

1-1-2010

Faculty Senate Monthly Packet January 2010

Portland State University Faculty Senate

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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 **January 4, 2010**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the December 7, 2009, Meeting
- C. Announcements and Communications from the Floor
 - *1. Discussion Item: Shared Governance & Engagement (cont'd.)
- D. Unfinished Business
- E. New Business
 - *1. Curricular Proposals Consent Agenda – Brown and Beyler
 - *2. Graduate Council: Certificate Proposals (MCECS) – Beyler
 - *3. Academic Requirements Committee: Proposal for ESL Standard - Hickey
 - *4. Academic Requirements Committee: Proposal for Writing Requirement - Hickey
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report
 - Provost's Report
- H. Adjournment

***The following documents are included:**

- B. Minutes of the Meeting of December 7, 2009
- C. Discussion Item: Shared Governance & Engagement (cont'd.)
- E-1 Curricular Consent Agenda, Graduate Council and Undergraduate Curriculum Committee
- E-2. Graduate Council - Certificate Proposals (MCECS)
- E-3 ARC - Proposal for ESL Standard
- E-4 ARC - Proposal for Writing Requirement

***** 2009-10 PSU FACULTY SENATE ROSTER *****

******2009-10 STEERING COMMITTEE ******

Presiding Office: Maude Hines
 Presiding Officer Pro tem: Tom Lockett
 Secretary: Sarah Andrews-Collier
 Steering Committee (4): Rob Daasch,
 Linda George, Brad Hansen, Juliette Stoering
Ex officio (Comm on Comm) Gerardo Lafferriere

******2009-10 FACULTY SENATE (115)******

All Others (24)

Accetta, Alexander	CREC	2010
†*Hoffman, Agnes (Cardenas)	ADM	2010
Toppe, Michele	OSA	2010
Kaufman Lissa	OSA	2010
Paradis, Louise	CARC	2010
*Stoering, Juliette (Korbek)	OIRP	2010
Blanton, Sharon	OIT	2010
Kennedy, Karen	UASC	2010
*Kerrigan, Seanna (Goodrich)	UNST	2010
Hage, Time	CAPS	2011
Ingersoll, Rebecca	UASC	2011
Pierce, Robyn	FAC	2011
Turner, April	OAA	2011
Webb, Natalee	OSA	2011
Welnick, Jennifer	SALP	2011
Wendler, Denise	BO-DA	2011
Baccar, Cynthia	ADM	2012
Fortmiller, Daniel	CARC	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Kwong, Jolina	OAA	2012
McBride, Leslie	CAE	2012
Thompson, Dee	CARC	2012
Vance, Mary	CARC	2012

Business Administration (6)

*Buddress, Leland (O'Connor)	SBA	2010
Dickinson, Don	SBA	2010
Cabelly, Alan	SBA	2011
Rogers, Daniel	SBA	2011
Mathwick, Charla	SBA	2012
Raffo, David	SBA	2012

Education (6)

Farahmandpur, Ramin	EPFA	2010
Livneh, Cheryl	CEED	2010
*Reynolds, Candyce (McKeown)	EPFA	2011
Caskey, Micki	ED	2012
Smith, Michael	ED	2012
*Chaille, Christine(Mukhopadhyay)	ED	2012

Engineering & Computer Science (9)

† Hook, James	CMPS	2010
* Lall, B. Kent (Morris)	CE	2010
* Anderson, Timothy (Sheble)	ETM	2010
Kohles, Sean	ME	2011
Pejcinovic, Branimir	ECE	2011
Sailor, David	ME	2011
Zurk, Lisa	EEN	2012
Brown, Cynthia	CS	2012
Daasch, W Robert	ECE	2012

Extended Studies (1)

† Sterling, Sarah	XS PDC	2012
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Fine and Performing Arts (6)

Magaldi, Karin	TA	2010
Patton, Judith	TA	2010
†Gray, Charles	MUS	2011
Hansen, Bradley	MUS	2011
Leite, Margarette	ARCH	2012
Glaze, Debra	MUS	2012

Library (3)

†Bielavitz, Thomas	LIB	2010
*Bowman, Michael (Howard)	LIB	2011
Paschild, Christine	LIB	2012

Liberal Arts and Sciences (39)

†Ames, Kenneth	ANTH	2010
Bleiler, Steven	MTH	2010
†Fountain, Robert	MTH	2010
Fuller, Steven	FLL	2010
Johnson, David	HST	2010
Khalil, Aslam	PHY	2010
†Lafferriere, Gerardo	MTH	2010
Mercer, Robert	CLAS	2010
Mussey, Ann	WS	2010
*Collier, Peter (Padin)	SOC	2010
Palmiter, Jeanette	MTH	2010
*Weingrad, Michael (Johnson)	HST	2010
Ruth, Jennifer	ENG	2010
†Walton, Linda	HST	2010
Carter, Duncan	ENG	2011
George, Linda	ESR	2011
Hines, Maude	ENG	2011
Lockett, Thomas	HST	2011
Mercer, Lorraine	ENG	2011
Murphy, Michael	BIO	2011
Rueter, John	ESR	2011
Sanchez, Fernando	FLL	2011
Seppalainen, Tom	PHIL	2011
Shusterman, Gwendolyn	CHEM	2011
Wamser, Carl	CHEM	2011
Arante, Jacqueline	ENG	2012
Balsheim, Martha	SOC	2012
Brower, Barbara	GEOG	2012
†Burns, Scott	GEOL	2012
Butler, Virginia	ANTH	2012
Cummings, Michael	GEOL	2012
Danielson, Susan	ENG	2012
Gamburd, Michele	ANTH	2012
Jacob, Greg	ENG	2012
Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
Schechter, Patricia	HST	2012
Wetzel, Patricia	FLL	2012

Other Instructional (3)

Jhaj, Sukhwant	UNST	2010
†MacCormack, Alan	UNST	2011
Trimble, Anmarie	UNST	2012

Social Work (9)

