billion enterprise. He estimated that there would be 19,000 degrees and certificates awarded in the current academic year and that the state would subsidize the system to the extent of approximately $325 million with about the same amount generated from faculty earnings in grants and contracts. With regard to grants and contracts, Pernsteiner observed that faculty have transformed the system research agenda over the last decade and a half, based in part on the fact that Oregon ranked "dead last" in privately funded research in 1990.

Pernsteiner also pointed out that $150 million of the system's funds come from private donors, while 16 percent come from the state of Oregon. Despite this assistance, he said, "we [OUS institutions] are unaffordable." Tuition at Oregon state schools is higher than the national average, while grant-in-aid funds are lower per students than most states. This fact, compounded that Oregon is a low wage state, has driven down enrollments, creating a problem for higher education.

Among other pressing concerns Pernsteiner identified is the $600 million backlog of deferred maintenance systemwide and low faculty salaries (Oregon ranks 49th in faculty pay), which, he asserted, threatens the quality of the educational product. Later in his speech he pledged to begin a six-year plan to bring faculty salaries to the national average.

The chancellor observed that Oregon ranks 44th in per student appropriations and relies more heavily than almost other state on out-of-state tuitions to support the system. He deemed this a factor eroding our competitive advantage in higher education globally. He said that affordability thus loomed as a critical issue for both the system and students. "We no longer can balance the budget on the backs of students," he said. He called for growth in need-based aid and slowing tuition increases. To that end, the board is asking the Legislature for more money to be put in the student assistance fund.

Pernsteiner also said access—which he characterized as more complex than simply making higher education more affordable—was a critical issue to be addressed now. He defined it as making sure that the "complete package" of educational services is available throughout the state, regardless of locale.

Other items on his agenda include expansion of honors programs in order to retain the state's brightest students, expansion of health care education for rural Oregon, and continual investment in the Engineering and Technology Investment Council (ETIC).

Chancellor Pernsteiner noted that the state faces an $800 million--possibly $1.5 billion-- shortfall for the '05-07 bienniums. Other state agencies are being told by the Governor to plan for a 10 percent reduction in their budgets, but, to date, OUS has received no such directive. This fact has inspired the belief in the chancellor's office that a strategy of trying to obtain from the Governor and legislature a multi-year investment in higher education. This would put in place the foundation for several biennia of increases in the higher education budget.

Chancellor Pernsteiner ended his discussion with a plea for faculty to be involved in the lobbying process during the upcoming legislative session and to contribute anecdotes and examples of the many reasons for higher education.

The next speaker was James Sager, Higher Education Policy coordinator for Governor Kulongoski. He spoke of the Governor's commitment to higher education and said the issue of greater funding for higher education should be framed as what return on investment—pre-K-20—would giving more money to higher education mean?

At this point, a question-and-answer session occurred among Mr. Sager, Chancellor Pernsteiner, who had remained to listen to the rest of the program, and the senators. The most interesting part of the exchange occurred when Chancellor Pernsteiner described what he called the "four Oregons" in relation to higher education. These were less geographical locales than attitudes that conditioned the way "residents" think of higher education. One is "Rural Oregon," which he characterized as a place currently with fewer students who go on to college than the percentage of adults residing there with a degree; "North Portland," is a section where the social service requirements are greater than the need for higher education; the "University Communities" segment of the state is, of course, solidly behind higher education, but also smaller than the other regions and prone not to use its legislative delegation as effectively as possible; finally, "Suburban Republicans," he said, control the legislative agenda. Finding a way to connect with all these Oregons is the task ahead of the higher ed community.

Peter Courtney and Ben Westlund of the Oregon Legislature appeared next. They said that while people think the worst of the recession is over for Oregon, it is not true for state government. They forecast a very difficult session in the 2005 Legislature. Noting that the California and Washington state budget crises of the current biennium resulted from shortfalls of about five percent, Oregon's was approximately 19 percent and

promised to be worse in the next cycle. The two legislators observed that while conservatives bewailed the growth of the state budget, most of the new spending was mandated by federal legislation such as the No Child Left Behind Act. They also noted that the voters have placed burdens on them as well. These burdens--including Measure #5 spending for public schools and costs associated with Measure #11, which mandate two new prisons in addition to the ones already built under the law—as well as the growth in social service organizations' caseloads, constrain their ability to budget more funds for higher education. What, in fact, drives the cost of government is caseloads, they noted. Until we reestablish "custody" of the state budget, they asserted, we will never solve our problems.

