

4-1-2008

## Faculty Senate Monthly Packet April 2008

Portland State University Faculty Senate

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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have sufficient notice of curricular proposals, and time to review and research all action items. If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate.

**IMPORTANT NOTICE**; According to a motion passed by the PSU Faculty Senate, Curricular proposals will be approved through a Consent Calendar process for a period of one year, commencing in January 2008. The Graduate Council and the Undergraduate Curriculum Committee will forward proposals as usual, and these proposals will be listed on the senate's agenda under New Business, Consent Agenda. At any time after the agenda has been announced concluding with the Announcement period of the meeting in question, a senator may request that an item be removed from the consent agenda, for individual discussion. When there are no more items to be removed, the presiding officer will confirm the remaining items for the consent agenda, and name the items moved to the regular agenda.

PORTLAND STATE  
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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 **April 7, 2008**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. \*Approval of the Minutes of the March 3, 2008, Meeting
- C. Announcements and Communications from the Floor  
    President's Report
- D. Unfinished Business
- E. New Business
  - \*1. Curricular Proposals Consent Agenda – Ostlund and Gould
    - a. Graduate Council Course and Program Proposals
    - b. GC and UCC Join Course and Program Proposals – Ostlund and Gould
    - c. University Curriculum Committee Course and Program Proposals – Gould
- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
  - \*1. Annual Report of the Academic Advising Council - Works
  - \*2. Institutional Assessment Council Annual Report - Stevens
- H. Adjournment

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

- B Minutes of the March 3, 2008 Meeting
- E-1 Curricular Proposals Consent Agenda
- G-1 Annual Report of the Academic Advising Council
- G-2 Institutional Assessment Council Annual Report

**\*\*\* 2007-08 PSU FACULTY SENATE ROSTER \*\*\***

**\*\*\*\*2007-08 STEERING COMMITTEE \*\*\*\***

Presiding Office: Richard Clucas  
 Presiding Officer Pro tem: Michael Flower  
 Steering Committee: Kathi Ketcheson,  
 Jeanette Palmiter & Patricia Wetzel  
 Judy Patton (Comm on Comm), *Ex officio*

**\*\*\*\*2007-08 FACULTY SENATE (108)\*\*\*\***

**All Others (15)**

Baccar, Cindy	ADM	2008
Ketcheson, Kathi	OIRP	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008
*Welnick, Jennifer (Gregory)	CREC	2008
*_____ (Angell)		2008
†Barham, Mary Ann	IASC	2009
*Collins, Mary (Yackley)	SHAC	2009
Jagodnik, Joan	IASC	2009
Luther, Christina	INTL	2009
Ryder, Bill	ADM	2009
Accetta, Alexander	CREC	2010
*Hoffman, Agnes (Cardenas)	ADM	2010
Korbek, Ebru	OSA	2010
Toppe, Michele	OSA	2010

**Business Administration (6)**

†Ramiller, Neil	SBA	2008
*_____ (Yuthas)	SBA	2008
Brown, Darrell	SBA	2009
Hansen, David	SBA	2009
O'Connor, Maureen	SBA	2010
Dickinson, Don	SBA	2010

**Education (7)**

†Caskey, Micki	ED-CI	2008
* Kim, Dae Y. (Isaacson)	EPFA	2008
Cress, Christine	EPFA	2009
Thao, Yer	ED-CI	2009
*Chaille, Christine (Ruben)	ED-CI	2009
Farahmandpur, Ramin	EPFA	2010
†Livneh, Cheryl	CEED	2010

**Engineering and Computer Science (10)**

Black, Andrew	CMPS	2008
Feng, Wu-chi	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
* Tolmach, Andrew (C.Brown)	CMPS	2009
Chrzanowska-Jeske, M.	ECE	2009
†Devletian, Jack	ECS	2009
Hook, James	CMPS	2010
Sheble, Gerald	ECE	2010
Morris, James	ECE	2010

**Extended Studies (1)**

†Fritzsche, Vincent	XS PDC	2009
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**Fine and Performing Arts (6)**

Knights, Clive	ARCH	2008
*LePore, William (Fletcher)	ART	2008
Wattenberg, Richard	TA	2009
Charman, Elisabeth	ART	2009
Magaldi, Karin	TA	2010
†Patton, Judith	TA	2010

**Library (3)**

Brenner, Michaela	LIB	2008
†Paynter, Robin	LIB	2009
Bielavitz, Thomas	LIB	2010

**Liberal Arts and Sciences (40)**

Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
*Hines, Maude (Weasel)	ENG	2008
Jacob, Greg	ENG	2008
Kapoor, Parya	SP	2008
Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Wetzel, Patricia	FLL	2008
†Works, Martha	GEOG	2008
Arante, Jacqueline	ENG	2009
Blazak, Randy	SOC	2009
Bodegom, Eric	PHY	2009
Farr, Grant	SOC	2009
Garrison, Tim	HST	2009
Jiao, Jun	PHY	2009
Hickey, Martha	FLL	2009
Liebman, Robert	SOC	2009
*Perlmutter, Jennifer (Miller-Jones)	FLL	2009
†Reese, Susan	ENG	2009
*Rhee, Ma-Ji (T. Dillon)	FLL	2009
Stovall, Dennis	ENG	2009
†Zelick, Randy	BIO	2009
Ames, Kenneth	ANTH	2010
Bleiler, Steven	MTH	2010
†Fountain, Robert	MTH	2010
Fuller, Steven	FLL	2010
*Weingrad, Michael (Johnson)	HST	2010
Johnson, David	HST	2010
Khalil, Aslam	PHY	2010
Lafferrière, Gerardo	MTH	2010
Mercer, Robert	CLAS	2010
Mussey, Ann	WS	2010
Padin, José	SOC	2010
Palmiter, Jeanette	MTH	2010
Ruth, Jennifer	ENG	2010
†Walton, Linda	HST	2010