Anderson-Nathe, Benjamin	CFS	2010
Coleman, Daniel	SSW	2010
Koroloff, Nancy	ORSP	2010
Keller, Thomas	SSW	2011
* Oschwald, Mary (Nissen)	SSW	2011
Taylor, Michael	CFS	2011
Curry, Ann	SSW	2012
Miller, Pamela	SSW	2012
Nash, James	SSW	2012

Urban and Public Affairs (8)

Gelmon, Sherril	PA	2010
Wallace, Neal	PA	2010
* Farquhar, Stephanie (Dill)	SCH	2010
Kinsella, David	PS	2011
Neal, Margaret	IOA	2011
Carder, Paula	IOA	2012
Henning, Kris	JUST	2012
Strathman, James	CUS	2012

***Interim appointments**

†Member of Committee on Committees

12/16/09

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 7, 2009

Presiding Officer: Maude Hines

Secretary: Sarah E. Andrews-Collier

Members Present: Ames, Anderson, Arante, Baccar, Bielavitz, Blanton, Bowman, Brower, C. Brown, Buddress, Burns, Butler, Cabelly, Carter, Caskey, Cummings, Danielson, Farahmandpur, Farquhar, Fortmiller, Fountain, George, Glaze, Gray, Hatfield, Henning, Hines, Hoffman, Hook, Ingersoll, Jacob, Keller, Kennedy, Kerrigan, Ketcheson, Khalil, Kinsella, Lafferriere, Latiolais, Leite, Livneh, Lockett, R. Mercer, Murphy, O'Halloran, Paradis, Patton, Pejcinovic, Pierce, Reynolds, Rogers, Rueter, Ruth, Sailor, Sanchez, Schechter, Seppalainen, Smith, Stoering, Taylor, Thompson, Toppe, Trimble, Turner, Vance, Wallace, Walton, Wamser, Wetzel.

Alternates Present: Geiger for Gamburd, A _____ for Gelmon, Gerwing for Jhaj, Shearer for Khalil, Reese for L. Mercer, Knox for Neal, Marrongelle for Palmiter, Raffensperger for Paschild, Perkowski for Zurk.

Members Absent: Accetta, Anderson-Nathe, Balshem, Bleiler, Carder, Coleman, Collier, Curry, Daasch, Chaille, Dickinson, Fuller, Hagge, Hansen, Kaufman, Johnson, Kohles, Koroloff, Kwong, Lall, MacCormack, Magaldi, Mathwick, McBride, Miller, Mussey, Nash, Oswald, Raffo, Shusterman, Sterling, Strathman, Webb, Weingrad, Welnick, Wendler.

Ex-officio Members

Present: Andrews-Collier, Balzer, Beyler, D. Brown, Desrochers, Feyerherm, Hickey, Knight, Koch, Mack, Moeller, Sanford, Sestak, Smallman, Spalding, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE NOVEMBER 2, 2009, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved as published with correction of the spelling of Farahmandpur.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the Agenda: F.1. Question for President Wiewel

Deleted from the Consent Agenda: E.1.c.2

Changes to Senate and Committee memberships since November 2, 2009

Candyce Reynolds replaces McKeown, ED, in the Faculty Senate. Grant Farr is appointed chair of the Intercollegiate Athletic Board, Rachel Hardesty replaces Tom Hastings on the University Curriculum Committee for the remainder of the year.

President's Remarks

WIEWEL responded to G.1 Question for Administrators (see "G.1.").

WIEWEL announced the gift of \$3.9 Million to the Department of Mathematics and Statistics for support of computational science. Applause. He continued, this includes the renaming of the department to the Fariborz Maseeh Department of Mathematics and Statistics, and endows a chair and two professorships. This gift symbolizes the collaborative nature of the sciences, and our relationship to the community.

WIEWEL noted that work continues with our consultants on the university district framework plan and next term, those results will be rolled out in meetings. One part of the plan already underway, the College Station housing project, is scheduled to open 2012 and will include 2 lecture halls, ground floor retail, and over 900 beds. The Student Recreation Center will have formal opening ceremonies on February 22, and parts of the facility will be open on 3 January. We are in the second phase of planning on the South Waterfront project, and April will mark the final decision point on plans to proceed. Regarding other matters, we now have over 6000 on-line courses and we will shortly institute the 24-7 help desk to support that activity. The OUS board retreat in December included the formation of a committee to examine the proposal to restructure the system, and here at the university our white paper has been published and committees have been formed at various levels within the university, including faculty, to provide feedback. The search for the Vice President for University Relations continues to move forward with campus visits scheduled for late January and early February. The search for the Vice President for Research and Partnerships will commence soon. We intend to announce the search for the football coach tomorrow.

Report of the Ad Hoc Committee on High Achieving Students – Postponement Notice

HINES read a memorandum from Janine Allen, Co-chair of the Ad Hoc Committee, requesting a postponement of their report until Spring 2010.

1. Discussion Item – University Initiatives

HINES introduced the item, following up on the conversation begun in November, regarding the faculty's role and accountability in the arena of the university's planning (see Convocation 2009: <http://www.pdx.edu/president/speech-archive>), and she moved the meeting to a committee of the whole. HINES noted in conclusion that we will act on the suggestion that department chairs be requested to report on their experiences at that level of administration with respect to these issues.

D. UNFINISHED BUSINESS

There was no unfinished business.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

HOOK/AMES MOVED THE SENATE APPROVE the Curricular Proposals Consent Agenda, as listed in “E-1” with the exception of “E.1.c.2.”

THE MOTION PASSED by unanimous voice vote.

GEORGE/RUETER MOVED THE SENATE APPROVE the new course listed in “E.1.c.2.” SySc 346 Exploring Complexity in Science and Technology.

