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## Faculty Senate Monthly Packet May 2007

Portland State University Faculty Senate

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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have sufficient notice of curricular proposals, and time to review and research all action items.

If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate.



**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 **May 7, 2007**, at 1500 in room **53 CH**.

### AGENDA

- A. Roll
- \*B. Approval of the Minutes of the April 2, 2007, Meeting
- C. Announcements and Communications from the Floor
  - President's Report
  - Provost's Report
  - OUS Board Member, Dr. Dalton Miller-Jones

### NOMINATIONS FOR PRESIDING OFFICER FOR THE 2007-08 PSU FACULTY SENATE

- D. Unfinished Business
- E. New Business
  - \*1. Undergraduate Curriculum Committee Proposals – Miksch
- 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. Academic Requirements Committee Annual Report - Hottel
  - 2. Advisory Council Annual Report - Burns
  - \*3. General Student Affairs Committee Annual Report – Blazak
  - \*4. Intercollegiate Athletic Board Annual Report - Squire
  - \*5. Library Committee Annual Report - Atkinson
  - \*6. Scholastic Standards Committee Annual Report - Loney
  - \*7. Teacher Education Committee Annual Report – Ruben
  - 8. Report of the IFS Meeting of 6-7 April at WOU – Wollner  
<http://www.uoregon.edu/~ifs/dir07/IFSApr67-07.html>
  - \*9. Report of Assoc/Asst Dean's Task Force on Classroom Scheduling - Hoffman
- H. Adjournment

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

- B Minutes of the April 2, 2007 Meeting and attachments
- E-1 University Curriculum Committee Course and Program Proposals
- G-1 Annual Report of the Academic Requirements Committee
- ~~G-2 Annual Report of the Advisory Council~~
- G-3 Annual Report of the General Student Affairs Committee
- G-4 Annual Report of the Intercollegiate Athletic Board
- G-5 Annual Report of the Library Committee
- G-6 Annual Report of the Scholastic Standards Committee
- G-7 Annual Report of the Teacher Education Committee
- G-9 Report of Assoc/Asst Dean's Task Force on Classroom Scheduling

*Secretary to the Faculty*

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**\*\*\* 2006-07 PSU FACULTY SENATE ROSTER \*\*\***

**\*\*\*\*2006-07 STEERING COMMITTEE \*\*\*\***

Presiding Office: Kathi Ketcheson  
 Presiding Officer Pro tem: Gwen Shusterman  
 Steering Committee: Martha Balshem,  
 Cheryl Livneh, Patricia Wetzel &  
 John Rueter (Comm on Comm), *Ex officio*

**\*\*\*\*2006-07 FACULTY SENATE\*\*\*\***

**All Others (16)**

†Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Ingersoll, R	IASC	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007
Angell, Nate	OMC	2008
Baccar, Cindy	ADM	2008
Ketcheson, Kathi	OIRP	2008
*Santen, David (Gregory)	OMT	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008
Barham, Mary Ann	IASC	2009
*Collins, Mary (Yackley)	SHAC	2009
Jagodnik, Joan	IASC	2009
Luther, Christina	INTL	2009
Ryder, Bill	ADM	2009

**Business Administration (6)**

Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007
Buddress, Leland	SBA	2007
Ramiller, Neil	SBA	2008
Yuthas, Kristi	SBA	2008
Brown, Darrell	SBA	2009

**Education (6)**

* Lenski, Susan (Halverson)	ED	2007
Stevens, Dannelle	ED	2007
Caskey, Micki	ED	2008
* Kim, Dae Y. (Isaacson)	EPFA	2008
Cress, Christine	ED	2009
Thao, Yer	ED	2009

**Engineering and Computer Science (10)**

Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
†Shapiro, Leonard	CMPS	2007
Black, Andrew	CMPS	2008
Feng, Wu-chi	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Brown, Cynthia	CS	2009
Chrzanowska-Jeske, M.	ECE	2009
Devletian, Jack	ECS	2009

**Extended Studies (3)**

†Sedivy, Glen	XS-ESP	2007
Livneh, Cheryl	CEED	2008
Fritzsche, Vincent	XS PDC	2009

**Fine and Performing Arts (5)**

†Fosque, Walton	ART	2007
Tate, William	TA	2007
Knights, Clive	ARCH	2008
*LePore, William (Fletcher)	ART	2008
Wattenberg, Richard	TA	2009

**Library (3)**

†Larsen, Thomas	LIB	2007
Brenner, Michaela	LIB	2008
Paynter, Robin	LIB	2009

**Liberal Arts and Sciences (40)**

Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Collier, Peter	SOC	2007
*Sanchez, Eric (Crawshaw)	PHY	2007
*Elzanowski, Marek (L. Mercer)	MTH	2007
Fischer, William	FLL	2007
†Kominz, Laurence	FLL	2007
*Mandaville, Jon (Biolsi)	HST	2007
†Morgaine, Carol	OCCD	2007
†Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
Jacob, Greg	ENG	2008
Kapoor, Parya	SP	2008
†Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Weasel, Lisa	BIO-ORB	2008
Wetzel, Patricia	FLL	2008
Works, Martha	GEOG	2008
Arante, Jacqueline	ENG	2009
Blazak, Randy	SOC	2009
Bodegom, Eric	PHY	2009
Dillon, Tracy	ENG	2009
Farr, Grant	SOC	2009
Garrison, Tim	HST	2009
Jiao, Jun	PHY	2009
Hickey, Martha	FLL	2009
Liebman, Robert	SOC	2009
*Perlmutter, Jennifer (Miller-Jones)		2009
†Reese, Susan	ENG	2009
Stovall, Dennis	ENG	2009
Zelick, Randy	BIO	2009

**Other Instructional (4)**

† MacCormack, Alan	UNST	2007
Flower, Michael	HON	2008
Labissière, Yves	UNST	2008
Fallon, Ann	UNST	2009

**Social Work (7)**

Hunter, Richard	SSW	2007
† Jivanjee, Pauline	SSW	2007
Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008
Talbot, Maria	SSW	2009
Wahab, Stephanie	SSW	2009

**Urban and Public Affairs (8)**

McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007
Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008
† Brodowicz, Gary	PHE	2009
Messer, Barry	USP	2009
Sussman, Gerry	USP	2009

\*Interim appointments indicated with asterisk

†Member of Committee on Committees

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, April 2, 2007  
**Presiding Officer:** Kathi Ketcheson  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Angell, Arante, Barham, Blazak, Brenner, C. Brown, D. Brown, K. Brown, Buddress, Bulman Burns, Cardenas, Carter, Caskey, Cherzanowska-Jeske, Clucas, Collier, Cotrell, Devletian, Elzanowski, Fallon, Farquhar, Feng, Fischer, Flower, Fosque, Fritzsche, Garrison, Gregory, Hagge, Hickey, Ingersoll, Jagodnik, Jivanjee, R. Johnson, Ketcheson, Kim, Lall, Larson, LePore, Luther, MacCormack, Maier, Mandaville, McBride, Medovoi, Messer, Morgaine, Reder, Reese, Rueter, Ryder, Sanchez, Squire, Stevens, Stoering, Stovall, Talbot, Tate, Thompson, Wadley, Wahab, Wattenberg, Wetzel, Works, Zelick.

**Alternates Present:** Garbarino for Baccar, Masta for Weasel, Hook for Black, Rueter for Bodegom, Johnson for Labissière, Gilliland for Livneh, Harmon for Sedivy.

**Members Absent:** Agorsah, Balshem, Bertini, Brodowicz, Collins, Cress, Dillon, Farr, Hunter Jacob, Jiao, Kapoor, Knights, Kominz, Lenski, Liebman, Mathwick, Perlmutter, Paynter, Powers, Ramiller, Rectenwald, Santen, Schechter, Shapiro, Sharkova, Shattuck, Shusterman, Sussman, Thao, Wamser, Watanabe, Wollner, Yuthas.

### **Ex-officio Members**

**Present:** Andrews-Collier, Desrochers, Feyerherm, Fung, Gregory, Koch, Mack, Miksch, McVeety, Morse, Nelson, Ostlund, Patton for Sestak, Smallman.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE MARCH 5, 2007, MEETING**

The meeting was called to order at 15:10. The minutes were approved with the following correction:

p. 33, para. 7, first sentence. Theater Arts is not part of the Media Studies Cluster

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

#### **Added to the day's agenda:**

E.6. Proposal for Name Change – School of Social Work

F.1. Question for Provost Koch

Jacqueline Temple, Graduation Program Board Chair, introduced committee members, presented data on faculty Graduation attendance and requested senators to urge their colleagues to attend Graduation. They want to increase faculty attendance of 28% in 2006, by 40% for 2007.

### **President's Report**

The President's Report was cancelled because he was not in attendance.

### **Provost's Report**

KOCH noted that enrollment has rebounded slightly, being up approximately ½%. This is very important with respect to protecting our fund balance for this year. There will be a Part 2 of the faculty symposium held in January, to be held May 6, 2007 in the morning. At the last State Board meeting, the Provost's Council recommend that the MM in Jazz Studies receive an external review in preparation for board approval. KOCH also noted that he helped provide testimony last month on HB 3024, the PSU-OHSU "merger" bill, along with Chancellor Pernsteiner and Provost Hallock of OHSU.

### **Vice President for Finance Report**

DESROCHERS and KOCH presented on the status of our Internal Budget Process 0708 and the proposed OUS budget for 2007-09. There are three goals with respect to our budget, to replenish the fund balance by approximately \$3 Million, to address the recurring permanent short fall of approximately \$3 Million, and to identify strategic investments, building on what was done last year. Regarding the status of the Governor's proposed budget for the next biennium, the Ways and Means Co-chairs presented their proposed reductions last week, reducing the Governor's budget by about 4%, and reducing the capital outlay by 83%. In the 4% reduction, about 2% of that is for general campus reductions, and 2% that targets specific programs. The community colleges saw a more substantial reduction as recommended by the Co-chairs. It is clear that the Governor's budget will not be realized, but it remains unclear how much ground we will be able to regain, especially with respect to the capital budget.

FLOWER asked what is the thinking about faculty-student ratios and salaries. DESROCHERS stated it is unclear. We are trying to get an understanding about these issues, however.

KOCH spoke to the issues of 2007-08 internal reductions, noting that there isn't much to cut and that more revenue is needed (overhead attached). He noted that our tuitions are lower than our colleagues in the state, therefore we are proposing several strategies including an increase in graduate tuition, a low residency MFA in FPA, increasing freshmen enrollment, instituting a course fee to cover SINQ mentors, and aggressive improvements in retention. We received \$6 Million in requests for reinvestments, and they are prioritized on the list into two groups, neither having to do with academic programs, which we will wait on for the time being. All details are

posted on the FADM Budget webpage. DESROCHERS concluded by cautioning that we mustn't pit higher education against K-12, because we need to educate the state that there is a continuum in education.

R. JOHNSON thanked the administration for their transparency, and reminded Senators of the April 9 and 11 hearings, 1-2 p.m. on the proposed internal changes.

#### **Vice Provost's Report on Conflict of Interest Policies**

FEYERHERM discussed the policies (overhead attached) noting that there is increasing pressure regarding outside employment and conflict of interest from state and federal interests, but that the policies remain the same as they have been. The collective bargaining agreement clearly recognizes outside engagement with community enterprise, however, we have to monitor the potential for conflict of interest by asking people to disclose their engagement. He noted that in the twelve years he has held in his job, not one of these proposals has been disapproved. The point is that this is not a control mechanism, but a mechanism for mutual protection, making certain that all of our activities are above board and will pass tests of internal audits. All faculty should be following this form, from OGSR, and no other.

#### **Vice President for Development Report**

McVEETY noted that Tuesday is PSU Day at the Capitol, and urged faculty to attend if possible and tell our story. She noted that a team of PSU faculty and staff have just returned from Saudi Arabia, where they met with a large contingent of PSU alumni, who funded the delegation's visit. McVEETY concluded that University Communications is conducting a study on employee communications, and requested Senators to urge colleagues to participate.

### **D. UNFINISHED BUSINESS**

None.

### **E. NEW BUSINESS**

#### **1. Graduate Council Course and Program Proposals**

OSTLUND presented the proposals for the committee.