**Other Instructional (4)**

Flower, Michael	HON	2008
Labissière, Yves	UNST	2008
†Fallon, Ann	UNST	2009
Jhaj, Sukhwant	UNST	2010

**Social Work (7)**

Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008
Talbot, Maria	SSW	2009
Meinhold, Jana	CFS	2009
Wahab, Stephanie	SSW	2009
Anderson-Nathe, Benjamin	CFS	2010
Coleman, Daniel	SSW	2010

**Urban and Public Affairs (9)**

Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008
†Brodowicz, Gary	PHE	2009
Messer, Barry	USP	2009
Sussman, Gerry	USP	2009
Dill, Jennifer	USP	2010
Gelmon, Sherril	PA	2010
Wallace, Neal	PA	2010

†Member of Committee on Committees  
 \*Interim appointments

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, March 3, 2008  
**Presiding Officer:** Richard Clucas  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Accetta, Ames, Anderson-Nathe, Angell, Arante, Baccar, Bielavitz, Black, Blazak, Bleiler, Bodegom, Brenner, Brodowicz, Burns, Caskey, Charman, Chrzanowska-Jeske, Clucas, Coleman, Collins, Cress, Devletian, Dill, Fallon, Farahmandpur, Feng, Flower, Fritzsche, Gilliland, Hansen, Hickey, Hoffman, Jacob, Jagodnik, Jhaj, Dav. Johnson, Kapoor, Ketcheson, Khalil, Kim, Korbek, Lafferrière, LePore, Liebman, Livneh, Luther, Magaldi, Medovoi, Meinhold, Mercer, Mussey, Patton, Paynter, Perlmutter, Ramiller, Reese, Rhee, Sheble, Squire, Stovall, Sussman, Talbot, Thao, Tolmach, Wahab, Watanabe, Wattenberg, Weingrad, Welnick, Wetzell, Wollner, Works.

**Alternates Present:** Blekic for Barham, Stevens for Chaille, Nishishiba for Gelmon, Sanchez for Hines, Bodegom for Jiao, MacCormack for Labissiere, L. Mercer for Medovoi, Li for Morris, Ediger for Palmiter, Weislogel for Rectenwald, Walters for Reder, George for Ruth, Paradis for Thompson, Clark for Toppe.

**Members Absent:** Agorsah, Balshem, D. Brown, K. Brown, Cotrell, Dickinson, Farquhar, Farr, Fountain, Fuller, Garrison, Hook, Knights, Maier, Messer, O'Connor, Padin, Powers, Ryder, Wallace, Walton, Zelick.

### Ex-officio Members

**Present:** Andrews-Collier, Fortmiller, Fung, Gould, Koch, Mack, McVeety, Ostlund, Reardon, Sestak, Spalding.

### A. ROLL

### B. APPROVAL OF THE MINUTES OF THE FEBRUARY 4, 2008, MEETING

The minutes were approved with the following corrections:

- THE FEBRUARY 4, 2008 MINUTES ARE INCORRECTLY NOTED AS BEING FOR JANUARY 7, 2008 (Page numbers are correct).
- Rhee was present, Taylor was present for Jhaj.

### C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

- DELETE from the March 3, 2008 Agenda: President's Report.
- The Provost will fund a Faculty Governance webpage and the Steering Committee is proceeding with this project.
- Ad Hoc Committee to Assess Faculty Participation & Empowerment - The Senate Steering Committee has concluded selection, as charged by the Senate on Feb. 4,

2008. The members are: Joe Ediger, MTH; Michael Flower, HON; Maude Hines, ENG; John Rueter, ESR; Linda Walton, HST; Craig Wollner, UPA. Flower is charged to convene the first meeting and conduct the election of Chair. The Committee is scheduled to make a preliminary report on June 2, 2008.

### **Report on Prospects for Contract Settlement**

CLUCAS introduced Provost Koch for the university and Jon Uto for PSU-AAUP and explained that each would have 5 minutes for remarks, to be followed by a question period of no longer than 10 minutes. Koch was the first speaker, by coin toss.

KOCH presented a brief overview of the university's budget position (overheads attached). PSU, in sum, received a large legislative allocation in relation to historical patterns, however much of the increased funding is earmarked. Additionally, the legislature recently decided to hold certain funds in reserve, pending the June revenue forecast. PSU's proposal improves salaries, increases the ratio of tenure-related lines and increases support services. Regarding salaries, PSU is trying to address inequities, support the increased cost of living, and address retention through a merit component. Regarding workloads, the issues are very complicated and will take some longterm effort to resolve.

UTO stated that the PSU mission statement is what faculty are fighting for, quality education, research and community service, and these all start with faculty. Labor relations is one of those shared governance processes at the university, and salary is an investment in human resources, and a retention method. The workload is getting out of control, and it should be part of bargaining. The last area of concern is fixed term and research faculty work issues and equitable treatment with core faculty. PSU-AAUP will be thrilled to settle when these issues are addressed at an adequate level.