RUETER requested clarification on three questions, 1) why an undergraduate course would be offered by a graduate school, 2) how a course can have a different number if it the same as another course, and 3) how there can be a course change if it isn’t in the catalog in the first place. BROWN noted that the Undergraduate Curriculum Committee asked the same questions, and yielded to System Sciences Chair George Lendaris. LENDARIS noted that the course was passed last year although it didn’t make catalog deadlines. He continued, it is deliberately interdisciplinary including the fact that the instructor has a joint appointment in Computer Science and Systems Science. The differing numbers are a branding thing, so that students can find courses they may be interested in. LUCKETT added that it isn’t without precedence for a graduate program to offer an undergraduate course, see for example, courses in the Graduate School of Education. In response to a question, LENDARIS noted that Systems Science is an interdisciplinary field and is therefore located in Graduate Studies, however students will find these courses through University Studies Clusters.

THE MOTION PASSED by majority voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

Question for President Wiewel submitted November 20, 2009

Given that the \$4 Million budgetary shortfall that the faculty pay cut was to cover has now been made up by increased enrollment, why are we still taking a pay cut?

WIEWEL responded to the question (attached).

WALTON noted her astonishment that faculty will not have access to their offices during the furlough. WIEWEL responded that the hope is that there will be significant savings in this activity, thus the only exceptions will be for certain labs.

RUTH asked for a clarification regarding the statement that there are political implications to not implementing salary cuts. WIEWEL noted that the legislature and the students also have positions we must take into account, for example, students do not want their tuitions to increase. The intent is that this is a temporary measure and we want to get salaries back to the previous level as soon as possible. LUCKETT asked if these remarks would be available. WIEWEL stated, yes, he would provide a written copy for the minutes.

2. Questions from the Floor for the Chair

There were no questions from the Floor for the Chair

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

Provost's Report

KOCH reported after G.4., noting several items. The five closure days in December will make it extra important that final grades are submitted on time this term. Regarding OUS board actions, the BA/BS in Earth Sciences has been approved. Also, the working group addressing general education for the system and the community colleges have after two years developed an agreed upon set of requirements. Regarding the possibility for semester conversion, an OUS committee will be formed to evaluate the potential impact, and Koch will represent the Provost Council and PSU on this committee.

1. Educational Policy Committee Quarterly Report

BOWMAN presented the report for the committee in "E-1" noting that one student committee member has been added, Frederick Long.

The Presiding Officer accepted the report for the Senate.

2. Educational Policy Committee Review of Minimum Class Size Policy

BOWMAN presented the report for the committee in "G-2." He reminded that last year the OUS system requested the universities each provide campus policy, which the PSU administration developed, with subsequent input from EPC and the Budget Committee. He described some of the pedagogical considerations reviewed by the committee with respect to determining a policy, and reviewed the survey that the committee executed. He noted that with regard to the subject of last month and today's discussion item, as the committee reviewed the policy they also discussed the degree of engagement of the faculty in the process. Lastly, he offered

five options for a policy in the form of hypothetical motions, the first endorsing the policy as it currently stands, and the next four having alternate options.

AMES requested that “Motion 5” be changed to read, “makes no recommendation regarding....” to clarify the intent. SCHECHTER queried why we would do this, noting that if classes are cancelled due to size, what then happens to her time. KOCH noted that this is an attempt by the Board to set a floor at what faculty do. He continued that in the interim they decided to keep the minimum at ten, but this gives them a feeling for what happens across the system so that they are meeting their responsibility. He also noted that PSU classes are on the whole, smaller than our sister institutions.

HINES moved the meeting to a committee of a whole for 15 minutes.

3. Report of the Interinstitutional Faculty Senate Meeting 4/5 December at PSU

MERCER in the interest of time, noted that the report will be available next week in the minutes of the IFS, at <http://www.uoregon.edu/~ifs/ifs.html>

4. Interim Report of the University Studies Council

CRUZAN presented the report for the committee as discussed in “G-4” reminding that the renovation of the clusters is in response to the advanced age of the program and the numbers of student petition, the broader outcome being fewer, larger clusters. HICKEY noted that INTL is a pretty large stakeholder in this program so this is an important issue. They have been pleased with the cooperation and facilitation of University Studies to reorganize clusters around the new fewer potential themes, and responsiveness to the perceived need for greater support at the sophomore inquiry level.

SMALLMAN reminded that this activity is focused on student success, and congratulated the faculty driven process.

5. Office of International Students & Scholar Services Report

LUTHER presented the report as discussed in “G-5” noting the steep increase in international students at the university, and the fact that PSU has the most of any school in the state. C. BROWN commended the office on their good work.

H. ADJOURNMENT

The meeting was adjourned at 17:10.

President Wiewel's Response
Faculty Senate Meeting
December 7, 2009

Question: "Given that the \$4 million budgetary shortfall that the faculty pay cut was to cover has now been made up by increased enrollment, why are we still taking a pay cut?"

The salary reduction and related Presidents' Leave Time Plan, negotiated with the AAUP as well as similar furlough time negotiated with SEIU, was based on an overall analysis of the University's financial circumstances given anticipated State reductions and possible further reductions this year.

Our plan has three parts:

- Reducing expenditures (including layoffs);
- Raising tuition significantly; and
- Salary reductions for leave time.

With greater enrollments than anticipated, the University is expecting additional revenues. But there are two factors that have to be considered: First, the campus must meet the costs associated with the new enrollment growth, particularly for an adequate number of faculty; and second, the campus must build back some of the lost capacity, both instructional and support, which occurred in our planning. The University has reduced instructional capacity and made staff layoffs as a result of the planning last year; with new revenues comes many new students and these must be accommodated with building and rebuilding some capacity.

Funds that will actually be yielded for this year from salary savings are \$2.7 million (an 8-month figure – given the timing of the bargained agreements). With the approximate \$4 million that may be the yield if enrollment growth continues through the year, our plan is to dedicate:

- 30% for direct instruction for new growth;
- 50% to rebuild instructional and support services;
- 10% for some critical academic initiatives; and
- 10% for tuition support for graduate students, as tuition increases were very steep.

The University still faces significant uncertainty with an election in January concerning taxes (\$730 million) and tax revenues counted on by Legislature to fund now authorized budgets. However, the Legislature is already looking at additional possible cuts of up to 10% this and next year.