CLUCAS/RUETER MOVED THE SENATE APPROVE the program change, MA/MS Heath Studies and new courses, Urban and Public Affairs, as listed in "E-1."

MANDAVILLE noted that PA 514 has a title that is confounding and requested an explanation of the purpose of the course. CLUCAS noted that the curriculum fits certain specific programs and has been well vetted in the college.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

WETZEL/FLOWER MOVED THE SENATE APPROVE new courses, Social Work, as listed in "E-1."

CLUCAS noted he objects to SSW 527, which sounds like a Political Science rather than a Social Work course, and requested a title change and some change to the course description so that it aligns with Social Work rather than Political Science. COTRELL noted that Social Work would be happy to comply, and work with PS to make the requested changes.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

BURNS/MEDOVOI MOVED THE SENATE APPROVE course changes, Social Work, as listed in "E-1."

STEVENS asked why courses are being changed from 4 to 3 credits. COTTRELL noted that Social Work, in anticipation of graduate program re-accreditation, needed to add several content areas, without increasing requirements, and it is easier to move the content around in three-hour modules. NELSON noted also that the four credit modules are not working well for the program, particularly around issues of courses that meet only once a week. WATTENBERG asked if this would affect teaching loads. NELSON noted that the credit load would remain the same.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

## **2. GC and UCC Joint Course and Program Proposals**

OSTLUND/MIKSCH presented the proposals for the committees.

CARTER/MANDAVILLE MOVED THE SENATE APPROVE one new course, HST, Liberal Arts and Sciences, as listed in "E-2."

THE MOTION TO APPROVE PASSED by unanimous voice vote.

LEPORE/FOSQUE MOVED THE SENATE APPROVE one new course, ART, Fine and Performing Arts, as listed in "E-2" with a title correction to "Interactive Media Team."

THE MOTION PASSED by unanimous voice vote.

## **3. University Curriculum Committee Course and Program Proposals**

MIKSCH presented the proposals for the committee.

MANDAVILLE/WETZEL MOVED THE SENATE APPROVE the Minor in History and Philosophy of Science, Liberal Arts and Sciences, as listed in "E-3."



THE MOTION TO APPROVE PASSED by unanimous voice vote.

CARTER/FLOWER MOVED THE SENATE APPROVE the program change, BA/BS Environmental Physics Option, one course change and new courses, Liberal Arts and Sciences, as listed in "E-3."

THE MOTION PASSED by unanimous voice vote.

#### 4. Scholastic Standards Committee - Proposal to Change Registration Deadlines

GOUGH presented the proposal for the committee.

BARHAM/REESE MOVED THE SENATE APPROVE motion #1, as listed in "E-4:" ...*To move the last day to add a course without instructor permission from the end of the second week to the end of the first week of the term.*"

BARHAM noted that current policy gives students the message that they can miss 20% of a course.

THE MOTION PASSED by unanimous voice vote.

WETZEL/COLLIER MOVED THE SENATE APPROVE motion #2, as listed in "E-4:" ...*To move the last day to change grading option from the end of the fifth week to the end of the seventh week of the term.*"

COLLIER asked for an explanation of why we need this. GOUGH noted that students haven't gotten their midterm grade by the end of the fifth week, so don't have enough information on how they are going to do in a course.

FISCHER noted he would happily vote to abandon A-F grades and seat times for proficiency. This change couldn't but fail to increase grade inflation. COLLIER noted that faculty are not giving timely feedback, and supports this proposal. ZELICK queried, why have any deadline, if students are playing this game. CLUCAS noted he supports the proposal because for some courses, students have never studied the subject before and have no idea how they will do. It isn't about finessing GPAs, they are just trying to find their way. ANGELL \_\_\_\_\_  
RUETER reminded that faculty decide whether courses have the Pass/No pass option.

THE MOTION PASSED by majority voice vote, no abstentions.

#### 5. Textbooks Resolution Proposal

BURNS introduced the proposal on behalf of the students, noting that it has been passed in the student senate. He noted that much of this is good practice, although not binding, and that Rep. David Wu is holding hearings on this in mid-April.

BURNS/BARHAM MOVED THE SENATE ADOPT the textbook resolution, as stated in "E-5."

C. BROWN noted she supported the resolution. She cited outrageous increases in textbook prices, which a publisher representative advised her was due to the fact that faculty don't care about book prices. MANDAVILLE noted he supported the proposal and urged dissemination of approval to campus parties.

MASTA noted that three years is a very long time to use the same edition of a book. BURNS noted that the intent is that this applies only where appropriate. ARANTE noted \_\_\_\_\_ CARTER noted that he has seen multiple used textbooks for a course that are re-sold desk copies, and faculty should not be reselling these back to bookstores. CASKEY queried if the Library has a large enough reserve area to support this reserve proposal.

THE MOTION PASSED by majority voice vote, with one abstention.

#### **6. Educational Policies Committee – Proposal to Change the Name to School of Social Work**

HANSEN presented the proposal, forwarded to the committee through the Senate Steering Committee.

TALBOTT/FLOWER MOVED THE SENATE APPROVE the name change from Graduate School to School of Social Work.

THE MOTION PASSED by unanimous voice vote.

### **F. QUESTION PERIOD**

#### **1. Questions for Provost Koch**

*What has been the impact of the elimination of the tuition plateau on 1) student enrollment and progress toward the degree, and 2) university finances?*

KOCH noted that there is no clear data on the direct effect of this on enrollment (slides attached). Carrying loads haven't changed significantly. There was a slight jump in students trying to finish but that has flattened out. Tuition remission costs came to the university, thus adversely affecting three specific graduate programs requiring full-time enrollment, in Education, the MSW, and the MFA in Art. Enrollment growth has slowed but it isn't related to the plateau. At the graduate level, part time enrollment continues to increase substantially. There has been an increase in tuition revenue, which is what the institution intended. KETCHESON added that drop rates have decreased slightly and that graduate carrying loads have lowered slightly.

NELSON stated that graduates in Social Work and Education provided this income with their larger requirements, and that this was inequitable. STEVENS

noted that she echoed Nelson's sentiment, noting that the M.ED requires 56 credits. KOCH noted that those folks were held harmless this time.

HANSEN noted that the end of the plateau tears the heart out of a liberal education from a student morale point of view, as they can't experiment or browse peripheral subject matter. KOCH noted that he disagrees, as this was an equity issue for the majority of students who are part time, and were subsidizing the full-time students.

MAIER noted that it would be useful to see what are the number of credits at graduation, and if they have gone down because of this. KOCH noted \_\_\_\_\_

## 2. Questions from the Floor for the Chair

None.

## G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

### 1. Report of the Graduate Council on Petitions

OSTLUND presented the report for the committee.

C. BROWN noted that she is concerned about the poor advising issue and that this is in effect, punishing the wrong person. OSTLUND stated that the committee is aware of that fact. FEYERHERM noted that graduate students are expected to be professionals and therefore need to learn how to read the catalog and make those distinctions. RUETER noted that this is an important issue, but that he disagrees w/ Feyerherm, because the catalog is not necessarily transparent, it is a couple of years out of date, and many including himself have an inability to read "catalog speak." R. JOHNSON noted that it is common for students to use poor advising as an excuse, in order to gain an easy out. WATTENBERG \_\_\_\_\_. MacCORMACK \_\_\_\_\_. OSTLUND noted that the committee has reached their tolerance point. WETZEL noted that if there are extraordinary numbers of people petitioning the two categories that are handled administratively, retroactive add/drops and requests to convert 400 to 500 courses, then there is certainly something wrong with advising. She is in full support of the Graduate Council.

ZELICK queried, that with respect to the number of requests for extensions of "I" if the present term of one year is not long enough. OSTLUND noted that if the committee had that opinion, the report would have been worded to that effect.

HICKEY asked if bad advising is used as an excuse, does that advisor sign the petition? OSTLUND stated sometimes, and sometimes the petition is just rubber stamped by the department. WETZEL asked if there are units or individuals that can be identified as repeat offenders. OSTLUND stated, yes.

## **2. Annual Report of the Academic Advising Council**

FREELS presented the first annual report of the council. She noted that the report includes a history of the attempts to improve undergraduate advising. She noted that the advising model adopted by the university was never fully implemented. She offered that the most critical item to look at is whether to move advising from voluntary to mandatory. There is a strong sense that as much improvement has been made as is possible under the voluntary model.

The Presiding Officer accepted the report for the Senate.

## **3. Annual Report of the institutional Assessment Council**

KETCHESON reported briefly for the council, as Labissière was not present. She noted that he was named chair by the committee when they convened this past month, and that the committee will have more to say in a few months. There is an accreditation visitor scheduled in the fall to review progress with assessment.

## **H. ADJOURNMENT**

The meeting was adjourned at 17:07.

### Graduation Program Board

The Graduation Board is seeking to increase participation to 40% of all tenure and tenure-track faculty. Commencement would be best served if 300 faculty registered to walk or serve as a Marshal in the spring 2007 ceremony.

#### Faculty registration for the 2006 Spring Commencement:

	Full-time instructional faculty as of Fall 2005*	Number of Faculty registered	%
<i>Total</i>	737	206	28 %
<b>Tenured</b>	356	112	31 %
<b>Annual Tenure Track</b>	137	37	27 %
<b>Fixed Term</b>	244	29	12 %
<b>Not Known</b>	-	28	-

\*[http://www.oirp.pdx.edu/source/fact05f/4\\_07\\_05.htm](http://www.oirp.pdx.edu/source/fact05f/4_07_05.htm)

#### Student registration for the 2006 Spring Commencement:

	Total number of graduates**	Students registered for 2006 Spring Commencement	%
<i>Total</i>	4,528	1,757	39 %
<b>Bachelors</b>	3,034	1,492	45 %
<b>Masters</b>	1,453	246	17 %
<b>Doctoral</b>	41	19	46 %

\*\*[http://www.oirp.pdx.edu/source/port0506/3\\_12\\_02.htm](http://www.oirp.pdx.edu/source/port0506/3_12_02.htm)

**2007 Spring Commencement  
 Rose Garden Arena  
 Saturday, June 16, 2007 10:00 a.m.**

**Faculty Breakfast 8:00 a.m. Rose Room  
 Register at [www.pdx.edu/commencement/faculty.html](http://www.pdx.edu/commencement/faculty.html)**

**Report to the Faculty Senate and Budget Forums  
On FY 2007-2008 Budget Recommendations  
April 2007**

The University Budget Team (UBT) has received and analyzed recommendations for all campus units for the 2007-08 fiscal year budget process.

**Goals:** The goals originally identified for this process were:

- To replenish the central university fund balance to approximately the 10% level, requiring \$2.5 to \$3 million,
- To reduce the recurring permanent budget shortfall expected to be \$2.5 to \$3 million, and
- To identify strategic investments—in the event of available revenue—that support services and administrative processes, promote our academic priorities, and improve financial sustainability.

**Assumptions:** The UBT developed its initial budget recommendations based on the following assumptions that represented a “best case scenario.” For our initial planning purposes we assumed that:

- OUS would be funded at the level of the Governor’s Recommended Budget (GRB),
- PSU would receive the same proportion of the OUS allocation as it has in the past, and
- Our enrollment would remain flat.

**Process:** The intent of the process has been to be as transparent, rational, and consistent as possible and has included the following:

- Ongoing consultation with and input from the Faculty Senate Budget Committee,
- Input from student organizations,
- Individual and group meetings with the Council of Academic Deans,
- Consultation with directors in Finance and Administration and the President’s Office
- Recommendations from each of the three Vice Presidents, and
- Deliberations by the UBT.

**Strategies:**

- The focus of the budget process for 2006-2007 was on reductions, many of which resulted in a loss of faculty and associated revenue.

- The focus this year has been on revenue enhancements and identifying one time savings.
- Our strategies for revenue enhancements are intended to return our enrollment figures to the 2005-2006 level using specific efforts across units.