TALBOTT stated she is concerned that negotiations will drag into summer with the administration will have nothing to loose, and queried what to do to prevent that. UTO stated that if negotiations go that route, PSU-AAUP will move to inform community partners about what is happening, see for example their activities planned for the State Board meeting on 7 March and the Simon Benson Award event.

BURNS asked how far apart the two offers are. UTO stated that the administration is saying \$10 Million and AAUP is saying \$18 Million, however it is actually about \$12 million. KOCH stated, to put that in perspective, \$12 Million is the equivalent of 120 new faculty members or a 12% increase in salaries. The administration doesn't have this kind of funds available to commit.

ACCETTA queried, if the AAUP asks for so much and the administration says they don't have it, how is AAUP proposing to find a middle ground. UTO stated that it is not AAUP's job to find the funding and faculty don't have the authority to make budget decisions; the money is there and faculty just aren't being included in how it is spent. KOCH stated that this is the issue; there is only so much money and it matters where it is spent. PSU wants to invest in three things, salaries, tenure-line ratios, and

some strategic areas. If we want to move the institution forward, there continue to have to be tradeoffs. Unlike in the past when we missed multiple opportunities, we must be strategic. We are now well positioned in the state and the metro area, and we have a growing national reputation. We must be established once and for all as a peer colleague of the other two major institutions in the state.

WETZEL yielded for Steve Walton, FLL. WALTON asked when those here and now would be paid for the last 8-10 years. KOCH stated that a primary motivation behind this particular proposal is to concentrate raises for those people who have been here the longest and are the most underpaid. This proposal precisely addresses the fact that over the last 6-8 years raises have been non-existent or very low, and these people have carried the growth in enrollment in the institution. These people are senior faculty, full and associate professors, whose salaries lag well behind the market rate, and a fundamental component of the proposal is the market increase. The proposal can't do everything; it will address compression between ranks, but there will still be compression in ranks and in departments because some salaries are so low for many senior faculty that they are being moved up only to the minimum. The benefit of these increases will be much more significant than if we spread them evenly between the entire faculty. It is in the best interests of this institution to show respect for people who have been here for a number of year, who took on the work, and who deserve a measure of appreciation for that effort.

UTO stated, actions speak louder than words. He continued, the administration keeps saying, we'll get to you next time; this is next time and the money is here. KOCH stated, to the contrary the money isn't here; there is nowhere, anywhere in the budget that there is a flexible \$12 Million. The university put \$6-7 Million on the table for this raise package, but to find another \$12 Million, we would have to reduce the numbers of people at this institution.

UTO stated that the difference he wants to make is an investment in faculty, reasonable workloads and a commitment to research and fixed-term faculty that goes beyond what we have now. KOCH stated that the university proposal is precisely an investment in faculty.

BLAZAK stated that there is a perception that things like Athletics are valued more than faculty, and would Koch respond. KOCH stated that Athletics is not more important than faculty. \$3 Million goes in support to Athletics by administrative decision, because as a large comprehensive institution, we have intercollegiate athletics, and we will continue to do so.

## **E. NEW BUSINESS**

### **1. Curricular Proposals Consent Agenda**

OSTLUND/GOULD MOVED THE SENATE APPROVE curricular proposals on the Consent Agenda, as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

**2. EPC Proposals for Program Name Change: Environmental Science and Management Program, College of Liberal Arts & Sciences**

FLOWER presented the proposal for the committee.

MERCER/BURNS MOVED THE SENATE APPROVE the program name change, as listed in "E-2."

THE MOTION PASSED by majority voice vote.

**3. EPC Proposal for Program Name Change: Educational Leadership and Policy, Graduate School of Education**

FLOWER presented the proposal for the committee.

CRESS/MERCER MOVED THE SENATE APPROVE the program name change, as listed in "E-3."

**F. QUESTION PERIOD**

None.

**G. REPORTS FROM OFFICERS OF THE ADMINISTRATION & COMMITTEES**

**1. Quarterly Report of the Educational Policy Committee**

FLOWER presented the report for the committee, noting that their work started late this fall because committee appointments were late in coming. He continued, the committee has decided that the focus of this year's work would be in support of the ad hoc committee that has been formed.

ARANTE asked why there were no fixed-term, academic professional, non-ranked, etc. faculty on the ad hoc committee. FLOWER noted that of the six appointees, one is not tenure-related faculty. He continued, the ad hoc committee intends to draw on input from all facets of governance, irrespective of how many faculty groups are represented on the committee proper.

**2. Quarterly Report of the Intercollegiate Athletic Council**

SQUIRE presented the report for the committee, noting that PSU's basketball team has been victorious this year, and is hosting the Big Sky tournament in the Rose Garden next week.

DILL queried, regarding "G-2," page 1, final paragraph, if there is any actual data or have students been surveyed on claims such as athletics "helps builds ...school spirit." SQUIRE stated that her experience as Alumni Director clearly



indicates that graduates who participated in Athletics are much more excited about coming back to and supporting PSU. Additionally, her experience on the road with the teams indicates that they are outstanding representatives of PSU to those communities.

