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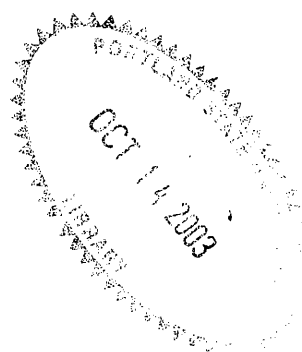
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Jun 2, 2003

Director

Minutes, Faculty Senate
meeting



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 **October 6, 2003**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the June 2, 2003, Meeting
- C. Announcements and Communications from the Floor
 - President's Report
 - Provost's Report
 - Vice President's Report
- D. Unfinished Business
 - *1. Academic Requirements Committee *Proposal for Latin Honors* - Mercer
- E. New Business
 - *1. Curriculum Committee Program Proposals for the Minor in Native American Studies and the Minor in Film Studies and New Course Proposal
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - *1. Report of the Advisory Committee on Academic Information Technology – Rhodes
 - 2. Report of the Interinstitutional Faculty Senate Meeting of June 6-7, and October 4, 5, 2003 – Carter
- H. Adjournment

The following documents are included with this mailing:

- B Minutes of the Meeting of June 2, 2003
- C Presidential Initiatives
- D1 Proposal for Latin Honors
- E1 Curriculum Committee Course and Program Proposals
- G1 Report of the Advisory Committee on Academic Information Technology

2003-04 Roster: PSU FACULTY SENATE

****2003-04 FACULTY SENATE

STEERING COMMITTEE ****

Presiding Office: Cynthia Brown

Presiding Officer Pro tem: Dee Thompson

Steering Committee: Janine Allen
Darrell Brown
Richard Wattenberg

& Mary Collins (Comm on Comm Chair) *Ex officio*

*** 2003-04 PSU FACULTY SENATE ***

All Others

Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004
Gregory, Mark	COMP	2004
Barham, Mary Ann	IASC	2005
Collie, Samuel	FA	2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005
Endress, Wendy	SD	2006
Fortmiller, Dan	IASC	2006
Hoffman, Agnes	ADM	2006

Business Administration

Pfeiffer, William	SBA	2004
*Raffo, David (for Bizjak)	SBA	2004
Andres, Hayward	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005
Gilpatrick, Thomas	SBA	2006

Education

Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004
Temple, Jacqueline	ED/CI	2004
Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
Caskey, Micki	ED/CI	2005
Farahmandpur, Ramin	ED/PF	2006

Engineering and Computer Science

Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004
Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005
Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006

Extended Studies

Robinson, Rebecca	XS-IS	2004
Cornman, Patricia	XS	2005
Repp, Betty Jean	XS-Sal	2006

Fine and Performing Arts

Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004
Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005
Hansen, Bradley	MUS	2006

Liberal Arts and Sciences

Agorsah, E. Kofi	BST	2004
Afante, Jacqueline	ENG	2004
Burns, Scott	GEOL	2004
*Fischer, William (for St. John)	FLL	2004
Haaken, Janice	PSY	2004
*Jacob, Greg (for Millner)	ENG	2004
*Reder, Stephen (for Liebman)	LING	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Santelmann, Lynn (for Biolsi)	ANTH	2004
*Weasel, Lisa (for Greco)	BIO	2004
Wetzel, Patricia	FLL	2004
Butler, Virginia	ANTH	2005
Duffield, Deborah	BIO	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
King, Mary	ECON	2005
Liebman, Robert	SOC	2005
*Mandaville, Jon (for K. Brown)	HST	2005
Miller-Jones, Dalton	PSY	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005
Brower, Barbara	GEOG	2006
Cummings, Michael	GEOL	2006
Enneking, Marjorie	MTH	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

Library

*Hendricks, Arthur (for Hixson)	LIB	2004
*Kenreich, Mary Ellen (for Peigahi)	LIB	2005

Other Instructional

Wollner, Craig	IMS	2004
*Dillon, Grace (for Balsheim)	UNST	2005
Wheeler, Lawrence	HON	2005
Reynolds, Candyce	UNST	2006

Social Work

Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
_____ (for Friesen)	SSW	2005
Nash, James	SSW	2005
Brennan, Elieen	SSW	2006
Corcoran, Kevin	SSW	2006

Urban and Public Affairs

Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
Gelles, Erna	PA	2005
*Prince, Tracy (for Michael)	UPA	2005
Seltzer, Ethan	IMS	2005
Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 2, 2003
Presiding Officer: Sherrill Gelmon
Secretary: Sarah E. Andrews-Collier

Members

Present: Agorsah, Agre-Kippenhan, Allen, Ames, Andres, Arante, Barham, Bleiler, Brodowicz, Brower, C. Brown, D. Brown, Burns, Butler, Cabelly, Carr, Caskey, Casperson, Chenoweth, Collie, Collins, Cornman, Cress, Daasch, Falco, Fischer, Fosque, Franz, Gelles, Gelmon, Glanville, Gregory, Hall, Halverson, Harmon, Hendricks, Hickey, Hillman, Hunter, Jacob, Jivanjee, Johnson, Jolin, Ketcheson, Kretovich, Kristof, Labissière, Lall, Lehman, Liebman, Luckett, Mandaville, L. Mercer, Miller-Jones, Morris, Nash, Nissen, O'Halloran, Palmiter, Raffo, Reder, Robinson, Rosengrant, Rueter, Seltzer, Santelmann, Shusterman, Sussman, Temple, Thompson, Walton, Wang, Wanjala, Wattenberg, Weasel, Wetzel, Wollner.

New Members

Present: Anderson, Brennan, Brower, Dill, Endress, Enneking, Fischer, Fortmiller, Hoffman, Howe, Kenreich, Koch, Latiolais, Meekisho, Mercer, Smallman.

Alternates Present: Barton for Knights, Koch for Lall, Holliday for Talbott

Members Absent: Dillon, Haaken, Hagge, King, Pfeiffer, Philbrick, Prince, Rhee, Shinn, Spolek, St. John.

Ex-officio

Members Present: Andrews-Collier, Carter, Christopherson, Driscoll, Kaiser, Kenton, LaTourette, Lieberman, Livneh, Murdock, Pfingsten, Rhodes, Samuels, Tetreault, Toulon, Ward, Withers.

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The minutes of the meeting of May 5, 2003, were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The Graduate Council Report is erroneously labeled. It is item "G-7."

ELECTION OF OFFICERS OF THE 2003-04 PSU FACULTY SENATE:

Presiding Officer: Cynthia Brown

Presiding Officer Pro Tem: Dee Thompson

Steering Committee: Janine Allen, Darrell Brown, Richard Wattenberg

D. UNFINISHED BUSINESS

1. Amendment to the Constitution, Art. IV., Sec. 4, 4), f Library Committee

THE AMENDMENT PASSED by unanimous voice vote.

2. Changes in the Honors Graduation Policies

COLLIE/BURNS MOVED to take the motion off the table.

THE MOTION TO TAKE THE MOTION OFF THE TABLE PASSED by unanimous voice vote.

"Require a minimum of 72 PSU credits to qualify for honors. At least 60 credits must be taken for a differentiated grade. Only PSU credits would be calculated for honors."

MERCER distributed data containing information requested at the previous Senate meeting, including data prepared by OIRP on GPA by school, and urban schools data (attached).

BUTLER noted that 26% is a very generous number of students, and would prefer that honors start with a 3.7 GPA. GELLES noted she agreed with Butler with respect to issues of grade inflation.

HICKEY asked _____

PALMITER noted, with respect to GPAs at PSU that indication of grade inflation varies across programs, and asked if the committee discussed how to balance out the differences. MERCER stated no.

CRESS asked what the criteria were for selecting the other institutions cited in the data. KETCHESON stated they are members of the "urban 13," some of who are comparators, and some are not.

SELTZER asked if honors could be determined by taking a percentage of the graduates rather than using GPA. MERCER noted that the Registrar would have to wait until after the fact to determine where the cutoff would be. PALMITER asked if we would be left with the same problem anyway?

THE MOTION PASSED by majority voice vote.

E. NEW BUSINESS

1. Curriculum Committee Course and Program Proposals

ELTETO introduced the proposals.

HILLMAN/WETZEL MOVED THE SENATE APPROVE College of Arts & Sciences new courses in "E-1", except PHIL 314, for which there is no course description.

THE MOTION PASSED by unanimous voice vote.

_____/AGORSAH MOVED THE SENATE APPROVE College of Arts & Sciences course changes in "E-1."

THE MOTION PASSED by unanimous voice vote.

BURNS/_____ MOVED College of Arts & Sciences program changes in "E-1."

THE MOTION PASSED by unanimous voice vote.

BARHAM/HILLMAN MOVED School of Fine & Performing Arts new course proposal in "E-1".

THE MOTION PASSED by unanimous voice vote.

2. Graduate Council Course and Program Proposals

KOCH introduced the proposals.

KOCH/BLEILER MOVED THE SENATE APPROVE School of Business Administration courses and program proposals in "E-2."

MILLER-JONES asked _____ KOCH noted it is a new track in the program and it is a self-support program.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

KOCH/BURNS MOVED THE SENATE APPROVE the M.S. (Economics) in Energy and Environmental Economics in "E-2."

THE MOTION TO APPROVE PASSED by unanimous voice vote.

KOCH/AMES MOVED THE SENATE APPROVE the Ph.D. in Applied Psychology in "E-2."

REDER asked if the PhD in Psychology/Systems Sciences would be subsumed by this program. KOCH yielded to KAUFFMAN who stated that this degree would basically replace that one. MILLER-JONES stated that there is still the

possibility of a Systems Science focus. REDER asked what would happen to students currently in the old Ph.D. program! KAUFFMAN stated they would be given a choice of which degree to complete.

BLEILER asked, with respect to allied area studies, internal to the department,

LUCKETT asked who approves this degree after the Senate. TETREAULT noted the program would be forwarded to QUS Academic Council. The Chancellor has indicated his approval will be pro forma.

SPOLEK asked if there was funding for the new position listed in the report. KOCH noted that the position is not critical to the program.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

KOCH/WOLLNER MOVED THE SENATE APPROVE College of Liberal Arts and Sciences course proposals in "E-2."

THE MOTION TO APPROVE PASSED by unanimous voice vote.

KOCH/HALVORSON MOVED THE SENATE APPROVE Graduate School of Education certificate change in "E-2."

Provost's Report

The Provost reported after G.10. (attached)

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Report of the Vice President for Development

WITHERS have submitted his resignation to head the newly created Children's Institute.

1. Advisory Council Annual Report

CARTER presented the report for the committee, noting that in addition to the printed report, he has forwarded a memorandum to the Steering Committee regarding the matter of Faculty Role in Hiring.

The Presiding Officer accepted the report for the Senate.

2. Budget Committee Annual Report

ENNEKING presented the report for the committee.

The Presiding Officer accepted the report for the Senate.

3. Committee on Committees Annual Report

WANG presented the report for the committee, noting that in addition to the membership listed on the report, Annette Jolin represented the CUPA caucus.

The Presiding Officer accepted the report for the Senate.

4. Curriculum Committee Annual Report

ELTETO presented the report for the committee, noting that the Native American Studies Minor, although mentioned in the report, will not be forwarded to the Senate for approval until the October 2003 meeting. The Film Studies Minor, also mentioned in the report, will be proposed at that meeting as well.