**Recommendations:**

- One-time savings of \$2.3 million has been targeted from the capture of salary savings, utility savings, and the deferral of one-time equipment and plant expenditures.
- To reduce the recurring shortfall, \$1.2 million will be captured through the replacement of E&G funds with external resources, funding mentors through student fees, returning position refill residuals to central, and course efficiencies.
- Tuition revenue increases will result from enrollment restoration to the 2005-2006 level as well as from an increase in graduate tuition above the expected 3.4% level. Some investments will need to be made to realize this revenue. The net increase should be around \$2 million.
- In the event that we are able to make investments, funds will focus on initiatives that result in revenue enhancement and on our diminishing infrastructure support. We need to shore up key support functions in HR, legal, advising, and communications.
- Investments in 2008-2009 will focus on programs and our strategic priorities. This could happen earlier if factors allow.

**Next Steps: Open Budget Forums: April 9 and April 11, 1:00-2:00, SMC 238**

Summary of Proposed Actions to Restore Fund Balance	
FADM VP - Delayed equipment purchases	540,000
Facilities - Utility Savings	1,000,000
Other FADM units - one time salary savings	656,500
Academic Units - one time salary savings	96,970
University Relations - misc. savings	50,000
Total	<u>\$ 2,343,470</u>

Summary of Proposed Actions to Reduce Recurring Shortfall	
OGI / CS faculty funding from ETIC	500,000
Academic Refill / Residual Savings	62,356
Undergraduate Studies - mentors	200,000
Undergraduate Studies Cluster savings	270,000
University Development contract renewal savings	77,000
President's Office reduced salary / OPE	50,000
Business Affairs - web efficiency savings	46,050
Total	<u>1,205,406</u>

Summary of Proposed Strategic Actions / Investments that Enhance Revenue		
	Enhancement \$	Investment \$
Increase Graduate Tuition <sup>1</sup>	650,000	-
FPA - MFA low residency program tuition	60,000	-
New Freshmen Initiative tuition	1,000,000	177,000
Enrollment Recovery tuition	230,000	-
Univ. Studies - Student Support & Retention Associate	250,000	64,000
FPA Environmental Urban Design Certificate	40,000	11,100
CLAS advising staff	115,200	70,000
Total	<u>\$ 2,345,200</u>	<u>\$ 322,100</u>

<sup>1</sup> separately, SBA differential tuition rate increase will yield \$165,000

Other Proposed Strategic Investments	
<b>High Priority Items (Not in Priority Order):</b>	
Facility - Contract Compliance staff	75,000
HR - Benefits Coordinator	50,235
OIT staffing needs	75,000
OMBUDS Office 0.75 FTE	50,000
University Relations - Int'l Alumni Relation & Dev. 1FTE	85,000
UR - U Advertising	250,000
OSA enrollment needs	213,472
OAA Engagement Initiative	150,000
Library - Development Officer	102,000
Restructure OAA support	85,000
University Archivist	88,600
CAE Director of Teaching and Learning 0.5 FTE	51,227
OSA student success package 2 FTE advisors	117,672
Total	<u>1,393,206</u>
<b>Secondary Priority Items (Not in Priority Order):</b>	
HR - Assistant	14,383
OIT - Computer Security personnel	75,000
Affirmative Action Office and OMBUDS Office Grad Assistant	36,000
Affirmative Action OS1 position	32,400
GSSW - Development Officer	47,500
1% Inflation Adjustments - Supplies & Services	337,000
1% Inflation Adjustments - Library Book Purchases	33,000
Total	<u>575,283</u>



March 22, 2007

To: Ex Com, CADs, FADM Directors, University Relations

From: Roy Koch and Lindsay Desrochers

Re: Ways and Means Co-chairs budget

We received some discouraging news late this afternoon. The Co-chairs of the Ways and Means Committee released their proposed budget and it represents a significant reduction (about 4%) in the operating budget and budget enhancements proposed by the Governor and a very serious reduction in the capital budget of almost 85%.

The elements of the operating budget that were most impacted were:

1. The various packages proposed by the Governor for enrollment, faculty salaries, student-faculty ratios and for the regional colleges were reduced by \$8M (20%),
2. ETIC was reduced by \$10M (59%)
3. State wide public service programs were reduced by \$5.5M (100%)
4. Lottery debt service was eliminated (\$8.5M, 100%)

We are also deeply concerned about the major reduction in the capital request. As you know we had been planning on those funds to support deferred maintenance for Lincoln Hall and Science Building 2, enhancements in Science building 2 and general funding for repair and maintenance on campus. It is our best guess that, if this level of funding is maintained that only those projects with matching funds will even be considered for funding.

So what does this mean for us? We are, of course, very concerned with this development. However, as Debbie Murdock observes, "There is still a long way to go in the session". President Bernstine has released a statement reacting strongly to this significant budget reduction and we will be mobilizing the PSU Advocates to express our deep concern directly to the legislative leadership. We feel that there will be a considerable amount of political maneuvering that will now occur because there was, and still is, significant support for higher education. When it is all over, we will end up somewhere between this proposal and the governor's.

As additional information becomes available, we will keep you informed.

Context: Faculty in my College have been asked to complete a form entitled "Request for Approval for Outside Employment/Service/Activity" which includes a disclosure form asking what activities we are engaged in, which includes activities such as presenting a paper at a conference, being an invited speaker at a professional/technical conference, visiting other institutions, membership in professional associations, as well as activities such as consulting and involvement with a commercial enterprise. My understanding is that this form is an adaptation of a similar form circulated by the university administration for all faculty. It appears to require approval of normal faculty duties.

Questions:

1. Are faculty indeed being asked to obtain approval for activities such as paper presentation, being an invited speaker in a professional or technical venue, and membership in a professional society, which are part of expected faculty duties?
2. How does this requirement mesh with the Conflict of Interest policy?

***Conflict of Interest*** – Certain situations have the potential for conflict with the faculty member's allegiance and responsibility to the University. This includes activity that gives the appearance that an employee may be using their official position to exert influence resulting in personal gain or avoidance of detriment to themselves, a relative, or another entity with which they or their relative have an interest or relationship. Potential or actual conflicts of interest must be disclosed to the University.

See <http://www.gsr.pdx.edu/policies/conflict.html>

***Outside Employment*** – Employees owe an overriding professional allegiance to the University, and they must be alert to the possibility that outside board positions, external obligations, financial interests, consulting, or employment can affect the objectivity of their decisions as members of the University community. All members of the faculty who wish to engage in outside consulting activities must complete the Request for Approval for Outside Employment form.

See attached form: Request for Approval for Outside Employment

See <http://www.gsr.pdx.edu/policies/outside.html>

**PORTLAND STATE UNIVERSITY  
REQUEST FOR APPROVAL FOR OUTSIDE EMPLOYMENT**

Outside Employer: \_\_\_\_\_  
(If self-employed, please indicate)

Period of activity (not to exceed one year): From: \_\_\_ / \_\_\_ / \_\_\_ To: \_\_\_ / \_\_\_ / \_\_\_

Anticipated time commitment (total time for an engagement or hrs/wk for continuing activity):  
\_\_\_\_\_

Location of activity: \_\_\_\_\_

Description of activity: \_\_\_\_\_  
\_\_\_\_\_

Note: Use of University facilities and staff is normally prohibited in connection with outside activities. If you will be using any such University property or staff, please describe:  
\_\_\_\_\_  
\_\_\_\_\_

Does this proposed activity include the signing of an agreement concerning rights in inventions or materials? Yes \_\_\_ No \_\_\_ If yes, attach a copy of the proposed agreement for review and approval by the Vice Provost for Graduate Studies and Research.

I have reviewed the University's policy concerning outside employment printed on the back of this form, and will comply with its provisions. In addition, I have discussed all potential conflicts of interest with my department chair.

Date: \_\_\_\_\_ Faculty Member Signature \_\_\_\_\_

SSN: \_\_\_\_\_ Faculty Member Name (Print/Type) \_\_\_\_\_

Faculty member: Attach copies of any currently approved outside employment/overload compensation forms before submitting to your department chair or head for approval.

**APPROVAL**

I have reviewed the above request and certify that the proposed outside employment is in accordance with the University policy.

Date: \_\_\_\_\_ Approved: \_\_\_\_\_  
Department Chair

Date: \_\_\_\_\_ Approved: \_\_\_\_\_  
School/College Dean

Date: \_\_\_\_\_ Approved: \_\_\_\_\_  
Vice Provost for Sponsored Research

# Your Opinion Counts

Survey results will guide recommendations and planning

All faculty and staff are invited to respond to an on-line survey about the ways you access University-wide information, how often you prefer to receive it, and what types of information you seek.

## >>> It's quick

Take just 10 minutes to share your opinion.

## >>> It's easy

A simple on-line format allows you to point and click your responses. There's also room for your suggestions for improving communications tools or content.

## >>> It's valuable

Your responses will shape recommendations and plans for better employee communications at PSU.

## >>> It's secure

Any information that could be used to identify you will be kept strictly confidential; only summaries of total responses will be reported.

Watch your e-mail box for this survey to be sent in early April. Aggregate results will be reported in the *Currently* e-newsletter and through your department leader. The PSU employee communications task force will use the findings to recommend strategies and tactics to improve the methods and quality of information shared in our workplace.

SPONSORED BY THE PSU EMPLOYEE COMMUNICATIONS TASK FORCE



### Question for administrators

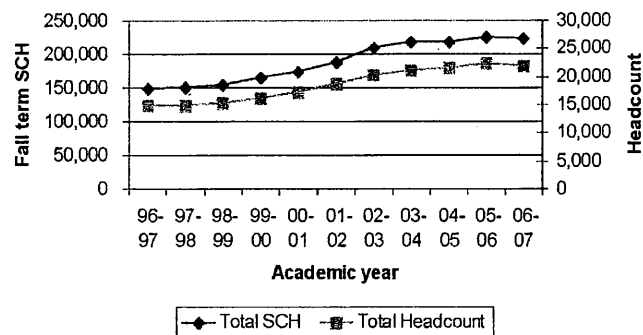
What has been the impact of eliminating the tuition plateau on :

1. Student enrollment
2. Student progress
3. University finances

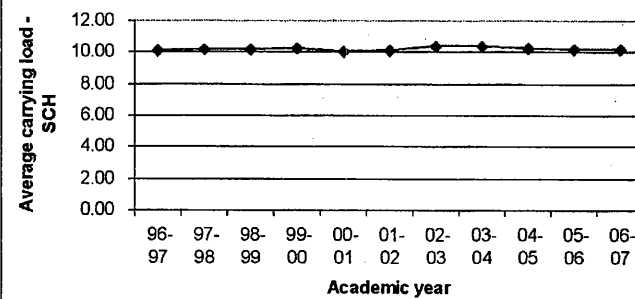
### Background

- \* Plateau was phased out in the 2003-04 AY
- \* UO eliminated plateau for undergrads, retained plateau for grads
- \* OSU has retained the plateau for all students
- \* Both OSU and UO have significantly higher tuition rates than PSU at most typical carrying loads
- \* Greatest impact is on high credit grad programs – ED, SW, some FPA