MUSSEY noted that Squire is citing personal experience, whereas those of us in the classroom are being asked to create data to express an assessment of the impact of our courses. She queried if there has ever been actual marketing research on the impact of student athletics. SQUIRE stated the committee would be willing to work on that with the Athletics department.

DILL reiterated that PSU is making a huge investment for 300 ambassadors and it is frustrating that the state places such emphasis on athletics with no proof of the impact on the community. Faculty want to see that this is a good investment. BLACK stated that if there are 300 athletes, that is the equivalent of about 1+% of the students being supported by the other 98.5% . SQUIRE noted that the Student Fee Committee just approved a budget for Athletics, confirming their support. Also, institutional support is being decreased this year to \$2.5 Million and will continue to decrease.

### **3. Report of the IFS Meeting of 8/9 February at U of O**

CARTER presented the report for the PSU senators, noting that detailed minutes are on the IFS website. CARTER referenced in particular an item called Pathway Oregon at U of Oregon. Also, new high school graduation requirements, called Essential Skills, would be put in place very soon and OUS universities are working on interface with that assessment. Comparator lists for OUS institutions are being revised. OUS is seeking Constitutional status for higher education. Lastly, the Bend campus has been told they must quadruple enrollment in ten years, or funding will cease.

### **5. Report of the Ad Hoc Copyright Working Group**

SPALDING noted that the Copyright Working Group, made up of representatives of the Library, the bookstore, faculty, OIT, etc., has put together standardized procedures for permissions, etc. to be shared by these constituencies. Of particular concern to faculty is that over time, liability, author's rights and "fair use" have changed. A resource page can be found on the Millar Library website at <http://www.lib.pdx.edu/copyright/> and the Working Group is sponsoring a symposium on 25 April on current and future issues around copyright.

MUSSEY asked how these changes affect a faculty member bringing materials impromptu into classes that are not in the packet. SPALDING stated that spontaneous use is still acceptable if the source is properly cited.

## **H. ADJOURNMENT**

The meeting was adjourned at 16:38.

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## Outline

- Budgetary context –
  - funding available to support increased salary and benefit costs
  - Distribution of investments to support academic programs
- Institutional priorities and initiatives
- Concepts motivating the current offer
- Structure of the current salary offer
- Continuing issues for discussion

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## State Budget and PSU allocation

- Increase in the state allocation for OUS of 18% for the biennium - mostly prescribed
  - Mostly prescribed for specific programs
  - About 1% per year from OUS and the legislature specifically for faculty salaries
  - Original proposal of about 3% per year for state employee funding and benefit increases but is now being withheld by the legislature
- Increase in undergraduate tuition of 3.4% per year
- Increase in grad tuition of about 9% per year

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### Impact of 2007-09 increase in state appropriation at Portland State University

**Education and general funding**

The majority of funding comes from OUS and other sources.

**Total state funding appropriation for Portland State University**  
\$150.3 million - \$22.3 million increase over 2005-07 biennium

This state appropriated funding for higher education by 18 percent. Portland State's share of that amount is \$22.3 million. Funding for PSU is allocated to 1507-11 million for the 2007-09 biennium.

This represents a 18 percent increase over the 2005-07 funding level.

**Increase in state funding**  
\$22.3 million, only \$4.3 million of which is discretionary

Of the increased funding, a total of \$18.0 million is budgeted for the state's investments in existing programs as well as additional state instructional and support activities while maintaining and enhancing existing high-quality programs. The increase in faculty rates resulting from the state's investment in higher education.

This represents the total amount of discretionary funding to \$4.3 million or 20 percent of the 2007-09 biennium.

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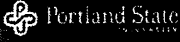
### Portland State University Education and General Funding Sources Fiscal Year 2007-2009

Category	Total Revenue	% of Total
Total - in-kind	\$ 76,714,996	27.3%
Tuition - Student Services	\$ 18,983,257	6.7%
Tuition - Career Self-Govern	\$ 10,294,000	3.7%
State Appropriation	\$ 74,367,704	26.0%
Residential Revenue	\$ 2,271,424	0.8%
Interest/Trust Revenue	\$ 1,450,217	0.5%
Other Government Revenue	\$ 1,531,400	0.5%
Use of Fund Balance	\$ 3,770,700	1.4%
Total Resources for Budgeted Operations	\$ 117,204,708	40.5%

### 2007-2008 Education and General Funding Sources

Source	Percentage
State Appropriation	26.1%
Tuition - Student Services	6.7%
Tuition - Career Self-Govern	3.7%
Use of Fund Balance	1.4%
Other Government Revenue	0.5%
Interest/Trust Revenue	0.5%
Residential Revenue	0.8%
Total - in-kind	27.3%

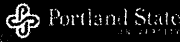
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State Resources Comparison (\$M)			
			% Increase
2005-07	Total RAM	\$ 127.4	
2007-09	Total RAM	\$ 150.3	18.0%
	Less: Funds for specific purposes NOT available for salary increases		
	ETIC	\$ (7.6)	
	Engineering Graduate	\$ (1.4)	
	Campus Public Service Programs	\$ (1.7)	
	Dispute Resolution	\$ (0.9)	
	Oregon Solutions	\$ (2.6)	
	Leadership Institute	\$ (0.2)	
	OCATE	\$ (1.5)	
	Systemwide Expenses - Programs	\$ (1.0)	
	Student Faculty Ratio	\$ (1.6)	
	Misc.	\$ (0.3)	
	Total Discretionary RAM \$ Allocated	\$ 131.6	3.3%
	Estimated Additional Funds NOT YET Appropriated - Salary Compensation	\$ 5.5	
2007-09	Total Discretionary State Resources	\$ 137.1	7.4%

