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## Faculty Senate Monthly Packet June 2000

Portland State University Faculty Senate

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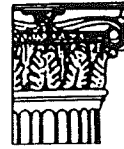
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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **June 5, 2000 at 3:00 p.m.** in room **53 CH**. Please reserve two hours for this meeting and provide for your alternate to attend if you must leave for any reason. **If the agenda is not concluded, the meeting will be continued Monday, June 12.**

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the May 1, 2000, Meeting
- C. Announcements and Communications from the Floor
  - 1. Faculty Senate Representative to Assessment Council RepresentativeProvost's Report
- ELECTION OF PRESIDING OFFICER OF THE FACULTY SENATE FOR 2000-01
- D. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair

ELECTION OF PRESIDING OFFICER PRO TEM FOR 2000-01
- E. Reports from the Officers of Administration and Committees
  - \*1. Advisory Council Annual Report - Wetzel
  - \*2. Committee on Committees Annual Report - Williams
  - \*3. General Student Affairs Committee Annual Report - Miars
  - 4. University Planning Council Annual Report - Limbaugh
  - 5. Faculty Development Committee Annual Report Addendum - Works
  - \*6. Budget Committee Annual Report - Hillman

ELECTION OF FACULTY SENATE STEERING COMMITTEE FOR 2000-01
- F. Unfinished Business
  - 1. Budget Committee Report on PSU '99-00 RAM Model and Allocations - Hillman
  - \*2. Intercollegiate Athletic Board Annual Report - Lall
  - \*3. Academic Requirements Committee Report on Cluster Credit - Wetzel
  - \*4. Report of Ad Hoc Committee on Omnibus and Cross-Listed Courses - Holloway
  - \*5. Curriculum Committee Report on University Studies Assessment Plan - Gelmon

DIVISIONAL CAUCUSES TO ELECT COMMITTEE ON COMMITTEES REPS  
FOR 2000-02: CLAS(2), AO(1), SBA(1), GSSW(1), GSED(1), CUPA (1)
- G. New Business
  - \*1. Curriculum Committee Recommendation Regarding Conflict Resolution Courses - Gelmon
- H. Adjournment

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

- B Minutes of the May 1, 2000, Senate Meeting
- E1 Advisory Council Annual Report - Wetzel
- E2 Committee on Committees Annual Report - Williams
- E3 General Student Affairs Committee Annual Report - Miars
- E6 Budget Committee Annual Report - Hillman
- F3 Academic Requirements Committee Report on Cluster Credit - Wetzel
- F4 Report of Ad Hoc Committee on Omnibus and Cross-Listed Courses - Holloway
- F5 Curriculum Committee Report on University Studies Assessment Plan - Gelmon
- G1 Curriculum Committee Recommendation Regarding Conflict Resolution Courses - Gelmon

**Secretary to the Faculty**

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## PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 1, 2000  
Presiding Officer: Barbara Sestak  
Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Ames, Balshem, Barham, Barton, Beasley, Becker, Biolsi, Bleiler, Brenner, Burns, Carter, Casperson, Chapman, Collins, Crawshaw, Dieterich, Eder, Ellis, Elteto, Enneking, Farr, Fisher, Fortmiller, Fountain, Fuller, George, Goucher, Harmon, Herrington, Heying, Hickey, Hoffman, Holloway, Hopp, A. Johnson, Kenny, Kern, Ketcheson, Koch, Lowry, Mercer, Morgan, Neal, O'Grady, Patton, Pratt, Rectenwald, Rueter, Sestak, Shireman, Squire, Taggart, Thompson, Wetzel, Williams, Works, Zelick.

Members Absent: Anderson, Brennan, Brown, Carpenter, Chaille, Corcoran, Erskine, Holliday, R. Johnson, Kiam, Latiolais, Rogers, Stevens, Sussman, Walsh, Watne, Wollner, Wosley-George.

Alternates Present: Dunbar for Alberty, Zelick for Bodegom, Everett for Gelmon, Bluestone for L. Johnson, Smallman for D. Johnson, Halvorson for Lewis, Kaufman for Miller-Jones, Bowman for Powell.

### Ex-officio Members

Present: Allen, Andrews-Collier, Bernstine, Brown, Davidson, Diman, Feyerherm, Jimerson, Kaiser, Kenton, Pernsteiner, Pfingsten, Tetreault, Toulan, Vieira, Ward.

### A. ROLL CALL

**NOTE:** There is no transcript for this meeting from G.1. to adjournment.

The meeting was called to order at 3:09 p.m.

### B. APPROVAL OF THE MINUTES

The Minutes of the PSU Faculty Senate Meeting of April 3, 2000 were approved as amended.

**Page 53, "NOTE:** There is no transcript for this meeting from F.1. to adjournment."

### C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. Added to Senate Agenda:

- D.1. Question for Administrators (Pratt and Brodowicz) from the PSU Faculty Senate: "What are the prospects for contract settlement?"

Announcement from Affirmative Action regarding Hate Crimes

2. Postponed to the Next Senate Agenda:

Provost's Report

- E.2. Intercollegiate Athletic Board Annual Report (representative not available)

- E.5. Report of the Ad Hoc Committee on Omnibus-numbered and Cross-listed Courses.

3. Senate Steering Committee is appointing two Ad Hoc Committees, with membership to be announced at the June Senate Meeting. Both committees will be directed to carry out charges during Fall 2000 and report to the Senate by the December 2000 meeting. Please contact the Secretary to the Faculty if you have nominations or are interested in being appointed to either committee:

1. Ad Hoc Committee to Review the PSU Grievance Procedures
2. Ad Hoc Committee to Review Faculty Senate Apportionment (PSU Faculty Constitution)

#### **D. QUESTION PERIOD**

1. **Question for the PSU Administration and PSU-AAUP from the PSU Faculty Senate** - "What are the prospects for contract settlement?"

Gary Brodowicz, Vice President for Collective Bargaining, PSU-AAUP, was recognized by the Presiding Officer to present for PSU-AAUP. BRODOWICZ read prepared remarks (attached). (Applause)

PRATT, presenting for the PSU Administration, read prepared remarks (attached).

HEYING stated that in spite of his regard for the Vice Provost he disagrees with the Administration's figures and takes issue with the accusation that faculty are not paying attention to budget and salary issues. Taking into account cost of living increases, he is being asked to take a cut of \$2400. per year. He disagreed

that faculty were not being responsible. PRATT stated that the lowest faculty increase in the next seven to eight months in the full package that the Administration is offering is 6.5%. HEYING countered that that would depend on the cost of living not increasing, and does not take into account the deteriorating PEBB benefits nor the fact that Portland's cost of living is higher than the national average (cited). PRATT stated "we are dangerously close to asking if we can continue to add faculty" to distribute the expanding workload.

ENNEKING asked if, in the OUS, we spend the most on instruction in actual dollars or by percentage? PRATT stated that we spend more money on instruction and less on services, proportionately, than any other institution in the system.

HICKEY yielded to Judith Wilde, who stated that, contrary to Pratt's assertions, the cut in her medical benefits will outdistance her raise, not including cost of living increases, and asked PRATT to respond. She also asked how, according to Pratt, the Administration was going to commit to "working more with instructors." PRATT stated that the Administration has agreed to look at the way they do contracting with Instructors. They have been buffeted by OUS for some years as to the length of contracts, and limited by the Chancellor's office, in written rules, to one year. We are all in agreement about the limitations of our participation in PEBB, but given that the Governor has influenced how PEBB is managed, we are all hampered. PRATT yielded to PERNSTEINER.

PERNSTEINER stated we have negotiated a one-year freeze in PEBB costs to try to find a way to avoid the drastic increases which will start to occur next year. We need to find a different way to look at benefits for all statewide employees, not just the university faculties. Drugs, for example, are driving much of the increase, and we must consider merging with other public groups to enlarge the group negotiating for that benefit. HICKEY commented that, according to Denise Yunker, what has happened is that the PEBB board has given us a \$.5 million credit for underwriting the increased cost, but PSU has said that it will cost them \$750,000. Additionally, the only thing that PSU-AAUP is allowed to negotiate is the dollar amount, not the package.

HICKEY yielded to Gary Brodowicz, who asked "if resources at PSU are in fact limited, would you say that it is unlikely that there will be any further allocations to Athletics." (Applause) PRATT stated that the Senate will hear about that issue when the Senate Budget Committee reports next month; "it is all part of the complex landscape."

BECKER stated that the notion of costs being contained by the group size doesn't apply as regards her spouse's employer; it is a company with

approximately 1000 employees and provides over 90% coverage. Additionally, many OUS employees are opting out because the plans offered to their spouses are better than ours. PERNSTEINER stated that part of the problem is dictated by the PEBB philosophy. We could do better by withdrawing only in the short run, because we are a younger population, but we are aging and will catch up with those demographics.

ZELICK stated that if the entire operating budget last year was approximately \$205. million, than \$1. million is less than a percent of our operating costs, and the administration should give serious consideration to a faculty salary request of that magnitude. PERNSTEINER stated that in 1995 he discussed for the Faculty Senate the budget and the choices which had to be made between reducing the number of faculty or taking reductions elsewhere and spending down the fund balance. The administration chose the latter course. The fund balance is now under \$1. million, but that was done to preserve the university as we thought it had to be to meet the demands of this decade. If funding is increased, we will try to have a level of fiscal solvency that will keep us from being on the ropes again. We need to put money in the bank. Every other institution has at least \$6. million in the bank, and we have more students than any of them. It is important to pay faculty as much as we possibly can over the long term, and that is what we are trying to reach agreement on.

BRENNER stated that "the university has just received the largest budget increase in his twenty-nine years on the faculty and finding the right balance as an art. However, when average Professor incomes are \$2500. under the 10th percentile salary line, average Associate Professor incomes are \$1700. under the 10th percentile, and Assistant Professor incomes are \$200.-plus over the 10th percentile, it is time for a signal that these people who generate the student credit hours--who generate the revenue, are worth stretching out a little longer. As you and the Association work to find that balance, give the faculty a signal that we are in fact valued. Proposing cost of living increases that don't measure up to cost of living for 20 out of my 29 years was not the signal that I was looking for. This year there is money. I would like to see the signal be given please." (Applause)

PRATT stated that he "thought that was the signal they were trying to send, in the sense that the numbers just described are the numbers on the table, and that we agreed with the Association that we should bring our salary structure into line with our competition at the national level. However, it will not happen in one contract period. We are trying to address inequities such as the ones of your 29 years, but it would be nice to have other hands to share in the work. That is the balance we are trying to strike."

HEYING requested the floor to make a motion, but consented with the request of the Presiding Officer to postpone his motion until the conclusion of other business.

HEYING/NEAL MOVED: "At the November Faculty Senate meeting, the Collins Group outlined the results of their survey of community leaders and their proposal for developing a \$250 million capital campaign. On page 2 of their executive summary they state, "Community members believe that to be a great university, investments must be made in faculty first, in scholarships and academic programs next, then bricks and mortar."

- Representatives from the Collins Group also indicated that a capital campaign could not proceed without active commitment from the faculty in terms of donations and volunteer efforts. They informed us that it is a recognized strategy in fundraising that you must be able to show widespread financial support from within an institution before you can go outside to solicit donations.

Given that community leaders have identified investment in faculty as their first priority and recognizing that the capital campaign cannot be successful without faculty support, we resolve to withhold our support for the capital campaign until the Administration demonstrates in its contract offer that investment in faculty is its first priority."

RUETER stated that this motion is "shooting ourselves in the foot." HEYING stated he acknowledged that it is dangerous, but less dangerous than going on strike. The Administration needs to get the message.

EDER queried if the public will question an act that is contrary to the advancement of the university. HEYING stated that contrary to the recommendation, most of the campaign is directed at "bricks and mortar," and the next most important part is for endowed professorships, not the "worker bees."

FARR stated that the motion "is misplaced." The focus of the Capital Campaign is a different issue - "it is our campaign as well as the Administration's." RUETER queried if it is possible to place a "cash value on good faith";

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MORGAN stated the premise of the proposal is problematic; it assumes the Administration has not bargained in good faith, and that is "not true." There has been agreement by both sides on compression, etc. HEYING queried if bargaining for more than a year indicated "good faith," and stated he disagreed with Morgan's premise.

A. JOHNSON/ENNEKING MOVED to table the motion.

THE MOTION PASSED by majority voice vote.

**E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES**

**1. Faculty Development Committee Annual Report**

WORKS presented the report, noting that there is a greater discrepancy between requests and available funds this year, as there are one-third more proposals and proposals must include graduate tuitions in the RAM budget.

The Presiding Officer accepted the report for the Senate.

**3. Teacher Education Committee Annual Report**

JIMERSON presented the report, noting this was a light year for this committee.

The Presiding Officer accepted the report for the Senate.

**4. Interinstitutional Faculty Senate Meeting Report**

BURNS referred Senators to the data in "E4" and discussed it in detail. He noted that the effect of RAM budgeting has been very negative for the smaller institutions, because the model is not funded to the full amount as yet. For example, OIT has cut salaries and well as halted new hiring, etc.

The University of Oregon Faculty Senate Budget Committee, working with the administration, has developed a five-year plan to raise their salaries (currently 82% of market-levels) to match comparator institutions.

BURNS stated that the IFS discussed the ballot initiatives and the impact they would have on higher education funding if passed. They also discussed full funding of the RAM budget as regards tuitions, salaries and infrastructure. IFS also heard from Gerry Richmond, the faculty representative to the State Board. Lastly, progress on the tuition waiver program was reviewed.

BURNS concluded by making two challenges: 1) to the administration, to collaborate with the faculty on salary proposals in a model similar to the University of Oregon's, and 2) to the Senate, to form an ad hoc committee to work with the Chancellor and the legislature.



TETREAULT stated she approves of the plan, and talked to Budget Committee as soon as she learned of it.

**6. Curriculum Committee Remarks Regarding the Use of 200-level Courses in University Studies (UNST) Clusters**

Committee member Margaret Everett was recognized, in GELMON's absence.