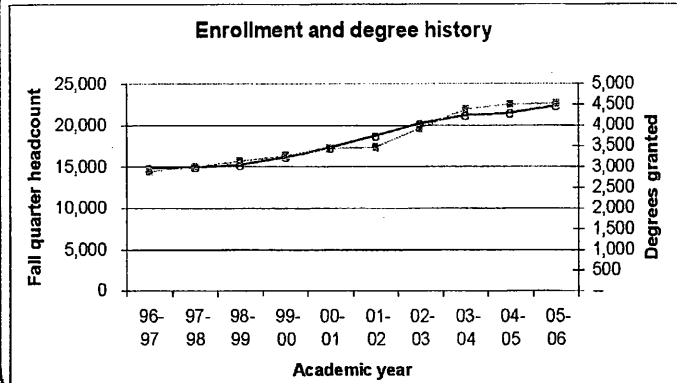
Enrollment and SCH history



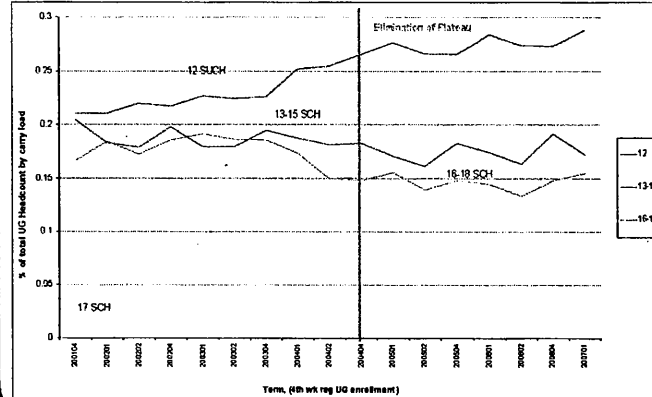
Carrying load history



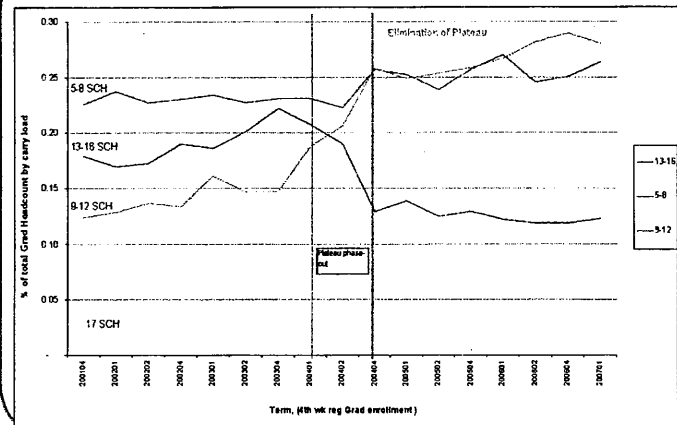
### PSU enrollment and degree history



### Impact on undergrad student carrying load



### Impact on grad student carrying load



### Conclusions on enrollment

- ⊛ Enrollment has slowed but continues to increase since elimination of the plateau
- ⊛ Carrying load distribution has changed
  - ⊛ Undergrad
    - full time (12 hrs) continues to increase
    - Decrease in fraction of students with higher loads
  - ⊛ Grad
    - Part time continues to increase
    - Big shift from high carrying load to "just" full time

### **Impact on progress toward degree**

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- ✦ Difficult to assess effect on progress toward degree based on the data
- ✦ No doubt that increasing tuition has impacted many of our students
- ✦ Carrying load decreased a very small amount but has since remained steady
- ✦ Degrees granted have kept pace with increasing enrollment

### **Budgetary impacts**

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- ✦ When plateau was eliminated it produced an increase in institutional revenue primarily due to those enrolling for at high carrying loads
- ✦ Tuition revenue has continued to increase since the elimination of the plateau due to continuing increases in enrollment

March 22, 2007

**Education Policy Committee (EPC)  
Report to Faculty Senate**

**Committee Members:** Duncan Carter, Richard Beyler, Michael Flower, Marek Elzanowski, Marcia Fischer, Daren Geiger, Alan Cabelly, Brad Hansen (Chair), Sharon Elteto, Bee Jai Repp, Joy Rhodes

*According to the Constitution of the PSU Faculty, the Educational Policy Committee (EPC) shall advise the Faculty Senate and the President on educational policies and planning for the University. The Committee shall:*

- 1) Serve as the advisory board to the President and to the Faculty Senate on issues of 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 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 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 has voted unanimously to approve the following name change:

Former name: The Graduate School of Social Work

New name: **Portland State University School of Social Work**



April 9, 2007

TO: Faculty Senate

FROM: Bonnie Miksch  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposals have been approved by the University Curriculum Committee and are recommended for approval by the Faculty Senate.

### **College of Liberal Arts and Sciences**

#### **New Courses**

- WR 214 Beginning Nonfiction Writing, (4) Introduces the beginning writer to a variety of nonfiction techniques including character development, scenes, theme development, and research. Introduces texts from numerous genres: travel writing, literary journalism, and informal essay. Emphasis on writing publishable, contemporary material with attention to invention strategies, creative techniques, and revision. Will not cover memoir. Prerequisite: WR121, Freshman Inquiry, or consent of instructor.
- Anth 320 Native Americans of the Northwest Coast (4) Examines the unity and diversity of Native Americans from Alaska to the Oregon-California border by tracing their historical evolution and responses to contemporary problems. Topics include: subsistence economies and resource tenure, social identity, art, ceremonial and spiritual life, culture change and revitalization, and modern indigenous-state relations. Recommended: Anth 103, 313, or 314.
- Anth 355 Historical Archaeology and the Origins of the Modern Pacific Northwest (4) Explores the origins of the modern Pacific Northwest from fur-trade/indigenous contacts to the present using theories and methods of historical archaeology in North America and elsewhere. Course topics include heritage, history, and interpretation; the archaeology of the fur trade; the industrial revolution and industrial archaeology, slavery and equality; and military sites archaeology. Recommended: Anth 102.

### **School of Fine and Performing Arts**

- BA/BS in Film – The Undergraduate Curriculum Committee has reviewed the list of elective courses for the film degree and the amended program name “BA/BS in Film.” Please See Attachment.

### **Graduate School of Social Work**

#### **New Program**

- Bachelor of Social Work – See Attachment

## Bachelor of Social Work (BSW) Program Proposal

### Program Overview

The program proposed is a new *Bachelor of Social Work* to be fully operational in 2008-09 with a cohort of 30 students admitted annually each fall. Concurrently the program is in application for initial accreditation by 2010 to ensure the first cohort graduates with an accredited degree. In addition to integrating current Child and Family Studies (CFS) courses and the rich interdisciplinary offerings of many University departments, the BSW courses included adaptations of existing social work curriculum in the MSW Program. Our community partners and PSU students have expressed a need and desire for this degree for many years and the state's Department of Human Services (DHS) has funded program development. Approval of this proposal supports community engagement and metropolitan region students' access to affordable, high quality professional preparation in a career that addresses vital societal concerns.

### Background and Rationale

- Student demand and interest in degree, specializations and career opportunities
- Client and community need for professionally prepared entry level workers
- Workers with high risk clients need knowledge, values and skills
- BSW graduates will have ethical accountability to clients and community
- CFS/SSW merger can now realize creative synergy and efficiencies
- Community partners are contributing stipends, practicums and shared research
- PSU's BSW complements regional BSW programs in private schools
- Benefits that accrue from accreditation: students eligible for "Advanced Standing"
- "Advanced Standing" option for graduate study saves time and money

### Degree Requirements

*In addition to fulfilling the program specific requirements for the major in social work students must also fulfill all University requirements for a Bachelors of Arts degree.*

### Admission to the Major

Students must apply and be admitted to the BSW Program.

### Prerequisites:

*PSY 204, Psychology as a Social Science (4)*

*SOC 200, Introduction to Sociology (4)*

### BSW REQUIRED COURSES

SW 301	<i>Introduction to Social Work(4)</i>	
PSY 311	<i>Human Development (4)</i>	
SW 439	<i>Diversity and Social Justice (3)</i>	
CFS 491	<i>Conceptual Foundations in Child and Family Studies (4)</i>	
SW 407	<i>Psychobiology for Social Work (3)</i>	
CFS 492	<i>Family Law and Policy (4)</i>	
SW 430-32	<i>Generalist Social Work Practice I, II, III (9)</i>	
SW 400	<i>Practicum &amp; Seminar I, II, III (12)</i>	
SW 450	<i>Research Methods for Social Work Practice I (3)</i>	
SW 451	<i>Research Methods for Social Work Practice II (3)</i>	49 credits
<i>Interdisciplinary Foundations</i>		12 credits

(Students will select one course from each list)

<b>Course Name and Number</b>	<b>Content</b>	<b>Credits</b>
<b>CULTURE/HISTORY</b>		
<b>ECON 411 Cultural Economics</b>	Theory of economic development and growth in the context of culture and evolution	4
HIS 331 Native Americans of Western America	History of native peoples in Western US, examines US and Canadian policies	4
PSY/SOC 342/343 Social Psychology	Analysis of psychological and sociological processes in social interaction and in various forms of group behavior	8
BST 412 Oregon African American History	Examine black experience in Oregon history	4
BST 484 African-American Community Development	Investigate processes of community development for application to urban Af-Am communities	4
CH/LA 310 Chicano/Latino Communities	Sociological studies and theories are applied to understand and explain status of Ch/LA in US	4
CH/LA 399 Latinos in the NW	Intro to past and present experiences of Latinos in the NW	4
CH/LA 380 Latinos in the Economy and Politics	Overview of economic and political issues facing Latinos	4
CH/LA 303 Chicana/Latino Experience	Social, political and literary experience of women in Chic and Lat. communities	4
ANTH 301 Culture and Ethnography	Cultural diversity and social issues examined through ethnographic studies	4
Anth 304 Social Theory	Human social organization is examined from a cross cultural perspective	4
Anth 311 Peoples and cultures of Latin America	Intro to the peoples and cultures of Latin America	4
Anth 312 Southeast Asian Societies	Intro to the peoples and cultures of Southeast Asia	4
Anth 314 Native Americans	Ethnographic survey of North Am Indians	4

<b>Course Name and Number</b>	<b>Content</b>	<b>Credits</b>
<b>FAMILY/GENDER/SEXUALITY</b>		
<b>SOC/WS 425 Sociology of Women</b>	Analysis of the social position of women in US	4
SOC 344 Gender and Sexualities	Examines intersections of sexuality, culture, gender, and the body, emphasizes the nature of power, privilege and oppression	
SOC 461 Sociology of the Family	Sociological analysis of the structure and functions of the family	
PSY 310 Psychology of Women	Review and evaluate research and theories regarding women	4
PSY 431 Psychology of Men	Review and evaluate research and theories regarding men	
SP/WS 337 Communication and Gender	Study and practice of skills in competent communication specifically looking at communication about men and women	4

HIS 342 Women and Gender in the US 1920 to present	Women's lives and gender changes in recent US history	4
ECON/WS 417U Women in the Economy	Different economic theoretical perspectives on women's economic roles	4
SP 318 Family Communication	How families create, maintain, reinforce patterns of interaction – applies family systems, social construction and dialectic theories	4
CFS Family Health Issues	Understand the broad range of health issues impacting families; focus on ethnic, political, ideological, religions, economic influences	4
*PSY/WS 467 Work and Family	Effects of work on family and family on work in contemporary society (across the life span)	4
HIS/WS 343 American Family History	History of American Family	4
ANTH 432 Gender in Cross Cultural Perspective		4
*BST 419 African American Women in America	African American Women in America	4
*BST 417 African American Family	Review present day life styles of Af-Am families	4

Course Name and Number	Content	Credits
<b>Race/Class Identity</b>		
SOC 337U Minorities	Description and analysis of problems involving specific minorities – Minorities is broadly defined to include, race, ethnicity, gender, age, religion	4
SOC 444 Race, Ethnicity and Nationalism	Analysis of racial, ethnic, national statuses in selected areas of the modern world	4
SOC 424 Groups, Interaction and Identity	Analysis of the formation and functioning of intergroup and intragroup relations	4
*ECON 419/BST 407 Economics of Race and Ethnicity	Survey of the economic history of ethnic groups in US	4
WS 332 Race, Class, Gender and Sexuality	Examines ways in which race, class, gender and sexuality are conceptualized	4
SP 417 Communication and Conflict	Examine communication in conflict situations in interpersonal, group, organizational, intercultural, international settings	4
PHE 452 Gender, Race, Class and Health	How race, class, gender are organized in our society and how they impact health of our communities	4
*BST 414 Racism	Survey of pertinent social-psychological literature on individual and cultural forms of racism	4

*B.S.W. Specialization electives; 3-4 courses*

12 credits

**TOTAL**

**73 credits**

**PROPOSAL FOR THE INITIATION OF A NEW  
INSTRUCTIONAL PROGRAM LEADING TO THE  
BACHELOR OF SCIENCE/BACHELOR OF ARTS DEGREE IN FILM**

Portland State University  
School of Fine & Performing Arts  
Department of Theater Arts

**PROGRAM OVERVIEW**

The Department of Theater Arts at Portland State University offers liberal arts pre-professional training in performance, design/production, writing, management, history, theory and criticism for the student interested in vocations in the live performance and moving image arts, information professions, education, and/or related professions and careers. The proposed program, the Bachelor of Arts/Bachelor of Sciences in Film, will be a major in the Department of Theater Arts, designed to offer students the opportunity to major in a diverse film curriculum that prepares them for a variety of careers in visual expression and understanding. Drawing from existing strengths in the department in theatre and film curriculum, including field and laboratory-based courses, the BA/BS in Film degree would provide a foundational core upon which students would build a course of study tailored to the individual's interest and vocational goals.

**Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan**

The objectives of the BA/BS in Film program are to:

- Provide students with a Film major program
- Prepare students for employment in creative fields and moving image-related professions
- Prepare students for admission to professional graduate programs in film and related fields
- Enhance opportunities for student creative projects in the fine and performing arts moving image disciplines
- Strengthen the relationship between the disciplines of live and mediated performance
- Enhance curricular collaborations among programs that teach various aspects aesthetics, performance, and visual expression

The goals of the program are to produce graduates with a strong foundation in:

- Visual, oral and written communication skills
- Creative expression
- Collaboration and teamwork
- Critical thinking
- Diverse perspectives
- Theoretical knowledge of one or more selected moving image specialties
- Professional ethics and social responsibility

**Course of Study**

The proposed BA/BS in Film curriculum is derived from existing Theater Arts curricula, coursework in the existing Minor in Film Studies, and electives from various other PSU departments. Students pursuing the BA/BS in Film will complete 56 credit hours. The degree will build on a core curriculum of foundational, theory and history courses consistent with the core requirements of Film degrees at other institutions and in preparation for post-baccalaureate study. Additional elective opportunities, identified with the guidance of departmental academic advisors, would allow students to select from a variety of pathways to meet his or her career goal in film. Students will be able to take courses and gain practical experience in selected aspects of the profession including design, production, and performance, writing, criticism, and/or to develop theoretical backgrounds in aesthetics and history. In addition to current offerings, one new course proposal, TA 480 Film Theory, was forwarded to and approved by the PSU Faculty Senate in March, 2007.

(Please see Attachment "A" for proposed catalog statement.)

**Recruitment and Admission**

The proposed program is intended to serve multiple purposes. The BA/BS in Film will provide another option for PSU students who are interested in creative professions but are seeking alternatives to PSU's existing but focused offerings in Architecture, Art, Music and Theater Arts. We also expect some existing students will also seek out Film for a second major since it is a good complement to degrees in Business, Social Science, and Humanities disciplines. The BA/BS in Film is also expected to attract new students from the metropolitan area and out of state who are interested in Film in particular. This includes students interested in careers in the

creative professions, becoming high school teachers and students interested in the field of Film who prefer to attend an urban university. PSU's urban location is one of the major attractions of the proposed program, as the region is rich in film culture and tradition, including the presence of such noteworthy institutions as the NW Film Center, the Oregon Film & Video Foundation, multiple art film houses including PSU's own 5<sup>th</sup> Avenue Cinema, and several of the nation's finest retail video outlets.

### **Accreditation of the Program**

The Department of Theater Arts is an accredited institutional member of the National Association of Schools of Theater (NAST). The department is an organizational member of the University Film and Video Association, with which NAST is affiliated and collaborates in the maintenance of standards for academic programs in film and video.

### **RESOURCES**

**Faculty.** The major will maximize the use of existing courses and would involve faculty members of Theater Arts, and associate university faculty with expertise in film. In anticipation of the degree program, a tenure-related line in film was added to the program in 2006-07. (Please see Attachment "B" for a list of faculty.)

**Reference Sources.** Millar Library can provide all the requisite library materials to support this program because it stems from existing courses already supported by participating programs. A nearby and unique resource is available at the Portland Art Museum's Northwest Film Center, which provide programs and resources including a year-round exhibition program, the Portland International Film Festival, and the NW Film & Video Festival. Another is the Oregon Film & Video Foundation, which preserves the Hollywood Theatre and provides a center for film, video and multimedia education, training and promotion for Oregon.

**Facilities, Equipment, and Technology.** Resources for a film program consist of a variety of learning spaces including primarily but not limited to one or more screening rooms for film showings. In addition to several large classrooms equipped to show film, the university has a two-screen film theatre, the Fifth Avenue Cinema, and the department has an 80-seat theatre that also serves as a screening room. For elective courses related to aspects of film/video production, available are production, acting and design studios, and computer labs. The Fine and Performing Arts Media Arts Center (FPA|MAC) serves students and faculty in the School of Fine and Performing Arts as they pursue their studies, projects, and collaborations in the digital media arts. It is equipped with Macintosh computers, scanners, color printers, and video cameras. Other computer teaching laboratory space is available in several Office of Information Technology labs on campus. The Department of Theater Arts has several dedicated rehearsal and/or pre-production studios and two design studios. The university television studio and one department studio using portable equipment are available for video production. Department equipment for studio and location filming includes digital cameras, portable and fixed sound and lighting equipment, and an editing bay and appropriate software resources. The Music department has a sound digital media lab.

**Budgetary Impact.** The estimated cost of the program will be absorbed in the current operations of the Department of Theater Arts, which have been strategically focused for the past five years in preparation for this purpose. Aside from minimal costs to develop recruiting literature and expand the department web site, there will be no start-up costs associated with this degree since all but one new course are currently offered at PSU. Upper division courses currently have the capacity to enroll additional students without requiring additional sections. Certain courses may be offered on a two-year cycle (for example, Anatomy of a Movie I, II) until enrollment levels support annual offerings. Electives in departments outside of Theater Arts are listed if they are offered at least once a year within a two-year cycle. The only additional demand for resources will be the administration of the major. This would entail the following: advising and recording keeping for each undergraduate in the major; assessing the proposed major for program and educational objectives; and confirming completion of the major for graduating students. Advising activities will be performed by two faculty members from the film area of the department. All of remaining functions will be completed by faculty and staff of the department as a regular part of his/her duties. An advisory group to the major is being formed that will include both faculty from CLAS and FPA, appointed by each dean, to provide advice on coursework as the program expands in the future with the expressed intention of setting up multiple tracks, and as a means of communication as courses change within different departments. The group will include community members.

(Please see Attachment "C" for a representative sample of letters of support.)

## Attachment A – Proposed Curriculum (catalog statement)

### BACHELOR OF ARTS/BACHELOR OF SCIENCES IN FILM

The Bachelor of Arts/Bachelor of Sciences in Film is designed to offer students the opportunity to major in a diverse film curriculum that prepares them for a variety of careers in visual expression and understanding. Students in the program will study all forms and genres of the moving image, ranging from the silent film era to present day cinema, television, and digital video production. The faculty are committed to providing strong emphasis on written, oral and visual expression and critical thinking, diverse and international perspective, and creative experiences.

Requirements for the major in Film. In addition to meeting the general University degree requirements, the major in film will plan a program with a faculty advisor that meets the following minimum requirements:

TA 131 Understanding Movies .....	4
TA 301 Script Analysis .....	4
TA 370 History of Film I, II, III (4, 4, 4) .....	12
TA 480 Film Theory .....	4
16 credits chosen from the following: .....	16
TA 370 American Cinema and Culture I, II	
TA 474/5 Dramatic Writing I, II	
TA 484/5 Anatomy of a Movie I, II	
16 elective credits chosen from the film courses listed below with at least 12 carrying numbers 300 or above .....	16

56

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling major requirements. Additional courses may be required as prerequisites. All courses used to satisfy the major requirements must be graded C- or above.

#### Elective Credit Options:

TA 135 Classic Movies (4)	
TA 252 Makeup (2)	
TA 311 Scene Design I (4)	
TA 314 Lighting I (4)	
TA 321 Introd to Costume Design (4)	
TA 348 Acting for the Camera (4)	
TA 370 Topics: Theater, Media, and Culture (4)	
American Cinema & Culture I, II	Gangster Films & Musicals
Shakespeare on Film	Hitchcock
1950s Media and Culture	Musicals
The '70's Film/TV Renaissance	The Road Movie
Film Goes to War	Robert Altman
'80's Independent Film	Film Genres: The Western
Gangster Films	Scorsese
Film Genres	Film Stardom
Vietnam on Screen	Sex, Lies, and Popcorn
Musicals	
TA 408 Wksp: Directing Actors for the Camera (3-4)	
TA 408 Wksp: Film Production (1-4)	
TA 408 Wksp: The Art of Screenwriting (4)	
TA 454 Directing I (4)	
TA 471 THH: Irish Cinema (4)	
TA 474, 475 Dramatic Writing I, II (4)	

TA 484, 485 Anatomy of a Movie I and II (4, 4)  
 Art 255 Two-dimensional Animation I (4)  
 Art 256 Three-dimensional Animation I (4)  
 Art 257 Video I (4)  
 Art 296 Digital Drawing and Painting (4)  
 Art 301 Processes and Practices of the Creative Industries (4)  
 Art 455 Time Arts Studio (4)  
 ArH 291 History of Animation (4)  
 BSt 424 African-American/African Culture in Cinema (4)  
 BSt 425 Black Cinema: The 1970s (4)  
 BSt 425 Contemporary African-American Cinema (4)  
 BSt 427 African American Films and Film Makers (4)  
 ENG 304 Critical Theory of Cinema (4)  
 ENG 305 Topics in Film (4)

History of Cinema I, II, III Hollywood in the Thirties Hollywood in the Seventies Films of Alfred Hitchcock Films of Orson Welles Native American Cinema Vampirism in Cinema The Films and Times of Charlie Chaplin Immigrant Experience in Literature and Film	Film Noir Film & Social Justice War Culture & Film Postmodern Popular Culture Women and Film Science Fiction Cinema Asian American Film and Video Images of Disability in Literature and Film Civilized Nightmares: Utopia and Dystopia in Film Trading Places: Racial and Gender Transformations in Film and Visual Culture
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Independent Cinema and the Films of  
 Sundance

ENG 367 Immigrant Experience in Literature and Film (4)  
 ENG 494 Topics in Critical Theory and Methods: Feminist Film Theory (4)  
 WR 416 Screenwriting (4)  
 DANE 361 Danish Films from Dreyer to Dogmer (4)  
 FR 305 Topics in French Film (4)  
 GER 399 History of German Film (4)  
 GER 410 Modern German Film (4)  
 JPN 361 Japanese Literature through Film (4)  
 RUS 331 Russian Film (4)  
 SPAN 436 Cine-Lit: Latin American Film (4)  
 SOC 410 Sociology Through Film (4)  
 SP 399 Media, Law and Politics (4)  
 SP 399 Film Studies, I, II, III (4, 4, 4)  
 SP 410 Women in Contemp Film (4)

\*Students may also seek program advisor approval to substitute elective coursework from other film courses in the university.



**Attachment B – Faculty expected to be involved in teaching the Major in Film**

This data is taken from the 2006-2007 Portland State University Bulletin.