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### Investments to support academic priorities

- Increased compensation – we’re working on this one
- Increasing the numbers of tenure-line faculty
- Increasing the support staff and funding for support activities

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### Motivations for the current salary proposal

- Addressing growing inequity (compression)
  - Limited or no raises over the past several years
  - Longer term faculty and staff have supported the growth of the institution
  - Recent hires are at competitive market compensation
- Supporting the increased cost of living
- Addressing retention by rewarding exceptional performance

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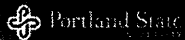
### Elements of the current proposal

- Maintain full benefit coverage
- Across the board increases for everyone
- Increases in minimums – significant for ranked faculty in year 2
- Targeted increase for ranked faculty for those below the median - based on market equity comparison using total compensation
- Performance increase in year 2 for ranked faculty and academic professionals

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### What the offer does and doesn't do

- It generally addresses compression, especially between ranks
  - Concept - those that have been here the longest are the farthest behind and get the largest % increases
- It is not a perfect fix for the compression within rank
- It addresses the issue of retention by providing a reward for exceptional performance

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### Issues

- Fixed term faculty
  - Very important issue but is also complex
  - A proposal has been developed
  - Needs a broad campus discussion to understand the implications
  - May require reopening the P&T guidelines which is not an issue for collective bargaining
- Workload
  - This is complex for at least two reasons
  - Composition of the bargaining unit - includes tenure line faculty whose work not simply described
  - Typical approach to workload assignment is to balance activities at the department level
  - We are not interested in a "one size fits all" workload policy given the diversity of department cultures and work

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### Why total compensation?

Benefits (health, retirement, etc.) represent a significant portion of the costs of compensation

Our benefit costs are significantly higher (and the benefits are significantly better) than most other institutions

Rank	PSU average	Peers average	Percentage Difference
Professor	39.2%	30.5%	28.5%
Associate Professor	43.0%	32.5%	32.3%
Assistant Professor	45.2%	33.0%	37.0%
Senior Instructor	49.3%	36.0%	36.9%
Instructor	53.4%	39.0%	36.9%

**Note:** the actual percentage for any individual will vary

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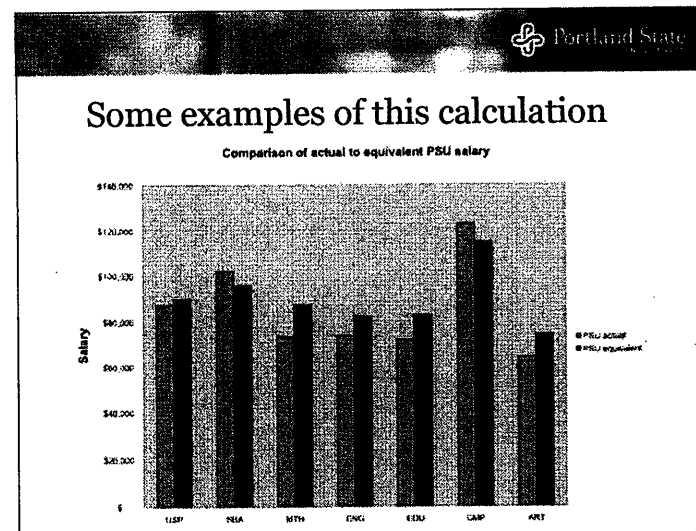
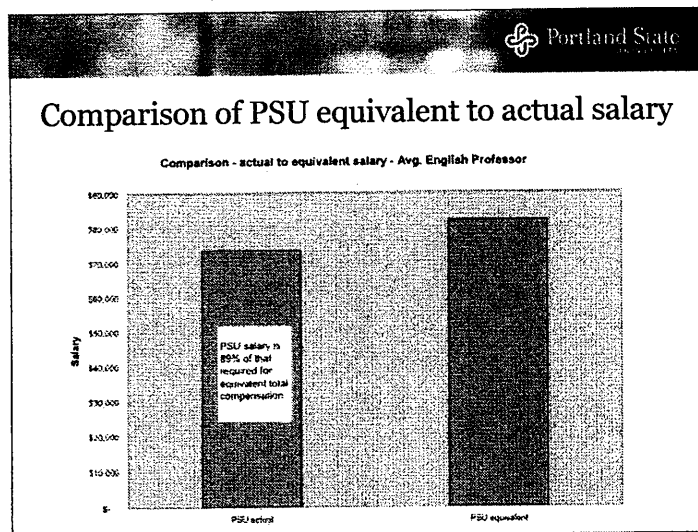
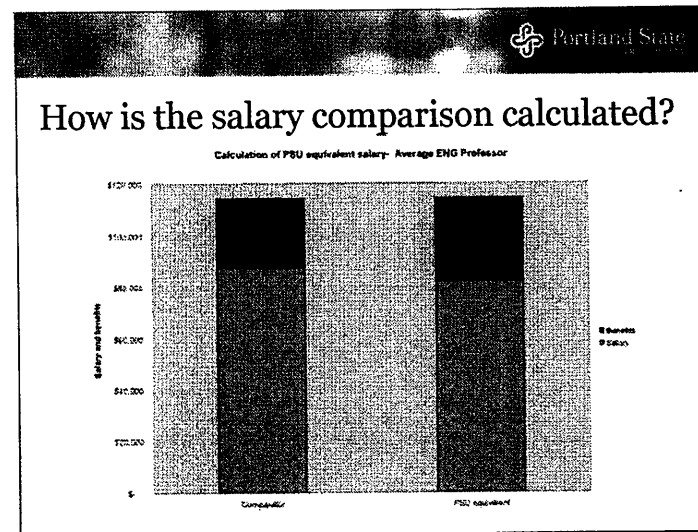
### Minimum Salary Rates—9 month