ZELICK asked if 200-level courses can be transferred into a cluster requirement? EVERETT yielded to Michael Flower who stated that competency in the subject in question must be clearly demonstrated for this to occur.

**F. UNFINISHED BUSINESS**

**1. Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council**

BURNS/MERCER MOVED "F1" as published.

THE MOTION PASSED by unanimous voice vote.

**2. Amendment to the Constitution. Art. V, Sec.1., 1) Ex-officio membership**

BURNS/MERCER MOVED "F2" as published.

THE MOTION PASSED by unanimous voice vote.

**3. Amendment to the Constitution, Art. V., Sec. 2., 1) Determination of Divisional Representation**

BURNS/MERCER MOVED "F3" as published.

RUETER requested a clarification of the motion as regards its relation to issues of collective bargaining and membership in the collective bargaining unit. ANDREWS-COLLIER explained that the Constitutional language in question predates several significant changes made in the Constitution in the 1990's. For the purposes of faculty governance, previous to 1994, faculty were defined as full-time employees holding the ranks of Prof., Assoc. Prof., Asst. Prof., or Instructor. In that year the Constitution (Art. II) was amended to include in the definition of faculty all full-time unclassified employees in Extended Studies. In 1994-95, the Constitution (Art. II) was amended to the present definition, which includes all non-classified employees of the university, who hold an earned master's degree (criteria determined in consultation with the Provost). PSU-AAUP, the collective bargaining unit in

question, is defined as all full-time, unclassified employees of the university (regardless of education), who are not excluded as part of "management" according to the National Labor Relations Act (for example, Officers of the Administration, department chairs, directors, etc.).

THE MOTION PASSED by unanimous voice vote.

#### **4. University Studies Cluster Proposals for 2000-2001, Revised**

EVERETT presented the proposals, indicating that Michael Flower and Robert Gould were present to answer questions about proposals.

WORKS/BURNS MOVED to approve the list, including changes presented in the meeting (attached).

A. JOHNSON/BLEILER MOVED that 200-level courses be phased out of Upper Division Clusters after this year. EVERETT stated that the finding of the Curriculum Committee was that the 200-level PHIL courses were justified according to the numbering of the Philosophy Department, and there were no other exceptions, including transfer courses from community colleges. EVERETT yielded to GOULD who stated Byron Haines had been present and had prepared remarks to address this issue under E.6., but as it did not come up, he left the meeting. FLOWER stated he appreciated Johnson's argument, but asked is the Senate really wanted to "close the door completely." For example, disallowable transfer courses under 300. MERCER asked if we could wait to hear Byron Haines's remarks before coming to a decision, as it could cause the Philosophy Department withdrawal from University Studies. EVERETT stated there are three clusters which rely heavily on those courses. RUETER noted he advises students to stay with big clusters supported by big departments for just this reason.

A. JOHNSON/\_\_\_\_\_ MOVED TO TABLE the item.

THE MOTION PASSED by unanimous voice vote.

### **G. NEW BUSINESS**

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

EDER presented the proposals and recognized spokesperson Herman Migliore.

A. JOHNSON/MERCER MOVED that the six sections, A-F of "G1" be approved, serially.

BRENNER asked if there are copyright issues surrounding web-based courses. MIGLIORE noted that there are PSU guidelines, but some professors already owned some of their intellectual property. BRENNER asked if a precedent were being set here. ENNEKING queried if this wasn't an issue falling in the domain of collective bargaining. HICKEY stated there is a new article which states agreement can be negotiated. \_\_\_\_\_ noted that where university-wide policies are well established, the faculty are better protected. HOLLIDAY stated there are no guidelines for negotiating agreements. \_\_\_\_\_ HEYING stated that the universities own the rights fully. PRATT stated he takes issue with what Hickey stated; we have generally agreed to \_\_\_\_\_. [TRANSCRIPT STOPS HERE].

RUETER asked where the faculty involved in this curriculum are based. MIGLIORE stated some are here, some are on-line locally, and some are on-line regionally. RUETER commented that to "grow" programs with web based courses is problematic.

## **2. Curriculum Committee Proposals for Freshman Inquiry**

A. JOHNSON/BRENNER MOVED the Senate approve the Curriculum Committee Proposals ("G2).

The MOTION PASSED by unanimous voice vote.

## **3. PSU Resolution Against Hate Crimes (added to Agenda)**

VIEIRA noted that racist graffiti containing serious threats have been found on campus and that every effort is being made to identify the perpetrator as well as insure that students can feel safe on campus. He continued, referencing the Statement of Unity: "PSU supports the right of all people to learn and live safely and without fear. We will respond forthrightly to any event on campus that promotes or results in discrimination, hatred or violence against any person on the basis of race, religion, national origin, age, gender, ability or sexual orientation. We value diversity and reaffirm the common humanity of all people and the intrinsic value of every individual."

## **H. ADJOURNMENT**

The meeting was adjourned at 5:10 p.m.



I would like to preface my report with the following 2 items:

First, a quotation from an e-mail I received recently...

*"I'm not sure if anyone is interested in my PSU experience. I'm sure that it is not all that different from the story many others tell. However, as a result of a poor salary and a poor working environment, I am leaving PSU. After 10 years at PSU and after building an award-winning speech and debate team at PSU, I am leaving. I have been increasingly frustrated with the lack of compensation."*

Second, I would like to follow up an item that was raised at the April Faculty Senate meeting. A question was raised about whether we negotiate our collective bargaining agreement with PSU or OUS. At the State Board of Higher Education Open Forum held on campus recently, when Professor Randy Zelick asked for clarification on this issue, a board member stated that the board is represented by the leader of the PSU negotiation team.

Now for my report.

A disagreement about faculty compensation has stalled negotiations. You may have heard that retroactive salary adjustments are jeopardized once the books are closed for the current fiscal year.

The salary article has multiple sections, and it is fair to say that at this point we agree on several sections, specifically salary minima and promotion adjustments. There is also a retention/market component that I will address later. The **first overhead** illustrates what has occurred in the COLA portion of the salary negotiations.

It is important to understand that 1) the adjustments being proposed are mid-year adjustments, 2) the 12-month CPI for the period ending March 2000 was 3.7%, and 3) that we have been told we will receive no increase in health/dental benefits during the 2<sup>nd</sup> year of the contract.

The **second overhead** contains a quotation from a recent update on negotiations from the PSU administration team's perspective. There are two points to be made here. First, the difference in our COLA proposal is about \$1 million. Second, the terminology is debatable.

The **third overhead** illustrates some items for which PSU's increased funding has been "allocated". With the exception of any additional amounts that may be directed toward athletics in the future, I won't argue against the merits of these items, but simply point out the total amount for your consideration. In a presentation to faculty several weeks ago, Peter Donohue showed a consistent trend for over-budgeting expenditures in services and supplies--data supplied by PSU showed a recent figure to be nearly \$7 million dollars. Finally, it's important to note that this overhead addresses only resources at PSU.

My **last overhead** has been put together to try to help you understand the proposals currently being discussed by both the administration and the association. You have similar information in a handout we've made available.

- ✓ hypothetical faculty members with varying salaries and years in rank
- ✓ 1<sup>st</sup> COLA is half-year
- ✓ 2<sup>nd</sup> half-year COLA on June 2000 salary
- ✓ the final % is the "ROLL-UP"

consider

CPI (3.7%% for 12-month period ending March 2000)

"out-of-pocket" health care costs (premiums, copay, prescriptions)

At the joint meeting of AOF, IFS, and AAUP in Corvallis on Saturday Denise Yunker quoted an estimate of 12-19% increases in future health care costs.

anyone paying "out-of-pocket" should subtract the yearly amount from the increase

At the same meeting this past Saturday – OSU President Paul Risser...

- ✓ talked about the NEXT legislative session,
- ✓ told us that we needed to be "more efficient",
- ✓ hinted that increases in faculty compensation had to be in "an acceptable range"...(suggesting that PSU is not as "autonomous" or "independent" under this new budget model as we would think),
- ✓ did not provide an adequate answer to a question posed about "TRUST" between university administrations and faculty.

We are continually told that faculty compensation is a priority, and yet decisions are made and positions are held that indicate otherwise.

The next bargaining session is scheduled for Thursday, May 4 at 1:30 p.m.

As you may know, my tenure as V.P. for Collective Bargaining has officially ended. However, I have agreed to continue working in an effort to reach a fair settlement.

Statement of James R. Pratt, Vice Provost, Academic Personnel and Budget to the Portland State University Faculty Senate, May 1, 2000.

When Gary Brodowicz and I spoke to the Senate in April, I was optimistic about the prospects for progress in collective bargaining. I remain optimistic, although my optimism is more cautious than before. My optimism is tempered by a small number of factors. On one hand, we have reached a number of tentative agreements on several articles. After over 9 hours of mediation on April 7, we have only a few items left. On the other hand, these remaining items are the difficult ones.

As I have said before, we remain committed to our bargaining goals:

- to achieve a fair and balanced settlement in a timely manner,
- to be fiscally responsible,
- to be consistent with State Board goals and performance objectives, and
- to develop a working partnership with the bargaining unit.

We already know that reaching a settlement will not be timely. To date, no action in bargaining and mediation has taken us down a path that would put us in conflict with the goals of the State Board.

Several months ago, near the beginning of mediation, we began what became a series of informal meetings between representatives of the two collective bargaining teams. Because of the complexity of the University's salary offer, we felt that face to face meetings would be needed, not to bargain but to reach an understanding of the concepts behind the salary offer and the need to explain how we would implement salary increases that differed by rank and discipline based on comparisons of PSU salaries to national averages as summarized in the annual College and University Personnel Association salary study of several hundred institutions.

We were concerned at that time, and we remain concerned, that salary compression and historical patterns in determining faculty salaries were problematic. Average salaries of professors in some disciplines at PSU are no better than about 70% of the national average of professors in those fields. In other disciplines, average salaries for professors are much nearer the national average for those fields; average salaries are as high as 93% of the national average of doctoral universities. Similar variation exists for associate and assistant professors. Our discussions with the Association suggested that across-the-board salary increases would only serve to maintain this variation. So, we agreed in concept on a different approach that would link some portion of the salary increase to years in rank (the primary determinant of compression) and the differential between a faculty member's salary and the average salary at doctoral institutions for the corresponding rank and discipline. Taking this approach means that different people would get different raises. We know that, in general, professorial salaries are more "compressed" than those of associate professors. We have been fortunate to hire assistant professors nearer to salaries being paid in the national marketplace. Typically, we have used funds from higher paid retiring professors to meet these needs, and we have been generally successful in paying assistant professors more competitive salaries.

What has been surprising and disappointing to me is the lack of inquiry by the general faculty into the competing offers being exchanged by the University and the Association. These offers are hardly secrets. They have been circulated in some form by the Association in its Unities newsletter and in campus email. There has been little effort to understand these offers, which directly address issues of salary equity and compression.

Negotiating contract articles that cost money is always difficult. Needs are greater than resources. This is why we agree with the Association that we need to embark upon a sustained program of improving salaries and addressing equity issues. The State Board is in favor of this. Student associations have lobbied the legislature on behalf of faculty salaries.

There has been incomplete information circulating about salaries and the University's financial situation. For example, the current Unities newsletter describes the University's offer of a 2% retroactive, across the board salary increase to February 2000 and a similar increase to be made in February of 2001. Nowhere is there a description of the 4.5% differential salary increase for length of service and market adjustments. Over twice as much money would be expended on this increase than the across the board increases described to faculty, even considering that

the average "market adjustment" for associate professors would be less (3.5%). All other represented members would receive an average 2.5% increase. Between February 2000 and February 2001, average salaries would increase between 6.5 and 8.5%.

In addition to the lack of understanding about salary increases, there seems to be limited appreciation for the hard work that the Association and the University have done to approach agreement on job families, evaluation, and advancement for academic professionals. We have worked on changing to a review and promotion system that looked much like a faculty progression model to one that recognizes the important differences among the work of academic professionals. It has literally taken us years to reach agreement, and we are very close. But, the salary article stands in the way of that agreement.

Finally, let me say just a few things about our budgeting practices and financial status. We routinely allocate uncommitted funds to the "service and supply" line of departmental budgets. Departments regularly spend these funds on fixed-term and adjunct faculty. I invite you to ask the members of the Senate budget committee who will report to you in June if they believe there are significant amounts of misallocated funds. Lastly, I need to say that under the new budget model, we earn every dollar in our education and general budget. We receive money from tuition and fees and from OUS based on the funding matrix. Some analysis has shown that OUS, collectively, has a fund balance over \$50 million. True. This is not our money. It belongs to other institutions and we do not have access to those funds. PSU has access to funds that PSU has earned. Our fund balance is less than \$1 million, the lowest in the System. We spend the lowest proportion of any OUS institution on administration, student services, facilities, and other support functions. We spend, proportionally, the most on instruction and that means faculty. We have benefited from the new model. Since 1997-98, we have added about 25 new faculty FTE across the university (and over 40 since 1995-96). We spent much of our new money on those new faculty. We spent new money on new buildings to have a place to house our faculty and our growing student population. We spent new money on previous commitments ranging from promised salary increases to technological improvements.

I realize I have said nothing about other important items. For example, like the Association, we view medical benefits as a significant cost item, just like salaries. No one in OUS is pleased with the scope of plans and cost of benefits as managed by PEBB. But we are working to change that. Interestingly, more faculty are taking cash back from benefits this year than ever before. We need to pay more attention to our long-term relationships with instructors in some programs, and we have proposed to work on that.

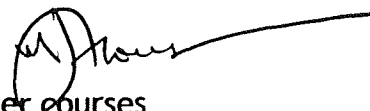
So, what is the status of negotiations? We have made a great deal of progress. We have only three or four articles in need of agreement.

What are the prospects for settlement? They are good. They will be better if everyone becomes better informed. I believe faculty should be skeptical of everything that is said about collective bargaining. I believe I have spoken the truth, but feel free to disagree. To the extent possible, I will be happy to answer any questions.