The faculty members who will be involved in offering the proposed program are:

<b>Name and Specialization</b>	<b>Highest Degree</b>	<b>Dept. Affiliation</b>
<b>Regular:</b>		
Devon Allen, Assoc Professor. Acting, Directing	M.F.A.	Theater Arts
Sarah Andrews-Collier, Professor. Design, History, Technology	M.A.	Theater Arts
Glenn Gauer, Professor. Design, Technology	M.F.A.	Theater Arts
Bruce Keller, Professor. Design, Technology	M.A.	Theater Arts
Karin Magaldi, Assoc. Professor. Dramatic Writing, Film Genre	M.F.A.	Theater Arts
William M. Tate, Professor. Film Theory, History, and Genre	M.A.	Theater Arts
Richard Wattenberg, Professor. Criticism, History, Literature	Ph.D.	Theater Arts
TBN, Asst. Professor. Film Theory, History, and Genre	Ph.D.	Theater Arts
<b>Adjunct:</b>		
Edwin Collier, Adj. Professor. Film Acting, Directing, and Genre	M.S.	Theater Arts
Sue Brower, Adj. Asst. Prof. Film Theory, Genre, and/or History	Ph.D.	Theater Arts
Jonah Ross, Adj. Asst. Prof. Film Theory, Genre, and/or History	Ph.D.	Theater Arts
<b>Associate (regular):</b>		
Daniel Pirofsky, Asst. Professor, Digital Media	B.A.	Art
Darrell Millner, Professor. African and Afr.American Film	Ph.D.	Black Studies
Diana Abu-Jaber, Assoc. Professor.	Ph.D.	English
Jacqueline Arante, Sr. Instructor.	M.A.	English
William Bonhaker, Sr. Instructor.	M.A.	English
Michael Clark, Assoc. Professor.	Ph.D.	English
Maude Hines, Assoc. Professor.	Ph.D.	English
Marcia Klotz, Asst. Professor.	Ph.D.	English
Marie Lo, Asst. Professor.	Ph.D.	English
Leerom Medovoi, Assoc. Professor.	Ph.D.	English
Stephen Fuller, Professor. German	Ph.D.	For. Lang. Lit.
Gina Greco, Assoc. Professor. French	Ph.D.	For. Lang. Lit.
Martha Hickey, Professor. Russian	Ph.D.	For. Lang. Lit.
Lawrence Kominz, Professor. Japanese	Ph.D.	For. Lang. Lit.
Fernando Fabio Sanchez, Asst Professor. Latin Amer.	Ph.D.	For. Lang. Lit.
Brad Hansen, Assoc. Professor. Recording Arts & Music Prod.	Ph.D.	Music
Jonathan Newton, Instructor, Recording Arts & Music Prod.	M.A.	Music
Grace Dillon, Asst. Professor. Film History, Genre	Ph.D.	Univ. Studies
Robert Liebman, Professor. Sociology in Film	Ph.D.	Sociology
Victoria Parker Pohl, Asst. Professor. Creative Industries, Acting	M.A.	Univ. Studies

December 6, 2006

Barbara Sestak, Dean  
School of Fine and Performing Arts  
Portland State University  
P. O. Box 751  
Portland, OR 97207

Dear Dr. Sestak:

As a media arts organization whose mission since 1972 has been to build community through the moving image arts, and to foster an educational climate in which they might flourish, the Northwest Film Center is very pleased to provide this letter of endorsement for the Bachelor of Arts/Bachelor of Sciences in Film Studies being developed by the Department of Theatre Arts.

The proposal enlarges the concept and functionality of Portland's cultural campus in many exciting ways, presents numerous opportunities for new university-community partnerships and reinforces PSU's place as a center of creative ideas and actions.

With the new degree program, we would hope to envision cooperative Visiting Artist Programs, which might bring together some of today's most dynamic filmmakers with university and community audiences, and jointly developed Film Exhibition Programs, including symposia or lectures spun around the Portland International Film Festival, director retrospectives or curated programs of work by regional filmmakers.

We further look forward to cooperative opportunities for student recognition, school-to-work experiences, and research exchanges, to name a few other possibilities.

Visual expression and media literacy are among the most important cornerstones of a liberal arts education today. We share the core values expressed in the proposal, and believe the program can help enrich the film community of today, while serving the aspirations of the filmmakers, and film audiences, of tomorrow.

Sincerely,

Ellen S. Thomas  
Education Director

cc: Sarah E. Andrews-Collier

**Subject:** Program Support backup letter  
**From:** "Steve Amen" <samen@opb.org>  
**Date:** Fri, 05 Jan 2007 13:21:58 -0800  
**To:** "Sarah Andrews-Collier" <andrews@pdx.edu>

January 5, 2007

Barbara Sestak, Dean  
School of Fine and Performing Arts  
Portland State University  
PO Box 751  
Portland, OR 97217

Dean Sestak,

To say I merely support your proposal to establish the BA/BS in Film Studies would be a major understatement. This is program this is way overdue. There really is no better place to offer this program than in a setting already rich with talent open to sharing their knowledge with others.

Oregon, and Portland in particular, is home to an increasing number of incredibly talented filmmakers. MovieMaker magazine recently mentioned Portland as one of the top 10 cities for independent filmmakers. In one of my many roles at Oregon Public Broadcasting I have had the pleasure to work with local filmmakers who have been nominated for Oscars, Grammy's, Emmy's and had their work showcased in some of the most prestigious film festivals around the world.

As an urban university, I'm sure one of your goals is to provide an education that not only enlightens, but increases creative and employment opportunities. Portland is just such an environment. We now have nationally recognized professionals in all aspects of video production from film to digital. Simply put; the talent is here and the opportunities are in place. All the professional filmmaker community needs is easy access to better qualified work applicants.

I know there are other Oregon universities offering similar programs, but they can't provide that "easy access". My career is a case in point. Way back in 1977 I took PSU's only television production class (AL 199E) while working on my Speech degree. I thought I was simply exploring one more form of expression. I was wrong. It combined my love of performing, photography and writing. It sounds corny, but I had finally found my calling. The next term I got an internship with KATU television. I could only do this because it didn't involve travel or other unplanned expenses. Because of the internship I got a job at KATU a couple of months later. And now, 29 years later, I'm still doing what I love. And all because I had that "easy access".

My support is of both a personal and professional nature. As a PSU alum, I welcome a proposal that improves the quality of education in my given field. And as a television producer with ever expanding, on-air hours to fill-having a larger talent pool of local filmmakers to draw from is exciting. Please don't hesitate to contact me if there is anything I can do to help.

Sincerely,

Steve Amen  
Executive Producer/host

January 7, 2007—

Dear Committee:

Sarah Andrews-Collier has asked me to write a letter of endorsement for the proposal to create a film studies program at Portland State University. It is my pleasure to do so, both because I respect the efforts of her department in theater and would expect the same sort of performance on a film studies program and because the Portland area is so ready for a good university program in film.

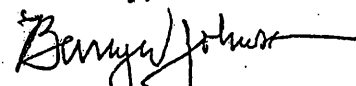
As both a writer and now as the arts editor of The Oregonian, I have followed the activities of PSU's theater department closely over the years, first as theater critic for The Oregonian and now as the arts editor at the paper. Department members have been active in the community, serving on panels, participating in various productions, even writing reviews for The Oregonian. I've always been impressed by their commitment to the discipline and their level of professionalism. Placing a new program in their hands seems like a safe bet, especially given the constant back-and-forth between film and theater, both practically and theoretically.

Of equal importance to me? Portland is a movie town in just about every way. All of our internal newspaper surveys show that Portlanders go to more movies and especially more serious movies than the people of other cities. Another pertinent demographic fact: During the past decade, Portland has attracted young people at a rate far above that of most American cities. The last numbers I saw suggested Portland's population increase in the 21-35 year-old group was in the top five nationally. They have helped create a thriving art scene in almost all disciplines, including film. The city has a burgeoning animation community, large numbers of documentary filmmakers, several new institutions that collect and exhibit art films and an impressive indie film scene for a city of its size and location.

What we don't have is a degree-granting university program in film to help formalize the knowledge of current artists and provide a rational education in the art form for those just beginning to learn about the subject. The possibilities for such a program are hard to exaggerate, because the city seems on the verge of becoming an important regional center for film. A film program at PSU might be just the catalyst the city needs.

If you would like to talk further about anything, don't hesitate to get in touch, either by phone (503-221-8589) or email ([barryjohnson@news.oregonian.com](mailto:barryjohnson@news.oregonian.com)).

Sincerely,

  
Barry Johnson

**Academic Requirements Committee (ARC)**

Annual Report

Date: April 9, 2007

**2006-2007 Committee Members:**

Kimberly Hottel, UASC – Chair

Serge Preston, MTH

Barbara Brower, GEOG

Martha Hickey, INTL

Jack Devletian, ME

Agnes Hoffman, ADM

Shalini Prasad, ECE

**Consultants:**

Shawn Smallman, OAA

Mary Ann Barham, UASC

Angie Garbarino, ARR

The ARC held its first meeting on October 23, 2006. From October 23, 2006 through March 26<sup>th</sup>, 2007, ARC has reviewed 194 petitions. Of those, 178 were granted and 16 denied (During the 2005/06 academic year, the ARC processed 371).

The majority of petitions are for University Studies cluster course waivers, with a new ARC policy in place requiring the program administration to sign off on the petitions. With the University Studies approvals the petitions are automatically granted; this allows the committee to focus on other business.

The ARC has also had a few policy discussions during the 2006/07 year, but nothing that has been forwarded to Faculty Senate at this time.

The committee completed a discussion from last year regarding the use of American Sign Language (ASL) to satisfy the B.A. requirement. The use of ASL was approved in the past, but beginning summer 2007. Speech and Hearing will be teaching the first year of American Sign Language and Foreign Languages & Literature will offer the second year. The department will also be handling all of the ASL placement level determinations and waivers.

The ARC has been discussing, in conjunction with Scholastic Standards Committee, an Admissions, Registration and Records and Extended Studies proposal to change the way we transcript “correspondence” credit. This proposal will be brought to Faculty Senate in the future.

## **General Student Affairs Committee Report**

Annual Report

Date: April 13, 2007

### **2006-07 General Student Affairs Committee (GSAC)**

Galina Kogan, Foreign Languages

Susan Reese, English

Lina Liu, OIRP

Kim Hottel, UASC/Athletics

Daniel Lyons, Student

#### **Consultants:**

Burt Christopherson, Affirmative Action

Wendy Endress, Student Affairs

Dan Fortmiller, Student Affairs

John Wanjala, Ombuds

The GSAC primary duty this spring is to select the two President's Awards from the pool of nominated students. Nominations have been made and the committee will meet on April 24 to begin the selection process.

**Selection of President's Award for Outstanding Community Engagement and President's Award for Outstanding University Service**

#### **2007 President's Awards Timeline**

- March 16      Applications available on DOS website
- March 21      Call for Nominations via email from Dan Fortmiller
- April 6        Nominations due (45 received)
- April 9&10    Prepare follow-up emails to nominees
- April 11       Send follow-up emails to nominees
- April 11-24   Advertise application process

The General Student Affairs Committee will meet at 10:00 a.m. on Tuesday, April 24, in SMSU 433.

- April 25       Applications due

- April 26 & 27    Prepare applications for review
- April 30-May 4 GSAC reviews applications online**
- May 7-9        GSAC meets and identifies recipients**
- May 10            Prepare hard copy invitations
- Schedule interview for keynote speakers
- May 11            Send hard copy invitations
- May 14-18      GSAC interview keynote applicants**
- May 21-24        Take photos, collect rsvps, prepare program, prepare  
PowerPoint
- May 29/30      Awards Luncheon**

**Portland State University  
Intercollegiate Athletics Board**

**Report to Faculty Senate Steering Committee - April 9, 2007**

**Current members:** Pat Squire, chair; David Burgess (OIRP), Charles Dunn (community/alum), Kit Dusky (LIB), Duncan Kretovich (SBA), Greg Jacob (ENG), Tyrell Mara (student). Ex-officio members include Lindsay Desrochers, VP FADM, Teri Mariani, Interim AD, Bob Lockwood, PSU Faculty Athletics Representative to NCAA, and Molly Moore, Assoc. AD.

Since the last report in December, the Board has met twice, met with all four AD candidates, reviewed the department budget, and approved the department's request for funding to the Student Fee Committee (SFC). Department budgets are organized by sport and by administrative functions. Highlights:

- Revenues come from "guarantees", such as for Division 1 football games last year against Cal, New Mexico and Oregon.
- Other revenues come from ticket sales and sponsorships
- Projecting future revenues can be difficult (football depends on schedule, how team is doing, etc.)
- Largest expense items are travel costs, salaries and scholarships
- Student fees comprise as much as \$2.5 million of the budget
- The department also receives some revenue from the NCAA and Sports Action Lottery (which is being eliminated and will be replaced by regular lottery dollars)
- The corporate sales area is understaffed and therefore is probably underachieving
- The advertising budget (now well-publicized!) is a mere \$24,000 this year

The budget for 2006-07 and 2007-08 are as follows:

	2006-07	Projected 2007-08	Difference
Revenue	\$5,702,026	\$6,009,682	\$307,656
Expenditures	\$8,327,435	\$9,212,809	\$885,374

Lockwood commented that most athletic departments around the country have deficit figures, especially at the 1AA level.

The committee reviewed the department's funding request to the Student Fee Committee and asked a number of questions about projections, such as those for tickets and gate sales. Three positions currently need to be filled, in addition to the Athletic Director, and they all affect revenue; corporate sales person, development officer and ticket sales person. The committee agreed the department has been fiscally responsible and resourceful and approved the budget request to the IFC.