Rank	Current Contract	2 <sup>nd</sup> month after ratification	2/1/2009
Professor	61,659	63,939	73,530
Assoc. Professor	50,112	51,966	59,760
Asst. Professor	39,384	40,842	50,004
Sen. Instructor	32,346	33,543	40,005
Instructor	30,672	31,806	35,001
Research Assoc.	32,346	33,768	35,190
All other ranks	30,672	31,806	35,001

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### Targeted market increase (TMI)

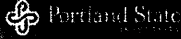
Ratio of actual to PSU equivalent salary	Target market increase
Less than 80%	5%
80% to 85%	4%
85% to 90%	3%
90% to 95%	2%
95% to 100%	1%
100% or greater	0%



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### AAUP Ranked Faculty Salary compared to Peers – based on total compensation

RANK	<80%	80.01% - 85%	85.01% - 90%	90.01% - 95%	95.01% - 100%	Over 100%	Total
Professor	46	23	22	27	24	46	188
Associate Professor	0	11	26	42	32	70	181
Assistant Professor	2	3	7	10	22	89	133
Senior Instructor	3	2	3	1	0	9	18
Instructor	1	1	3	4	3	16	28
<b>Total</b>	<b>52</b>	<b>40</b>	<b>61</b>	<b>84</b>	<b>81</b>	<b>230</b>	<b>548</b>

 Portland State

### Average percentage increase by rank

Rank	FY 2008	FY 2009	Biennium
Professor	5.9%	5.5%	11.8%
Associate Professor	4.8%	5.2%	10.2%
Assistant Professor	4.2%	5.2%	9.6%
Senior Instructor	5.5%	6.1%	11.9%
Instructor	4.5%	4.7%	9.4%
Research ranks	4.4%	4.2%	8.8%
Academic Professional	4.6%	4.2%	9.0%
<b>Composite Increase</b>	<b>5.01%</b>	<b>5.05%</b>	<b>10.31%</b>

 Portland State

### Example - Professor Average in English

<b>Salary calculations</b>	
Your current 9 month salary	\$73,424
Comparator salary	\$87,555
Comparator benefit multiplier	31%
Comparator benefits	\$ 26,704
Comparator total compensation (TC)	\$ 114,259
PSU benefit multiplier	38.2%
Equivalent PSU salary	\$62,083
Equivalent PSU benefits for equivalent salary	\$32,178
Ratio of your salary to comparator salary	89%
<b>2007-08 increase</b>	
Your market increase	\$2,203
Your across the board increase	\$2,717
Your increase for minimum salary	\$0
Your total increase	\$4,919 6.70%
Your 2007-08 ending salary rate	\$78,343
Ratio of your salary to comparator salary	95%
<b>2008-09 increase</b>	
Your market increase	\$783
Your across the board increase	\$2,742
Your increase for minimum salary	\$0
Your total increase	\$3,525 4.50%
Your 2008-09 ending salary rate	\$81,869 11.50%

March 11, 2008

TO: Faculty Senate

FROM: DeLys Ostlund  
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.

## College of Liberal Arts and Sciences

### **Change in Existing Program**

#### E.1.a.1

- MA/MS in Communication Studies – change to existing program  
Increases total credits from 45 to 50, expands the Theory and Methods cores, adds new electives.

### **New Courses**

#### E.1.a.2

- ENG 519 Advanced College Composition Teaching, 1 credit  
Continues the development of the theoretical and practical expertise of the graduate teaching assistant in advanced areas of college composition teaching. May be repeated up to three times for credit. Required prerequisite: appointment to 2nd year teaching assistantship in English Department.

#### E.1.a.3

- SP 561 Social, Institutional and Media Theories, 4 credits  
This course surveys contemporary theories of communication from social, institutional and media approaches. Focus of the course is on broad, macrosocial theories about the role of media in institutions and institutional influences on communication, impacts on society and community of mass media, and the influence of new modes of media. This is part of a three-course sequence required of all first year master's students.

#### E.1.a.4

- SP 562 Cognitive and Relational Theories, 4 credits  
Survey of cognitive, symbolic, interactive and relational theories of communication. Addresses the cognitive processes involved in creation and interpretation of messages in urban communities, and the use and interpretation of language particular to urban communities. This is part of a three-course sequence required of all first year master's students.

#### E.1.a.5

- SP 563 Critical and Cultural Theories  
The course is a survey of critical and cultural communication theories of communication, and addresses these approaches in the context of urban communities. This is part of a three-course sequence required of all first year master's students.