The Presiding Officer accepted the report for the Senate.

5. Educational Policies Committee

LATIOLAIS presented the report for the committee (attached). He noted that committee discussions this spring were primarily around the issue of Markers for the Baccalaureate. Not in report is a recommendation to the Steering Committee that there be a Faculty Senate discussion of the issue in the fall.

The Presiding Officer accepted the report for the Senate.

6. Faculty Development Committee Annual Report

KETCHESON presented the report for the committee, including in her report amendments to the Travel Awards list. [Final copies of the reports, 9/16/03, are attached].

The Presiding Officer accepted the report for the Senate.

NOTE: THERE IS NO TRANSCRIPT OF THE MEETING FROM THIS POINT.

7. Graduate Council Annual Report

KOCH presented the report (attached).

The Presiding Officer accepted the report for the Senate.

8. Intercollegiate Athletic Committee Annual Report

BURNS presented the report for the committee.

BUTLER asked how many years of deficit will it take before we rethink our priorities; academic departments don't get the kind of exceptions given to Athletics. BURNS noted that the Senate commented on income imbalances two years ago and this continues to be a committee concern.

RUTER noted that the data is not accurate with respect to graduation rates. RUETER continued, that when the student declares the major influences the data.

MILLER-JONES noted that student athletes are penalized by holding back their declaration of major, especially students of color, in that they don't do as well if the major department is not tracking them. BURNS replied that he would recommend this to be the first item for the committee's agenda in the fall.

WATTENBERG noted, regarding the two-thirds undeclared, that _____
BURNS noted that the data is missing.

SHUSTERMAN/O'HALLORAN MOVED the Senate reject the PR brochure as part of the committee's report, as it is inaccurate.

THE MOTION PASSED by 36 in favor, 18 against, 7 abstentions.

The Presiding Officer accepted the remainder of the report for the Senate.

9. Report of the President's Ad Hoc Committee for Budget and Priorities

JOHNSON reported after E.2. The committee completed deliberations after public hearings and gathering of information from their email list serve. However it is still premature to discuss the budget as it turns on state appropriations. The committee proceeded with the best estimate available and according to these criteria: 1) don't declare exigency; 2) avoid across the boards cuts, where possible; and, 3) Reductions should be recommended in relation to the growth and development of PSU in order to maintain positive momentum. The report will be forwarded to President Bernstine on Wednesday.

The Presiding Officer accepted the report for the Senate.

10. Scholastic Standards Committee

MacCORMACK presented the report for the committee.

The Presiding Office accepted the report for the Senate.

H. ADJOURNMENT

The meeting was adjourned at 5:06 p.m., concluding the 2002-03 PSU Faculty Senate.

Vision, Values, Priorities and Action Steps

The PSU Planning Committee's work over the last year culminated in statements of vision, values and priorities which were approved by the Council of Academic Deans (CADS) Plus, the Faculty Senate and the Executive Committee. Following the approval of the statements by President Bernstine, a printed version has been produced to share with the campus and our communities. A sub-group of the Committee has subsequently drafted action steps to accompany the seven priorities. Following approval by the CADS Plus and the Executive Committee members, it is anticipated that discussions of the steps and their implementation will be taken to the departments beginning this fall.

Support for Faculty Vitality

I am committed to ensuring that faculty across the length of their careers flourish and feel that PSU is a good place to live and work. As some of you know, I regularly have informal gatherings with faculty to hear what is on your minds. These gatherings are very valuable to me because they provide a window on how faculty members in the various ranks are fairing in terms of the multiple things we ask of you--teaching, research and service. I've heard frequently about increases in class size and of the need for more infrastructure support for research, also a major finding of the faculty focus groups.

The planning activities I spoke of resulted in seven priorities, the first being the attraction and retention of a "faculty of distinction." One of the action steps associated with that priority is the need to assess current practices and resources that support faculty success throughout the university and increase support where needed to ensure faculty vitality. This summer I will be working with deans and vice provosts to begin that assessment. While we must work within the limits of our current budget situation, we need to do what we can to support the faculty and staff who are key to offering a high quality educational experience to our students.

Related to support, the recent travel limitations placed on state institutions by the governor have highlighted the need for us to explore ways to better ensure travel support for faculty, especially those who are building a scholarly record for promotion and tenure. I made some modest PSU Foundation funding available to junior faculty this spring who had travel involving a peer-reviewed paper and absorbed significant out-of-pocket expenses because their departments do not have sufficient resources.

The severity of this budget cycle will also require that we work together to promote student learning, increase faculty vitality and cut costs. As you will see on the attached Course Redesign Project summary, a number of departments are experimenting with how to do this. It is my firm conviction that this work needs to continue to be generated from the faculty in their departments. Because of this conviction, the sub-group of the Planning Committee proposed a priority: "Continue to develop departmental pilot projects (curricular redesign) for implementation over the next 2-5 years and agree on appropriate criteria for quality."

Enrollment Management

Over the last year, the Senior Executive Enrollment Management Team (SEEMT) has continued work on the development of enrollment priorities and policies that are consistent with the University's mission and commitment to student success. The group produced "A Proposal for Educating Oregon's Population Center." Recommendations from the proposal were given to the Enrollment Management Implementation Group (EMIG) to begin working with appropriate units and individuals to respond to, critique, and recommend implementation strategies that complement the SEEMT's proposal. The result of this extensive work was organized into subcommittees focused on recruitment and retention, diversity, international students, and graduate education. Their recommendations are contained in a preliminary report which EMIG will prioritize as part of a draft implementation plan to be reviewed by SEEMT. EMIG's work has been valuable because they have raised critical questions about each of SEEMT's proposed goals. For example, the "Report on Projected Growth in Graduate Programs" raises questions about the capacity of present graduate programs and the need for additional programs.

Enhancing Research

To follow up on issues that surfaced in last spring's faculty focus groups concerning research infrastructure and support, I have been working with the CADS Plus to assess current infrastructure and support. To assist them, I asked Ron Henry, Provost and Vice President for Academic Affairs at Georgia State University, to serve as a consultant. The following are ongoing:

- CADs Plus members are considering Dr. Henry's recommendations.
- A research funding proposal by William Feyerherm, Vice Provost for Graduate Studies and Research, is being reviewed for its feasibility and application at PSU.
- CADs Plus is developing a list of research areas that have greatest potential for new investment.

BEST—Business, Engineering, Science and Technology

I proposed that the institution should work more strategically to ensure that there are clearer connections between research and economic development, enhanced leadership capacity by the University on initiatives at system-wide, state-wide, and national initiatives, and increased collaboration among the activities of Academic Affairs, the other vice presidential areas and the president. Discussions of the proposal resulted in the concept of an Engineering and Science Council composed of selected deans, chairs, faculty and external members. The Council, with leadership from Don McClave, Special Assistant to the President, will assist in the guidance, coordination and oversight of the development of engineering/science strategies and programs at PSU that build upon the strengths and interests of our faculty. The objectives are to:

- Ensure that related areas of PSU are engaged in the development of a comprehensive, multidisciplinary strategy for the University.
- Engage the business community in the development and implementation of PSU's strategy.
- Determine the most productive and beneficial ways for PSU to collaborate with other universities/research entities.

PORTLAND STATE UNIVERSITY

The Course Redesign Project

With burgeoning enrollment, increased focus on assessment of student learning, and reduced funding for academic programming, Portland State University decided to experiment with new ways to offer courses and programs in 2000. This initial work, funded by the provost, positioned us well to receive a grant from the PEW Charitable Trust in 2001 to further examine course redesign. The Course Redesign Project has three primary goals:

- Increase student learning
- Promote faculty vitality
- Decrease the costs of instruction

Selected academic departments were asked to take a fresh look at their curriculum, define their academic objectives and means for assessing student learning, and experiment with the design of new instructional delivery modes. Questions considered in the redesign process were:

- What do we want students to know and be able to do?
- How do we assess student progress toward achieving these goals?
- What do faculty members do "best" and what "should" faculty be doing with students?
- When can students learn in groups or in the community without a professor?
- How can new technologies be used in the service of student learning?

The most promising proposals received development funds to undertake course redesign.

As a result of course redesign, faculty are:

- restructuring their work to maximize essential faculty-student interaction,
- integrating new technologies where appropriate into the student learning process,
- and enhancing student learning through peer interaction.

What We Are Learning From Course Redesign

These new ways of offering instruction seem to be most effective with high demand introductory courses, where faculty bring students to mastery of materials or skills. This is particularly instructive because as few as 1% of all university courses, which are often introductory courses, produce 25-50% of all credit hours. At PSU, 50 courses generate about 25% of our total undergraduate credit hours (>100,000 credit hours). Effective redesign of these courses provides maximum benefit – increased student learning *and* decreased cost per student.

Example: The Department of Foreign Languages & Literatures focused first on introductory Spanish and is now working on second year Spanish. Features of this redesign include computerized placement tests, competency-based learning, and a mixed model of on-line and in-class instruction. Placement tests have improved placement of students, bettered the distribution of abilities within classes, and yielded fewer drops per section. Course redesign has increased student credit hour production per section; the department is now able to serve 83% more students with a cost increase

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June 2, 2003*

of 35%. Increased student learning is demonstrated by improved oral achievement, an increase in mean course grades from 80.3% to 83.7%, and increased student satisfaction. Class time is more effective because active learning, such as speaking, takes place in class, and passive learning, such as reading and grammar drill, can be done on-line. Other departments that are redesigning introductory courses are Computer Science and Mathematics.

Course redesign can accompany a revision of a department's curriculum, simultaneously improving the quality of the program while reducing costs.

Example: The Graphic Design program in the Department of Art, faced with an enrollment increase of nearly 30% in the last five years, limited facilities, and reduced funding, has completely revised its curriculum with two goals in mind: first, to increase the quality and relevance of the curriculum with regard to the current marketplace and professional competencies of graduates, and second, to increase program efficiency through improved student advising and access to courses. Changing the introductory computer graphics course to a lecture/lab/studio structure conserves faculty time by gathering all cohort students into one lecture per week, using peer mentors to assist in labs, and freeing faculty to focus on theory and student development of creative skills. This reduces the cost of the course, increases consistency, and provides a model to test in terms of student learning. Instituting a portfolio review for 2nd-year students assesses their strengths and weaknesses, allowing students to address weak areas before entry into upper-division courses. This increases student success as well as the quality of the work. Faculty members already note that students learn basic skills and concepts earlier in the term, resulting in end-of-term work of higher quality. And transfer students have a clearer path of entry to this program. Accompanying changes include a new web-site that houses centers for student advising, study resources, technical skill development, and portfolio development. This site provides students with improved access to program and career advising resources, improved communication with faculty, and constant access to comprehensive and detailed learning resources.

The development of effective web sites for courses and programs can reduce "seat time" in class, allow more time for critical faculty-student interactions, and result in more efficient room usage through alternative scheduling.