# PORTLAND STATE UNIVERSITY

April 21, 2000

TO: Sherril Gelmon and Faculty Senate  
FROM: Michael Flower, Chair, UNST Cluster Coordinators  
RE: Final amendments to April 12, 2000 listing of cluster courses



The April 12, 2000 document (sent to you as part of the materials for the May 1, 2000 Senate meeting), and amended as follows, constitutes the formal listing of the courses comprising the University Studies clusters. This formal listing will appear in each **Bulletin: Schedule of Classes** beginning with the Fall, 2000 Bulletin.

**Add to Classic Greek Culture**

FL 399U Ancient Greek Literature  
FL 399U Roman Literature in Translation  
FL 399U Roman Culture

**Add back to African Studies (inadvertently hit the delete key when editing April 12 document)**

BST 440 Caribbean Studies

**Change course number in Culture of the Professions from**

SW 399U Helping Professions and the Welfare State  
to  
SW 407U Helping Professions and the Welfare State

**Add to European Studies**

FL 399U Danish 20<sup>th</sup> Century Women Writers  
FL 399U Danish Film from Dreyer to Dogmer  
FL 399U Major Works in Danish Literature

**Add to Leadership for Change**

EPFA 410U Spiritual Leadership

**Minor change for Science in the Liberal Arts**

Part II of Northwest Wetlands does not yet have a unique number; hence change

SCI 351U Northwest Wetlands Parts I & II  
to  
SCI 351U/399U Northwest Wetlands Parts I & II



April 28, 2000

Advisory Council Annual Report, 1999-2000

Members: Theresa Bulman, Jan Haaken, Roy Koch, Robert Liebman, Barbara Sestak, Patricia Wetzel (chair, spring term)

The Advisory Council met with President Bernstine almost every week for 1-2 hours. Meetings with other administrators included the Provost (Mary Kay Tetreault) as well as the Vice Provost and Director for Campus Initiatives (Devorah Lieberman). Dialog was open and honest.

This year's topics for discussion included:

- Policies surrounding off-campus teaching and reimbursement/remuneration
- Discussion of the role of the Advisory Council under the constitution, as well as how that is interpreted by the President and Council members
- Search committees for new administrative positions; suggested names
- Review of constitutional amendments passed by the faculty senate
- Prospective changes in safety officers' authority to carry guns
- Relationship between PSU and OGI
- Athletics
- Grievance procedures
- The three action councils established by the President, their responsibilities and timelines

May 15, 2000

TO: The Faculty Senate

FROM: Dilafruz Williams, Chair  
Committee on Committees

RE: **Committee on Committees  
Annual Report (6/2000)**

Members: Dilafruz Williams, ED, Chair; Tim Anderson, ETM; Martha Blashem, UNST; Sarah Beaseley, LIB; Scott Burns, GEOL; Dan Fortmiller, OSA; Candice Goucher, BST; Beverly Fuller, SBA; Mindy Holliday, CWP; Brian Stipak, PA; Margaret Herrington, XS-SS.

The Committee met during November 1999 to make new appointments as well as review reappointments to the academic year and calendar year committees. 1 renewal and 22 new appointments were made to the academic year committees. Follow up work was completed through correspondence and communication. No special issues arose during discussions for these appointments.

Mindy Holliday served as Chair through December 1999. Dilafruz Williams replaced her as Chair in Winter 2000.

The Committee met in February 2000 to make new appointments as well as replace those who were either on sabbatical or had expressed an interest to get off an academic year committee. Follow up work was completed through e-mail correspondence and telephone communication.

During winter quarter, 11 new members were appointed to committees; some of these were replacements due to mid-term resignations. Chair positions on the Faculty Development Committee and the Inter-Collegiate Athletic Committee also became vacant and were filled—the latter with an Acting Chair. These mid-term vacancies in the Winter quarter were not easy to fill; however, thanks to the magic of e-mail correspondence and the persistence of the Committee on Committee members, replacements were expeditiously found and voted on.

One face to face meeting was held in May to fill vacancies for 2000-2001. The Committee is finalizing 40 new appointments on 19 academic year committees. It has also been confirming renewals on these committees. There are a total of 132 members on all of these committees. All work is expected to be completed by May 31st.

The following special issues arose during the Spring meeting. We received a note from a faculty member who wondered why some faculty that take sabbaticals over a three-year period do not seem to serve on any university-wide committee. We were also asked to address whether Chairs of Departments are aware of who declines to serve on university-wide committees so that the Chair can address workload issues better. The Committee on Committees felt that since the Chairs of Departments receive the membership list they should be able to address departmental workload issues based on that list. Furthermore, not all those who express an interest to serve on a particular committee get appointed to their committee of choice. This is because some members stay on committees to complete their term. While the Committee on Committees tries its utmost to appoint members based on their expressed preference, of the vacancies that need to be filled, the Committee on Committees has to follow the constitutional guidelines to ensure representation by School/College in some cases.

Sarah Beasley, LIB, has been elected as the new Chair of Committee on Committees for 2000-2001.

**Annual Report of the General Student Affairs Committee  
to the Faculty Senate  
Portland State University  
May 8, 2000**

**Members of the Committee:**

Chair: Russell Miars, SPED, x4611

Faculty: Greg Jacob - ENG, x3567  
Randy Blazak, SOC, x8502  
Beverly Fuller, SBA, x3782  
Dirgham Sbait, FLL, x5295

Students: Erin McCarty  
Terah Elliot  
Artjwell Reyes  
Elizabeth Vaughn  
Mary Lynda Ahanotu  
Barbara Payne

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

Special Consultants for Outstanding Student Service Awards  
from Center for Academic Excellence:  
Dilafruz Williams - CAE  
Amy Spring - CAE

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

An on-going task is a review of the policies and procedures of the Office of Student Development, which has responsibility for the educational activities and expenses associated with all student organizations and Associated Students of Portland State University. During Fall Quarter the Committee reviewed and approved revisions of Policy and Procedures Manual of the Office of Student Development. Spring Quarter was spent working primarily on two annual tasks. The first was to select the recipients of the Outstanding Student Service Awards: the *President's Award for Outstanding Service by a Student* and the *President's Community Scholars*

*Award.* These awards are presented at the annual *Excellence in Education and Service Student Award Ceremony*. Using the criteria developed during the 1997-98 year, the Committee selected twenty students for the *President's Award for Outstanding Service by a Student*, and eight students for the *President's Community Scholars Award*.

The second task for the Committee was the selection of the Student Commencement Speaker. Six students applied to speak at Commencement this year. The Committee used the established criteria from last year to evaluate all six applicants, including having each candidate formally present his or her actual speech to the Committee. After considerable deliberation, and with the permission established last year from the Graduation Board to recommend two student Commencement speakers, the Committee chose two students again this year to present their speeches at Commencement.

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

Submitted by  
Russ Miars, Chair &  
Susan Hopp, Consultant

To: Faculty Senate

May 10, 2000

Re: 1999/2000 Annual Report of the Senate Budget Committee

From: Stan Hillman, Chair, CLAS (BI)  
Erik Bodegom, CLAS (PHY)  
Graig Spolek, EAS (ME)  
Tony Rufolo, UPA (USP)  
Tom Graham, (SSW)  
Maggie Herrington, SES (XS-SS)  
Bev Fuller, SBA  
Carol Mack, ED  
Larry Crawshaw, CLAS (BI)  
Curt Peterson, CLAS (GEOL)  
Bob Westover, LIB  
Rudy Barton, SFPA (ARCH)  
Elaine Limbaugh, Chair UPC

Student: Shane Jordan

Consultants: Mary Kay Tetreault, Provost  
Dick Pratt, Vice Provost  
George Pernsteiner, VP for Finance and Administration  
Jay Kenton, Assoc. VP for Finance & Planning  
Kathi Ketcheson, Dir. Inst. Research & Planning

We met on a biweekly basis throughout the academic year. The committee received outstanding support from FADM and OIRP in supplying both the data germane to our discussions and the expertise to follow the spreadsheets. The Provost and Vice Provost were regular contributors to our discussions.

We focused our discussions and analyses on the five questions delineated below, which will form the framework of the five sections of the report.

**Question 1. What is a process that would allow strategic budgeting review on the part of the Senate Budget Committee?**

The historic role of the Budget Committee has been one of reacting to budgetary decisions already made, rather than a proactive role in establishing budgetary priorities as the Constitution of the PSU Faculty suggests. The new Provost has involved the Budget Committee in a more strategic role, closer to what the constitution delineates. The committee worked with the Administration in developing a process in which the Budget Committee will be present at the EXCOM hearings where FADM, the President, Development and the Provost present their budgetary recommendations, and will have input to the Executive Committee before decisions are reached. The hearings will be held in early May with the Budget Committee responding in late May to the proposals. Recognize this is a very positive, forward looking change from past practice.

The only drawback is that not all budget items are seen because of prioritization by the responsible university official prior to their presentation to EXCOM.

**Question 2. How does current program funding correspond to RAM model funding, and what are the educational implications of imbalances from both a student and faculty workload perspective?**

This is a broad question and potentially acrimonious. The committee looked at the application of the RAM model to the last three years of enrollment data (96-99) as well as 92/93 for an historic reference point as well as grants, contracts and non-foundation gifts to the colleges. There are some assumptions in these analyses which would underestimate cost and increase revenue generation in the earlier years of the analysis. The data are presented in Fig 1. Most schools and colleges break even, some lose money and some make money. The second data (Fig. 2) are an historic look at the ratio of cost/revenue generation at a department level in the four colleges/schools where the data can be separated by department (CLAS, UPA, FPA, EAS). The distribution is broad. The existence of very low cost/revenue departments has implications from both a student learning and faculty workload perspective. A low ratio often means large classes, potentially taught by low cost adjunct faculty or high teaching loads by tenure line faculty. We encourage the Senate to pursue these implications from both a quality and equity perspective.

Though some of this variance might be attributed to differences in the mission of schools and colleges in the ratio of grad to undergrad revenue generation, the data do not necessarily support this conclusion (Fig. 3). There are some colleges and departments with high ratios who contribute very little in terms of extramural funding relative to their graduate revenue generation (Fig. 4).

**Question 3. Are the strategic investments of the new \$15.6 million worth of revenue consistent with sustainable revenue generation under the RAM model?**

Since this is year one of these allocations, we could not fairly evaluate the budgetary impacts after only months of data, but a set of criteria were developed that could be used to assess impacts and a timeline developed for subsequent Budget Committees to utilize (Fig. 5). Five categories of types of impacts were identified as potentially important: enrollment; development; quality; research; and debt. The financial return on investment and time frame would vary with category. For instance enrollment revenue should double the actual cost in order to cover the administrative costs of operating, while development revenue should return four times its cost to cover the loss of this revenue for student access and its administrative overhead. The Administration required an impact statement with each budget request this year, so assessment should also be possible with current and future allocations. Since assessment of investments is a Budget Committee responsibility in the Faculty Constitution, Budget

committees will have a running start at this process in subsequent years. The most difficult component to assess is quality.

**Question 4. What are some creative avenues that will allow for ownership and incentives relative to revenue generation under the RAM model?**

There is some sentiment that the revenue generated should follow the generating college/unit and money losing colleges should adjust their costs or revenue generation to at least break even. The valid concern with this market approach is the internal competition that might result with retooling and lowering the standards of disciplines to maximize enrollment. This fear of competition concern has to be balanced with encouraging novel methodologies, times and approaches that might enhance efficiencies in the delivery of a curriculum and better serve the students. How then might this creativity be rewarded and encouraged without compromising quality? The development of quality programs was a consistent concern of many Budget Committee discussions. The definition and assessment of quality is a discussion the Senate should have.

**Question 5. In light of RAM and the scrutiny/significance placed upon tuition generation, what principles exist/are implied/ are in development for the non-instructional components of the University?**

The concern here is there is no commensurate tool to evaluate the "administrative costs" as clearly as the academic costs since these non-instructional units do not generate revenue under the RAM model. Recognize the "administrative costs" encompass a wide variety of necessary expenditures from building maintenance, student services, equity programs, development, to administration.

PSU spends proportionally more in its academic category (instruction, public service, research and academic support) and proportionally less on its Administration category (student services, physical plant, institutional support) than any other campus within the OUS system (Figs. 6&7). These data also suggest the components of the Academic category that are not revenue generating under the RAM model should also be scrutinized. For instance, how do these categories relate to SCH generation and the graduate educational experience?

The committee was troubled by the continued increase in expenditures for intercollegiate athletics. The move to the Big Sky and Division 1AA athletics from Division II was supposed to be eventually revenue generating based on increased attendance and support from boosters. As can be seen from Fig. 8 the increased revenue has principally come from PSU and student fees. There

is also a \$1.27 million deficit to be repaid. The costs are increasing annually with no indication that they are ever going to balance.

**Specific Actions Requested from the Senate**

1. Thank the Administration for being helpful and forthright to the Senate Budget Committee.
2. The variance in cost/revenue raises questions about the equitable distribution of resources to academic programs. Inequitable distribution of resources raises issues about the quality of the students' academic experience and the faculty workload in departments with low and high ratios. The Senate should direct the Budget Committee, University Planning Council and any other appropriate committee in 2000/2001 to develop criteria for evaluating the quality of academic programs and assess whether this funding variance relates to quality variance.
3. The Senate should request that the Athletic Director work with the Budget Committee to assess the reasons for the shortfalls from projections in revenue generation and provide data on the student benefits that accrue from the athletic programs.