The committee spent late February and early March meeting with the four Athletic Director candidates. Members are invited to the announcement of Torre Chisholm as the new AD April 9 at 3:00 p.m. The next meeting is April 18 to review the Academic Progress Report for this year.

Pat Squire, Chair, IAB

## MEMORANDUM

April 9, 2007

TO: PSU Faculty Senate

FR: PSU Library Committee

Chairperson: Dean Atkinson, CHEM (2005-)

Faculty: Neil Ramiller, SBA (2004-)

Chien Wern, ME (2004-)

Lisa Zurk, ECS (2005-)

Micki Caskey, ED

John Ott, HST

2/1/07 \_\_\_\_\_

**RE: Library Committee Annual Report 2006 – 2007**

The library's budget, although 4.9% of the campus budget, still remains inadequate in relation to that of peer institutions and in meeting the collection and service needs of the students and faculty. In spite of rising acquisitions inflation costs, the library administration has been remarkably successful in maintaining the collection, including science serials, through a series of large package acquisitions, collaborative agreements with other libraries in the region, and careful evaluation of collection priorities. The Library web site continues to be enhanced and facilitates searching across databases and collections. The online catalog Vikat now directs the user to SUMMIT, WorldCat, or interlibrary loan as appropriate, and provides searching in Chinese, Japanese, Korean, Arabic, and soon Hebrew without transliteration. Several donations have been secured, significantly enhancing Special Collections, which is moving to a larger space on the first floor of Millar. Several key administrative positions have been filled (or are in the process of being filled) and major initiatives are planned to update and make more accessible the Campus Copyright/Fair Use policies and to extend already active development efforts.

**Scholastic Standards Committee  
2006-2007 Report to the Faculty Senate  
(Submitted to the Steering Committee April 10, 2007)**

Co-Chair: Jennifer Loney (SBA) and Liane Gough (UASC)

Members: Scott Burns (GEOL)  
Margaret Everett (ANTH)  
Pauline Livingston (UASC)  
Serge Preston (MTH)  
Gerardo Lafferriere (MTH)  
Mario Garza (UASC)  
Don Frank (LIB)  
Jonathan Pease (FLL)

**Committee Responsibilities:** The Scholastic Standards Committee is charged with recommending academic standards that maintain the reputation of the undergraduate program of the University. It advises the Admissions, Registration & Records Office in academic matters concerning transfer students or students seeking reinstatement after having had academic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request retroactive addition or withdrawal of courses, tuitions refunds, retroactive changes in grading options, and completion in incompletes after one year.

**Committee Activities:** The SSC meets bi-monthly throughout the year (including summer term) to review student petitions and to discuss policy issues. The co-chairs thank all the committee members for their hard work in keeping up with the flow of student petitions, and for their diligence in completing the proposed changes presented to the Senate.

The Committee read 923 petitions from April 1, 2006 through April 1, 2007. This number is 1.7% higher than last year. Of the 923 petitions, 713 were granted, 117 were denied, and 93 are still incomplete and pending. There was a decrease in reinstatement petitions filed with SSC this year (109 filed this year verses 117 filed last year) and there was a slight increase in the approval of reinstatement petitions (61.47% granted this year vs. 60.68% granted last year). The number of Incomplete extensions increased 17% this year, continuing an upward trend over the last two years (144 petitions filed this year verses 123 petitions filed last year); the approval rate went from 87% last year to 86.3% this year. The number of Add/Drop petitions filed this year dropped 6.5%. The number of Grade Option Changes increased 44.6%; this increase came from a Deadline Appeals Committee petition date/policy change. All other approvals/denials remain relatively consistent with last year's numbers.

Petition Type	Total Number	Granted	Denied	Inc/Pending	% Granted
Reinstatement	109	67	34	8	61.47%
Add/Drop	459	352	54	53	76.69%
Inc. Extension	144	126	2	16	86.3%
Grade Option Changes	94	66	20	8	70.21%
Refunds	339	299	20	20	88.2%

The SSC thank the faculty and staff for the time and thought they devote to the letters of support (or denial) that accompany student petitions; they are often the deciding factor in our decision.

Since the last report to the Senate, SSC has presented 4 motions to the Senate. All four motions were passed. The first motion was to approve The Committee's rewritten "Charge to The Committee" to accurately incorporate the change in University language and the actual duties of the SSC. The change to the Committee's Charge was passed in the May 2006 Faculty Senate Meeting.

The second motion was to approve the new "Incomplete Policy". The policy was passed in the May 2006 Faculty Senate Meeting and was implemented Fall 2006. SSC continues to work with Admissions, Registration & Records to implement this change. The Committee anticipates an increase in petitions regarding this policy change beginning Fall 2007 and continuing into Winter 2008, but is working to educate students and faculty on the new policy and its requirements.

The third motion was to move the last day to add a course without instructor permission from the end of the second week to the end of the first week of the term. This proposal would not preclude students from adding courses after the end of the first week of the term. However, adding a course after the end of the first week would require instructor or department consent via a Special Registration form. This motion was passed at the April 2, 2007 Faculty Senate Meeting.

The fourth motion was to move the last day to change grading option from the end of the fifth week to the end of the seventh week of the term. This proposal places us more in alignment with other OUS institutions and allows students to make more informed choices based on their academic standing in the course after midterms. This motion was passed at the April 2, 2007 Faculty Senate Meeting.

During the next year, SSC has been asked to discuss two topics. The first topic is the need for an X mark, now that Incompletes and M marks are being used consistently. This will be a main topic for the Spring and Summer Term meetings. Two questions need to be answered: 1) Is there a need for an X mark? 2) Should an X be included in GPA calculations as zero quality points (treated like an F)? A major concern with the X mark is the understanding by Faculty of how to handle an "X" mark. If an "X" is given to a student, that mark cannot be changed to a letter grade, a P/NP grade, or an Incomplete grade. This is due to the concept that an "X" is only given if there was no basis for a grade. This request came from Admissions, Registration and Records. The second topic is regarding how PSU correspondence classes appear on the PSU transcript. The two main areas the Committee is discussing is the need to normalize and apply the traditional add/drop policies for these classes and how these courses are included in the credits and the GPA calculation of students' transcripts. The School of Extended Studies and Admissions, Registration and Records brought this request to the committee. SSC will be working with ARC on this topic.

In addition, SSC plans to continue researching and developing a policy for refunds in reference to SSC petitions and University policy. Although there is an 88.2% rate of approval, many are partial refunds. The Committee feels like they do not have all the necessary tools to answer or respond to the refund requests; the goal is to establish a refund policy for Committee consistency.

DATE: April 9, 2007

TO: Faculty Senate

FROM: Teacher Education Committee  
Barb Ruben, Chair

RE: Annual Report 2006-2007

**Committee Members:**

Emily de la Cruz, ED/CI, Bill Tate, TA, Ellen Reuler, SPHR, Sarah Morgan ART, Bill Fischer, FLL, Jeanette Palmiter, MTH, Michael Cummings, GEOL, Jim Bickford SPED, Thomas Kindermann PSYCH, Jane Mercer SCH, Debbie Glaze, MUSIC, Greg Jacob ENGLISH.

Student Member: Deb Miller

Ex-Officio Members: Randy Hitz, Dean, GSE, Steven Issacson, Associate Dean, Sarah Beasley Education Librarian

Invited Guests:, Karen DeVoll, CLASS, Lynda Pullen BTP

The University Teacher Education Committee (TEC) operates under the premise that teacher education is an all-university activity and responsibility, and TEC serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates.

### **TEC Activities 2006-2007**

TEC started the 2006-2007 academic year with our initial meeting with the GSE Dean Randy Hitz and an opportunity to hear about the steps the GSE is making to prepare for NCATE accreditation over the next two years. For our November meeting we invited all the department academic advisors to a session in which the GSE faculty were able to share the various teacher education programs and answer any questions advisors might have. This was well attended and positively received. A lot of this year's work was a continuation of work started in previous years and opportunity to see through projects to completion.

At the secondary level, the TEC worked with departments with regards to content requirements. Because our teacher preparation program is an intense one year graduate licensure program leading to a Masters in Education Degree that focuses primarily on pedagogy, the GSE is dependent on the rest of the university to ensure our students have obtained the content standards necessary to teach. During the previous year our focus had been on working with departments to become familiar with the NCATE content

standards and to align those standards to the department requirements. This year we were able to continue that process by asking departments to link those requirements electronically with the academic advisors on our website. This is a major step forward in potentially reducing the amount of time advisors have to spent with teacher education.

At the elementary education level, the TEC was pleased to see our work in the development of an elementary education minor come to fruition this year. Those undergraduates who choose to earn this minor will have strong content preparation at the elementary level. For this first time this spring's freshman course, "Teaching as a Career" which was designed by TEC, completely filled with a waiting list, indicating a potential growth in interest in education as a career path. After five years of offering *Teaching as a Career*, it has finally been officially approved and will be part of next year's Bulletin. Another accomplishment this year is the GTEP implementation of our recommendation to align PSU math department elementary mathematics prerequisites with that at the community college, thus easing potential community college transfers.

A TEC subcommittee examined the Bulletin and made some recommendations for enhancing accessibility of education related course work for potential undergraduates.

Another area that the TEC has explored for a number of years is in the area of field experiences for our undergraduates working in schools. TEC invited Seanna Kerrigan from University Studies to our March meeting to share with us what options are currently available as capstones. This should help advisors direct students accordingly. One idea that TEC is just starting to investigate is a possible senior capstone for business students to help develop some marketing of our teacher education programs out in the community and across campus.

Overall, I feel this was a successful year in progressing towards our goal of providing increase in communication and sharing between the GSE and the rest of the Portland State University community.

**Associate & Assistant Deans'  
Task Force on Classroom Space Utilization**

**Committee Report  
April 17, 2007**

**Task Force Members**

Cindy Baccar, ARR	Maureen O'Connor, SBA
Eileen Brennan, SSW	Judy Patton, FPA
Grant Farr, CLAS	Robyn Pierce, FAP
Agnes Hoffman, ARR (chair)	Glen Sedivy, XS
Rod Johnson, UPA	Julie Thompson, GSE
Don Mueller, MCECS	Michelle Toppe, OSA

Consultants to the task force:

Anne Bergelin, FAP  
Kathy Coates, ARR  
Niko Lande, ARR

**Task Force Charge**

To develop and implement a policy on how classroom space should be managed in order to ensure the most efficient use of classroom space across campus.

**Background**

In recent years, Portland State's enrollment growth has exceeded existing and available classroom inventory. As a result, faculty and academic department chairs have increasingly encountered difficulty finding appropriate instructional space for the days and times desired. This situation has been exacerbated by the recent capital improvement projects that have, or will, take Shattuck Hall, Lincoln Hall, PCAT and Science Building II out of the pool of available classroom inventory.

Actual enrollment, together with the reduction in classroom inventory due to capital projects, has created a critical shortage of 18,000 square feet of teaching space beginning in summer term 2007. This is equivalent to thirteen classrooms: two 125+ capacity rooms, six 60-75 cap rooms, and five 48 capacity classrooms. Unless changes are made to increase inventory, projected enrollment at fall term 2007 as well as tuition revenues will be significantly impacted. Current classroom shortages combined with projected enrollment growth are expected to result in as much as 10,000 lost credit hours per year, in the foreseeable future. For example, the fall term 2007 classroom schedule was completed on March 13, 2007. At that time, ARR was unable to place five large sections which averaged 137 students/section. At a minimum \$516.50 per undergraduate resident 4-credit hour course, these unplaced sections represent \$353,803 in revenue we might otherwise earn next fall term. Not all of that revenue will be lost however, because the instructors were asked to reduce their section size or change their section requests to alternative times. Assuming they are *able* to be moved, and that students will enroll at the new day/time, revenue will not be lost.

However, several of these departments have subsequently decreased the section size rather than offer it at another time slot. Assuming the course would have filled a larger capacity space, this example illustrates lost revenue outcomes of instructional space limitations.

At the projected three percent growth rate, PSU will experience increasingly more such "loser" sections during the room scheduling process. Thus we can expect an increasingly greater impact on revenue generation.