Denise Yunker and Lisa Zavala of the Chancellor's office were the last speakers of the day. Yunker began her remarks with a discussion of PEBB. Benefits for faculty will be fully paid through 2005, when funding is approved. However, there will be subtle long term changes in the program over the following years. With respect to the health plans, there might be some changes in the legislation enabling it. PEBB currently has full control of its reserves, but the legislature has signaled that it might assert control over some portion of them in the future. There will be a February roll-out of on-line access to PEBB. Perhaps the biggest change is a transition to a philosophy labeled "consumer driven." The core of this approach is to use incentives to employ a standard of highest quality/lowest cost in choosing a plan. On PERS, she said that that there will shortly be a new announcement on rates, although she didn't say what its substance would be. In addition, she said that the new Executive Director of the PERS system, Paul Cleary, was at work. Meanwhile, the federal challenge to the PERS changes is under appeal.

Lisa Zavalas reported on the status of the OIRP changes, but could offer only that OUS is in a waiting mode. She offered that there could be a concrete discussion of OIRP at the IFS December meeting.

Saturday, 9 October

In discussions stemming from the Friday presentations on the pension plans, it was agreed that IFS is against the Governor's plan to decouple OIRP from PERS. Mina Carson of OSU, chair of the IFS OIRP committee, was delegated to discuss the matter with George Pernsteiner.

It was stated that the Provosts' Council had provided strong leadership in defusing the intent of the OUS board to create a common core. Their ability to persuade the board working group of modifying this initiative to become a transfer module was said to have headed off a major problem for all campuses and to provide a substitute for the notion of a common core which will be better for students than the original plan in the long run.

Peter Gilkey, President of IFS, is slated to meet with PSU faculty on the J-BAC plan on 28 October.

Addendum:

On Thursday, 8 October, IFS senators met with the board to hear a presentation by its new government relations consultant, former State Senator Neil Bryant. He unveiled his strategy for the upcoming legislative session by explaining the three decision packages for consideration by the legislature. These include Affordability for Students, Access, Excellence, and Efficiency in Delivery, and Strategic Investing in Economic Development. A summary of the OUS budget proposals is included in this report. Bryant also appealed for assistance from faculty in advancing the system's agenda at the legislature, asserting that faculty and students will be the best spokespersons for the system. This represents a notable departure from the lobbying strategy of the previous session.

Submitted by Craig Wollner

Oregon State Board of Higher Education

**Summary of Proposed Policy Packages
2005-07 Budget**

Oregon
University
System

Policies and Budget Overview

■ 2005-07 budget proposals from the Board were **prioritized using these principles:**
  o Transparency
  o Responsible and defensible expenditure of public funds
  o Clear and intentional outcomes that touch every part of Oregon
  o Measurable results that are clearly communicated.

■ The 2005-07 budget request (excluding capital construction) **is $709.9 million for Essential Budget Level,** and $105 million for the policy packages, for a total of $814.9 million.

■ 2005-07 policy packages **budget request of $105 million** covers three main areas and reflects the Board's determination to advance postsecondary education in Oregon in a balanced and responsible manner:

  1. **Affordability for students and families**
     - Student enrollment growth   = $18.7 million
     - Moderating tuition increases   = $20.0 million

  2. **Access, excellence and efficiency in postsecondary delivery**
     - Expanding student pathways (More, Better, Faster) = $5.03 million
     - Retaining top students in Oregon   = $2.54 million
     - Faculty recruitment and retention   = $32.8 million

  3. **Strategic investing in existing, successful initiatives tied to economic development**
     - Healthcare workforce initiative   = $3.85 million
     - Engineering and technology investments   = $22.1 million

1. Affordability for Students and Families

■ **Student Enrollment Growth:** seeks to preserve access to higher education for Oregonians by **mitigating additional tuition increases;** and helps **to stop the erosion in course offerings and infrastructure** that continue to be whittled down as public funds have declined with the downturn economy.
  - **Anticipates enrollment growth of 2,800 new students over the biennium** (assumes 950 students from expansion of the Oregon Opportunity Grant).

■ **Moderating Tuition Increases:** aligns tuition increases **with median family income increases (about 3.6%)** in Oregon so that the affordability gap does not grow.