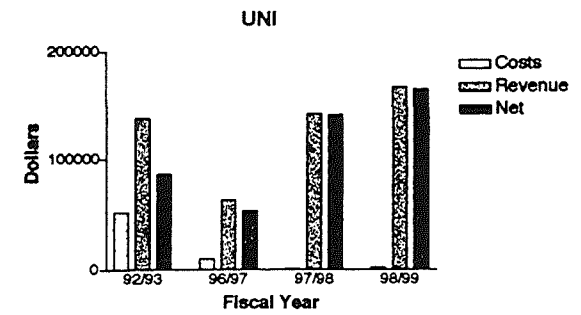
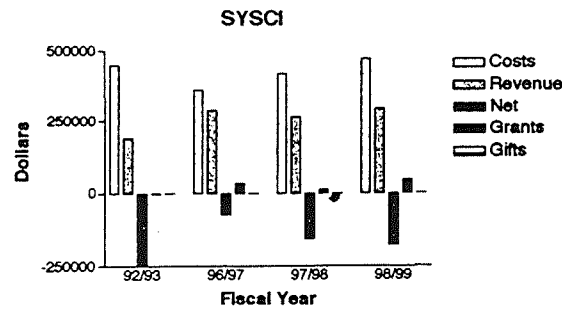
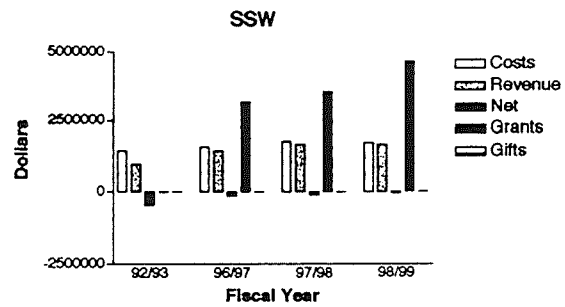
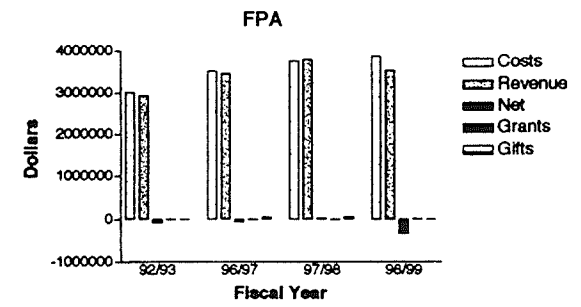
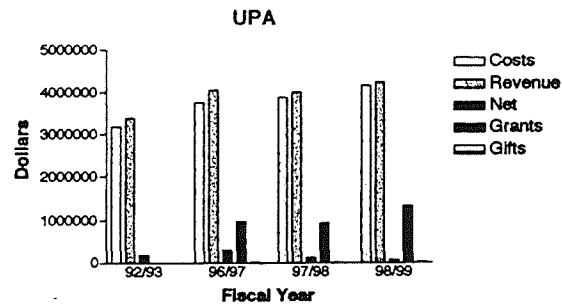
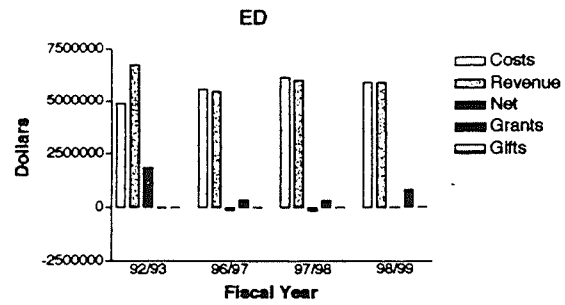
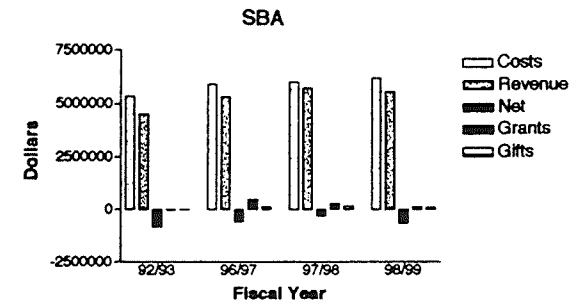
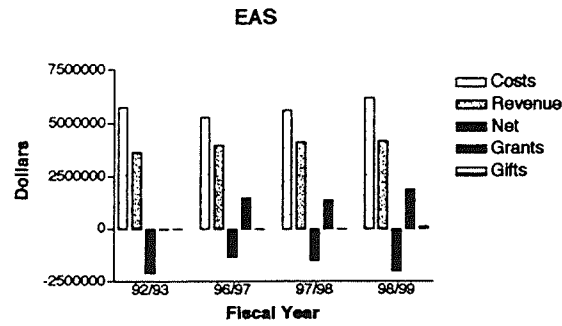
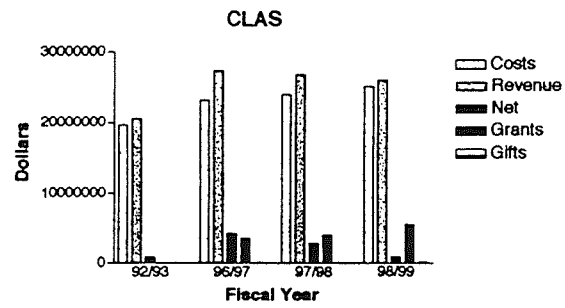
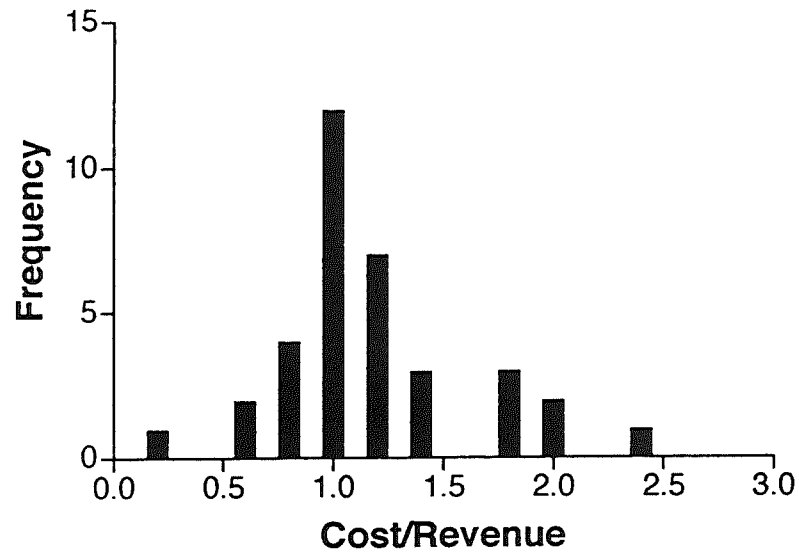
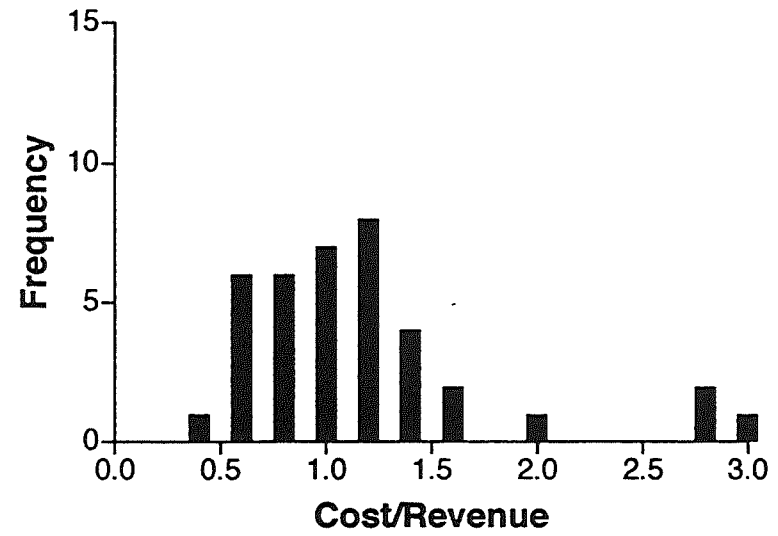


Fig 1.