Examples: PSU's Masters in Social Work program developed web-based content centers in key curricular areas: field education, history and policy, generalist and advanced social work practice, and child welfare. The Social Work manual is available on the web and no longer printed, resulting in cost savings. Savings have also occurred with the creation of FAQ pages giving faculty more time for other course content. Future savings should materialize from reduced seat-time for students by developing an on-line supplement for basic sequences required of all students. Faculty in Psychology, too, have developed a web page to support selected courses. This page contains all of the basic instructional materials (e.g., course notes, assignments, policies, study guides). A preliminary version of the on-line lab was developed and tested with students during the 2002 fall term. The on-line laboratory generates savings as it frees up space that can be used to schedule other classes. Faculty expect this to reduce seat-time in the courses that it accompanies and to improve the quality of student work. Creative thinking about course redesign has led to alternative scheduling as well. The department offered a 5-day course that met the week prior to the beginning of the quarter. It also offers some weekend courses. Such scheduling maximizes the use of classrooms.

For further information contact Mary Kay Tetreault, Provost, tetreaultmk@pdx.edu or Donna Bergh, (503) 725-5256. 5/13//03

Faculty Travel Awards for 2002-03

Fall Term 2002 Awards		CONFERENCE	AWARD
LAST	FIRST		
Armbrust	John	2002 Association of Cuban Linguists Conference	\$500.00
Atkinson	Dean	American Geophysical Union 2002 Fall Meeting	\$500.00
Boudreau	Donna	American Speech Language and Hearing Association National Convention	\$400.00
Brower	Barbara	International Year of the Mountain Conference of Mountain Women	\$500.00
Coleman-Sillars	Cynthia	Society for Risk Analysis Conference	\$500.00
Danielson	Susan	American Society for Bioethics and Humanities Conference	\$400.00
Dill	Jennifer	Association of Collegiate Schools of Planning Annual Conference	\$400.00
Duffield	Debbie	Secondary Adaptation of Tetrapods to Life in Water Conference	\$500.00
Fisher	Claudine	Pacific Ancient and Modern Language Association Conference	\$200.00
Gamburd	Michele	American Anthropological Association Annual Meeting	\$500.00
Geiger	Darlene	88th Annual National Communication Association Conference	\$400.00
Gelles	Ema	Association for Research on Nonprofit and Voluntary Action Annual Meeting	\$500.00
Gibson	Karen	Association of Collegiate Schools of Planning	\$487.00
Harrison	Warren	IEEE International Conference on Software Maintenance	\$500.00
McNames	James	2nd European Medical and Biological Engineering Conference	\$420.00
Mercer	Lorraine	Pacific Ancient and Modern Language Association Conference	\$154.00
Morgaine	Carol	National Conference on Family Relations Annual Conference	\$400.00
Munson	Leslie	18th Annual International Conference on Young Children with Special Needs and their Families	\$400.00
Nunez	Eva	Rocky Mountain Modern Language Association Conference	\$185.00
Ozawa	Connie	Association of Collegiate Schools of Planning Annual Conference	\$400.00
Parajuli	Pramod	National Workshop on Politics of Ecology	\$500.00
Pease	Jonathan	American Oriental Society, Western Branch Conference	\$363.00
Rampal	Rohit	33rd Annual National Meeting of the Decisions Sciences Institute	\$300.00
Rogers	Daniel	Financial Management Association Annual Meeting	\$400.00
Santelmann	Lynn	28th Annual Boston University Conference on Language Development	\$500.00
Sharma	Rajiv	American Public Health Association's 130th Annual Meeting and Exposition	\$300.00
Steinberg	Lynne	Society for Multivariate Experimental Psychology Conference	\$500.00
Unni	Ramaprasad	2002 Society for Marketing Advances Conference	\$400.00
Wadley	Stephen	American Oriental Society, Western Branch Conference	\$300.00
Winter Term 2003 Awards			
David	Capuzzi	American Counseling Association Annual Conference	\$500.00
Karen	Carr	American Institute of Archeology Annual Meeting	\$435.00
Heejun	Chang	Association of American Geographers Annual Meeting	\$500.00
Michael	Emch	Association of American Geographers Annual Meeting	\$500.00
Jeffrey	Gervin	AAHE Learning to Change Conference 2003	\$500.00
Andrew	Giarelli	California State University, Long Beach, 38th Annual Comparative Literature Conference	\$500.00
Darrell	Grant	International Association of Jazz Educators Conference	\$500.00
Amy	Greenstadt	Renaissance Society of America Conference	\$500.00
Leslie	Hammer	APA/NIOSH Work, Stress, and Health Conference	\$500.00
Thomas	Harvey	Association of American Geographers Annual Meeting	\$500.00
Carol	Holdt	Pacific Sociological Association Annual Meeting	\$500.00
Regina	Lawrence	Western Political Science Association Annual Meeting	\$350.00
Anne	McClanan	College Art Association Annual Conference	\$342.00
Hildy	Miller	College Composition and Communication Conference	\$500.00
Peter	Moock	2003 Nanotechnology Conference and Trade Show	\$500.00
Rohit	Rampal	2003 Northeast Decision Sciences Institute's Annual Conference	\$500.00
Gerald	Recktenwald	SEMI-THERM XIX Symposium	\$500.00
Melody	Rose	Western Political Science Association Annual Meeting	\$500.00
Alex	Ruzicka	Lunar and Planetary Science Conference	\$500.00
Friedrich	Schuler	Rocky Mountain Council of Latin American Studies Annual Conference	\$400.00
Shawn	Smallman	Latin American Studies Association, 24th Congress	\$500.00
Spring Term 2003 Awards			
Accilien	Cecile	American Association of Teachers of French Conference	\$745.00
Anda	Roberto	Association and National Association for Chicana/Chicano Studies	\$500.00
Brennan	Eileen	Western Psychological Association Meeting	\$200.00
Carey	Christopher	Service Learning in Challenging Times: Sixth Annual Continuum of Service Conference	\$265.00
Caskey	Micki	American Educational Research Association	\$500.00
Duncan	Patti	National Women's Studies Association Conference	\$500.00
Gelmon	Sheril	European Forum on Quality Improvement in Health Care	\$500.00
Hines	Maude	Modern Critical Approaches to Children's Literature	\$500.00
King	Mary	International Confederation of Associations for Pluralism in Economics	\$350.00
Long	Joseph	One Hundred Years of Evelyn Waugh - International Symposium	\$500.00
Mankowski	Eric	Society for Community Research and Action Biennial Conference	\$500.00
Marrongelle	Karen	81st Annual Meeting of the National Council of Teachers of Mathematics	\$428.00
Medovoi	Leerom	Cultural Studies Association (US), Founding Conference	\$500.00
Miller	Pamela	Society for Social Work Leadership in Health Care Conference	\$350.00
Moock	Peter	2003 Materials Research Society Spring Meeting	\$500.00
Mohr	Cynthia	Western Psychological Association Meeting	\$185.00
Nunez	Eva	International Conference on Hispanic Literature	\$400.00
Rodriguez	Leopoldo	Economics of Conflict and Cooperation in the Middle East and North Africa Region	\$745.00
Springer	Kimberly	Organization of American Historians	\$424.00
Temple	Jacqueline	UNESCO 2003 Conference on Intercultural Education	\$500.00
Summer Term 2003 Awards			
Almer	Elizabeth	American Accounting Association National Meeting	\$750.00
Corbett	Jack	International Congress of Americanists	\$950.00
Dillon	Grace	International Conference of the Popular Culture Association	\$1,000.00
Ketcheson	Kathi	European Association for Institutional Research Conference	\$812.00
Klebbba	Joanne	American Marketing Association Summer Educator's Conference	\$500.00
Mayer	Heike	ACSP/AESOP Joint Conference	\$530.00
Ott	John	International Medieval Congress	\$1,000.00
Tint	Barbara	American Psychological Association: Division of Peace, Conflict and Violence Conference	\$750.00
Truxillo	Donald	Academy of Management Conference	\$400.00
Tseng	Douglas	The XIII Acme International Conference on Pacific Rim Mangement	\$400.00
Walton	Linda	International Convention of Asia Scholars	\$1,000.00
Walton	Stephen	American Association of Teachers of French (AATF) 76th Annual Convention	\$1,000.00

Total Awards

\$40,000.00

FDC:kak
9.16.03

Faculty Enhancement Applicants
2002-2003

PI	Dept	Title	GA Remission	Award
Khalil, Mohammad	PHY	Radiative Transfer-Chemistry Coupled Atmospheric Model	3.00	3,150
McClanan, Anne	ART	Invisible Landscapes: Early Medieval Depictions of the Natural World	0.00	2,500
Ruoff, Ken	HST	The 2600th Anniversary Celebrations of the Empire of Japan, 1940	0.00	1,890
Taylor, Sue	ART	A Tintype from His Family Album: Grant Wood's American Gothic	0.00	2,248
Chang, Heejun	GEOG	Assessing Hydrologic Impacts of Urbanization in the Tualatin River Basin	2.00	5,670
Ostlund, DeLys	FLL	Interactive Website in Spanish	3.00	9,966
Emch, Michael	GEOG	Spatio-Temporal Patterns of Cholera in Vietnam	2.00	7,250
Nelson, Kristine	SW	Pilot Test of a Group Intervention for Families at Risk of Child Neglect	3.00	8,497
Pan, Yangdong	ESR	Reconstruction of the Past Environmental Conditions in the Willamette River	3.00	9,994
Bullock, David James	CI	Evaluation of the Use of Electronic Work Samples and Portfolios in Teacher Preparation	3.00	5,943
Ruedas, Luis	BIO	Distribution of Hantavirus in the Portland Metropolitan Area	2.00	5,879
Gelles, Erna Gay	PA	Economic Auspice and Adult Day Care: A Social Judgement Analysis	0.00	6,480
King, Mary C	ECON	Occupational Segregation by Race and Sex in Brazil	0.00	2,875
Hartley, Heather	SOC	An Analysis of News Media Coverage of Televised Direct-to-Consumer Pharmaceutical Ads	0.00	5,244
McNames, James Nathan	ECE	Microelectrode Recording Image Registration	0.00	4,867
Padin, Jose	SOC	How Integrated are "Integrated" Neighborhoods? Measuring Social Integration in Demographically Integrated Neighborhoods	0.00	3,929
Hammer, Leslie B	PSY	Cross-Cultural Issues in Work and Family Research	0.00	7,860
LaRosa, Andres	PHY	Design and Construction of Opt-Mechanical Micro-Devices for Fast Screening of Macromolecules	0.00	5,000
Mohr, Cynthia Diane	PSY	Interpersonal Experiences and Alcohol Consumption	0.00	4,188
Boudreau, Donna	SP	Speech, Language, and Early Literacy Skills in Children Who Are Homeless: A Population at Risk?	0.00	6,454
Koenenkamp, Rolf	PHY	Non-Lithographic Nano Devices	0.00	4,569
Rueter, John Gorham	ESR	Light Driven Production of Toxic Hydroxyl Radicals in Lake Waters	0.00	3,000
Crawshaw, Larry	BIO	Ethanol: Acute Tolerance Development and Nutritional Effects	0.00	4,195
Duncan, Patricia Lee	WS	Lotus Blossoms, Dragon Ladies, and Madel Minorities: Cultural Representations of Asian American Women, Gender, and Sexuality	0.00	3,100
Munson, Leslie Jean	SPED	Confirmatory Factor Analysis of the Infant-Caregiver Interaction Scale (ICIS)	0.00	2,157
Semenza, Jan Carlo	SCH	Intersection of Urban Planning and Public Health: A Community Partnership	0.00	4,380
Li, Fu	ECE	Spectrum Modeling and Management in 4G Wireless Communication Systems	0.00	2,383
Wilson, Carol Anne	BIO	Can Molecular Data from the ndhF Gene Resolve Basal Relationship Within Iris	0.00	4,129
Milosevic, Dragan Z	ETM	Aligning Project Operations with Business Strategy	0.00	2,211
Total			21.00	140,008
FDC:kak				
5/5/03				

PSU Faculty Senate Meeting
June 2, 2003

Presidential Initiatives' Accomplishments 1999-2003

The four Presidential Initiatives (beginning in 1999) and Action Councils' progress and achievements are listed below.