2. Access, Excellence and Efficiency in Delivery

■ **Expanding Student Pathways:** serves students first in a collaborative manner between OUS and community colleges by removing barriers through: expansion of dual enrollment frameworks, and a fully transferable general education curriculum that leads to a major, makes transferring easier, and improves graduation and retention rates.
  - Helps **high schools students be better prepared for college level work** by increasing the availability and rigor of college prep courses.
  - Invests in a **K-16 Data Process** to facilitate student admission and transfer, providing high schools with actual indicators of how their former students are performing once in college, helping schools to adjust curriculum.

- **Increases student graduation rates** by enhancing efforts supporting current college students through retention efforts and increased course offerings in key areas where student demand exceeds current capacity. Efforts will leverage community college and OUS capacity and partnerships to serve all Oregon students.

- **Retaining Top Students in Oregon:** keeps the highest achieving students from across the state in Oregon by increasing the number of students participating in and the scope of successful honors programs. Nurtures Oregon's top talent, which resides in students from every part of the state and every economic background.
  - The resources provided through this policy package will enable campuses to identify and reach out to more top underserved students, especially those from underrepresented minority groups, who now represent only 3.7% of honors programs versus 8% in the overall OUS undergraduate population.
  - Increasing honors graduates produces a **substantial economic dividend** for Oregon through increased individual incomes, tax payments and economic energy.

- **Faculty Retention and Recruitment:** would bring OUS faculty to the *average* compensation of like institutions over a 6-year period (2005-07 to 2010-2011) with **moderate increases each year, at 2.2% annually**, in addition to normal cost of living increases.
  - **Costs the state less to keep the faculty we have** by providing fair, moderate and incremental salary increases in line with their fields and expertise versus **paying the accelerating costs for replacing faculty** (advertising; travel for interviews; moving costs; set-up/start-up costs).
  - **Top faculty bring in millions of dollars each year in research grants,** bringing much needed financial support to the campuses, and providing **real training grounds for our undergraduate and graduate students** in research, making them **job-ready contributors** to the Oregon economy right when they graduate.

3. **Strategic Investing in Economic Development**

- **Healthcare Workforce Initiative:** addresses escalating healthcare costs and shortages across the state by **aligning instructional programs and degree attainment with the needs of the economy.**
  - There is a **tremendous market need for people with certain healthcare skills.** In 2010 the estimated demand for registered nurses will exceed the supply by 22%, and for allied health professional lab technicians by 55%.
  - These shortages also threaten **Oregon's ability to attract and retain companies** needed for economic recovery in the state.
  - **People trained locally tend to stay** to work and provide much needed medical services in Oregon's more rural areas.
  - Goals include: **doubling the output of nursing** and allied health professionals by 2010; enhancing the core, basic sciences in rural/regional universities; cooperatively developing educational programs to meet initiatives for patient management and diagnostics; enhancing the OHSU/Oregon Consortium for Nursing Education curriculum through integration of liberal arts and sciences and development of needed specializations.

- **Engineering and Technology Investments:** focuses on key economic opportunities, provides quality jobs in the state, and enables companies to hire **local talent versus importing skilled employees from out of state.**
  - Funds bring in new faculty positions and build new labs to **train our students to be "job-ready"** with the latest technology and engineering skills, and ready to contribute to the Oregon economy as soon as they enter their professional field.
  - Companies see **higher education investments as an investment in their businesses** and in Oregon; ETIC offers a high return on investment, with private investment greater than the public (2 to 1 in capital, and 1.5 to 1 in operations).
  - **Statewide scope:** ETIC has grown statewide capacity and reach, and has greater involvement with community colleges; and addresses the rural divide as students who study in rural Oregon tend to stay there to live and work.