We have planned carefully for PSU and have positioned ourselves reasonably to manage some level of additional reductions. We have also seen additional growth.

I am hoping that when the spring session occurs there will be no further – or minimal – cuts. If this is the case, we may be having a different discussion. But for now it is prudent for the University to stay the course on our budget plan and meet our obligations to meet capacity and rebuild capacity for our programs.

In all negotiations the issue of funding from enrollment growth was openly discussed. Throughout the AAUP negotiations there was considerable disagreement on how these funds should be used. However, in the end, the AAUP bargaining team agreed to a salary reduction that was not tied to enrollment funding (but with a re-opener in March) and the faculty overwhelmingly approved that agreement.

To: Faculty Senate

From: Educational Policy Committee

Date: 7 December 2009

Re: Minimum Class Size Policy

This packet contains supporting information for our presentation on, and the discussion of, the University's Minimum Class Size Policy.

1. The results of the Committee's survey of Portland State's nine comparator institutions. Seven of these institutions responded and their responses are on the reverse.
2. Motion 1, which recommends the adoption of the Minimum Class Size Policy posted on the OAA website (and which is available on the reverse of the text of the motion).
3. Motions 2–5, which provide alternatives to the policy in Motion 1.

(The following developed by the committee represent a variety of hypothetical positions on the policy)

Motion 1

The Faculty Senate recommends that the University adopt the Minimum Class Policy posted on the OAA website (see reverse).

Motion 2

The Faculty Senate recommends that the University adopt a Minimum Class Policy as follows:

Each department sets minimum class sizes for each of its classes. Department chairs will cancel classes that fall below these minima with consideration for impact on students.

Motion 3

The Faculty Senate recommends that the University adopt a Minimum Class Policy as follows:

Set minimum class sizes of 10 for undergraduate courses and 5 for 500-level courses. Department chairs will cancel classes that fall below these minima with consideration for impact on students.

Motion 4

The Faculty Senate recommends that the University adopt a Minimum Class Policy as follows:

Adopt the policy from Motion 1 with the following changes:

1. The final decisions will be made collaboratively by the Department Chair and the Dean.
2. Use the listed course minima for lecture courses. For seminar courses lower the minima to: 8 for undergraduate courses and 5 for 500-level courses.

Motion 5

_____ makes no recommendation with respect to
The Faculty Senate recommends ~~no~~ Minimum Class Size Policy.

4.

University Planning 2009-2010

PROVIDE CIVIC LEADERSHIP THROUGH PARTNERSHIPS

1. Enhance PSU's central role as an engaged university

ACTIONS

- > Increase visibility and impact by hiring a new Vice President for Research and Partnerships
- > Develop plan for creation of Office of Research and Partnerships
- > Continue collaboration with PDC; Portland Planning/ Sustainability Dept.; other City depts.; TriMet; Multnomah Co.; other government entities including PSU/PDC economic development strategies
- > Continue participation by PSU major leaders in mayoral cabinets
- > Continue to develop strategic partnerships (i.e., PPS, NW Natural, PGE)
- > Expand activities to share PSU's expertise and attract faculty and students
- > Develop engagement student learning goal and rubric for assessment

OUTCOMES - June 2010

- > New Vice President for Research/Partnerships
- > Plan in place for office search process
- > Contract with PDC is developed. First steps toward implementation of Center for Urban/Regional Economic Development and higher education resources inventories with PDC
- > Ongoing advising in mayoral cabinets
- > Begin implementing collaborative activities with our new partners
- > Meet or exceed 2010 target for increased enrollment in community-based learning courses
- > Ready to begin assessing engagement learning goal

2. Enhance collaboration with OHSU

ACTIONS

- > Identify opportunities for collaborative administrative, academic, and research activities
- > Explore establishing joint non-profit research entity
- > Cooperate with legislative committee to explore OHSU/PSU relationship
- > Develop business plan for Life Science Center

OUTCOMES - June 2010

- > Strengthen collaborations and report to President on outcomes
- > Reach conclusion on joint, non-profit research entity
- > Report to legislature on OHSU/PSU relationship
- > Plan and next steps for Life Science Center

IMPROVE STUDENT SUCCESS

1. Implement measures to increase student retention and graduation rates

ACTIONS

- > Analyze business practices and administrative bottlenecks that increase drop outs
- > Implement mandatory advising, major declaration, other First Steps recommendations
- > Continue to develop the MyPSU Portal
- > Develop a plan to address freshmen with GPAs lower than 3.0
- > Develop student housing

OUTCOMES - June 2010

- > Mitigate practices and bottlenecks that increase drop outs
- > Meet or exceed our 2010 retention targets
- > Recommendations from FSSS implemented using the MyPSU Portal
- > Approve a plan to address students with lower than 3.0 GPA



2. Integrate the new undergraduate learning goals within student assessment activities

ACTIONS

- > Improve online assessment reporting template
- > Update mapping of program goals against curriculum
- > Develop brief narrative and rubrics for each University-level learning goal

OUTCOMES - June 2010

- > 2009-10 Assessment unit narratives will be available online
- > Drive learning goals into curriculum
- > Defined goals and rubrics developed for each learning goal

3. Maintain NCAA certification

ACTIONS

- > Review programmatic and fiscal goals of Athletics program
- > Manage the campus and community self-study process

OUTCOMES - June 2010

- > Complete self-study, engage with NCAA review on next steps
- > Prepare for NCAA campus certification visit

ACHIEVE GLOBAL EXCELLENCE

1. Expand innovative research

ACTIONS

- > Continue work to enhance research infrastructure
- > Implement search for Vice President for Research and Partnerships
- > Evaluated and selected K-12 from academic proposals
- > Use continuous improvement program to target areas of research

OUTCOMES - June 2010

- > Meet the 2010 target for increasing industry startups/ intellectual property management
- > Vice President for Research and Partnerships in place
- > Fund K-12 initiative from RFP process
- > Implement results of quality initiatives in areas of research infrastructure