The Diversity Initiative: One of the Diversity Action Council's initial responsibilities was to design a Diversity Action Plan and to offer support and/or to engage the campus in the goals and activities articulated in the Plan. *Listed below are a few of PSU's accomplishments in this area during the last four years:*

- Created a Diversity Action Plan with four detailed matrices.
- Increased the percentage of diverse faculty from 6% to 13%;
- Implemented a successful Focus on Diversity series (since 1991);
- Created a successful "Diversity Hiring Resource Team;"
- Created a Faculty-in-Residence position;
- Created a Diversity Liaison Network with representatives from nearly every unit across campus;
- Created "Connections": A monthly gathering for faculty and staff of color;
- Furthered efforts to more deeply integrate diversity across the curriculum;
- Created and disseminated a quarterly Diversity Initiative Newsletter.

Student Advising Initiative: The Student Advising Implementation Team's goal is to assist the total intake undergraduate advising model recommended by the Action Council. *Accomplishments within this area include:*

- Increased student and faculty participation in student orientation;
- Assisted departments in developing undergraduate advising plans;
- Designed and disseminated an Undergraduate Advising Handbook;
- Integrating information on the new advising model into all student orientations;
- Created an advising website using the materials in the Advising Handbook and additional advising appropriate information, including links to departmental advising plans;
- Created an on-going series of workshops for undergraduate advisers;
- Began assessment of undergraduate advising initiative;

Assessment Initiative: The Assessment Initiative is focused on Student Learning Assessment in the long term and Accreditation in the short term. *The following Assessment accomplishments bode well for continued institutionalization of the Student Learning Assessment activities:*

- Created a faculty in residence for assessment position;
- Created a graduate student assessment course;
- Designed a model for supporting departmental assessment activities;
- Created a consistent assessment model that guides departmental assessment activities;
- Delivered annual assessment symposia;
- Connected Student Learning Assessment activities with Program Review;
- Disseminated PSU's assessment activities nationally

Internationalization Initiative: The Internationalization Action Council focuses on internationalizing the composition and curriculum of the campus and enhances international opportunities available to faculty, staff and students. *In efforts to achieve these outcomes, the following activities highlight some of the Internationalization accomplishments:*

- Created an Internationalization Action Council, as an outgrowth of the Internationalization Task Force;
- Connected past Portland Peace Corps volunteers with the Internationalization Initiative;
- Completed the Internationalization Blue Print;
- Funded multiple faculty and student internationalization mini-grants;
- Connected PSU with the AASCU's Globalization Action Plan (GAP);
- Collaborated with ACE on the "Global Learning for All" activities.

2001-2002 Bachelor's Degrees Granted by GPA by Institutional Hours

GPA	INSTITUTIONAL HRS			
	72 OR ABOVE PSU HRS		45-71 PSU HRS	
	#	%	#	%
3.85 or above	155	7.4	25	16.6
3.70-3.84	240	11.4	22	14.6
3.50-3.69	317	15.1	28	18.5
Total of 3.5 +	<u>712</u>	34.0	<u>75</u>	49.7
3.49 or below	1,385	66.0	76	50.3
Total	<u>2,097</u>	100.0	<u>151</u>	100.0

GPA	INSTITUTIONAL HRS			
	72 OR ABOVE PSU HRS		45-71 PSU HRS	
	#	%	#	%
3.90 OR ABOVE	95	4.5	17	11.3
3.76-3.89	192	9.2	21	13.9
3.60-3.75	261	12.4	21	13.9
Total of 3.60 +	<u>548</u>	26.1	<u>59</u>	39.1
3.59 OR BELOW	1,549	73.9	92	60.9
Total	<u>2,097</u>	100.0	<u>151</u>	100.0

GPA	INSTITUTIONAL HRS			
	72 OR ABOVE PSU HRS		45-71 PSU HRS	
	#	%	#	%
3.90 or above	95	4.5	17	11.3
3.80-3.89	126	6.0	14	9.3
3.70-3.79	174	8.3	16	10.6
Total of 3.70 +	<u>395</u>	18.8	<u>47</u>	31.1
3.69 or below	1,702	81.2	104	68.9
Total	<u>2,097</u>	100.0	<u>151</u>	100.0

Institution Only	Approximate %	# minimum
U/Missouri St. Louis	n/a	84**
Georgia State University	8-10	54
University of Central Florida	10	72
Kennesaw State University	10	90
Univ. Wisconsin/Milwaukee	20-25	60
Oakland University	15-18	91
Indiana Univ (IUPUI)	10*	90
Purdue (IUPUI)	10*	90
U/Colorado; Colorado Springs	38	67.5
U/ Missouri at Kansas City***		
Cal State/Fresno	25	67.5
Eastern Michigan University	28-29	67.5

Combined

SW Missouri State****	30	90
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- *IUPUI bases their honors on the top 10 percent of **graduates**
- **Missouri Saint Louis counts only their own if the **student has a sufficient GPA** from St. Louis. If not, they'll count in all work from **State University System**
- ***U/Missouri at Kansas City is introducing latin honors in the next year

May 12, 2003

To: PSU Faculty Senate

From: University Budget Committee

Faculty:

Eugene A. Enneking (MTH&STAT) Chair	Dean Frost (PSY)
Judy Anderson (LIBW)	Georg Grathoff (GEOL)
Kristine Baggett (CLAS)	Steve Harmon (XS-SS)
L. Rudy Barton (ARCH)	Duncan Kretovich (SBA)
Erik Bodegom (PHY)	Carol Mack (ED)
David Burgess (OIRP)	Kristie Nelson/Lisa Vuksich (SSW)
W. Robert Daasch (ECE)	Ronald Tammen (SOG)
Grant Farr (SOC)	

Students:

Tracy Earll
Polly Berge

Consultants:

Mary Kay Tetreault, Provost, OAA	Jay Kenton, Vice President, FADM
Mike Driscoll, V-Provost, OAA	Cathy Dyck, Assoc V-President, FADM
Kathi Ketcheson, OIRP	

Subject: Annual Committee Report to Faculty Senate

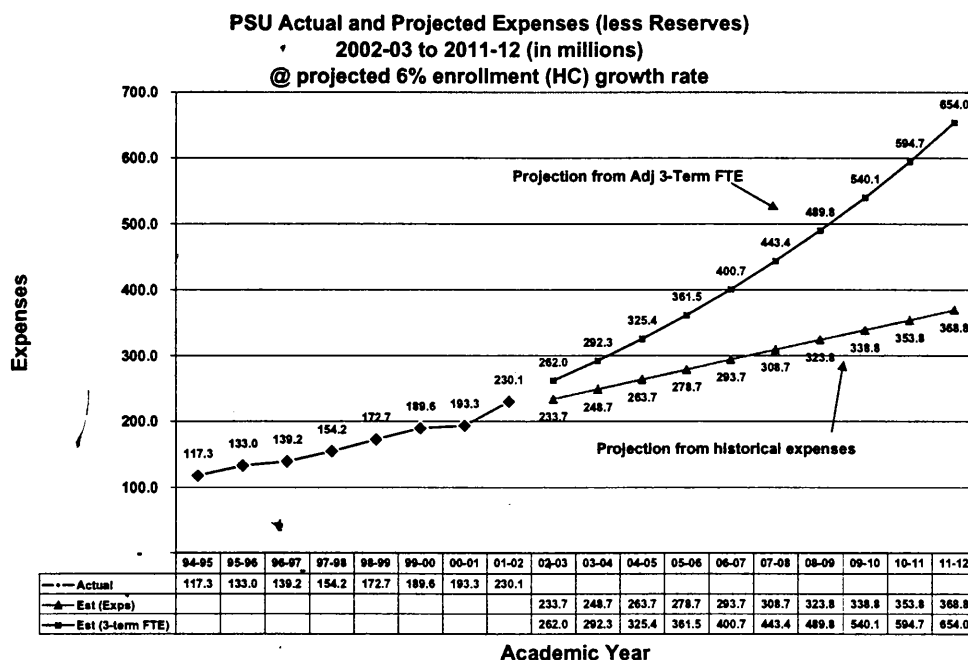
First of all the University Budget Committee would like to thank the Administration for all of its briefings and the information provided to the committee during its regular meetings.

I. Budget review process

The University Budget Committee normal review of budgetary proposals for the next academic year has been primarily assumed by the special Budget and Priority committee-deliberations which are still ongoing. The University Budget Committee considered parallel issues which also fed into B&P committee deliberations. See categories listed below.

II. Enrollment growth

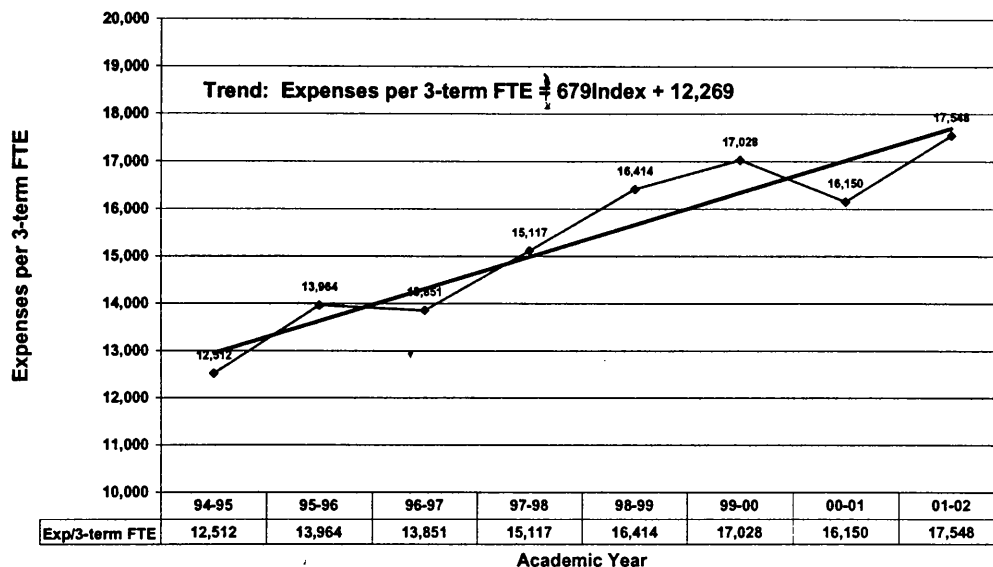
It has been estimated that enrollment at PSU could continue to grow from the current level of approximately 22,000 to 35,000 in 10 years. To support and diversify that growth steps are being taken to build residence halls and attract increasing numbers of non-resident and international students. The current balance of undergraduate to graduate students is about 73% to 27%. A proposed target is two thirds undergraduate (23,000) and one third graduates (12,000) by 2012. A projection of expenses required to grow to that size with growth continuing as patterns in the past is as indicated in following chart.