From a revenue opportunity standpoint, the financial impact of *adding* four new large classrooms is shown below. We know, for example, that some instructors would increase their classroom capacity if larger classrooms were available. Projecting three percent growth increase, it is realistic that we could fill four new large capacity classrooms in at least four time zones each term. Thus, if four incremental classrooms were made immediately available, this is the potential revenue impact:

Assumptions:

1. One classroom will accommodate 14 (in-grid) sections/term.
2. Fall 2007 will have a shortfall of *at least* four large classrooms with an average of 150 seat capacity. At least four of the total 14 possible sections/term could be filled if four new classrooms were available.

The revenue impact of not enrolling sections in four classrooms of 150 seat capacity each is calculated below.

**Revenue impact of 2007-08 classroom shortfall**

4 rooms x 90 students (150 seats at 60% fill rate) x 4 sections x 4 credit hours = 5,760 student credit hours (SCH)

5,760 SCH x \$130/resident UG credit hour = \$748,800/term.  
Annual revenue impact = \$2,995,200

Higher non-resident tuition and/or graduate tuition multipliers plus other auxiliary revenue further magnify the financial impact of this space shortage.

This task force was asked to review classroom scheduling policy and protocols relating to general pool classrooms as well as departmentally controlled spaces. The task force was asked to determine if efficiencies might be obtained and/or if additional space could be made available from the existing classroom inventory by improving the existing scheduling methods and policies.

To conduct its work, the committee reviewed the following items.

1. Actual classroom instructional usage for both general pool and departmentally controlled classrooms during the most recent fall term and at actual enrollment peak;
2. Current and projected inventories of both general pool and departmentally controlled classrooms;
3. Future classroom needs using projected University enrollments by categories of size, type and capacity of classroom;
4. Existing scheduling protocols and policies, including the current time grid preferences;
5. Actual efficiency of both general pool and departmentally controlled classrooms' instructional usage by time of day and day of week for fall term 2006;
6. Instructional usage by capacity room size of total inventory across the time zones throughout the week;



7. OIRP Winter 2006 survey results of students' preferences for class days/times, by student level;
8. A term-by-term analysis of facilities' plans to take classrooms offline as compared to known and projected inventory increases, by classroom size and technology type, during the period 2006 to 2011;
9. A schedule of inventory surpluses and deficits by building, room number, teaching technology, and room capacity for each term fall 2006 through fall 2011.

### **Task Force Conclusions**

It is evident that growing enrollments have resulted in a critical shortage among classrooms with capacities of 40 seats or larger. Surpluses exist for small classrooms having capacities of 15-29.

With four to eight surplus small classrooms each term, the committee focused its efforts on opportunities to increase large space inventories only.

The task force analyzed usage for designated instructional space only. There may be inventory such as CH 453 (the Choir room), that could be employed as large instructional space. Further facilities review would be necessary.

As demand for teaching space has grown, academic departments are increasingly using departmentally-controlled space more effectively across the days of the week and times of day.

Although the task force recommends ten immediate action items, it recognizes that there is no single solution that will solve this critical space shortage. Rather, it is recommended that each of ten policy considerations (see attached matrix) be adopted at winter term 2008.

The task force agreed that it is preferable to invest in University classroom upgrades on a priority basis if such upgrades are able to increase the capacity of the existing classroom inventory. To that end, Facilities' planner, Annie Bergelin, reviewed small classroom clusters to identify possible opportunities for combining small classrooms into larger instructional space. To the extent this is financially possible, the task force recommends immediate investment in this type of internal capital improvement rather than using scarce resources to lease external space. Some examples of possible clusters for renovation into larger instructional space are described below along with estimated facilities' renovation costs. Note, the larger, combined capacity is also an estimate. Actual renovated room capacity requires formal architectural review.

#### Cramer Hall

Combine CH 259 (28 cap.) and CH 269 (32 cap.) to create one 59 capacity classroom. Anticipated renovation cost is \$38,170.

Combine CH 401 (48 cap.) and CH 403 (35 cap.) to create one 76 capacity classroom. Estimated renovation cost is \$41,800.

#### Neuberger Hall

Combine NH 341 (30 cap.) and NH 343 (30 cap.) to create one 60 capacity classroom. Estimated renovation cost is \$38,500.

Combine NH 348 and NH 350 (40 cap.) with NH 352 (20 cap.) to create one 68 capacity classroom. Estimated renovation cost is \$43,340.

Combine NH 381 (30 cap.) and NH 385 (30 cap.) to create one 52 capacity classroom. Estimated renovation cost is \$30,470.

Combine NH 396 (20 cap.) and NH 388 (26 cap.) to create one 48 capacity classroom. Estimated renovation cost is \$30,470.

Combine NH 222 (42 cap.) and NH 299 (24 cap.) to create one 69 capacity classroom. Estimated renovation is \$27,170. [Note room has 2 vertical shafts in middle of space.]

### **Task Force Recommendations**

See attached, February 23, 2007 "Policy considerations to address classroom shortfall." Note that Item one has three (1.a., 1.b. and 1.c.) implementation possibilities. While any of a, b, or c may be implemented together with items 2 through 10, many members of the task force favored *both* 1.b and 1.c in combination with items two through ten.

### **Attachments**

1. Policy Considerations to Address Classroom Shortfall (April 2007)
2. Future Needs Analysis with Projected Resources: 2006-2011
3. Student Course Scheduling Preferences (OIRP Winter 2006)
4. PSU Classroom Scheduling Protocols (2001)
5. Departmentally Controlled Instructional Space
6. Departmentally Controlled Instructional Space utilization report- one example only (200604 Term data)
7. Scheduling Room Information (200604 Term data)
8. Classroom Modification "SWAG" Estimates (April 2007)

NOTE: Only attachment #1 is included in the PSU Faculty Senate mailing.

**Policy considerations to address classroom shortfall**  
**April 12, 2007**

<b>Policy considerations</b>	<b>Advantages</b>	<b>Disadvantages</b>	<b>Impact</b>
<p>1.a. Designate all departmentally-controlled instructional space larger than 30 capacity as a "shared classroom." May be scheduled by department in first draft. These rooms revert to the general pool for instructional assignment in all non-departmentally scheduled instructional periods. Classrooms will be released to the department for non-instructional use at the start of each term.  Appeal process for exceptional hardship TBD.</p>	<p>Increases classroom inventory.</p>	<p>Cannot be done by existing scheduling software: a manual process.</p> <p>Prevents departments from scheduling rooms for non-instructional needs prior to the beginning of the term.</p>	<p>Moderate to significant for large classrooms.</p>
<p>1.b. Make departmentally-controlled rooms available for general pool assignment, when not in use for department's credit bearing courses. ARR will only use on an as-needed, case-by-case basis to meet unmet demands from other departments. Rooms will be released to the departments for non-instructional use two weeks prior to the term.</p>	<p>Increases classroom inventory.</p> <p>Implementation not dependent on additional software.</p>	<p>Requires departments to consider their non-class ad hoc use of the rooms to be tentative until university enrollment/registration needs for the term have been met.</p>	<p>Moderate</p>
<p>1.c. Ask all departments that control classrooms with 40+ capacity which are not fully utilized for instruction (at the 60% fill rate), to assign two or more class time periods during M/W/F or T/TH 10a.m.-2pm time periods for general pool instructional placements.  Unused rooms held by GP will be released to the department at the beginning of the term.</p>	<p>Allows departments to know, in advance, the availability of their controlled rooms for non-instructional use.</p>	<p>Cannot be done by existing software: a manual process.</p>	<p>Moderate to significant for large classrooms.</p>
<p>2. Establish 60% minimum fill rate (based on actual enrollment) for all large departmentally-controlled class placements.</p>	<p>Efficient room use.</p>	<p>Room assignment is tentative until enrollment is known at start of term. Allows ARR to bump courses out of department controlled rooms when enrollment does not meet 60% fill rate - only if room needed for another department.</p>	<p>Moderate</p>

<p>3. Do not publish room locations. Direct faculty and students to web for classroom location. Test this concept winter term 2008 after ample notice to students &amp; faculty. Off-site &amp; online courses would continue to be published.</p> <p>Room locations would be posted to the web at least two weeks prior to the start of each term.</p>	<p>a.) Allows last minute 'best fit' adjustments; b.) Minimizes confusion of room change postings.</p>	<p>a.) Web access required; b.) Will increase phone inquiries by students and faculty to ARR.</p>	<p>Moderate to significant</p>
<p>4. Encourage departments to rotate course offerings across all zones of day and evening. (e.g. UO Policy model.<sup>1</sup>)</p> <p>Deans would be given an annual assessment of their departments' scheduling patterns compared to the model.</p>	<p>a.) Minimizes likelihood of "loser" sections during mid-day, M-TH. b.) Fewer time conflicts within a major improve students' ability to increase carrying load. c.) More degrees may be earned during evening hours.</p>	<p>a.) Change in "culture" requires faculty adjustment. b.) A mechanism is needed to monitor and enforce.</p>	<p>Significant for retention and reduction in time-to-degree.</p> <p>Moderately reduces mid-day, prime time "loser" problem..</p>
<p>5. Eliminate second room scheduling draft entirely and move first draft closer to start of term.</p>	<p>a.) Allows departments more time before schedule commitment is required. b.) More accurate course information generates more effective use of bulk scheduling tool. c.) Reduces data entry work for ARR and departmental staff.</p>	<p>No major changes would be possible after first draft.</p>	<p>Significant</p>

<p>6. Modify evening time grid to eliminate M/W and T/TH 4-5:15 and 6-7:50 in-grid time slots.</p>	<p>a.) These time slots overlap two time zones. Eliminating these in-grid zones would add room availability.  b.) Where necessary, these times might be scheduled but on an out-of-grid basis.</p>	<p>Although these time slots are not popular, there may be some departments who need them.</p>	<p>As many as 40 sections could be added.</p>
<p>7. Departments which control space negotiate "pairings" with other departments' use of controlled space.</p>	<p>a) Allows departments the ability to select the "partners" who are allowed into controlled space.  b.) Increases collegial relationships between partner departments.</p>	<p>Negotiating scheduling balance adds to departmental scheduling work load.</p>	<p>Minimal to significant, especially with item 2, above.</p>
<p>8. Identify clusters of adjacent small rooms that might be combined and reconstructed into larger teaching spaces.</p>	<p>Converts surplus inventory of small rooms into scarce large room teaching space.</p>	<p>Construction costs are unbudgeted.</p>	<p>Possibilities are not yet known</p>
<p>9. If controlled classrooms are used for general pool inventory, reimburse departments for out-of-pocket expense when departmental budgets fund controlled classroom space.</p>	<p>Minimizes departmental expense.</p>	<p>Adds expense to central administration.</p>	<p>Neutral</p>

10. Develop a priority capital plan to build additional general pool classroom inventory. E.g., for each new campus construction project, establish a minimum percentage of incremental square footage that will be allocated to general pool classrooms.	Return departmentally-controlled space to the respective departments.	Significant unbudgeted cost.	Significant
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**Recommendations**

The committee assessed all ten policy considerations above. Given the critical shortage of instructional space, members favored a combination of 1.b, 1.c. together with policy items two through ten, effective fall term 2007.

- In general, there is surplus inventory for classrooms with capacity of up to 29 students. Therefore, the small, departmentally controlled spaces are not required for general pool use. Going forward, it is contemplated that departments may continue to freely schedule their <29 capacity classrooms as they currently do.
- Rather than increase classroom inventory by leasing new buildings, it is suggested that departments with medium and large controlled classroom space might receive priority upgrades to furniture and/or technology if they permit general pool use. For example teaching capacity in ED 408 and ED 414 might be increased if smaller tables replaced the existing oversized tables in those rooms.

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<sup>1</sup> UO Scheduling Policy

Within each academic department, classes must be scheduled proportionately over four of five time zones:

Zone 1 – 20% (between 8:00-9:50)

Zone 2 – 40% (between 10:00 a.m.-13:50)

Zone 3 – 25% (between 14:00-15:50)

Zone 4 – 15% (between 16:00-17:50)

Zone 5 – optional, but encouraged (between 18:00-19:50)