2. Continue to develop institution as a regional resource for innovative research and education in sustainability

ACTIONS

- > Increase sustainability-related research
- > Create definition of sustainability-related courses and set target for increasing enrollment
- > Develop description of sustainability learning goal and rubric for assessment
- > Complete national search for Center for Sustainable Processes and Practices Director
- > Participate in development of Oregon Sustainability Center

OUTCOMES - June 2010

- > Establish definition/description of sustainability-related research and set targets for increasing that research
- > Definition and target in place for sustainability-related courses and enrollment
- > Description and rubric in place for sustainability learning goal
- > Center for Sustainable Processes and Practices Director in place
- > Ready to contractually define University's role for Oregon Sustainability Center

3. Pursue diversity goals for students, faculty, and staff

ACTIONS

- > Restructure Affirmative Action, Ombuds, and President's Diversity Initiatives Offices
- > Hire Chief Diversity Officer
- > Develop plan for recruitment and retention of Latino students and faculty; work with OUS Latino initiative
- > Develop a target for increasing minority student enrollment

OUTCOMES - June 2010

- > Map restructuring plan for Affirmative Action, Ombuds, and President's Diversity Initiatives Offices
- > Chief Diversity Officer in place
- > Report on recruitment and retention of Latino students and faculty submitted to President
- > Establish target for increasing minority student enrollment

4. Continue to pursue internationalization goals

ACTIONS

- > Implement revised internationalization plan; consider additional strategic international relationships



- > Continue to recruit strategically
- > Develop a description of the internationalization student learning goal and a rubric for its assessment
- > Create coordinated Middle East initiative

OUTCOMES - June 2010

- > Review and ratification of internationalization plan by President, Provost, and CADS
- > Meet or exceed 2010 target for increasing international enrollment
- > Be prepared to begin assessing internationalization learning goal
- > Priorities defined by Middle East Leadership Council

ENHANCE EDUCATIONAL OPPORTUNITY

1. Work with K-12 partners in the Portland metropolitan area to improve student success

ACTIONS

- > Develop projects for the implementation of the PPS Task Force
- > Update Hitz inventory of K-12 partnership activities
- > Forum to identify K-12 issues and faculty strengths and connections
- > Identify funding sources to support K-12 work
- > Support ongoing efforts such as LSAMP and Sr. Inquiry

OUTCOMES - June 2010

- > Strategies for improving K-12 student success and increasing participation in higher education
- > Current inventory completed of K-12 partnership activities
- > Workshop designed and scheduled to identify metro K-12 issues
- > Funding plan developed to support K-12 work
- > Fulfill LSAMP and Sr. Inquiry project goals

2. Expand and improve Portland State online programming for students and faculty

ACTIONS

- > Enhance distance education support services through per credit fee
- > Finalize model for distribution of distance learning fee revenue
- > Enhance appropriate support activities
- > Continue to develop online courses in University Studies

OUTCOMES - June 2010

- > Meet 2010 targets for number of online courses and number of SCH enrolled
- > Implementation of fee model for distance learning
- > Completion of support plans
- > In year one University Studies will develop capacity to offer 10 fully on-line SINQs each quarter

EXPAND RESOURCES AND IMPROVE EFFECTIVENESS

1. Undertake a long-term strategic financial planning effort

ACTIONS

- > Establish advisory group to President for long-term strategic financial planning
- > Align budget models and processes to strategic goals
- > Gather modeling information by Fall 2009
- > Explore creating 501(c)3 entities to carry out certain administrative and non credit activities, including Extended Studies, other administrative/support activities

OUTCOMES - June 2010

- > Long-term strategic financial group appointed by Fall 2009
- > Assessment of creating 501(c)3 completed

2. Develop enrollment management plan and begin implementing steps to achieve it

ACTIONS

- > Consider consultant's report in development of enrollment management plan
- > Manage fee remission and scholarship award process to support recruitment, retention, and graduation
- > Continue strategic recruitment of domestic non-resident and international students
- > Strengthen community college connections through courses on community college campuses
- > Plan for expanded student housing

OUTCOMES - June 2010

- > Implementation of campus enrollment management plan, including strategic allocation of fee remissions and scholarships
- > New process to manage fee remission and scholarship award process
- > Meet or exceed 2010 target for domestic non-resident and international students



- > Increase number of co-admitted students
- > Expanded student housing under contract for groundbreaking in October 2010

3. Review and implement selected LTIFS recommendations

ACTIONS

- > Hold campus fora, starting with Fall 2009 symposium, to get feedback on recommendations
- > Establish Tuition Strategy Committee to study, make long-term recommendations to University leadership
- > Review curricular efficiency and effectiveness, including classroom capacity/class size

OUTCOMES - June 2010

- > Develop greater campus understanding of need to implement long-term financial strategies/receive faculty input
- > Tuition Strategy Committee makes report
- > Recommendations on strategic implementation for curricular efficiency and effectiveness

4. Identify comprehensive campaign priorities including endowments, other gifts for program and capital projects

ACTIONS

- > Develop campaign priorities
- > Conduct campaign feasibility study
- > Implement search for Vice President for University Relations

OUTCOMES - June 2010

- > Campaign priorities established and approved by ExCom
- > Campaign feasibility study completed
- > Vice President for University Relations in place

5. Improve campus climate

ACTIONS

- > Maintain frequent communication regarding goals, activities, challenges
- > Use continuous improvement program in targeted areas: sexual harassment, student experience, facilities, research support
- > Convene working groups to create additional opportunities to support and recognize faculty and staff

OUTCOMES - June 2010

- > Select recommendations for implementation to improve campus climate

6. Initiate or continue major capital projects

ACTIONS

- > Participate in the development of Life Sciences Building
- > Development of Oregon Sustainability Center
- > SBII renovation
- > Lincoln Hall
- > Complete Walk of Heroines
- > Review capital project priorities

OUTCOMES - June 2010

- > Business plan completed for Life Sciences Building
- > Ready to contractually define role in Oregon Sustainability Center