These projections do not include considerations of support and classified staff, office space, classroom space requirements, and other physical plant requirements to accommodate that growth. Projections are based only on patterns from the past which do reflect some of these growth related issues.

A trend of expenses per 3-term adjusted FTE is displayed in the following chart. 3-term adj FTE from 1990-91 to 2001-02 is 3-term SCH divided by 45 for all undergraduates; SCH/36 for Master's and Post-Baccalaureates, Graduate, and Non-admitted Graduate students; and SCH/27 for Doctoral students. Trend will likely be impacted by budget cuts in the near short term.

**PSU Expenses (less Reserves) per 3-term FTE
1994-95 to 2001-02**



Projecting growth from about 6,000 graduate students currently to 12,000 (8,000 masters and 4,000 PhD level) in ten years will require an increase rate of 7.2% in graduate student enrollment each year. Growth at that rate will require considerably more graduate programs than we currently have. Graduate programs will require tenure-track faculty and supported graduate students all with greater funding requirements. Unless cap on OUS RAM model funding for graduate students is lifted, and indications are that State funding will decrease overall, it is inevitable that graduate programs will have to become highly supplemented with non-State funds either via grants or some other new revenue stream. Intentional long-term planning will be critical.

III. Differential tuition

An analysis of tuition revenue generation and program costs for 1999-00 and 2001-02 was considered. The analysis included RAM model funding and tuition allocated to programs with the goal of assessing relative standings of program costs and revenue generation by academic departments or schools and colleges. Of particular note on the revenue side is the fact that, generally speaking, programs in the lower RAM model matrix cell values produce typically 40% to 50% of revenue from the RAM model and typically 50% to 60% of revenue directly from tuition. On the other hand more expensive programs with higher RAM model matrix cell values produces 55% to 60% of their revenue from the RAM model and 40% to 45% of their revenue from tuition. The RAM model is a differential tuition based funding model while tuition paid directly to the institution is not. Some programs have course or resource fees which act in some ways as an alternative to differential tuition.

One model toward differential tuition is that differential tuition would follow the major declaration. Thus a student majoring in a "higher cost" program would pay the higher tuition for all their courses including courses outside the major. If the higher cost program were to have higher tuition for its own prefix courses this would be closer to what are now course or resource fees. Some discussion ensued around a differential tuition concept for graduate programs. No specific recommendation was put forward at this time. The committee recommends that this matter be continued to be considered as program costs and tuition revenue generation are reviewed.

III. Initiatives.

The following initiatives are identified for University consideration, several of which were first proposed by the 2001-02 University Budget Committee. They are raised in order to find ways to reach beyond immediate budget crisis and help create or build a foundation to improve long-term financial stability for the University. These include both external initiatives (legislature, metropolitan community, and other higher education institutions) and internal initiatives (within purview of Portland State University). The current Budget Committee continues to urge consideration of these initiatives.

a) External Initiatives

- Pursue through the Legislature additional sources of tax revenue.
- Pursue institutional autonomy for PSU including a separate urban area governing board.
- Continue consideration of joint programs, consolidation or merger of PSU and OHSU.
- Consider differential tuition rates according to program cost and market demand.
- Review tuition rates and tuition plateaus and pursue independent institutional authority in setting rates. (Matter is currently under consideration and a proposal is being submitted to OUS at the time this is written.)

b) Internal Initiatives

- Continue incorporation of Summer Session into regular operation of Schools and Colleges as a fourth term.
- Continue work of Enrollment Management work groups. Of particular note to budget committee is the development of funding as growth is managed toward 35,000 students in 10 years.
- Establish formal goals for expenditures as a percentage of State vs non-State funds. Create a target such as 60% State and 40% non-State.
- Pursue Graduate Studies proposal for building research capacity, research centers, and research infrastructure via bonding.
- Create a set of agreed upon program measures, both quantitative and qualitative, that can be used in program development/reductions as pertinent at the time.

IV. A look to the future

The University has made several, incremental, budget cuts responding to budget cut requests in a relative short period of time. We recommend that a review be done of collective cuts over the last five years as a baseline component to be included in longer term planning decisions into the future. A larger, long-term strategy that focuses on middle and long-range initiatives would assess programmatic impacts from recent past and incorporate those impacts into the planning process. Included within this review would be a development of a set of quantitative (enrollment related, cost, revenue, efficiency, etc. measures) and quality (program review, national recognition, etc.) measures (many of which already exist) which can be "pulled from the shelf" for budgetary review, program enhancement or program reduction in a timely way.

Report of the Educational Policy Committee to the Faculty Senate

Prepared by M. Paul Latiolais, Chair

Committee: Judy Andrews, Jacqueline Arante, Mary Ann Barham, Barbara Brower, Darrell Brown, Gina Greco, Karen Karavanic, M. Paul Latiolais (Chair), Brian Lynch, Barry Messer, Judy Patton, Barbara Sestak, Danelle Stevens

In accordance with the **Faculty Governance Guide**, the charge of the Educational Policy Committee (EPC) is to:

“advise the Faculty Senate and the President on educational policies and planning for the University....The Committee shall:

- 1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
- 3) Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities.
- 4) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.”

The EPC was first constituted in March 2003. The Faculty Senate Steering Committee asked the EPC to consider the following two issues:

1. Markers for the undergraduate degree
2. Issues relating to dual listed 400/500 courses

Although the committee would have liked to also “take notice of developments leading to such changes on its own initiative” time constraints made that unfeasible this academic year. The committee did discuss its general charge. There was sentiment that the EPC should actively pursue the identification of issues it should address relating to educational policies whether or not they have been specifically identified by the Faculty Senate or the administration.

With respect to the issue of markers, the Vice Provost for Curriculum and Undergraduate Studies, Terry Rhodes, asked the EPC to:

- i. “Recommend an initial set of markers to the Senate for adoption”
- ii. “Recommend a process for implementing the markers”
- iii. “Present recommendations to the Senate Steering Committee for consideration by the faculty senate.”

In its attempted to address the above charge with respect to the markers, the EPC discovered that it first needed a definition to guide it in the process. The EPC submits the following definition.

June 1, 2003

Definition: A *marker* is a generalized skill or an attribute that the Portland State University faculty has identified as a characteristic that describes what we hope our baccalaureate students are able to acquire by graduation.

The term "marker" was considered by many on the committee to not be an effective moniker for this idea, but no one was able to suggest a suitable replacement term. The EPC did not reach consensus on how to proceed from this definition. Some EPC members felt strongly that the faculty should not proceed with "implementation" of markers until a more encompassing discussion occurs as to whether having markers is beneficial to the university. The majority of the faculty felt that such a discussion can be ongoing as the committee collects data relating to markers and that the collection of data will help facilitate more meaningful conversation.

A preliminary set of markers was received by the EPC as part of its initial charge (Ref: http://portfolio.pdx.edu/Portfolio/Teaching_Learning/UnderGrad_Learning_Goals/Learning_Markers/Markers). The final set of markers will offer a uniform articulation of what our graduates are expected to have learned based on an identification of learning objectives as currently being assessed and articulated by the various teaching units on campus. Some faculty on the committee felt that the markers should be more than that. In particular, they felt that markers should address what learning objectives the faculty as a whole would like students to have attained. The majority of the committee felt that by trying to articulate what the student learning objectives implicitly are currently, we can engender the conversation about what they should be. The EPC unanimously agreed that the preliminary set of markers are not a set that has had sufficient overall faculty discussion to be considered as "coming from" the faculty in any meaningful way. The EPC suggests that we address this issue (and item ii. of Dr. Rhodes request) in the following way:

Development and Assessment of Markers: Assuming no extra funds, the data collected to develop and measure markers will be part of current ongoing assessment efforts. Markers will not be independently defined or measured, nor will departments be asked to measure markers. Initial matching of the preliminary set of markers to departmental student performance objectives has told us that markers as currently understood are being addressed across campus and data is being collected that may be used to measure most, if not all objectives relating to markers. The EPC can use this data to define a set of markers that reflect the learning objectives of the majors, general education and the degree requirements. The EPC can prepare an annual report on some (we anticipate 3-5) markers each year, with the support of the current Assessment Initiative. A more aggressive assessment of university "outcomes" in relation to markers would require additional resources.

Future EPC Annual Reports on Markers: Said report to the faculty senate would include conclusions about what level of skill our graduates have attained on specifically identified areas relating to markers, recommendations as to what (if any) action the Senate should take with respect to this data, recommendations of how to re-articulate these and/or other markers, and recommendations as to what areas to address in the future.

Initial List of Markers: (item i. of Dr. Rhodes' request) It is premature for this committee to recommend changes to the preliminary set of markers other than minor editorial additions. As set out to in the *Refinement and Assessment of the Markers* paragraph, they are an adequate tool to begin the process for establishing markers that reflect the learning objectives of the Majors, general education and degree requirements at Portland State University.

7
Issues relating to dual listed 400/500 courses. The committee discussed the various problems that some units have when graduate students take a course along side undergraduates. It was clear that these issues are discipline specific and no general policy by the university could address them. Indeed, attempting to create a uniform policy within one department to address student problems in one program would hinder students in another program.

EPC Charge for 2003-04: The EPC recommends that assessment outcomes be collected on three specific areas relating to markers next year: written communication, oral communication and quantitative literacy. Written and oral communication were chosen as it was generally agreed these are important areas for student success. Quantitative literacy was generally agreed to be more problematic, but also an important area of educational policy that needed addressing. Part of the charge for 2003-04 would include articulating markers to reflect learning objectives for PSU graduates in those areas as implied by current ongoing assessment activities. The committee may wish to address the articulation of other markers, time and resources permitting.

May 21, 2002

MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair Faculty Senate

Re: Interim annual report from the Graduate Council

Following is the annual report from the Graduate Council for the 2002-03 academic year. The report covers the period from January through June 2003 as this is the transitional year of Graduate Council from a calendar year to an academic year committee.

The Graduate Council is composed of the following members:

MEMBER	Year served	Academic unit
Sarah Andrews-Collier	02	FPA
Michael Bowman	01-02	LIB
Harold Briggs	01-02	SW
Sue Danielson	02	CLAS
Sherwin Davidson	02	CLAS
Stan Hillman	02	CLAS
Agnes Hoffman (resigned)	02	AOF
Roy Koch	01-02	CLAS
Thomas Luba	02	XS
Herm Migliore	01-02	ENGR
Gerard Mildner	01-02	UPA
Jeanette Palmiter	02	CLAS
Donna Philbrick (SAB WSp)	02	SBA
Wayne Wakeland	01-02	AOF
Sandra Wilde	01-02	ED
Student Members:		
Shukhrat Arifdjanov	02	prof, M level
Christine Weihoefer	02	clas, D level

We would also like to acknowledge the assistance provided by the Committee's ex-officio members, Maureen, Orr-Eldred, William Feyerherm and Linda Devereaux.