PSU Faculty Senate Meeting, November 1, 2004, G-1, Attachment

Faculty Enhancement Applicants
2004-2005

PI	Co-PI	Dept	Title	Request	Award	GA Remission
Agorsah, Kofi		BST	Archaeo-geography of Maroon Settlement in Suriname, South America	$ 8,445.00	$ 8,445	
Bluffstone, Randall A.		ECON	Sustainability and the Determinants of Industrial Emissions Reductions	$ 4,791.00	$ 4,491	
Carlson, Matthew J.		SOC	Racial and Ethnic Disparities in the Oregon Health Plan	$ 9,677.00	$ 6,451	
Chang, Heejun		GEOG	Water Quality Impacts of Urbanization in the Portland Metropolitan Area	$ 5,947.00	$ 5,947	3
Coleman, Daniel		SWW	Therapeutic Mechanisms in the Treatment of Depression	$ 9,879.00	$ 8,266	
Conrad, Susan		LING	English Language Acquisition by Adult Immigrants	$ 8,610.00	$ 8,610	1
Corbett, Jack		PA	Ethnography of School-Community Relations in Mexico	$ 3,750.00	$ 3,750	
Davis, Sara McCormick	Parnell, Will	ED	Places and Spaces for Early Childhood/Elementary Teacher Education	$ 5,378.00	$ 5,378	
Dill, Jennifer		USP	Understanding the Relationships Between the Built Environment, Travel, and Physical A	$ 9,087.00	$ 7,784	2
Gerwing, Jeffrey		UNST	Assessing Wildfire Rish in Mount Hood National Forest	$ 9,840.00	$ 9,840	
Grathoff, Georg		GEOL	Characterizing Newly-discovered Iron Films and Improving the Environmental Geology	$ 8,709.00	$ 8,709	
Kinsella, David		PS	Mapping the International Trade in Small Arms	$ 9,828.00	$ 4,914	
McClanan, Anne		ART	Invisible Landscapes: Early Medieval Representations of the Natural World	$ 6,000.00	$ 5,314	
Moeck, Peter	Li, Chunfei; Hul'ko, Oksana	PHY	Nanocrystallography and Spintronics Materials Research	$ 10,000.00	$ 7,340	
Perkowski, Marek		ECE	Robot Theatre: Robot-Human Interaction, Robot Learning, Robot Emotions	$ 6,917.00	$ 6,917	3
Rose, Christine M.		ENG	Maid to Order: Medieval Conduct Books for Women	$ 6,599.00	$ 6,599	
Smallman, Shawn		INTL	A History of AIDS in latin America: Cuba and Mexico	$ 5,130.00	$ 5,130	
Sun-Irminger, Xiaoqin	Tian, Xiaolin; Patterson, Mary	ED	Biliteracy Development and Assessment in Chinese	$ 9,931.00	$ 5,592	
Sussman, Gerald		USP	Globalizing Politics: A Book Project	$ 2,050.00	$ 2,050	
Tableman, Mara		MTH	Comparison of Statistical Models and Methods to Deal with Crossing Survival Curves	$ 3,226.00	$ 3,226	
Thompson, Melissa		SOC	Gender Differences in the Causes and Consequences of Drug Use	$ 3,714.00	$ 3,714	2
Veerman, J.J.P.	Daescu, D.; Jian, B.; Laferriere,	MTH	Population Biology Focus Group	$ 9,900.00	$ 4,862	2
Williams, Dilafruz		EPFA	What Factors Contribute to the Translation of High School Students' Participation and C	$ 9,997.00	$ 6,671	3
				$ 167,405.00	$ 140,000.00	15
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Fall 2003 Travel Grant Awards

LAST	FIRST	CONFERENCE	REQUEST	AWARD
Bertini	Robert	Institute of Electrical and Electronic Engineers International Conf	$ 1,000.00	$ 800.00
Beyler	Richard	History of Science Society Annual Meeting	$ 612.61	$ 500.00
Bluffstone	Randall	7th Occasional Conference on Environmental Economics	$ 497.00	$ 350.00
Brown	Darrell	Business Strategy and the Environment Conference	$ 800.00	$ 750.00
Feeney	Suzanne	Association for Research on Nonprofit Organizations and Voluntary	$ 1,250.00	$ 500.00
Fischer	Claudine	PAMLA	$ 300.00	$ 300.00
Flower	Michael	27th Annual Conference of the Society for Social Studies of Sci	$ 1,000.00	$ 500.00
Galvin	Kathey-Lee	American Anthropological Association conference	$ 800.00	$ 500.00
Giarelli	Andrew	American Folklore Society Annual Conference	$ 900.00	$ 500.00
Hellermann	John	National Communication Association conference	$ 779.00	$ 500.00
Kapoor	Priya	National Communication Association conference	$ 950.00	$ 500.00
LaRosa	Andres	2003 Nanoscale Science and Technology Workshop	$ 550.00	$ 300.00
Liu	Meiru	2003 Chinese Language Teachers' Association Annual Meeting	$ 600.00	$ 500.00
Long	Joseph	Evelyn Waugh Centenary Conference	$ 750.00	$ 750.00
Marshall	Scott	Business Stratedy and the Environment Conference	$ 800.00	$ 750.00
Miller	Hildy	4th Biennial Feminism(s) and Thetoric(s) Conference	$ 402.00	$ 402.00
Moeck	Peter	Seminar at the National Center for Electron Microscopy	$ 485.00	$ 500.00
Pease	Jonathan	American Oriental Society 2003 Meeting	$ 297.53	$ 298.00
Ramiller	Neil	International Conference on Information Systems	$ 690.00	$ 350.00
Rampal	Rohit	National Conference of the Decision Sciences Institute	$ 1,135.00	$ 500.00
Rose	Christine	North American Council on British Studies	$ 149.39	$ 350.00
Streck	Martin	Fall Meeting of the American Geophysical Union	$ 500.00	$ 350.00
Unni	Ramaprasad	2003 Association for Consumer Research	$ 500.00	$ 500.00
			15747.53	11250.00