7. Expand PSU's role in state and local leadership

ACTIONS

- > Continue existing leadership endeavors: Urban Renewal District; Milwaukie Lightrail; Streetcar; PSU/OHSU South Waterfront Collaborative
- > Complete reviews and implementation of University District and further development of Eco District and living laboratory concept
- > Explore new revenue alternatives to support PSU including local taxes
- > Explore OUS relationship as well as state relationships regarding governance structure and authority

OUTCOMES - June 2010

- > New urban renewal district by City/PDC. Ongoing advice to TriMet on lightrail and streetcar. Implementation strategy for PSU South Waterfront project confirmed. Governance structure in place.
- > Seek city approval for new district boundaries; present to OUS Board. Continue conceptual development of Eco-District.
- > Ongoing feasibility analysis and environmental scan of OUS/ state relationships

October 19, 2009

TO: Faculty Senate

FROM: Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate – **Consent Agenda**

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2009-10 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change in Programs

E.1.a.1

- MA/MS in Biology – change to existing program; change to omnibus limits to conform with general university policy, and credits that can be taken outside Biology

Graduate School of Education

Change course

E.1.a.2

- SPED 568 Advanced Behavior Management, 3 credits – change course description

December 9, 2009

TO: Faculty Senate

FROM: Darrell Brown
Interim-Chair, Undergraduate Curriculum Committee

Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council and Undergraduate Curriculum Committee for
Faculty Senate– **Consent Agenda**

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2008-09 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Courses

E.1.b.1

- BI 480/580 Microbiology, 4 credits – remove co-requisites

E.1.b.2

- EC 433/533 Natural Resource Economics, 4 credits – change title to Advanced Natural Resource Economics, change course description, prerequisites

E.1.b.3

- EC 473/573 Macroeconomic Theory, 4 credits – change course number to EC312, prerequisites

E.1.b.4

- EC 474/574 Microeconomic Theory, 4 credits – change course number to EC 311, prerequisites

December 10, 2009

TO: Faculty Senate

FROM: Darrell Brown,
Chair, Undergraduate Curriculum Committee

RE: Submission of **Undergraduate Curriculum Committee – Consent Agenda**

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2009-10 Comprehensive List of Proposals**.

Maseeh College of Engineering and Computer Science

Change to Existing Program

E.1.c.1.

- BS in Mechanical Engineering – replaces EAS 361 Fluid Mechanics with ME 320 Fluid Mechanics; adds new required course ME 370 Mechanical Engineering Profession; reduces topical coverage and credits for ME 350 from 4 to 2; total required credits remains 51.

New Courses

E.1.c.2.

- ME 213 Properties of Materials (4)
Basic properties, behavior, and survey of engineering and industrial applications of metals, polymers, ceramics, and composites. Prerequisites: Ch 221. Lecture and laboratory.

E.1.c.3.

- ME 320 Fluid Mechanics (4)
Properties of fluids; hydrostatics; fluid dynamics, Bernoulli's Equation; conservation of mass, energy, and momentum; differential analysis; and dimensional analysis.
Prerequisites: EAS 215, Mth 256. Lecture and laboratory.

E.1.c.4.

- ME 370 Mechanical Engineering Profession (2)
Presentation of a variety of specialties and career options for the graduates of the BSME program. Includes exposure to topics related to effective and responsible practice of mechanical engineering. Topics include: engineering ethics, intellectual property, business norms and practices, life-long learning, the relationship of engineering to society, and an awareness of contemporary local and global issues. Expected preparation: junior standing.

Changes to Existing Courses

E.1.c.5.

- ME 350 Numerical Methods in Engineering – change title to Programming and Numerical Methods; change credit hours from 4 to 2; change course description.

College of Liberal Arts & Sciences

New Courses

E.1.c.6.

- Hst 321 Early Modern East Asia, 1300-1800 (4)
East Asia from the era of the Mongol conquests through European contacts, encompassing the Yuan, Ming, and Qing dynasties in China, Choson Korea, and the Ashikaga through Tokugawa periods in Japan. Expected preparation: upper-division standing.

E.1.c.7.

- Hst 334 History of Canada (4)
Survey of the social, economic, and political history of Canada from the sixteenth century to the present. Topics include colonialism, First Nations peoples, evolution of government, Canadian-U.S. relations.

School of Social Work

New Courses

E.1.c.8.

- CFS 497 Practicum I (5)
Child and Family Studies practicum conducted in approved professional settings with consideration for students' professional goals. Prerequisites: junior standing, admittance to Child and Family Studies Program, grade of IP in CFS 494.

Changes to Existing Courses

E.1.c.9.

- CFS 498 Advanced Practicum – change title to Practicum II; change credit hours from variable to 5.

October 19, 2009

TO: Faculty Senate

FROM: Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2009-10 Comprehensive List of Proposals**.

Maseeh College of Engineering and Compute Science **New Programs**

- Graduate Certificate in Technological Entrepreneurship – new program (2 page summary attached)
- Graduate Certificate in Strategic Management of Technology – new program (2 page summary attached)
- Graduate Certificate in Technology Management – new program (2 page summary attached)

PROPOSAL FOR
GRADUATE CERTIFICATE IN TECHNOLOGICAL ENTREPRENEURSHIP

Summary

Portland State University
Maseeh College of Engineering and Computer Science
Engineering and Technology Management Department

Overview:

The ability to start new technology firms and create new technology-driven business ventures comprises a key source of competitiveness in the 21st Century, and many technology-driven startup firms are emerging in the greater Portland area (e.g., Plastifab, Strategic Printing, Aptive, S-Ray, RedOx). These firms have expressed a critical need for an advanced graduate-level educational resource to improve the technology management and leadership skills of employees that they have identified as future leaders. A graduate-level program in technological entrepreneurship was mentioned in particular. Employees of these firms do not necessarily want to go through a complete masters program in engineering and technology management. They would rather obtain a certificate from an institution of higher learning that is fully accredited at the graduate level and can, in the future, be leveraged into a full degree program.