## **Change in Existing Courses**

### **E.1.a.6**

- ENG 518 College Composition Teaching, 2 credits – change course description and change credit hours from 2 to 1

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

## **Change in Existing Courses**

### **E.1.a.7**

- ART 514, 515, 516 Art in the Secondary Schools, 3 credits each – change course numbers, change title to Art Methods for Secondary School Teachers, change description, change to 4 credits each, drop ART 516.

## **College of Urban and Public Affairs**

## **Change in Existing Program**

### **E.1.a.8**

- Graduate Certificate in Real Estate Development

Adds additional electives, changes program's administrative procedures for course waivers.

## **New Courses**

### **E.1.a.9**

- PHE 522/622 Health and Social Inequalities, 3 credits  
Introduction to historical and theoretical foundations for social epidemiology; investigates the conceptualization and measurement of different social determinants of health using a lifecourse approach; explores how the "embodiment" of social forces influence disease processes; and examines different actions (i.e., behavioral, clinical, social, legislative and political) used to eliminate health inequities within our local, national and international communities.

## **Maseeh College of Electrical and Computer Engineering**

## **New Courses**

### **E.1.a.10**

- OMSE 514 Computing Foundation, 3 credits  
Introduction to the building blocks of a basic computing machine including the central processing unit, data transfer buses, registers, program counters, various types of memories, and instruction sets. A range of processor architectures and organizations including pipelining, virtual memory and caching are explored. Also explores the principles of operating systems and how they relate to the underlying hardware structures as well as concurrency, process synchronization, process scheduling, memory management, interrupt handling, and device management. Basic understanding of C or C++ required.

### **E.1.a.11**

- OMSE 515 Software Foundations, 3 credits  
Introduction to fundamental language constructs including pointers, recursion and abstraction, and the principles of algorithmic analysis and Big-O notation. Progressively explores several foundation data structures and algorithms including linked lists, trees, hashing, and graphs which are illustrated using C, C++ and Java code fragments. Introduces



selected topics in statistics and discrete mathematics, in particular, sets, set operations, propositional calculus, first-order predicate calculus and finite state machines. Registration requires permission of the OMSE program office. Recommended prerequisite: Mth 112.

E.1.a.12

- **OMSE 516 Software Process Improvement, 3 credits**  
Learn how to effectively introduce improvements to software engineering processes in their organization. Designed to help the student successfully discover and improve software engineering practices in such areas as software requirements, architecture, design, coding, integration and testing. Technical issues are emphasized but balanced with real-world considerations including organizational politics, corporate culture, and psychology.  
Prerequisite: OMSE 500.

March 7, 2008

TO: Faculty Senate

FROM: Robert Gould  
Chair, Undergraduate Curriculum Committee

DeLys Ostlund  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

## College of Liberal Arts and Sciences

### New Courses

#### E.1.b.1

- SP 438/538 Everyday Talk: Structure and Process, 4 credits  
How humans organize talk, with a primary emphasis on face-to-face talk in an informal setting. Attention will be given to the structure of roles and turns, sequencing of stages and topics, issues of common ground and relevance, and cognitive processes of message origination and interpretation in particular contexts. Recommended prerequisites: Sp 311 or equivalent; upper division or graduate standing.

#### E.1.b.2

- SP 439/539 Gesture and Meaning in Everyday Talk, 4 credits  
How humans use gesture and vocal intonation in conversation, with a primary emphasis on informal settings, interaction of gesture with language, metaphorical aspects of gesture, and the contribution of gesture to cognitive and interactive processes of message origination and interpretation. Recommended prerequisites: Sp 311 or equivalent; upper-division or graduate standing.

#### E.1.b.3

- SP 440/540 Metaphor, Play, and Humor, 4 credits  
How metaphor, play, humor, and other forms of “non-serious” language and gesture contribute to the creation of meaning and sustaining of relationships in everyday social interactions. Topics vary from quarter to quarter, and may include: metaphor; playful communication; humor and irony; and narratives. May be repeated for undergraduate or graduate credit. Recommended prerequisites: Sp 311 or equivalent; upper-division or graduate standing.

#### E.1.b.4

- SP 460/560 Framing and Mass Media, 4 credits  
Examines how messages are constructed and the effects frames have on audiences. Framing theory is linked to propaganda, public relations, marketing, political communication and cognition, and has a rich theoretical and

methodological tradition. Examines the conceptual definitions, and the underpinning theory and methodology used in framing scholarship. Agenda setting, bias and framing, public opinion formation, cultivation analysis, behavioral effects, and macrolevel and microlevel methods are also examined.

E.1.b.5

- SP 487/587 Propaganda, Public Relations, and Media, 4 credits  
The course introduces students how mass media, particularly film, are used to promote causes, influence opinion, sell products and promote stereotypes. Two streams of theory are pivotal to the course: theories of propaganda, public relations, persuasion and mass media, and film theory.

E.1.b.6

- SP 489/589 Media Ethics, 4 credits  
Applies important ethical theories to decision making within the mass media, including considerations of personal, organizational, professional and cultural understandings of ethics to analyze how decisions regarding media content are made. Provides guidelines for identifying and understanding ethical dilemmas commonly encountered by media professionals and help in making theory-grounded decisions in print and broadcast journalism, advertising and public relations, the Internet, and entertainment media. Prerequisite: junior, senior or graduate standing.

E.1.b.7

- WR 456/556 Forms of Nonfiction, 4 credits  
Explores various forms of nonfiction, including essay, personal essay, reviewing, immersion journalism, and memoir, with practice writing in each. Instructor approval required.