Winter 2004 Travel Grant Awards

FIRST	LAST	CONFERENCE	REQUEST	AWARD
Eileen M.	Brennan	The Council of Social Work Education 7th Annual Technology Conference	$ 1,041.12	$ 700.00
Charles	Colbert	College Art Association 92nd Annual Conference	$ 726.00	$ 500.00
Cynthia	Coleman	Society for Risk Analysis	$ 1,250.00	$ 700.00
Thomas L.	Crofoot	50th Annual Program Meeting of the Council of Social Work Education	$ 500.00	$ 500.00
Jennifer	Dill	Transportation Research Board	$ 500.00	$ 500.00
Martha W.	Hickey	American Association of Teachers of Slavic and East European Languages	$ 396.00	$ 500.00
Anne	McClanan	College Art Association 92nd Annual Conference	$ 290.00	$ 300.00
Swapna	Mukhopadhyay	ICMI Study 14: Applications and Modelling in Mathematics Education conference	$ 1,250.00	$ 1,000.00
Margaret	Neal	Annual Meeting of the Association of Gerontology in Higher Education	$ 600.00	$ 600.00
Daniel	Pirofsky	Hawaii International Conference for Arts and Humanities	$ 1,250.00	$ 1,000.00
Daniel A.	Rogers	American Finance Association conference	$ 234.33	$ 300.00
Julie M.	Rosenzweig	The Council of Social Work Education 7th Annual Technology Conference	$ 976.00	$ 700.00
Gretta	Siegel	GL5: 5th International Conference on Grey Literature	$ 1,000.00	$ 1,000.00
Sue	Taylor	College Art Association 92nd Annual Conference	$ 983.88	$ 500.00
			$ 10,997.33	$ 8,800.00

Spring 2004 Travel Grant Awards

FIRST	LAST	CONFERENCE	REQUEST	AWARD
Cecile	Accilien	MELUS conference	$ 900.00	$450
Kenneth	Ames	Northwest Anthropology Conference	$ 240.00	$100
Talya	Bauer	Society for Industrial and Organizational Psychology Annual Conference	$ 1,000.00	$300
Joel	Bluestone	Society for Electro-Acoustic Music in the U.S.'s 19th Annual Festival	$ 500.00	$250
Virginia	Butler	Northwest Anthropology Conference	$ 166.00	$100
Micki	Caskey	American Educational Research Association Annual Meeting	$ 500.00	$400
Heejun	Chang	Association of American Geographers Annual Meeting	$ 500.00	$400
Tucker	Childs	35th Annual Conference on African Linguistics	$ 1,004.00	$300
Peter	Collier	75th Annual Meeting of the Pacific Sociological Association	$ 500.00	$300
Christine	Cress	American College Personnel Association National Conference	$ 931.54	$450
Susan	Danielson	Art of Gender in Everyday Life	$ 345.00	$300
Roberto	De Anda	75th Annual Meeting of the Pacific Sociological Association	$ 537.20	$300
Veronica	Dujon	75th Annual Meeting of the Pacific Sociological Association	$ 445.00	$300
Berrin	Erdogan	Society for Industrial and Organizational Psychology Annual Conference	$ 936.00	$300
Darlene	Geiger	International Communication Association conference	$ 700.00	$400
Sherril	Gelmon	9th European Forum on Quality Improvement in Health Care	$ 1,250.00	$450
Gina	Greco	Kentucky Foreign Language Conference	$ 825.50	$350
Maude	Hines	Narrative Conference	$ 1,060.00	$450
Keith	Kaufman	3rd National Sexual Violence Prevention Conference	$ 885.60	$300
Mary	King	Popular Culture Association Annual Meeting	$ 788.90	$300
Regina	Lawrence	International Communication Association conference	$ 500.00	$300
Lina	Lu	2004 Annual Conference of the Association for Institutional Research	$ 1,066.00	$450
Karen	Marrongelle	82nd Annual Meeting of the National Council of Teachers of Mathematics	$ 500.00	$400
Leerom	Medovoi	Cultural Studies Association	$ 1,135.00	$450
Kathleen	Merrow	Thetoric Society of America Annual Conference	$ 988.00	$450
Masami	Nishishiba	Campus Compact: Continuums of Service Conference	$ 500.00	$350
Candyce	Reynolds	AAHE Learning to Change National Conference	$ 500.00	$200
David	Ritchie	International Communication Association conference	$ 500.00	$250
Regina	Smith	Academy of Human Resource Development conference	$ 1,012.00	$450
Donald	Truxillo	Society for Industrial and Organizational Psychology Annual Conference	$ 429.00	$300
Natalie	Vasey	Annual Meeting of the American Association of Physical Anthropologists	$ 617.32	$300
Ellen	West	Allied Academies Spring 2004 International Conference	$ 500.00	$250
	Padin	Annual Meeting of the PSA	$ 380.00	$300
			$ 22,642.06	$10,950