The Department of Engineering and Technology Management (ETM) is in an excellent position to provide such a graduate certificate. It offers all the graduate-level courses needed for a certificate in technological entrepreneurship as a part of its regular curriculum. ETM faculty members also perform leading-edge research in subjects related to technological entrepreneurship.

Admission processes and requirements for the proposed program are identical to those for the MS in Engineering and Technology Management. These processes allow entry in any quarter. Total number of credit hours required for the proposed Graduate Certificate is 16. Students are required to take four 4-credit graduate level courses.

There is no other similar certificate program of this kind in the Oregon University System.

Objective of the Program:

The objective of the program is to prepare engineers, scientists and other technical personnel in technology-driven industries for positions that require strategic decision making knowledge and skills.

Course of Study:

Any four of the following six courses will satisfy the requirements:

ETM 531/631 Technology Assessment and Acquisition (4 credit hours)

ETM 535/635: Advanced Engineering Economics (4 credit hours)

ETM 561/661: Technological Entrepreneurship (4 credit hours)

ETM 562/662: New Venture Management (4 credit hours)

ETM 563/663: Intrapreneurship (4 credit hours)

ETM 573/673: Management of Intellectual Capital (4 credit hours)

Learning Outcomes;

This program will significantly enhance the capabilities engineers and managers who want to create technology-driven ventures. The program will provide the students with key tools that they can use at work while generating new ventures and new business activity. Overall this will lead to a better understanding of the impact of technology and entrepreneurial activity on the economy, on society and on the environment.

Cost

The courses included in the certificate program are courses that are currently taught at least once per year. The courses are taught as part of the MS in Engineering and Technology Management curriculum. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

PROPOSAL FOR
GRADUATE CERTIFICATE IN TECHNOLOGY MANAGEMENT

Summary

Portland State University
Maseeh College of Engineering and Computer Science
Engineering and Technology Management Department

Overview:

Management of technological innovation consists of both the invention and improvement of technology and the introduction into the marketplace of new products, processes, or services based upon the technology. Thus technological innovation is focused on the entire cycle from the initial idea to the commercialization of technology. In the 21st century, modern technologies continue to become more complex as do the applications. The integration of the technologies, the complex relationships of the applications and also the accelerated pace of technological change all present new challenges to technology management. More than ever, technological knowledge alone is not sufficient for sustainable competitive advantage – companies also need proficient technology management practices.

The Department of Engineering and Technology Management (ETM) is in an excellent position to provide such a graduate certificate. It offers all the graduate-level courses needed for a certificate in TM as a part of their MS in Engineering and Technology Management curriculum. ETM faculty also performs leading-edge research in TM and related subjects. Admission processes and requirements for the proposed program are identical to those for the MS in Engineering Management. These processes allow entry in any quarter. Total number of credit hours required for the proposed Graduate Certificate is 16. Students are required to take four 4-credit graduate level courses.

There is no other similar certificate program of this kind in the Oregon University System.

Objective of the Program:

The objective of the program is to prepare engineers, scientists and other technical personnel in technology-driven industries for positions that require strategic decision making knowledge and skills.

Course of Study:

Any four of the following six courses will satisfy the requirements:

ETM 520/620: Engineering and Technology Management (4 credit hours)

ETM 532/632: Technology Forecasting (4 credit hours)

ETM 533/633: Technology Transfer (4 credit hours)

ETM 534/634: Technology Roadmapping (4 credit hours)

ETM 559/659: Global Management of Technology (4 credit hours)

ETM 571/671: Emerging Technologies (4 credit hours)

Learning Outcomes:

This program will significantly enhance the capabilities of engineers, scientists and those from related disciplines, working in technology-driven organizations, and aspiring to move into technology management positions. The topics will include evaluation, forecasting, and roadmapping current, emerging and future technologies. These courses will lead to better assessment of technologies and understanding of multiple perspectives such as impacts on economy, society and the environment.

Overall, the proposed Graduate Certificate will prepare the students for progressively higher levels of technical management responsibilities.

Cost

The courses included in the certificate program are courses that are currently taught at least once per year. The courses are offered as part of the MS in Engineering and Technology Management curriculum. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

PROPOSAL FOR
**GRADUATE CERTIFICATE IN STRATEGIC MANAGEMENT OF
TECHNOLOGY**

Summary

Portland State University
Maseeh College of Engineering and Computer Science
Engineering and Technology Management Department

Overview:

Innovation and commercialization are major drivers of technology-related businesses and the economy. Efficiency and effectiveness in terms of the development and commercialization of new products and services are in turn driven by the construction and implementation of a strategic plan. Today's fast changing "hypervelocity" technologies and markets pose a particular challenge. Industry boundaries become blurred, technologies evolve, undergo fusion, and markets change in often chaotic fashions so that prediction of the future in order to plan becomes problematic. This program is designed to address the issues of strategic planning and implementation, and dealing with high levels of uncertainty in a global technology business setting.

The Department of Engineering and Technology Management (ETM) already offers all the graduate-level courses needed for this certificate as a part of its current curriculum for the existing MS degree in Engineering and Technology Management. ETM faculty also performs leading-edge research in technology strategy and management, and related subjects. Admission processes and requirements for the proposed program are identical to those for the MS in Engineering and Technology Management. These processes allow entry in any quarter. Total number of credit hours required for the proposed Graduate Certificate is 16. Students are required to take four 4-credit graduate level courses.

There is no other similar certificate program of this kind in the Oregon University System.

Objective of the Program:

The objective of the program is to prepare engineers, scientists and other technical personnel in technology-driven industries for positions that require strategic decision making knowledge and skills.