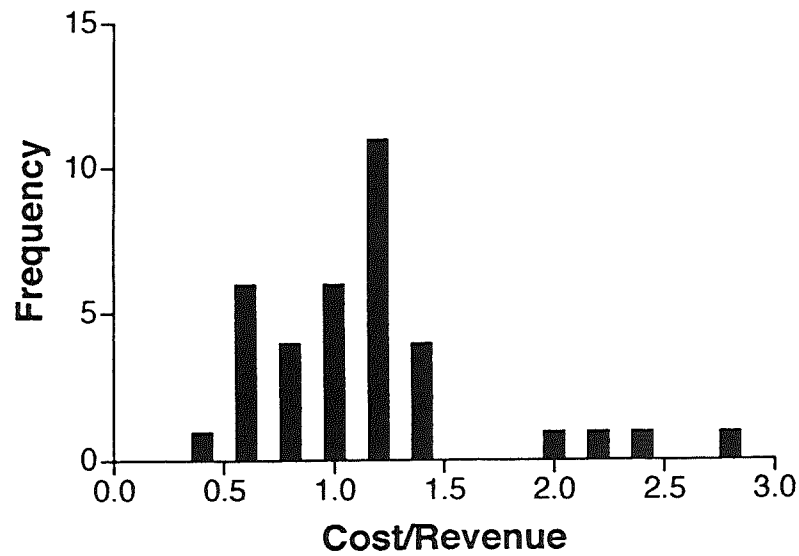
**92/93**



**96/97**



**97/98**



**98/99**

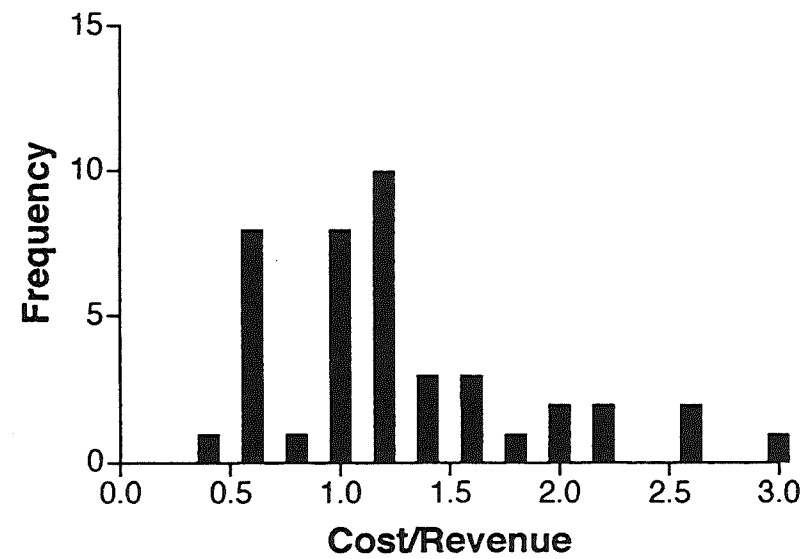


Fig. 2

Fig. 3

## Grad/UGrad 98/99

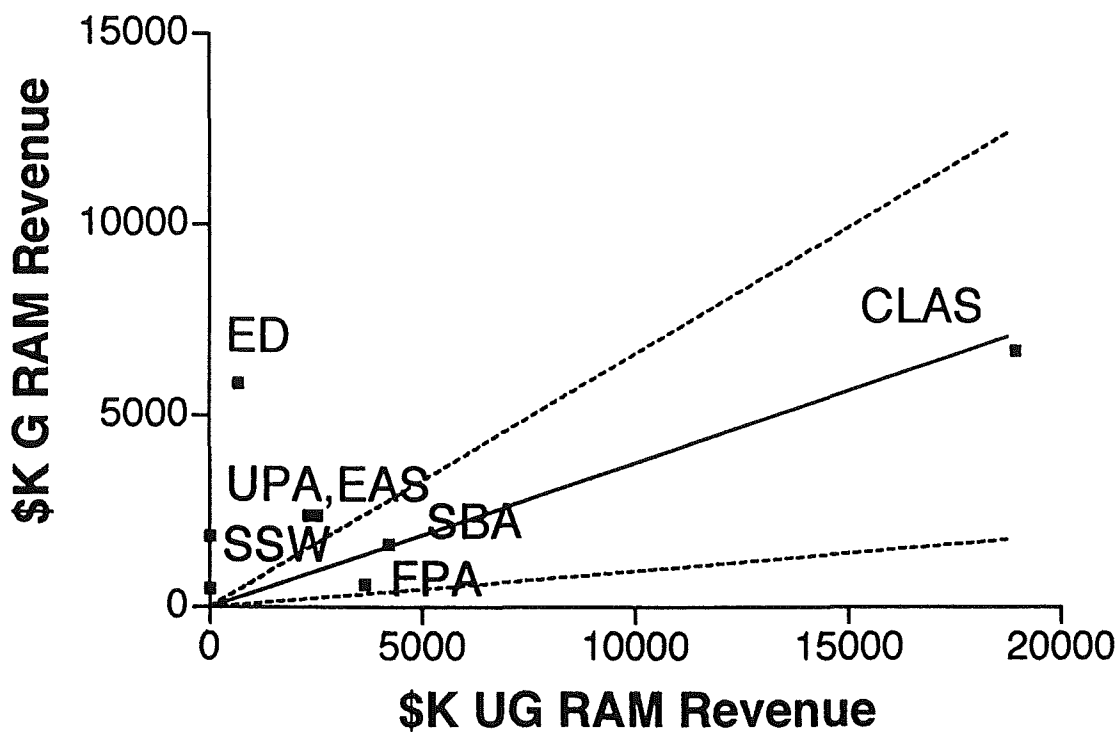


Fig. 4

## Grants/Grad 98/99

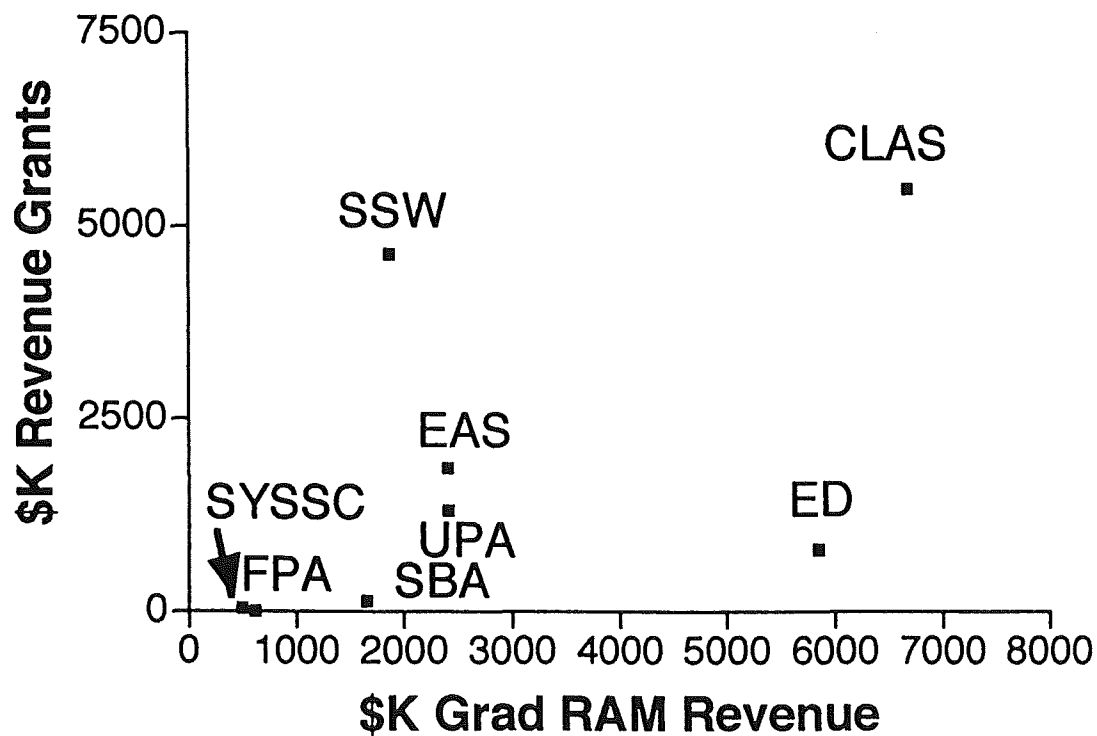
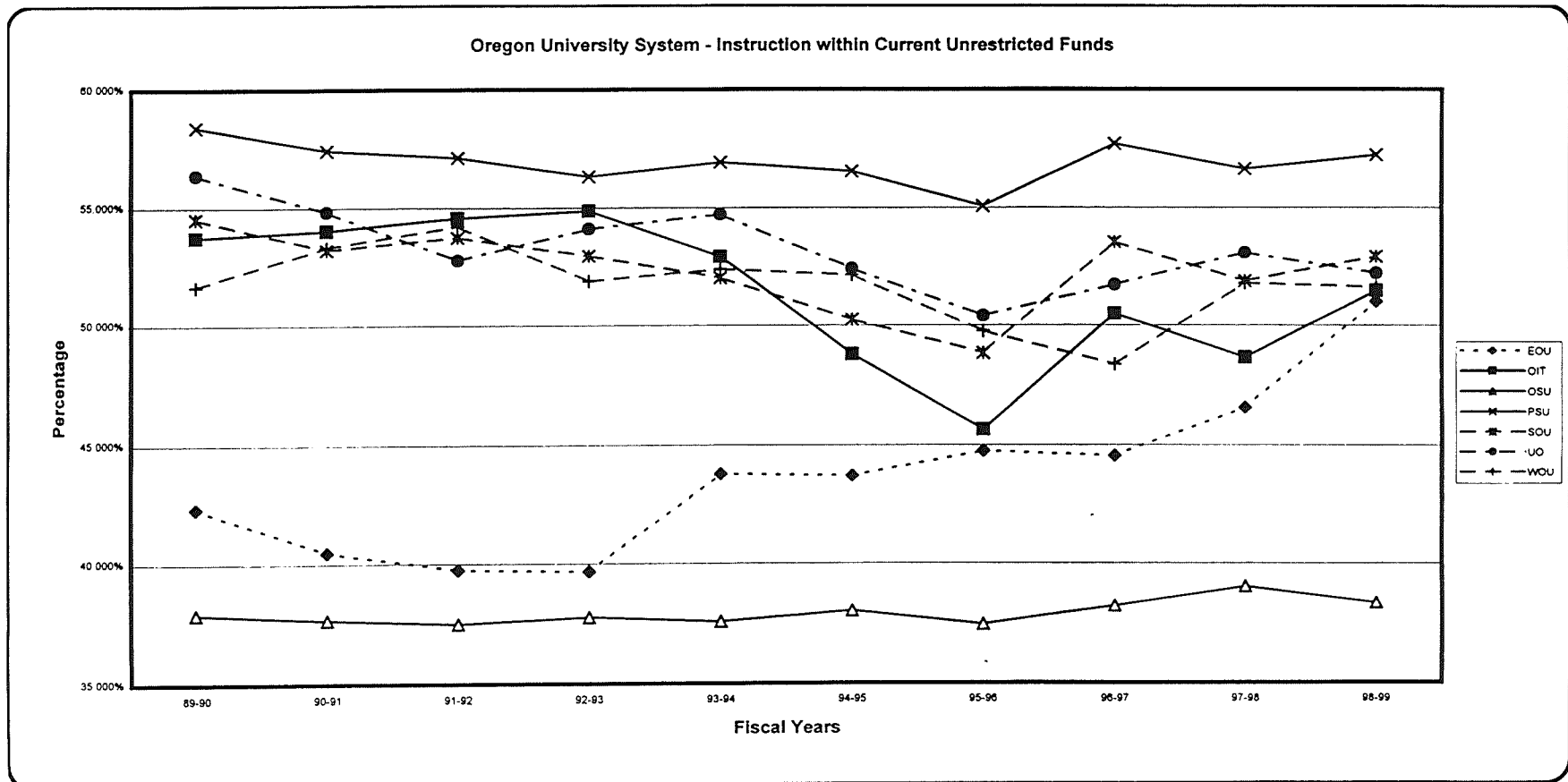


Fig. 5

| Item                        | Amount    | Category       | Comments                |
|-----------------------------|-----------|----------------|-------------------------|
| Salary roll-ups             | (X)2100   | Salary/Quality |                         |
| New Positions               | (1-X)2100 | Enrollment     |                         |
| Education Cohorts           | 585       | Enrollment     |                         |
| Master's Financial Analysis | 182       | Enrollment     |                         |
| SBA Degree Completion       | 146       | Enrollment     |                         |
| Construction Management     | 65        | Enrollment     |                         |
| University Studies          | 230       | Enrollment     |                         |
| Extra sections in Art       | 45        | Enrollment     |                         |
| Extra Sections in CS        | 45        | Enrollment     |                         |
| Research Investment         | 200       | Salary/Quality |                         |
| Sci/Engrg Lab Upgrades      | 500       | Salary/Quality |                         |
| Enrollment Initiatives      | 850       | Development    |                         |
| Institutional Reserve       | 2200      | Debt           |                         |
| Salary Reserve              | 2700      | Salary/Quality |                         |
| Urban Center Operations     | 1949      | Debt           |                         |
| Deferred Maintenance        | 500       | Debt           |                         |
| Launch Capital Campaign     | 525       | Development    |                         |
| Fund Development Officers   | 258       | Development    |                         |
| Enhanced Marketing          | 295       | Development    |                         |
| Enrollment Services         | 309       | Enrollment     |                         |
| Campus Climate Initiatives  | 250       | Salary/Quality | Also impacts enrollment |
| Library                     | 200       | Salary/Quality |                         |
| Technology COP's            | 700       | Debt           |                         |
| Human Resources             | 120       | Debt           |                         |
| Miscellaneous               | 646       | ???            | Too little information  |

**Oregon University System**  
**Instruction Within Current Unrestricted Funds**  
**Reporting Period: 1989 - 1999 Fiscal Years**

|     | 89-90   | 90-91   | 91-92   | 92-93   | 93-94   | 94-95   | 95-96   | 96-97   | 97-98   | 98-99   |
|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| EOU | 42.348% | 40.474% | 39.732% | 39.668% | 43.785% | 43.705% | 44.741% | 44.539% | 46.566% | 51.011% |
| OIT | 53.749% | 54.036% | 54.567% | 54.869% | 52.908% | 48.792% | 45.652% | 50.480% | 48.664% | 51.458% |
| OSU | 37.874% | 37.633% | 37.460% | 37.730% | 37.553% | 37.979% | 37.414% | 38.187% | 39.022% | 38.321% |
| PSU | 58.394% | 57.432% | 57.127% | 56.315% | 56.922% | 56.535% | 55.058% | 57.697% | 56.627% | 57.222% |
| SOU | 54.528% | 53.209% | 53.749% | 52.941% | 52.010% | 50.237% | 48.838% | 53.528% | 51.855% | 52.914% |
| UO  | 56.380% | 54.828% | 52.771% | 54.101% | 54.714% | 52.388% | 50.396% | 51.703% | 53.063% | 52.202% |
| WOU | 51.647% | 53.320% | 54.218% | 51.870% | 52.364% | 52.127% | 49.742% | 48.371% | 51.770% | 51.616% |



PLEASE NOTE: The OSU data is somewhat skewed by the fact that the statewides (Extension Service, Agricultural Experiment Stations, and Forestry Research Laboratory) are contained within their expenditure amount.

Total expenditure amounts for these statewide services during the reporting period are ranging from \$44 Million Dollars to approximately \$55 Million Dollars per year.

Fig. 6

**Oregon University System**  
**Institutional Support Within Current Unrestricted Funds**  
**Reporting Period: 1989 - 1999 Fiscal Years**

|     | 89-90   | 90-91   | 91-92   | 92-93   | 93-94   | 94-95   | 95-96   | 96-97   | 97-98   | 98-99   |
|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| EOU | 13.735% | 14.862% | 14.479% | 13.504% | 14.003% | 13.554% | 16.968% | 14.880% | 15.377% | 14.157% |
| OIT | 15.451% | 14.879% | 20.667% | 18.343% | 17.007% | 21.801% | 23.804% | 19.033% | 19.389% | 19.744% |
| OSU | 9.841%  | 10.014% | 9.475%  | 9.267%  | 10.123% | 10.385% | 12.695% | 10.279% | 7.428%  | 8.929%  |
| PSU | 9.695%  | 10.083% | 10.030% | 9.933%  | 9.914%  | 9.805%  | 12.227% | 10.621% | 9.698%  | 9.334%  |
| SOU | 13.111% | 14.295% | 13.281% | 12.432% | 13.273% | 13.046% | 21.176% | 15.475% | 12.220% | 11.789% |
| UO  | 9.540%  | 10.132% | 10.379% | 9.809%  | 9.936%  | 9.182%  | 14.264% | 13.799% | 10.494% | 11.087% |
| WOU | 17.526% | 15.783% | 16.209% | 15.651% | 15.353% | 15.921% | 14.820% | 14.692% | 14.663% | 16.327% |

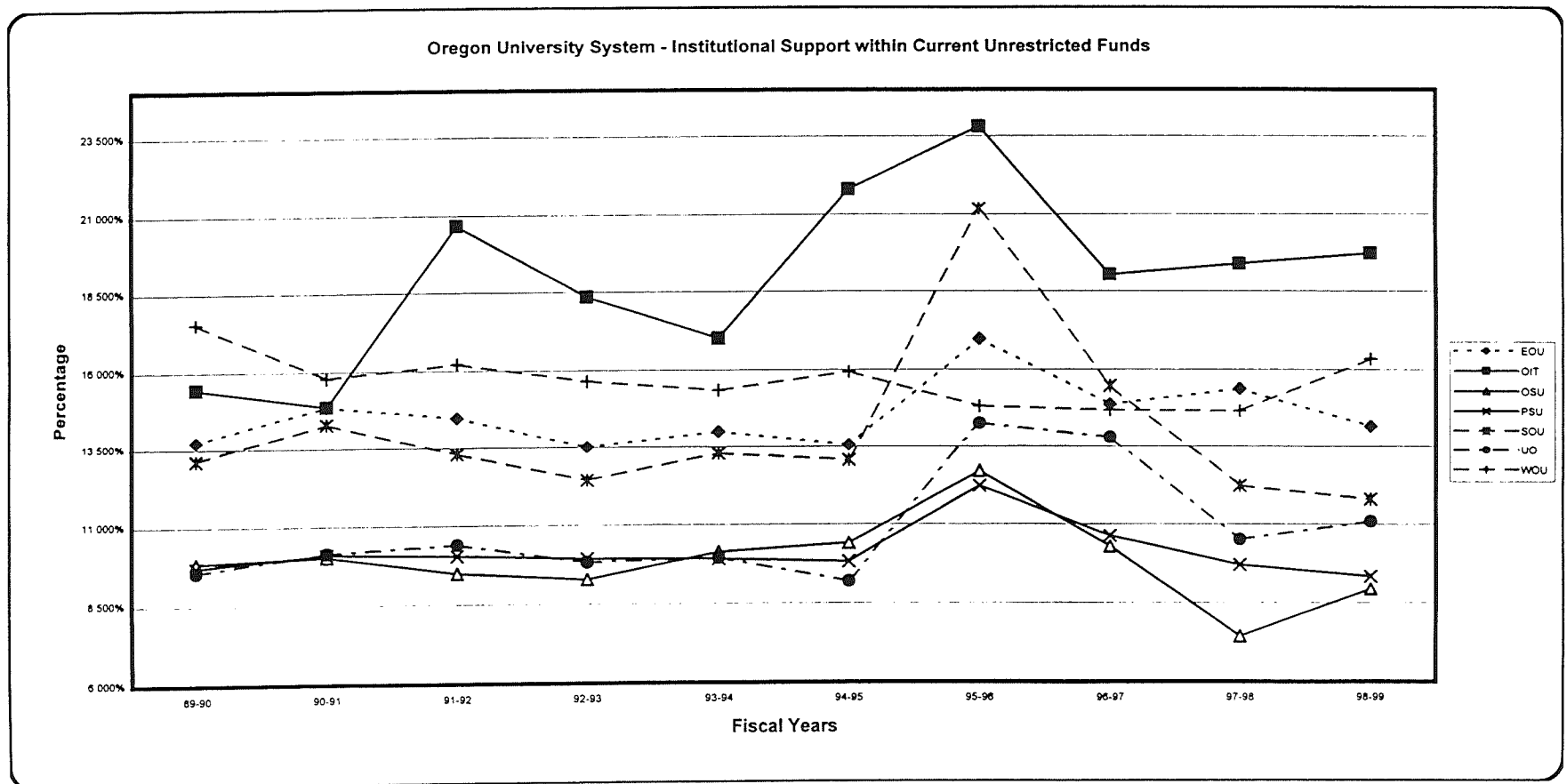
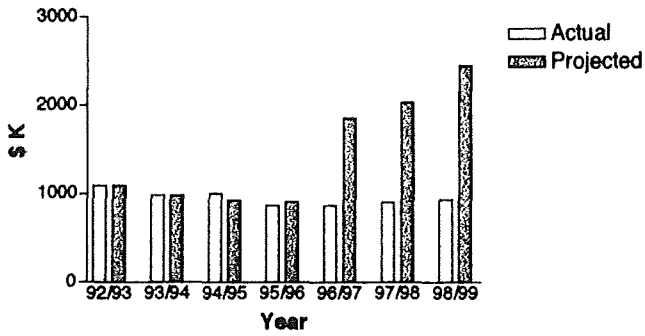