Summer 2004 - Travel Grant Awards

FACULTY	CONFERENCE	REQUEST	AWARD
Bluestone, Joel	Australasian Cmoputer Music Association Conference	$ 1,250.00	$ 1,000.00
Dorner, Jennifer	International Federation of Library Associations and Inst	$ 1,000.00	$ 1,000.00
Duncan, Patricia	National Women's Studies Association Conference	$ 1,016.00	$ 500.00
Edwards, Patrick	Watershed Outreach Education: Best Education Practices	$ 555.00	$ 500.00
Elzanowski, Marek	International Symposium on Trends in Applications of Math	$ 1,000.00	$ 1,000.00
Gillpatrick, Thomas	11th International Conference on Recent Advances in Retail	$ 1,250.00	$ 1,000.00
Hammer, Leslie	Annual Conference of the American Psychological Assoc	$ 1,250.00	$ 500.00
Harmon, Robert	PICMET '04 Symposium, "Innovation Management in a Tech	$ 1,175.00	$ 1,000.00
Iwata-Reuyl, Dirk	Gordon Research Conference on Enzymes, Coenzymes	$ 1,192.00	$ 500.00
Jenks, Philip	International Political Science Association Research Comm	$ 1,250.00	$ 1,000.00
Ketcheson, Kathi	European Association for Institutional Research	$ 895.00	$ 1,000.00
Labissiere, Yves	2004 AAHE Assessment Conference	$ 500.00	$ 500.00
Levi, Antonia	2004 AAHE Assessment Conference	$ 755.00	$ 500.00
Magaldi, Karin	Association for Theatre in Higher Education Conference	$ 500.00	$ 500.00
Modrcin, Matthew	American Family Therapy Academy Annual Meeting	$ 1,165.00	$ 400.00
Murphy, Michael	122nd Annual Meeting of the American Ornithologists' Union	$ 500.00	$ 500.00
Rose, Christine	New Chaucer Society conference	$ 1,250.00	$ 1,000.00
Schechter, Patricia	Organization of American Historians Southern Regional Conf	$ 500.00	$ 500.00
Semenza, Jan	37th Annual Society for Epidemiologic Research Meeting	$ 836.00	$ 400.00
Shamsud-Din, Isaka	National Conference on Mweal Art	$ 950.48	$ 500.00
Sinclair, Robert	Annual Conference of the American Psychological Assoc	$ 1,250.00	$ 500.00
Smith, Trevor D.	GEO-TRANS 2004 Geotechnical Engineering for Transport	$ 620.00	$ 400.00
Tint, Barbara	Society for the Study of Peace executive committee meeting	$ 1,218.87	$ 500.00
Wakeland, Wayne	Intracranial Pressure 2004 conference	$ 750.00	$ 750.00
Wang, Jian	North American Serials Interest Group Conference	$ 500.00	$ 500.00
Yan, Mingdi	MIP2004, 3rd International Workshop on Molecular Imprinting	$ 620.00	$ 620.00
		$ 23,748.35	$ 17,070.00