Program and Course approvals

The Council has met approximately every other week during that period to address Graduate policy (relatively infrequently) and proposal for new graduate programs, program changes, new courses and course changes (primarily). In addition, a subcommittee of the Council with rotating membership reads and recommends on the disposition of graduate petitions.

Following is a list of new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate:

New Programs

Graduate Certificate in Food Marketing and Logistics – new program
 Graduate Certificate in Public Management – new program
 MS in Energy and Environmental Economics – new program
 Ph.D. in Applied Psychology

Program Changes

M.S. Financial Analysis program -- Change in existing program
 MA History - change in existing program (adds specialization in Public History)
 MA TESOL - change in existing program
 Master of International Management (MIM) – change in existing program
 Graduate Certificate in Marriage and Family Counseling – change in existing program

New courses and changes to existing courses

Since January, the Council has also approved 49 new courses and 15 changes to existing courses (including dropping 2 courses).

Petitions

Subcommittees of the Graduate Council have acted upon a total of 56 petitions. The historic approval rate is shown in Table 2. Note that the most common petition is the extension of the 1 year limit on incomplete grades while the next most common is the request to waive the 15 credit hour limit on transfer credits.

Table 1. Petitions acted on by the Graduate Council during the 2002-03 academic year and the results of that action.

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
A	INCOMPLETES					
A1	Waive one year deadline for incompletes	24	23	1	43%	96%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	6	6	0	11%	100%
B2	Waive seven year limit on transfer	1	0	1	2%	0%
C	CREDIT LEVELS					
C3	Change from P/NP to letter grade retroactively	2	2	0	4%	100%
D	DISQUALIFICATION					
D2	Extend probation	4	4	0	7%	100%
D3	Readmission after one year disqualification	2	1	1	4%	50%
F	TRANSFER CREDITS					
F1	Accept non-graded transfer or reserve credit	12	12	0	21%	100%

F7	Unusual transfer case	3	2	1	5%	67%
K	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive University limit on 501 or 505 courses	1	1	0	2%	100%
K2	Waive university limits on omnibus courses	1	1	0	2%	100%
	Total	56				

Table 2. Historic summary of number of petitions, approval rate and graduate degrees granted.

Academic Year	Total Petitions	Percent approved	Grad Degree Awards
2002-03	56	93%	[not available]
2001-02	78	81%	1219
2000-01	79	78%	1237
1999-2000	102	92%	1119
1998-99	84	77%	1088
1997-98	70	80%	998
1996-97	75	91%	1019
1995-96	61	87%	936
1994-95	66	87%	884
1993-94	65	82%	839
1992-93	90	83%	838
1991-92	70	89%	879
1990-91	71	89%	672
1989-90	94	83%	681
1988-89	108	83%	702
1987-88	146	83%	687

Policy changes

The Graduate Council dealt with one policy issue this year, the re-definition of transfer credits, the definition of pre-admission credits and their application toward a student's graduate program. The Senate approved the change in policy as stated below along with details for the application of the new policy:

*A limitation of one-third of the required credits for the master's degree (15 credits maximum in a 45-credit program) will be set for all **Preadmission credits**, which are defined as credits taken at any institution, including PSU, before the term of formal admission to the graduate degree program at Portland State (including Reserved Credits).*

Some policy and procedural issues and future discussion items

In the course of discussion, particularly regarding new programs, but also new courses, there were two questions that consistently arose. These questions were most often related to the two common and closely related issues of resources and quality. We had no time to take up either of these related issues but would like to keep them "on the table" for continued consideration, discussion and potential action in the future.

Faculty resources required to teach new courses and staff graduate programs. Over the past year we have been asked to approve new courses and a few programs that are supported to some degree by adjunct faculty. Several graduate courses have been proposed and approved in which there are no tenure-track or tenured faculty. For a few programs, fixed term faculty support ranges from a portion of the program's course requirements to the majority. We are uncomfortable with this situation for a number of reasons but, lacking guidance to the contrary, will continue to deal with this by deferring to the judgment of the proposing department and school/college.

The quality of the graduate student experience. Related to the issue of budgetary and faculty resources is the issue of the quality of the graduate student experience. Again in evaluating various graduate program course proposal it is clear that many graduate students at Portland State do not have access to courses restricted only to graduate students. It is not clear to the Graduate Council whether this is an intention of the faculty or an inadvertent consequence of changing to the 400/500 designation some time ago. Prior to that time, there was a limitation on the number of credits that a graduate student could take in courses that were equivalent to our current 400/500 designation.

In the absence of guidance from the Senate, the Graduate Council will continue with its present practices for approval of programs by bringing these issues to the Senate as they arise.

C

TO: Faculty Senate

FROM: Daniel O. Bernstine, President

RE: Progress of Presidential Initiatives

DATE: October 6, 2003

I would like you to know how pleased I am with the overall progress and achievements of the four Presidential Initiatives: Diversity, Student Advising, Internationalization and Assessment. Below are listed some of the campus wide accomplishments related to each initiative and a summary of each of the initiatives' goals.

Maintaining energy and activity in these four initiatives will continue to shape an inclusive, welcoming and supportive campus climate for all. During times of fiscal constraints, we often forget that we can stay aligned with our mission without incurring additional expenses. In my opinion, we must continue to support a campus climate that is welcoming and supportive for all faculty, staff and students. Thank you for assisting us in making Portland State University such an environment.

Spotlighting Some Accomplishments of the Initiatives

The Diversity Initiative: When the Diversity Action Council (DAC) was created in 1999 one of their responsibilities was to design a Diversity Action Plan with four goals. The DAC has across campus collaboration and collaborates with units to offer support and/or to engage them in the goals and activities articulated in the Diversity Action Plan. During these last three years, the DAC has continued to solicit and receive feedback on the goals from faculty, students, staff and the Portland community. Listed below are a few of PSUs accomplishments in this area during the last four years:

- Increased the percentage of diverse faculty from 6% to 13%;
- Increased growth of undergraduate students from underrepresented groups by 45.1% (3.7% greater than overall UG growth);
- Increased growth of graduate student from underrepresented groups by 46.1% (31.9% greater than overall graduate enrollment growth);
- Implemented a successful Focus on Diversity series;
- Created a successful Diversity Hiring Resource Team;
- Created a Faculty-in-Residence for Diversity position;
- Created a Diversity Liaison Network, with representatives from nearly every unit across campus;
- Created Connections: A monthly gathering for faculty and staff of color;
- Created and disseminated a quarterly Diversity Initiative Newsletter

Student Advising Initiative: The Student Advising Implementation Team, an outgrowth of the President's Student Advising Action Council, was formed in 2001 at the recommendation of the

- Increased student and faculty participation in student orientation;
- Assisted departments in developing undergraduate advising plans;
- Posted departmental student advising plans to the Institutional Portfolio;
- Designed and disseminated an Undergraduate Advising Handbook;
- Integrated information on the new advising model into all student orientations;
- Created an advising website using the materials in the Advising Handbook and additional advising appropriate information, including links to departmental advising plans;
- Created an on-going series of workshops for undergraduate advisers;
- Began assessment of undergraduate advising initiative.

Assessment Initiative: The Assessment Initiative, created in 1999, is focused on Student Learning Assessment in the long term and Accreditation in the short term. The following Assessment accomplishments bode well for continued institutionalization of the Student Learning Assessment activities:

- Created a Faculty in Residence for Assessment position;
- Created a graduate student assessment course;
- Designed a model for supporting departmental assessment activities;
- Created a consistent assessment model that guides departmental assessment activities;
- Delivered annual assessment symposia;
- Connected Student Learning Assessment activities with Program Review;
- Disseminated PSU's assessment activities nationally

Internationalization Initiative : The Internationalization Initiative, created in 2001, focuses on internationalizing the curriculum of the campus and enhancing international opportunities available to faculty, staff and students. In efforts to achieve these outcomes, the following activities highlight some of the Internationalization accomplishments:

- Created an Internationalization Action Council, as an outgrowth of the Internationalization Task Force;
 - Increased international undergraduate student growth by 39.3% (9.6% higher than overall UG growth);
 - Connected past Portland Peace Corps volunteers with the Internationalization Initiative;
 - Completed the Internationalization Blue Print;
 - Funded multiple faculty and student internationalization mini-grants;
 - Connected PSU with the AASCU's Globalization Action Plan (GAP);
 - Collaborated with ACE on the 'Global Learning for All' activities.
-

President's Initiatives' Goals

The following is an overview of each of the goals for each Presidential Initiative. Explanation of the actions and rationale associated with each located on the initiative websites.

Diversity Goals

Goal #1: Create an institutional environment, curricula and scholarship that enhance learning about diversity and respect for diversity and equality.

Goal #2: Increase the number of students from underrepresented groups who apply, are accepted, enroll and graduate such that, at a minimum, they are represented proportionally to regional (for in-state students) and national (for out-of-state students) populations.

Goal #3: Increase the number of persons from underrepresented groups in the faculty, staff, and administration so that they are represented in proportion to their current availability in relevant job pools and/or their representation in the region.

Goal #4: Increase the number of sustained and mutually beneficial connections with diverse communities.

Internationalization Goals

Goal #1: Increase opportunities for every PSU student to have meaningful contact with other cultures, environments and ecologies through: (a) our academic curriculum, (b) study abroad opportunities, (c) distance learning through the use of technology, (d) international students, (e) faculty visiting our campus, (f) all other aspects of the campus environment, and (g) community-based learning opportunities.

Goal #2: Develop university policies and procedures that encourage leadership and innovation in the creation and delivery of a world class international education.

Goal #3: Increase opportunities for PSU faculty, academic professionals and staff to incorporate international dimensions into their teaching, scholarship, and professional development.

Goal #4: Build on Oregon and the Northwest's emerging sense of themselves as places with an international character and critical links with the rest of the world.

Assessment Goals

All academic departments should strive to achieve the following outcomes for PSU students and their programs:

- clear, intentional, and measurable student learning outcomes;
- a student learning assessment plan that regularly assesses achievement of learning outcomes that are important to student success in the program;

- a process for using the results of the student learning assessments in program planning and management; and
- a process for communicating the results of student learning assessment to the PSU administration through Program Review.

Each academic unit is expected to create a sustainable process that achieves the outcomes for student learning assessment stated above. In order to provide systematic support for this effort, departments and programs are asked to participate in the following activities:

- Create a School/College Assessment Implementation Team composed of the Associate Dean, an appointed School/College Lead Faculty member, faculty team leaders, and an Assessment Graduate Assistant;
- Create a departmental-wide deliberative process that generates a student learning assessment plan to engage faculty in regular reviews that link student work to achievement of learning outcomes; and
- Carry out student learning assessment activities in a manner that generates data useful for program management, Program Review, and accreditation.

Student Advising Goals

- Assist departments in the development of holistic undergraduate advising plans.
- Communicate departmental holistic undergraduate advising plans in appropriate venues.
- Identify and address central advising needs.
- Facilitate interaction between departments and central advising.
- Assess the effectiveness of the holistic undergraduate advising model and modify as needed.

August 28, 2003

TO: Sarah Andrews-Collier, Secretary to the Faculty
FROM: Robert Mercer, Chair, Academic Requirements Committee
SUBJ: Amendment to the new honors policy

The Academic Requirements Committee recommends the amendment of part one of the new honors proposal passed in the Senate in the Spring 2003. After passage of the proposal, the Senate directed the ARC to bring forward an amendment to the GPA categories for the awarding of honors. Part I, passed by the Senate at the June meeting reads as follows:

Initiate the use of latin terminology for graduation with honors.