Fig. 7

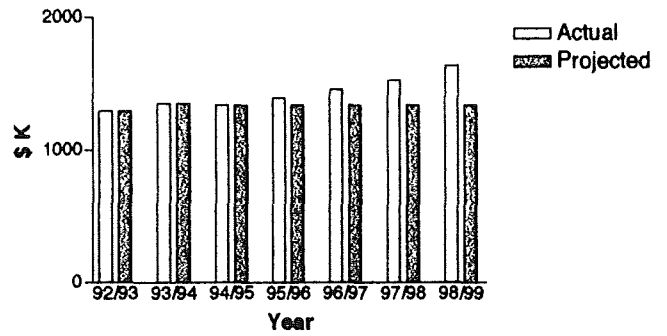
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 Total expenditure amounts for these statewide services during the reporting period are ranging from \$44 Million Dollars to approximately \$55 Million Dollars per year.

Fig 8.

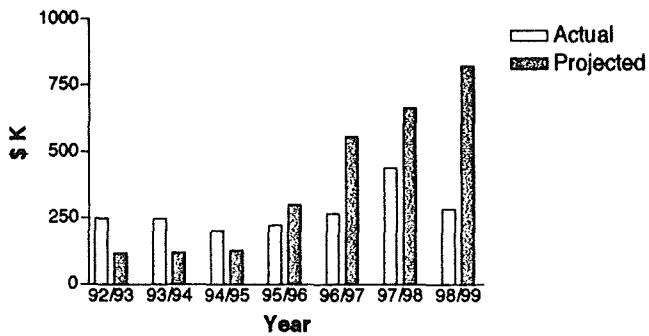
Gate, etc.



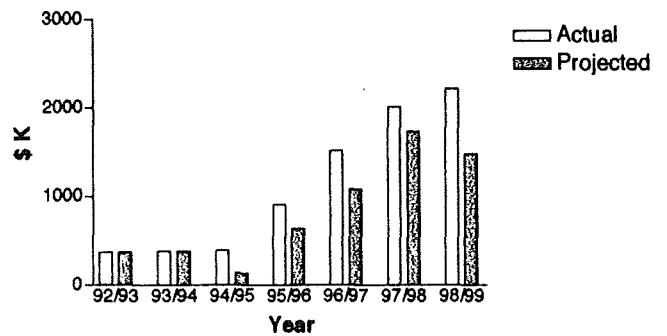
IFC Fees



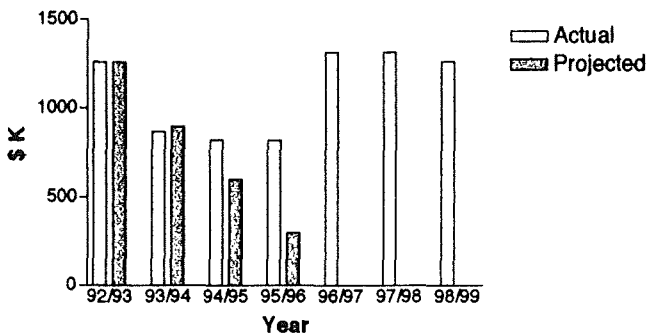
Development



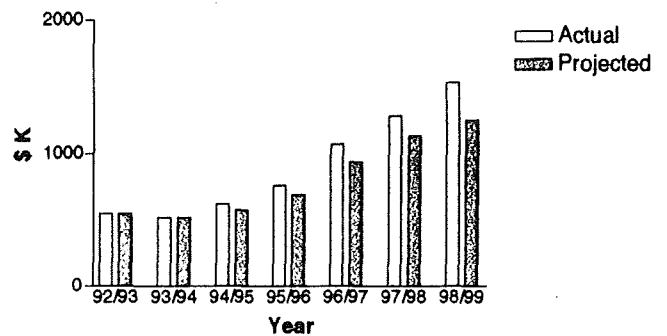
PSU E&G



Deficit



Scholarship Expense



# Intercollegiate Athletics Board

## Report to the Faculty Senate

4/10/2000

Members: Kent Lall, Acting Chair, Richard Forbes, Alan Cabelly, Mary Gordon-Brannan, Charles Smith

Community: Jim Mustard

Mentor: Sy Adler

Ex-officio: George Pernsteiner, Jim Sterk, Robert Lockwood, and Anne McCoy

1. Board is currently going through a rare dormant phase partly because of Chair's resignation through retirement. Search is actively underway for a new Chair, as none of the current members could switch other assignments midyear to accept this role. The lull in activity could not have come at a more appropriate time as we look to very busy two years ahead.
2. The University comes up for a NCAA Peer-Review in December 2001. In anticipation of the official visit, an extensive document in the way of self-examination needs to be prepared. This document addresses several areas including theory, academic integrity, fiscal issues, and athlete welfare.
3. The preparation for the upcoming NCAA visit will be a university-wide effort. President Bernstine is expected to appoint a separate committee during fall 2000 to lead this effort. It is likely that a senior administration official will chair this committee.
4. Several subcommittees (about six) are expected to assist this new committee. Members of IAB will be asked to serve on all subcommittees. Next year would see the Board meeting perhaps on a weekly schedule.
5. Future changes in Athletic Conference membership or status of playing facilities like stadium are difficult to report as information changes occur rapidly. However, these items present some difficult challenges ahead.
6. A progress is reported in reaching Title IX goals and equity. Lack of participants in athletic events and gender equity remains a major issue.



May 8, 2000

TO: Faculty Senate

FROM: ARC, Pat Wetzel, Chair

RE: Using course to satisfy both major and cluster requirements ("double-dipping")

The prohibition against this (currently included only under University Studies, p. 63 of the 1999-2000 Bulletin) will be moved to the General University Requirements for All Baccalaureate Degrees (the so-called "gray pages, pp. 17-18 of the 1999-2000 Bulletin). Degree Requirements has also agreed to include a reminder regarding this policy in its DARS training for the departments.

It is the ARC's understanding that some departments disregard this policy in full knowledge. In any event, such violations will be effectively ended when DARS is fully implemented.

RE: Students taking cluster courses in the major field

The ARC met to discuss the question of whether students should be allowed to satisfy cluster requirements with courses from their major field.

In principle, the committee believes that students should try to incorporate as much breadth as possible into their education. We also believe that major descriptions in the catalog and major advisors should reinforce this recommendation. However, it would be extremely difficult to frame a rule that prohibited using a course in the major for a cluster. Most of the clusters sample widely from diverse major departments; there is no "math cluster," "psychology cluster," or "Japanese cluster," per say. Also, students very often "discover" their major only after exposure to it in a college course, and that exposure might take place in a cluster at PSU. It would be unfair to penalize students simply because they discovered their love for a field in their cluster education.

## **Ad Hoc Committee on Omnibus-numbered and X-listed Courses**

### **Final Report to the Faculty Senate, June 2000**

Chair:

David Holloway (ENG)

Members:

Sy Adler (Urban Studies &amp; Planning);

Mary Ann Barham (IASC)

Joel Bluestone (Music)

Johanna Brenner (Women's Studies)

Scott Burns (Geology)

Candice Goucher (Black Studies)

Roy Koch (Civil Engineering)

Marjorie Terdal (Linguistics)

Ex Officio members:

Dick Pratt (Academic Affairs)

Kim Brown (International Affairs)

Consultants:

Cindy Baccar (DARS)

Linda Devereaux, (OAA)

Fran Fahey (Registration &amp; Records)

Angela Garbarino, (Degree Req.)

Kathi Ketcheson (OIRP)

Cheryl Ramette (University Studies)

Robert Tufts (Registrar)

### **Introduction and Background**

At the Senate meeting of 6 December, 1999, the University Curriculum Committee in its Annual Report expressed these concerns about cross-listed and omnibus courses:

The UCC is concerned about the number of cross-listed courses (i.e. identical course with different departmental prefixes) and the continuing use of omnibus numbers after multiple offerings of a course. This is of major concern respect to what is best for students in terms of clarity of selecting classes, identifying course offerings in the time schedule, and content of transcripts when courses are not listed in the BULLETIN. The specific concerns about this arise at present from the need for accurate tracking of courses for degree audit and advising, in particular for University Studies requirements and from the implementation of the Degree Audit Reporting System (DARS). The UCC understands that work to identify all current cross-listed courses has already been conducted in OAA as part of the implementation of DARS.

The UCC then proposed and the Senate unanimously passed the following motion:

That the Faculty Senate charge the Steering Committee to form an ad hoc committee to analyze the merits and barriers of continued use of cross-listed courses and omnibus numbers, with specific attention to:

- What is best for assisting students to identify and register for courses?
- What is most helpful for faculty advising?
- What is the most beneficial for University Studies?
- \*What will assist in allocation of credit hours?
- What produces the most useful transcript of courses taken?
- What are the implications for ... DARS and for Institutional Research?

This committee should report back to the Senate by the May Senate meeting with specific recommendations. (Senate *Minutes*, pp.3-4)

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\*The Committee will provide additional information on this point at the Senate meeting.

The Committee met February 17 and five times thereafter. At meetings, members and consultants provided statements describing problems and possible solutions in their respective areas. The committee members found initially that they held divergent opinions based on their individual experiences with crosslistings and omnibus-numbered courses. Final recommendations reflect a consensus of all members and consultants participating in the committee's discussions. However, after thorough discussion of the issues from their various perspectives, they decided to reframe the charge by separating the issues of crosslisting and omnibus-numbered courses (as indicated below).

## **CROSSLISTED COURSES**

Historically, crosslisted classes have allowed departments to collaborate and produce curricular arrangements that benefit multiple programs, encourage interdisciplinarity, and thus serve diverse student needs. Crosslisting in and of itself is not inherently problematic. It may present a level of complexity for degree auditing and tracking of progress towards degree completion and may even require some additional effort as in adequately recording the appropriate distribution of SCH or reflecting the multiple program requirements possible. Crosslisting has been handled by Degree Audit Report System (DARS); its benefits to students have far outweighed the administrative challenges.

As members sought to preserve these advantages, they also sought to deal with difficulties that crosslisting nevertheless entails, especially as P.S.U. transcripts and degree audits will increasingly be computerized. Increasingly, because crosslisting creates multiple versions of one course, students, faculty and advisors cannot access essential information as readily as needed.

Because single-prefixed course can now be displayed under multiple headings in the Time Schedule, crosslisting is no longer necessary for purpose of advertising another department's courses. When this capability for multiple listings is fully operational for both traditional and WEB registration, all such crosslisting will become unnecessary.

### **Committee Recommendations For Crosslisting Policy at PSU:**

**1. Continue the current practice of crosslisting discrete numbered courses that represent agreed upon and permanent, parallel courses between two departments or programs.** Make certain that the crosslisted relationship between the two discrete courses is clearly stated in course descriptions for both courses in the *PSU Bulletin*.

Example: PSY 342 "Social Psychology" (in Bulletin: "crosslisted with SOC 342")  
SOC 342 "Social Psychology" (in Bulletin: "crosslisted with PSY 342")

**2. Except as in #1 above, use a single departmental prefix for each course.** It should be noted that Departments and Programs will need to review catalogue copy to assure descriptions of requirements allow appropriate courses which happen to bear another department's prefix. (EXAMPLE: See next page, recommendation #4.)

**3. Continue the current practice of allowing crosslisting between 2 levels within one department.** Example: ENG 420/520, HST 520/620.