Course of Study:

Any four of the following six courses will satisfy the requirements:

ETM 525/625: Strategic Planning in Engineering Management (4 credit hours)

ETM 526/626: Strategic Management of Technology (4 credit hours)

ETM 527/627: Competitive Strategies in Technology Management (4 credit hours)

ETM 536/636: R&D Management (4 credit hours)

ETM 534/634: Technology Roadmapping (4 credit hours)

ETM 548/648: Managing New Technology Introduction (4 credit hours)

Learning Outcomes:

This program will significantly enhance the capability of engineers and managers who are in technology driven organizations. The program will provide the students with key tools that they can use at work while managing technologies. Overall, this will lead to better assessment of multiple strategic scenarios and achievement of better outcomes in developing competitive technology based products and services.

Cost

The courses included in the certificate program are courses that are currently taught at least once per year. The courses are taught as part of the MS in Engineering and Technology Management curriculum. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.



Academic Requirements Committee

Memorandum: **ESL Coursework Applicable to the BA/BS at PSU**

November 30, 2009

To: Faculty Senate

The ARC, in consultation with the PSU Applied Linguistics Intensive English Language Program, wishes to propose a change in standards regarding English as a Second Language courses accepted for credit towards a PSU degree.

Currently PSU accepts up to 36 credits of coursework completed in English as a Second Language (ESL) from community college and university transfer students and from students enrolled in credit-bearing ESL programs at PSU. However, state-wide, students are only allowed to count up to 24 credits of ESL towards their Associate of Arts and Associate of Science degrees. U of O and OSU accept only up to 24 ESL transfer credits. Moreover, in the past PSU has accepted 36 ESL transfer credits regardless of the level, and ESL courses transcribed as P/NP have counted against the 45 credits of P/NP that students are allowed towards the degree at PSU.

ARC proposes the Faculty Senate adopt a standard that is more in keeping with the practices of other universities and colleges in the state with respect to ESL courses and that defines a level of course work that is appropriate as lower division course work accepted as part of the general education component of the PSU degree. **We therefore propose the following motion:**

Portland State University will accept up to 24 credits of English as a Second Language coursework completed at the "advanced" or "academic" college-level of study or above towards the BA/BS degree. "Advanced" is defined as equivalent to those courses taught at PSU as level 4 courses or above. These courses may be taken as graded (A-F) or with the P/NP credit option.*

This change would go into effect beginning fall term 2010. No ESL course work completed below this level will be accepted for college credit towards a PSU undergraduate degree.

The Committee considered the likelihood that this change might be advantageous to some currently enrolled international students whose 36 ESL transfer credit hours might dilute their GPA, or whose grades in levels 1-3 have resulted in academic probation, and is willing to consider petitions on a case by case basis this academic year, once the motion is approved.

Mary Ann Barham (consultant)
Sukhwant Jhaj
Angela Garbarino (consultant)
Linda George
Martha Hickey, Chair
Agnes Hoffman (consultant)

Becki Ingersoll
Jane Mercer
Robert Mercer
Louise Paradis
Judy Reed (consultant, IESL, Applied Linguistics)



Academic Requirements Committee
 Memorandum: **Proposal for University Writing Requirement**
 December 11, 2009

To: Faculty Senate

The ARC has held several discussions subsequent to receiving the 2009 Report of the University Writing Committee (UWC) with a recommendation that the Faculty Senate endorse an explicit university-wide writing requirement for the BA and BS degree (8 credits lower division; 4 credits upper division). We have interviewed the chair of UWC, staff of the Writing Center and University Studies, and discussed the current challenges and opportunities for supporting a lower and/or upper-division writing requirement. We articulated some of our concerns regarding implementation at the November 2009 Senate meeting, and we have asked the Senate Budget Committee to advise the Senate on some of the fiscal implications of a new requirement.

We are agreed that there is a need for supporting students' development as writers and that it appears that this could be successfully integrated in the first two years of course work already required for general education, as long as the promised infrastructure materializes.

In addition, as of fall 2010, all transfer students will be required to have taken Writing 121; students who transfer as Sophomores will be able to complete the lower division requirement with their required SINQs (as determined by number of transfer credits). While there is still uncertainty regarding how many liberal studies students might be affected, there appear to be fewer than 200 current juniors who might need to address a deficit at the lower division level and, in the future, students will have the opportunity to address the deficit before they transfer.

ARC proposes the following motion to Faculty Senate for its consideration:

Portland State University will institute a university-wide graduation requirement for the BA and BS degree to include a minimum of 8 credits of writing at the lower division level, with the understanding that completion of Freshman and Sophomore Inquiry requirements will satisfy this writing requirement for General Education (University Studies) students. Completion of the first year of the Honors program will also satisfy this requirement.

The writing requirement will be effective beginning with the 2011-2012 academic year, once there is assurance that adequate institutional support is in place, including the following:

- *training for FRINQ and SINQ faculty and/or SINQ mentors to implement and assess writing assignments*

- *sufficient capacity in the University Writing Center to handle increased demand for writing consultations, especially from non-native speakers of English, and to carry out writing assessments.*
- *an additional tenure-line faculty position in support of writing, perhaps a joint appointment in English and University Studies, if one is needed to support this new requirement in the judgment of the University Writing Committee or the two named programs*

ARC would like to ask that the UWC work together with University Studies to communicate to students and faculty how this requirement can be met, and to assess the results of implementing the 8 credit requirement.

ARC needs additional information in order to make a recommendation on the suggestion for a 4-credit upper-division writing requirement. While ARC agrees that students could benefit from higher expectations and additional mentoring to help students improve their writing at the upper division level, it is not clear from the UWC Report whether PSU can or will support writing instruction as proposed.

Therefore ARC suggests that that the UWC consider continuing discussion about the creation and role of WID courses with individual University departments in order to assess how many would be able to contribute WID courses. If UWC could suggest templates for WID courses as they might be taught in a Humanities, Social Science or Science/Technology program, that might help to make the discussion more concrete.

Mary Ann Barham (consultant)
 Sukhwant Jhaj
 Angela Garbarino (consultant)
 Linda George
 Martha Hickey, Chair
 Agnes Hoffman (consultant)

Becki Ingersoll
 Jane Mercer
 Robert Mercer
 Louise Paradis