Summa cum laude ---3.85 – 4.00

Magna cum laude ---3.70 – 3.84

Cum laude ---3.50 – 3.69

Our amendment:

Initiate the use of latin terminology for graduation with honors.

Summa cum laude ---3.90 or above

Magna cum laude --- 3.80 -- 3.89

Cum laude --- 3.67 -- 3.79

I'll be happy to provide additional information as needed for the October meeting. I've been assigned to jury duty on the day of the October Senate meeting. If it turns out that I can't be there, I'll make certain to have another member of the Committee (or a member of the out-going Committee) available to answer questions.

2001-2002 Bachelor's Degrees Granted by GPA by Institutional Hours
Portland State University

GPA	INSTITUTIONAL HRS			
	72 OR ABOVE PSU HRS		45-71 PSU HRS	
	#	%	#	%
3.90 or above	95	4.5	17	11.3
3.80-3.89	126	6.0	14	9.3
3.67-3.79	221	10.5	20	13.2
Total of 3.67 +	<u>442</u>	21.1	<u>51</u>	33.8
3.66 or below	1,655	78.9	100	66.2
Total	<u>2,097</u>	100.0	<u>151</u>	100.0

MEMORANDUM

September 22, 2003

TO: PSU FACULTY SENATE

FROM: Faculty Senate Steering Committee

RE: Curriculum Committee Proposals, Forwarded June 2, 2003
Minor in Native American Studies
Minor in Film Studies
New Course - Phil 314

Minor in Native American Studies (attached)

Minor in Film Studies (attached)

Phil 314

Computer Ethics (4)

Examines the moral principles and judgments relevant for appraising key tools of computer ethics. Topics include: ethical aspects of new information technologies; are technologies value-laden; potential abuses and their social consequences; freedom, privacy, and control; security, reliability, and professional responsibilities--risks, control, and regulations; piracy and ownership; ethics of hacking; ethics of virtual environment, and international aspects of new technologies. [NEW]

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE MINOR IN NATIVE AMERICAN STUDIES

Native American Studies (NAS¹) is a interdisciplinary program with coursework (presently) drawn from Anthropology, English, History, Public Administration, and Social Work (we anticipate the eventual inclusion of new courses from other disciplinary departments and schools). The substantive focus of this curriculum is the histories and cultures of American Indians, Alaska Natives, and , eventually, Native Hawaiians. The central scholarly method shared among the constituent disciplines of NAS is the comparative study of indigenous peoples in the United States using simultaneously the methods of the Social Sciences, Humanities, and relevant bodies of scholarship from the professions. The minor is meant to serve three primary student constituencies: 1) students who have a serious academic interest in Native Americans, who wish to combine study of Native Americans with their major; 2) students who plan careers in Indian or native affairs; and 3) students who have a nascent interest in Native Americans and wish to fulfill their general education requirements with courses in this area.

The proposed program is timely in two ways. First, tribal governments in Oregon and the greater Northwest are increasingly becoming active governance entities, acting in concert with municipal, state, and federal agencies and governments. This program will prepare students to work for tribal governments and native-oriented agencies and organizations as professionals, or with tribal governments as informed professionals in agencies not specifically dedicated to native issues, but which must interact with tribal governments on a government-to-government basis. Second, the proposed program will serve as a central activity in PSU's new Native American Student and Community Center to open in the Fall of 2003.

REQUIREMENTS FOR MINOR

	Credits
NAS 201 Introduction to Native American Studies	4
24 upper-division credits (6 courses) in NAS or approved courses	24
NAS 404 Cooperative Education/Internship	4
Total Credits	32

DEDICATED NAS COURSES:

- ANTH 313 Indian-White Relations
- ANTH 314 Native Americans
- ANTH 364 Pacific Northwest Prehistory
- ANTH 365 North American Prehistory
- ANTH 417 Advanced Topics in Native American Studies [course proposal submitted with Anthropology Department course proposals]
- ANTH 422 Contemporary American Indian Policy
- ANTH 464 Topics in Northwest Prehistory
- ENG 309 American Indian Literature
- ~~HST 330~~ ~~HST~~ Native Americans of Eastern North America [course proposal submitted with History Department course proposals]
- ~~HST 331~~ ~~HST~~ Native Americans of Western North America [course proposal submitted with History Department course proposals]
- ~~HST 349~~ ~~HST~~ United States Indian Policy [course proposal submitted with History Department course proposals]
- NAS¹¹ 201 Introduction to Native American Studies
- NAS¹² 404 Cooperative Education/Internship

NON-DEDICATED COURSES APPROPRIATE FOR NATIVE AMERICAN STUDIES CREDIT ON APPROVAL BY ADVISOR:

- ANTH 456 Issues in Cultural Resource Management
- ENG 308 Cultural Studies in Literature
- ~~ENG 308~~ (Native American Women Writers)
- ENG 447 Major Forces in Literature
- ENG 448 Major Figures in Literature
- ENG 449 Advanced Topics in Cultural Studies
- Course in TOPIC: Modern Federal Indian Law (Departmental designation pending)
- Course in TOPIC: Introduction to Indian Child Welfare and the Indian Child Welfare Act (Departmental designation pending)

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE INTERDISCIPLINARY FILM STUDIES MINOR

Portland State University
Departments of English, Communications, and Theatre Arts

DESCRIPTION OF INTERDISCIPLINARY FILM STUDIES MINOR

Program Overview:

This is a proposal by the Departments of English, Communications, and Theatre Arts for an interdisciplinary undergraduate minor in Film Studies. Student credit hours for this degree option would include a broad based mix of coursework in the history of cinema, film criticism and theory, film journalism, screenwriting, and film/video production. The three participating departments have been building a curriculum in Film Studies steadily over the last five years, partly in response to nationwide developments across the disciplines, but also because of a growing interest among the students that we teach.

The three sponsoring departments, along with a number of other cross-listing departments across the university, now have a broad enough curriculum to make viable a minor in film studies -- indeed, we have sufficient offerings to support a *major* in the area. The English department alone has hired several new faculty members with a specialization in Film Studies during the past three years, and the department currently offers an average of twelve courses per year in the field. These offerings can now be combined with those of other departments at Portland State University—including Black Studies, Foreign Languages and Literature, Communication, and Theater Arts. These offerings are all highly complementary to the textual and cultural approach of English department faculty, and provide a broad range of scholarly and practical possibilities for PSU students. The participating departments have already developed a list of courses that could count regularly toward the minor.

This minor will be a joint program developed and taught in partnership by the three primary departments: English, Communications, and Theatre Arts. Administrative duties will be shared by the three primary departments. Any necessary program changes or curricular modifications shall take place after joint discussion by these departments. Graduation checks will be reserved for individual departments. Students not pursuing a B.A. in Theatre Arts, English, or Communications will have their graduation checks and general advising performed by the Department of English.

This program would be operational immediately upon approval.

Course of Study

To earn the Minor in Film Studies, students will be required to complete 28 advisor-approved Film Studies courses. Transfer credits would be accepted upon advisor review. Credits will be applicable to the student's major as well. Please note that all courses listed below are upper-division courses. To receive the Minor, students must take at least 16 credits, or four courses of three credits or more, at either PSU or the NWFC. All courses for the Minor must receive a letter grade. In other words, Pass/No Pass credit will not count toward the Minor.

Please Note: *The Minor is available to all undergraduates enrolled at PSU. Students in the Departments of Theatre Arts, Communication, or English should consult their department advisor for a complete list of course requirements. Students in other programs should consult with the program coordinator for further information. The current program coordinator is Dr. Michael Clark, Department of English, 503-725-4956.*

Below is a list of existing courses that would apply to the Minor from offerings in English, Writing, Communications, Theatre Arts, and the Northwest Film Center:

- English 305: *Literature and Film* (Recent courses organized under this course number include the following. All courses are 4 credit hours):
 - American Film ENG 305-001
 - Classical Hollywood Cinema ENG 305-002
 - History of Cinema I ENG 305-003
 - History of Cinema II ENG 305-004
 - Film Noir ENG 305-005
 - Films of Hitchcock ENG 305-006
 - Films of Elia Kazan ENG 305-007
 - 'Hollywoodizing' Asian American Literature ENG 305-008
 - Celluloid Shakespeare ENG 305-009
 - Film: Utopia/Dystopia ENG 305-010
 - Film and Social Justice ENG 305-011
 - The Films of Sundance ENG 305-012
 - Film and the Novel ENG 305-013
 - Genre: The Road Movie ENG 305-014
 - Genre: Sixties Spy Films ENG 305-015
- English 300 Critical Approaches to Literature 4 credits
- Writing 410 Writing About Film: Race and Gender 4 Credits
- Writing 416 Screenwriting 4 Credits
- English 304 Critical Theory of Cinema 4 Credits
- English 305 The Art of Filmmaking (NWFC) 3 Credits
- English 305 Digital Video Editing (NWFC) 3 Credits
- English 305 Film Editing (NWFC) 3 Credits
- English 305 Grand Illusions (NWFC) 3 Credits
- English 491 Advanced topics in Critical Theory of Film 4 Credits

- Theatre Arts 370U *HITCHCOCK* 4 cr
- Theatre Arts 370U American Cinema/American Culture *I, II* 4 Credits
- Theatre Arts 370U Shakespeare and Film 4 Credits
- Theatre Arts 370 U Film Genres 4 Credits
- Theatre Arts 370U Stardom 4 Credits
- Theatre Arts 370U Sex, Violence, and Popcorn 4 Credits
- Theatre Arts 370U Vietnam on the Screen 4 Credits
- Theatre Arts 399 Classic Movies 4 Credits
- Theatre Arts 399 Understanding Movies 4 Credits
- Theatre Arts ~~408~~ *348* Acting for the Camera 4 Credits
- Theatre Arts 370U 1950's Media and Culture 4 Credits
- Theatre Arts 370U *THE 70'S FILM & TEL RENAISSANCE* 4 cr
- Communications 399 Film Studies I/II/III 4 Credits
- Communications 399 Media Law and Politics 4 Credits
- Communications 452 Gender and Race in the Media 4 Credits

Film Studies courses taught through Black Studies, Foreign Languages and Literature, Art, History, Sociology, and other academic sectors at PSU would also be counted toward the degree, upon approval of a student's advisor and the sponsoring department. We have a partial list of such courses below:

- Foreign Languages 399U: *International Cinema* 4 credits
 - Italian Cinema FL 399U
 - French Cinema FL 399U
 - Danish Cinema FL 399U
 - German Cinema FL 399U
 - Russian Cinema FL 399U
 - Spanish Cinema FL 399U

Students who complete the minor will have gained a rich understanding of the medium of film. They will have acquired a basic understanding of the technology of the medium, be familiarized with its history, learn how to write academically and journalistically about film, and gain a theoretical grasp of the power of visual culture in contemporary life.