## OMNIBUS COURSES

Omnibus courses, however, present a different set of problems. Historically, omnibus courses were designed for the experimental offering of new courses on a trial basis. Current policy requires that a specific course under an omnibus number be offered only 3 times and no more unless it goes through the formal curriculum approval process. Nevertheless, the use of omnibus numbered courses has proliferated to include crosslisting with discreet numbered courses, as well as for what are essentially ongoing course offerings. These practices have negative consequences which include:

- obscure transcript listings of courses and hence difficulty in transferring courses
- unwieldy course lists University Studies must keep track of for Cluster listings,
- inability of DARS to apply courses appropriately for degrees,
- general lack of clarity for students and advisors for academic planning, and
- confusion in scheduling, tracking, and assessment of experimental courses

### Committee Recommendations for Omnibus Numbered Courses—

**4. Discontinue the current practice of crosslisting omnibus numbered courses either with discreet numbered courses or with other omnibus numbered courses.**

- The present system for listing courses in the Time Schedule. Note: this one class generates **SEVEN** classlists requiring separate forms from **FOUR** departments.

|   |      |      |     |                      |   |           |      |         |  |
|---|------|------|-----|----------------------|---|-----------|------|---------|--|
| <u>URBAN STUDIES &amp; PLANNING</u> ..... |      |      |     |                      |   |           |      |         |  |
| #63894                                    | USP  | 457  | 001 | INFORMATION CITIES   | M | 1245-1525 | NH59 | Sussman |  |
| #63893                                    | USP  | 557  | 001 | INFORMATION CITIES   | M | 1245-1525 | NH59 | Sussman |  |
| <u>POLITICAL SCIENCE</u> .....            |      |      |     |                      |   |           |      |         |  |
| #63541                                    | PS   | 410U | X01 | TOP:INFORMATN CITIES | M | 1245-1525 | NH59 | Sussman |  |
| #62553                                    | PS   | 510  | 002 | TOP:INFORMATN CITIES | M | 1245-1525 | NH59 | Sussman |  |
| <u>SPEECH</u> .....                       |      |      |     |                      |   |           |      |         |  |
| #62734                                    | SP   | 410U | X01 | UDC:INFORMATN CITY   | M | 1245-1525 | NH59 | Sussman |  |
| #62755                                    | SP   | 510  | 002 | UDC:INFORMATN CITY   | M | 1245-1525 | NH59 | Sussman |  |
| <u>INTERNATIONAL STUDIES</u> .....        |      |      |     |                      |   |           |      |         |  |
| #61130                                    | INTL | 410U | X01 | UDC:INFORMATN CITIES | M | 1245-1525 | NH59 | Sussman |  |

- The recommended system for listing courses. Note that the one class generates only **TWO** classlists (Sr & Grad) requiring forms from only **ONE** department.

|   |     |      |     |                    |   |           |      |         |  |
|---|-----|------|-----|--------------------|---|-----------|------|---------|--|
| <u>URBAN STUDIES &amp; PLANNING</u> ..... |     |      |     |                    |   |           |      |         |  |
| #63894                                    | USP | 457U | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |
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| <u>POLITICAL SCIENCE</u> .....            |     |      |     |                    |   |           |      |         |  |
| #63894                                    | USP | 457U | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |
| #63893                                    | USP | 557  | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |
| <u>SPEECH</u> .....                       |     |      |     |                    |   |           |      |         |  |
| #63894                                    | USP | 457U | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |
| #63893                                    | USP | 557  | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |
| <u>INTERNATIONAL STUDIES</u> .....        |     |      |     |                    |   |           |      |         |  |
| #63893                                    | USP | 457U | 001 | INFORMATION CITIES | M | 1245-1525 | NH59 | Sussman |  |

**5. Devise an implementation strategy for monitoring and enforcing the existing rule that limits the offering of a specific omnibus course to three times without going through the formal curriculum approval process.**

(The Committee has discussed possible procedures for tracking and eventual approval of experimental omnibus courses and would be willing to make these suggestions available.)

**6. Be certain computerized registration and scheduling programs adapt to PSU curricular needs — and not vice versa. In particular: revise the BANWEB program to allow web search engines to access multiple listings of single-prefixed courses.**

(Example: A Womens' Studies major when searching for WS courses must retrieve not only WS-prefix courses, but other departments' courses approved for use in the Womens' Studies program)

## **CONCLUSION**

It is the Committee's view that these six recommendations, when implemented, will

- Assist student in registering for classes by clarifying and simplifying course listings
- Help advisors by allowing more consistent display of and access to course information
- Simplify complex, duplicative listings of courses used for University Studies clusters
- \* Clarify courses departmental affiliations for planning, budget, and record-keeping
- Facilitate computerized record keeping, degree audits, and transfer of courses by means of a clearer transcript record more consistently linked with course descriptions and requirements.

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\* Additional information on this point will be presented at the Senate meeting.

FS

May 11, 2000

TO: Faculty Senate  
FROM: Sherril Gelmon, Chair, UCC  
RE: Report from UCC RE: University Studies Assessment Plan

As a result of discussions in the Senate in 1998-1999, UCC was charged with monitoring the assessment activities of University Studies. UNST has presented their assessment plan to UCC (attached). This plan includes an overview of University Studies assessment as a whole, as well as schematics and narrative outlining the assessment strategies for each of the components of UNST (FRINQ, SING, Clusters, and Capstones). As described in the attached narrative, UNST will conduct a series of assessment activities this summer (in many cases pilot analyses of various sources of information for the various levels of UNST) and will report to UCC early in the Fall 2000 so that UCC may bring this information forward to the Faculty Senate in (approximately) November.

## Overview of University Studies Assessment Data

The goal of the University Studies assessment plan is to provide evidence on how well the program as a whole is meeting its goals. Data gathered is also used to help faculty understand what is going on in the courses and to improve the quality of the curriculum on an ongoing basis.

University Studies is mandated to provide experience and learning for students in four goals. Those are communication, inquiry and critical thinking, ethical issues and social responsibility and an appreciation of human experience.

One of the challenges of assessing University Studies is that there are three perspectives, all valid and of interest. First, how is the program working as a whole? Next, how well do individual courses meet the objectives of the program? Third, and perhaps most important, how does a student perceive his/her learning in the program? Assessment by levels gives information on the first two perspectives, but it is only by following individual students as they progress through the program that we can see how it contributes to student learning over time.

We have begun asking students during Capstone focus groups about their experience and their learning at other levels of the program, to get a picture of how the program works for students and how the Unst goals are realized. By next year we will be doing focus groups in many more Capstones, so will have enough data to begin to offer suggestions about students perception of the program as a whole. Preliminarily, it appears that most students, when looking back from the Capstone, appreciate Freshman Inquiry and feel it was a valuable personal and academic opportunity. Sophomore Inquiry and the Clusters is a mixed bag, highly dependant on individual student interests and choices.

Some other trends have begun to emerge this year as we worked with our triangulated data analysis. Students seem to experience more opportunity to expand their critical thinking skills during Freshman Inquiry than they do later in the program. This is not to say that they don't experience opportunities for critical thinking, but that there is a leap, which occurs during the freshman year, which tapers off by the Capstone. In the Capstone, there is usually another leap in opportunity to explore issues related to social and ethical responsibility as well as issues related to diversity. Writing skills are improved most dramatically during the freshman year. The Transfer Transition courses are rated very high in all areas – even though students complain about having to take these courses and worry about transfer credits.

It is important to distinguish between students general complaints about having to take required courses, especially general education courses, and student learning issues due to aspects of the program that need attention and improvement. We are getting some of our most valuable information by asking students what has been important to them for their own learning goals, how Unst contributes to their goals, what obstacles they face as students and what suggestions they have for improving the program. We now have several years worth of qualitative data gathered from students responses to the above questions which we have analyze and feed into program improvements on a continuous basis.

## **University Studies**

### **Explanation of Assessment Plan Flowcharts**

The Unst assessment plan is designed to triangulate data. Student self report data and learning outcome data are collected to ensure validity and reliability of the data analysis. While not all parts of the plan are currently in place, most are and the goal is for the remainder to be implemented by the end of the 2000-2001 academic year. The plan itself is reviewed and revised yearly.

#### **Freshman Inquiry (Frinq)**

##### First term student interview and freewrite

- a 20 minute check-in with students in every Frinq course during the first term – usually carried out by program assessment personnel (sometimes carried out by faculty and reported to the program)
- faculty and mentors choose to be present or to leave classroom
- results are shared with faculty and mentors within a couple of weeks to allow clarifications and accommodation of student issues and needs during fall term

##### Second Term – the Classroom Environment Scale (CES)

- survey tool developed by Roger Winston at the University of Georgia – designed to develop institutional norm-like data rather than national ones
- students report on the learning environment; measured in 6 scales
- results are shared with faculty in a report and reviewed with individuals per request. Individual faculty receive their own scores and aggregate team scores for the current year and previous years. This year high and low score for each scale were also reported.
- data since 1995

##### Third Term – course evaluations

- new forms to be implemented for the first time spring, 2000
- design incorporates Unst goal as well as course-specific content outcomes
- Frinq course evaluation will serve as model for the redesign of sinq and cluster course evaluations for 2000-2001

##### Student Portfolios

- Every student in Frinq creates a yearlong portfolio; these are used for two purposes: 1) individual student course grades and 2) Unst program assessment. There is a common portfolio assignment for all classes.
- Students select work samples to show learning in each of the 4 goals of Unst
- a random sample of portfolios (5 from each Frinq course) are reviewed by assessment personnel and faculty from inside and outside of the program during the summer
- this review has been done for the past 2 years in pilot form; year 1 resulted in a common program portfolio assignment and in the design of rubrics for each goal;



year 2 in a general report on student progress, and an increased understanding on how to carry out the review and what can be learned from it, and a redesign of the critical thinking goal statement and rubric

### Writing Assessment

- in 1998-1999 and 1999-2000, a pre and post timed writing assessment was given in Frinq. The faculty strongly believe that out of context writing assessment leads to faulty data. This assessment has been done as a comparison with writing assessment in the courses and end of year student portfolios. It is believed that the writing assessment as part of the portfolio assessment will serve as an exit review of Frinq student writing. Entry-level measures could come out of the first writing assignments in each Frinq course.
- However, University Studies is not the appropriate location for all-university assessment and the Director of Writing should lead the implementation of a comprehensive writing plan including placement and assessment.

### **Sophomore Inquiry (Sinq) and Transfer Transition (TT)**

- Course evaluations are given each term
- Course evaluation forms include open-ended written responses
- The data from the written responses is analyzed separately
- The evaluation form will be revised for the 2000-2001 academic year to include content objectives
- The new form also will reflect course-specific Unst goals as identified by faculty
- Additionally, in transfer transition, classroom observation including student focus groups and freewrites were done in each class during 1998-1999
- Student portfolios and their assessment will be extended throughout the Unst curriculum. The design allows student management of the portfolios or incorporation into courses. Some Sinq courses use portfolios already. The Quality Assurance Collaborative (QAC) project focuses on the development of electronic portfolios and the identification of key performances (student work samples) for specific learning goals to be assessed across courses throughout Unst with the ability of adoption in departmental majors. This work is being done in conjunction with the five other institutions that were recognized for undergraduate education reform by the Pew Charitable Trust. Pilot electronic portfolios are going on in Frinq this term. Pilot portfolios in selected Sinq courses will be carried out in the next academic year. This year a small trial of stand-alone portfolio courses was undertaken fall term. There exists the potential for portfolios to be handled in various ways both inside and outside of specific courses depending on faculty preference and the potential for the assessment of graduation outcomes.
- The CES was given in transfer transition and sinq courses during the 1998-1999 academic year. It was determined that the similarity of the findings from term to term and the time constraints of a one term class and getting the data back to faculty prior to the end of the term made this instrument less useful to TT and sinq

faculty, mentors and students. The CES may be administered every 4 –5 years to monitor consistency.

### **Cluster Courses**

- Cluster courses are departmental courses and as such, are not solely the responsibility of Unst.
- There are two aspect to assessment of Clusters: one, assessment of cluster courses in terms of fulfilling Unst and Cluster goals/objectives; two, assessment of Cluster coherence from the perspective of students taking the Cluster. We will begin assessment of both these aspects during AY 2000-01.
- As a pilot this fall, Unst will ask selected departments to include a short Unst-specific questionnaire as an attachment to the departmental course evaluations. This will allow us to begin to gather data on whether and how courses are meeting Unst and cluster goals. This data will be shared with Cluster coordinators in order to help provide direction for Cluster development. Each cluster coordinator will be responsible for determining, with the sinq and cluster faculty, the cluster specific learning outcomes. Evidence for these outcomes will be provided from data gathered on the departmental course evaluations with the Unst addition. A yearly report on how well the cluster is meeting the goals will be part of the Unst assessment report and will be created with information reported by sinq and cluster faculty on their individual course evaluations.
- Also during AY 2000-01, Unst will work with two or three selected Clusters to pilot assessment geared specifically toward students who are completing their Cluster. This assessment will include some of all of the following: focus groups, in-class freewrites and/or discussions, open-ended survey questions, traditional survey questions, and a sinq/cluster student portfolio. Unst will work closely with the Cluster Chair and the coordinators/faculty to develop a process which will be meaningful for students, faculty, the Unst program, and the university.