To: Faculty Senate

From: Advisory Committee on Academic Information Technology

Re: Committee Report on AY 2002-2003

Date: September 15, 2003

The Advisory Committee on Academic Information Technology (ACAIT) has worked on a variety of topics and issues during the 2002-03 academic year. Attached is a report of the major project undertaken by the Committee entitled, *Guidelines for Further Development of Distributed Learning at Portland State University*. The report reflects the work of an ACAIT subcommittee and review by the full committee over the past two academic years in response to its charge. An *Executive Summary* provides an overview of primary topics and recommendations.

There were three additional specific areas in which the committee was asked to collaborate with others on campus. Below is a brief indication of progress on those earlier requests.

- That the Office of Information Technology's Academic Policy Committee, or similar body that has faculty representation, develop a clear policy statement on centralized and de-centralized infrastructure systems. The campus needs to resolve what should be provided from the center and what should be more localized. Resources do not allow us to be unclear about who provides what services, acquisitions, etc. - a collaborative approach is needed.

Action: During 2002-2003 the question of best use of centralized and decentralized services was referred to the Administrative Systems Priority Committee (APC), chaired by Dan Fortmiller. The majority of the members of the committee are focused on planning administrative systems and related infrastructure. Within the scope of these systems, the centralization of services is almost always the preferred approach. After brief discussion of the matter it was clear that the APC committee had too narrow a perspective to fully consider the question for the entire campus. The issue will be undertaken during the 2003-04 AY by ACAIT.

- The Research Advisory Council, or similar body, in the Office of Research and Sponsored Programs needs to be established and charged to develop an

overall strategy for moving research computing forward. Without a well-articulated infrastructure and policies, our research progress will stall.

Action: The sense of the Research Advisory Council and the Vice Provost for Research and Graduate Studies was that the business infrastructure issues - project management, accounting, processing transactions and HR issues - were substantially more important than the need for advanced computing on campus. They therefore deferred that discussion to a later time. If research computing required any significant resource increase, they would advise against that until more general issues of research support and infrastructure were addressed. An ad hoc group from OIT and several academic departments was assembled and considered some of the available hardware solutions related to possible development of parallel computing clusters. The group agreed to try to collect information from likely users and identify some resources (space, dollars, personnel in OIT) to develop a beginning cluster pilot option for higher powered computing capability.

- Technology is one tool related to student learning. The Teaching and Learning with Technology Roundtable, or a similar body, needs to articulate what PSU's expectations are for student learning with technology, and the needs of faculty who wish to use technology in their teaching.

Action: A survey of faculty was conducted. Primary finding is that faculty support the need for all PSU students to be technology literate and that it should be part of general education for all students. Basic computer technology use is a part of the first two years of University Studies. The Faculty Senate's Educational Policy Committee is developing markers of the Baccalaureate Graduate that may include technology literacy - three proposed markers are being examined during AY 2003-04.

- Teaching distance or distributed courses is expensive and time consuming to develop (and sometimes to deliver). The ACAIT needs to recommend guidelines that guide the investment of institutional resources to support and encourage faculty to develop distance and distributed courses and programs to more effectively meet high or low student demand, access for under or unserved students, and to meet faculty and student expectations for technology-mediated teaching and learning.

Action: see attached report.

Recommendations:

- ◆ 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:

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

- ◆ 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.
- ◆ 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.
- ◆ 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.

The committee would be more than pleased to discuss its report and recommendations with you.

Sincerely,

Terrel L. Rhodes (OAA), chair

2002-2003, ACAIT Members

Judy Anderson, LIBW
David Bullock, GSE
Michael Emch, GEOG
Bill Feyerherm, Grad School
Thomas Luba, SES
Daniel Pirofsky, ART
Barton Massey, CS
Janet Hamilton, SBA
Nancy Koroloff, GSSW

Gerardo Lafferriere, MTH
Robert Sanders, FLL
Randy Zelick, BIO

Consultants:

John Rueter, Faculty in Residence, TLTR
Kathi Ketcheson, OIRP
Mark Gregory, OIT
Mark Kramer, OIT
Nate Angell, OMC

Att: Guidelines for Further Development of Distributed Learning at PSU

July 9, 2003 - DRAFT

Distributed and Distance Education at Portland State University

PSU On-Line

The Provost appointed a task force in 2002 to coordinate information technology on campus in support of the academic mission of the University and to advise her on policies and actions to enhance IT across the campus. Appointed to the task force was the Vice Provost for Curriculum and Undergraduate Studies, the Dean of Extended Studies and the Executive Director of the Office of Information Technology.

In addition, the Provost and the Vice President for Finance and Administration appoint the members of the Advisory Committee on Academic Information Technology (ACAIT) that advises on the academic use of IT. A specific charge to the ACAIT for the academic year 2002-03 was to develop recommended guidelines to shape the investment of institutional resources to support and encourage faculty to develop distance and distributed courses and programs. A subcommittee of ACAIT, including ACAIT members and many other relevant individuals, developed a comprehensive set of recommended guidelines for Distributed Learning at Portland State University. The Task Force has reviewed the Guidelines and the recommendations and proposes the following as an initial step in order to advance distributed learning at PSU beginning in the 2003-04 academic year.

Setting Institutional Priorities for Distributed Learning

The Provost and the Vice President for Finance and Administration will approve a list of distributed learning priorities for the University in consultation with the Council of Deans. The distributed learning task force will develop a list of courses and programs, reviewed by ACAIT, within the priorities for recommendation to the Provost and the Vice President to establish a three year plan for the allocation of central, institutional resources for the support of distributed learning. The priorities will be periodically reviewed and updated as projects are completed. Some institutional level resources will continue to be available to support individual faculty development projects; however, the primary allocation of resources will be focused on courses and programs identified as priorities for the University under the attached criteria.

Support for Distributed Learning – Institutional Resources

Virtually all of the resources for the support of distributed learning are located in the Office of Information Technology – Instructional Resources Services Department (OIT-IRS), and Extended Studies with participation in advertising, scheduling, training and development by the Center for Academic Excellence. It is recommended that all of these resources be considered to be part of a pan-University, virtual “PSU On-line.” There will be no change in reporting or resources. PSU On-line will initially include three positions

in Extended Studies and four positions in the OIT-IRS. The individuals in these areas are already working very well together and collaborating on many projects and activities. PSU On-line will be a unified structure that will encompass a specified portion of the time of a specified set of people in these units that will be coordinated for the development of distributed courses/programs through the established priorities. The Information Technology Task Force will negotiate with the appropriate managers and individuals who and how much will be devoted to PSU On-line. This action formalizes what is currently occurring in a less coordinated and focused manner.

Other institutional programs related to distributed learning, e.g. PSU grant programs to support course redesign, CAE training, etc. will give preference to supporting faculty and staff proposals that focus on institutional priority courses and programs.

Benefits

- Enhanced ability to leverage pooled resources – people, software, expertise and training
- More effective use of resources through focusing on University-wide priority courses and programs
- An integrated technical, design and training work team that amplifies individual strengths and abilities
- Higher quality educational experiences for students and faculty
- Potentially increase total number of course and programs that take advantage of distributed learning technology

Guidelines for Further Development of Distributed Learning at Portland State University

Submitted to ACAIT April 2003

SUMMARY RECOMMENDATIONS

PSU has a reputation for serving the diverse needs of students and the community. PSU has already invested in improving the technical and computer infrastructure of the university to support a variety of online and distributed learning needs. This infrastructure includes a computer for every faculty and staff member, a robust network and systems for high speed internet access, and multiple computing labs for student use.

Over the past five years, PSU has slowly built distributed learning options for students through individual courses, certificate programs, and graduate degree programs. As the need for life-long learning increases in our population, an entire market of potential students is looking for alternatives to attending traditional classroom-based courses. They are looking for opportunities to continue their education while working full time and maintaining family and community commitments. Distributed learning offers some of those opportunities. PSU is poised to further capitalize on that need and to enhance its reputation as a leader in technology-based learning and teaching.

PSU has already made inroads to the international student market both by bringing students to PSU and by reaching out to other countries. The outreach portion can be significantly increased through the use of online technology. PSU has the personnel expertise and the technological sophistication to take the next step and to become a globally recognized institution in the delivery of technology-based learning.

VISION: PSU will lead the state in becoming a model for using technology to cultivate student-centered learning in ways that enhance instructional quality, maximize current resources, build on the PSU community-service model, enhance innovative faculty/student interactions, and invite further diversity into the learning community.

INSTITUTIONAL GOALS: Specific goals for the development and delivery of technology-based learning in teaching are:

- Capitalize on the expertise of our faculty, by providing increased support in the creation and development of alternative program delivered to a wider and more diverse student population.
- Provide a coordinated effort of collaboration among departments and support personnel, such as librarians, instructional designers, multimedia technologists, mentors, and advisors in the development, marketing, and delivery of distributed learning options.
- Save money and time by combining personnel resources, reusing learning materials, and merging marketing efforts that highlight alternative delivery options.
- Maximize the use of classroom and office space and increase profitability by creating significantly reduced seat time (or no seat time) course options and encouraging telecommuting for teaching those courses.

- **Attract new faculty and students because of a commitment to educational excellence and innovation.**
- Further develop undergraduate alternatives for degree completion, increasing retention and graduation rates.
- Develop a learner-centered teaching and student services environment accessible to students 7 days a week and 24 hours a day.
- Align classroom scheduling with distributed coursework to encourage savings in campus facility expenditures
- Establish additional elite professional and graduate programs that meet the needs for continuing education, lifelong learning, and workforce development.
- Support the President's internationalization initiative by providing international distance learning opportunities, using technology to engage with others throughout the region, state, nation and around the world.

GUIDING PRINCIPLES FOR DISTRIBUTED LEARNING AT PSU:

1. Distributed course components and interactions will meet the same high standards of academic rigor as face-to-face courses and will be designed in accordance with sound principles of pedagogy, instructional design and presentation.
2. Distributed course components and interactions will foster high student involvement in learning.
3. Distributed course components and interactions will be designed to maximize the faculty expertise in their disciplinary area while minimizing the administrative and technical duties associated with methods of distributed delivery of content. In other words, courses should be designed to emphasize the quality of faculty-student interaction, not the quantity of those interactions.
4. Distributed course development and implementation will support the principle of academic freedom, allowing instructors *"freedom in the classroom in discussing their subject"* (1940 Statement of Principles on Academic Freedom and Tenure). Technology will not be used to undermine the *"usual norms and responsibilities of supervision and oversight associated with the functions of the department."*
5. Content and presentation of course materials will be under the control of the faculty member to the extent consistent with academic freedom and the institution's stated course quality standards. PSU reserves the right to maintain and manage course materials for the purpose of supporting future course development.
6. Support for students distributed geographically will meet the same high standards of quality applied to campus-based student support. All reasonable technological and organizational methods will be applied to ensure that distributed students have unfettered access to the resources of the university and can participate in the wider campus community without having to be physically present in Portland.

7. Distributed course development will be undertaken to benefit the entire PSU community and not simply one department or entity. To the extent possible, academic and organizational units will not be put in competition for basic budget expenditures that are incurred as a normal part of their duties. This is not meant to discourage "healthy" competition that serves to demonstrate and distribute innovative ideas.
8. Distributed course deployment will be consistent with standards of security for students and staff.
9. Distributed course development and deployment will be consistent with applicable copyright laws.
10. Librarians will collaborate with course instructors to create library instructional materials to further the information literacy standards established by the Association College & Research Libraries.

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