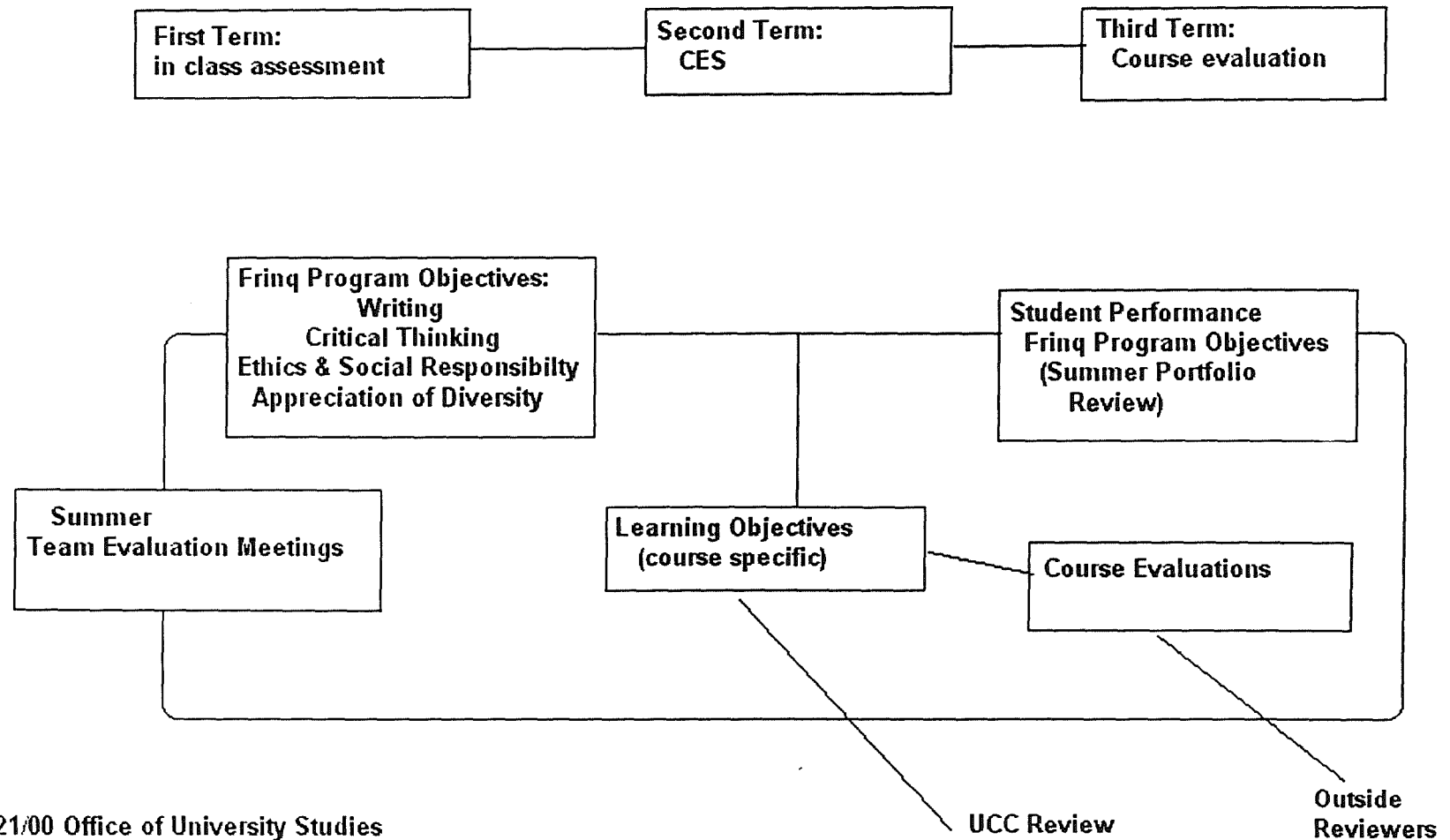
### **Capstone Courses**

- Student and community partner interviews are being carried out this year as one aspect of program assessment. Faculty interviews will be done next year as well. The CAE has survey instruments for community partners and faculty as well.
- Course evaluations were revised this year and given each term. Previous to the redesign, capstone courses used the community-based learning evaluations designed by the CAE. The new forms incorporate questions that the university wishes to track over time.
- A review of capstone final products will be carried out this summer as the beginning step in determining student learning outcomes for capstone courses and the design of rubrics to assess those outcomes. These products will become the central assessment strategy for student learning outcomes for this part of the program. These products can become key performances in the electronic portfolios for graduating seniors.

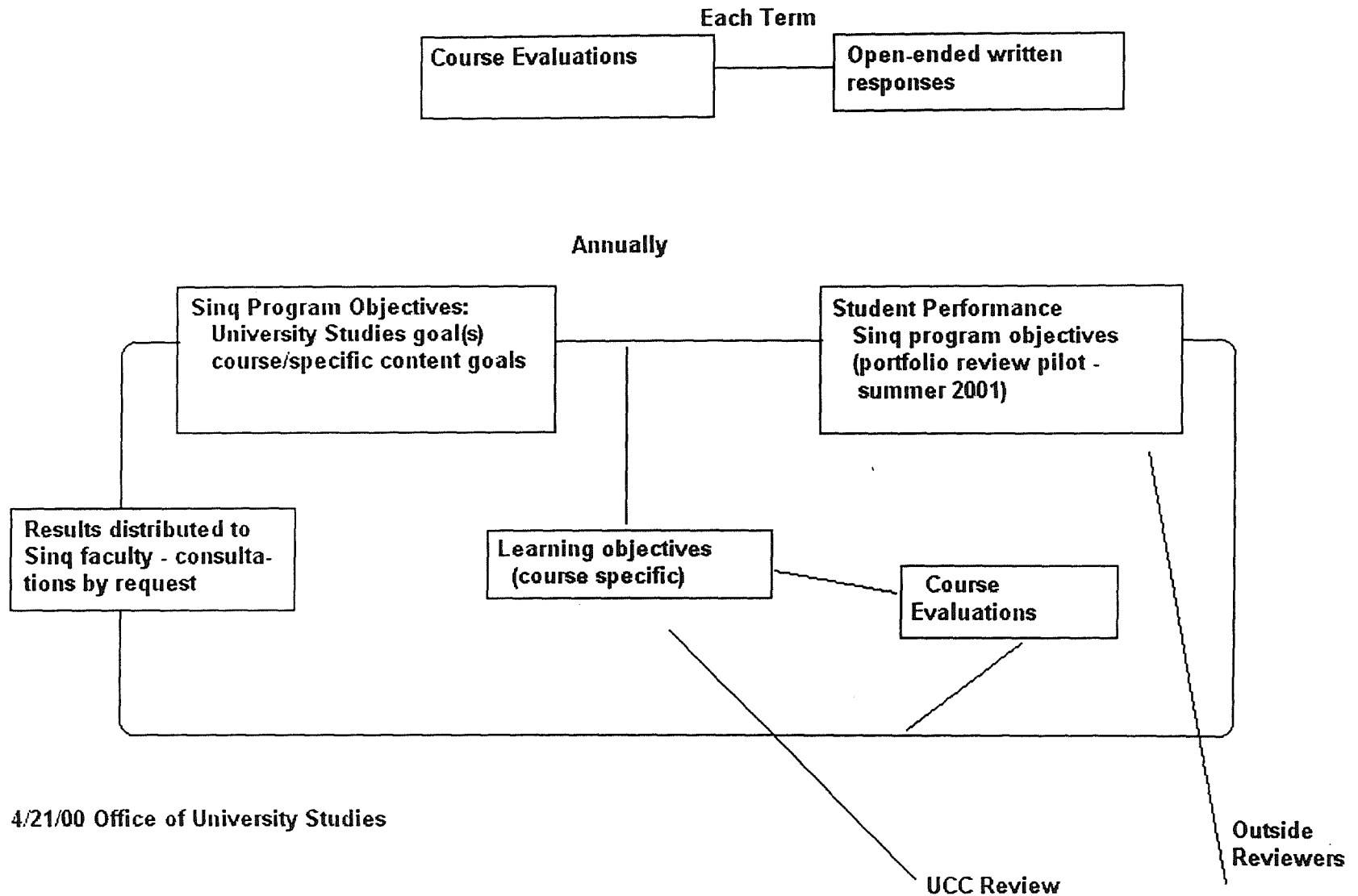
### **Overall Unst Assessment**

- By the end of AY 2000-01 Unst will have an overall assessment design incorporating all four levels, plus Transfer Transition. Data from each area will be reviewed by the Program Director with Levels (the administrative body for Unst composed of the Frinq Faculty Coordinator, Sinq/Cluster Coordinator, Capstone Committee Chair, Director of Capstone Community/University Partnerships, Assessment Specialists, Director of Mentor Programs, University Studies Committee Chair). An annual review will take place each summer when the final assessment data is available.
- The goal of the overall assessment will be to determine the extent to which Unst is achieving its overall objectives, to record and share exemplary practices and strategies and to identify areas where additional effort or attention may be needed.
- It is important to bear in mind that considering the program overall is completely distinct from considering any one students experience of and learning in the program. Most students do not complete UnSt in the linear form of Frinq, Sinq, Cluster and Capstone. Students come and go, complete portions of the program, enter midway, stop out and return, and some students complete only the front or back end of UnSt. Nevertheless, we plan to attempt to get a picture of how the program is working overall by looking comprehensively at the assessments done by level. Consideration of how the program is working, given the complexities of student enrollment patterns, will be important in guiding our work to create a meaningful and coherent program for students no matter their pathway through UnSt.

# FRESHMAN INQUIRY ASSESSMENT PLAN, Academic Year 2000 - 2001



## SOPHOMORE INQUIRY AND TRANSFER TRANSITION ASSESSMENT PLAN FOR 2000 - 2001



## UPPER DIVISION CLUSTER COURSE ASSESSMENT PLAN, Academic Year 2000 - 2001

Cluster course assessment pilot:

Departmental Course Evaluations

Stays with department

Additional Unst evaluation - re: Unst & Cluster goals and objectives

Cluster coherence assessment pilot:

Assessment of Cluster coherence, student learning in Cluster (student perspective)

To include:  
focus groups  
freewrites, class discussion  
open-ended survey  
portfolio

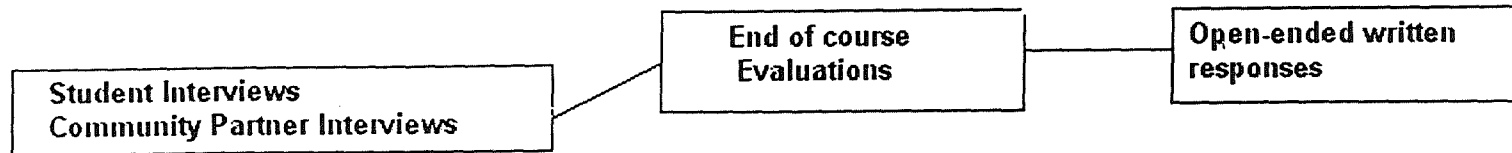
Results distributed to Cluster coordinators for use in developing Cluster specific learning outcomes and coherence

Results included in annual Unst assessment report

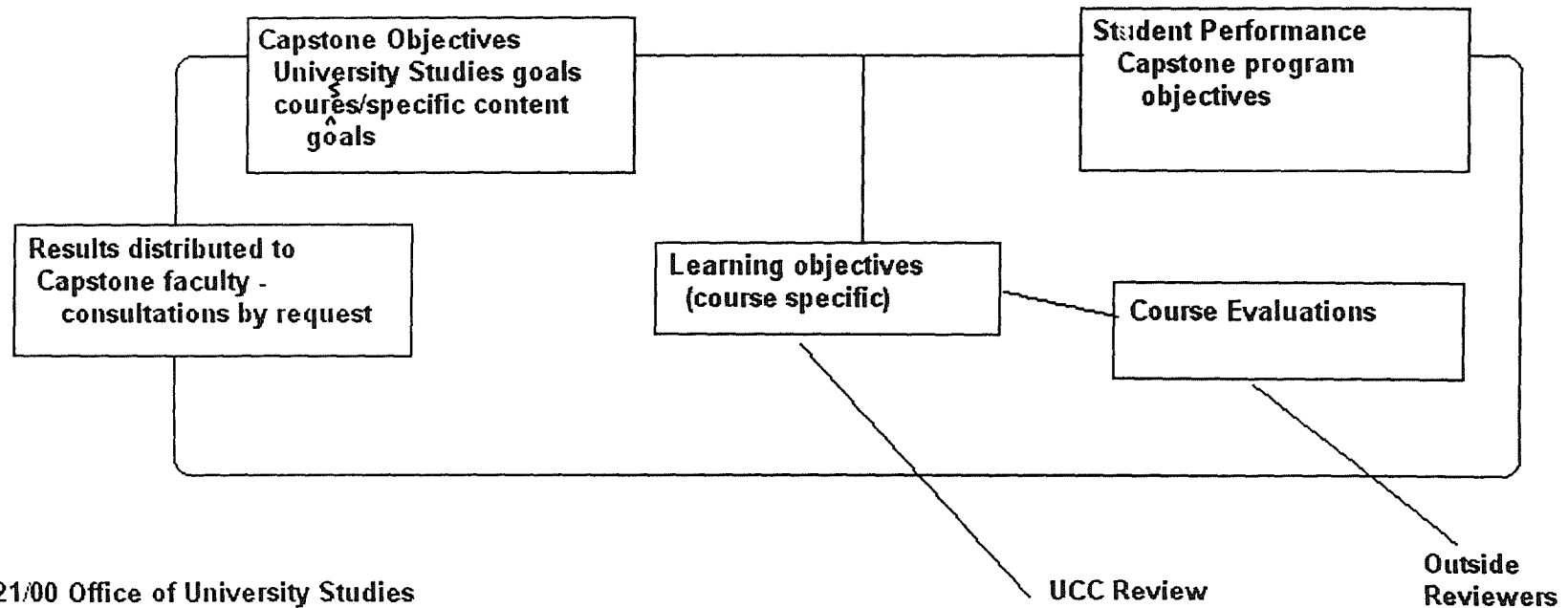
UCC Review

## CAPSTONE ASSESSMENT PLAN FOR ACADEMIC YEAR 2000 - 2001

Winter and Spring Terms



Annually



4/21/00 Office of University Studies

May 11, 2000

TO: University Senate  
FROM: Sherril Gelmon, Chair, UCC  
RE: UCC Recommendation on Conflict Resolution Undergraduate Designations

The following is the request from the Conflict Resolution program in the Department of Philosophy regarding authorization to use selected special studies designations at the undergraduate level. UCC recommends approval of this request.

**Request for Undergraduate Course Designations in the Conflict Resolution Program in the Philosophy Department:**

We request that the following course numbers be added to the CR designation:

CR 299, CR 399, CR 410: Special Studies

We wish to offer occasional special studies courses at the 299 and 399 levels. These courses can offer introductions to conflict resolution for undergraduates, as well as teaching opportunities for graduate students.

Through the fall term 1999, undergraduates have been able to access conflict resolution courses through the 410/510 Special Studies designation (with a PHL, SP, or PSY prefix). Undergraduate access to conflict resolution courses has been quite useful for graduate recruiting, as well as serving the interests of senior undergraduates as they look toward graduate school. Starting winter term, 2000, with the beginning of CR designations, the Conflict Resolution subsection of the Philosophy section in the Schedule of Classes will only contain graduate course listings. If we offer a CR 510 course, we cannot also list a CR 410 course in close proximity. Rather, we must give the course a Phl 410, Sp 410, Psy 410, etc. designation--to be buried in other parts of the schedule. This scheduling fragmentation of CR courses discourages undergraduates from taking these courses. Having undergraduate courses combined with graduate courses in one section will help solidify the accessibility and identity of this program.

These changes serve to strengthen the Graduate Program in Conflict Resolution, as well as maximize the program's benefits for the PSU community.