E.1.b.8

- WR 457/557 Personal Essay Writing, 4 credits  
The history and contemporary use of personal essay as a mode of creative communication; gives an understanding of and practice in this kind of writing. Instructor approval required.

E.1.b.9

- WR 458/558 Magazine Writing, 4 credits  
Examines the development of both long- and short-form magazine pieces, as well as the business and economics of magazine publishing. Students write and peer-critique articles in the styles and formats of a variety of publications and magazine departments. Instructor approval required.

### **Change in Existing Courses**

E.1.b.10

- SP 416/516 Theories of Communication, 4 credits – drop 500 section, change course description

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

#### **New Courses**

E.1.b.11

- TA 486/586 Topics in Film and the Moving Image, 4 credits

Concentrated study of genre, structure and style of a particular period, topic and/or figure in film and the moving image; for example, 1970's Film & TV Renaissance, Irish Cinema, and/or Robert Altman. Prerequisites: TA 131 and upper division standing.

### **School of Social Work**

#### **New Courses**

##### **E.1.b.12**

- CFS 486/586 Parent & Family Education, 4 credits  
Introduction to parenting rights, responsibilities, practices, processes, parent/child relationships, changing parenting roles and general philosophy/broad principles of family life education. Planning, observing, and evaluating family life education programs will be included through a community based experience. Recommended prerequisite: junior status.

March 10, 2008

TO: Faculty Senate

FROM: Rob Gould  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposal has been approved by the UCC, and is recommended for approval by the Faculty Senate.

**Maseeh College of Engineering and Computer Science**

**New Program**

**E.1.c.1.** Bachelor of Engineering in Engineering  
See attached.

**College of Liberal Arts and Sciences**

**New Courses**

**E.1.c.2.** Ec 380 Introduction to Mathematical Economics (4)  
Economic concepts are explored using mathematical methods. Applications are drawn from a wide range of fields in economics including microeconomics, macroeconomics, economic growth, international trade, international finance, labor and environmental economics, industrial organization and development economics. Mathematical methods utilized include equations, functions, sets, total and partial differentiation, and linear algebra. Prerequisites: Mth 251, Ec 201, Ec 202.

**E.1.c.3.** Ph 335 Wacky or Real: What Everyone Should Know About Physics Scams (4)

The use and misuse of physics: beginning with a firm understanding of the strengths and weaknesses of the scientific method, analyzes how people veer away from it, resulting in pathological, junk, pseudo and fraudulent physics. Examples such as magnetic therapy, perpetual motion, ESP, x-ray cures, and astrology are included. Recommended prerequisites: upper division standing.



## **Proposal for the Initiation of a New Instructional Program Leading to the Bachelor of Engineering in Engineering**

Portland State University, Maseeh College of Engineering and Computer Science

### **1. Program Overview**

The proposed Bachelor of Engineering (B. Eng.) degree in Engineering provides the framework to offer six distance-learning programs in engineering and computer science provided by the Maseeh College of Engineering and Computer Science (MCECS) for students at foreign or domestic off-site institutions. The B. Eng. degree emphasizes fundamental engineering principles and requires in-depth understanding within one of six undergraduate areas of concentration, also called programs including:

- Civil Engineering
- Environmental Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering, and
- Mechanical Engineering.

These proposed concentrations would be drawn entirely from the existing undergraduate courses within MCECS. Courses would consist of current lectures recorded in PSU classrooms, delivered with full support materials by internet streaming, or other distance-learning methods to students at the partner institutions. Courses may also be delivered by live broadcast or by PSU faculty who are located at the partner's campus. All classes would be conducted in English. The off-site partner institutions would provide students with: support in English (as a second language), computers, software, classrooms, laboratories, internet connections, health services, housing, and other services, as needed. The partner institution may also provide much of the lower-division course work. Classroom assistance with each course would be provided by faculty drawn from the off-site partner institution. MCECS faculty from participating programs would be responsible for overall quality of each program. Participating program faculty members may visit the class they are teaching to ensure student learning. In addition, the B.Eng. curriculum may be supported by other departments within PSU as well as other institutions in accordance with PSU transfer policy. The cost of each program would be paid for by the partner institution.

In order to maintain quality of the participating programs, a number of procedures will be implemented. These include: (a) three-member MCECS faculty oversight committee to monitor each distance learning activity, (b) local adjunct faculty at the off-site location to maintain quality of on-line instruction, (c) periodic checking of students' academic progress, (d) student advising by on-site instructors, (e) the requirement of acceptable TOEFL scores for students, and (f) continuing assessment of outcomes (discussed in section 8), and other quality management tools.

The rationale for the B.Eng. degree is that an increasing number of foreign educational institutions request partnerships with PSU in the area of engineering and computer science. With the impact of a global economy, PSU has the opportunity to develop many foreign partnerships and greatly increase foreign student credit hours. This new degree provides a pathway for these students to obtain a PSU degree.

Participation in the B.Eng. in Engineering with a particular partner organization is left to the discretion of the faculty in each program. Those programs, in which a majority of the faculty approve participation, will offer concentrations via the B.Eng. Individual faculty who choose not to participate, notwithstanding their department's participation, will not be required to participate.

### **2. Course of Study**

Although we are proposing a non-accredited B.Eng. degree, the curricula of the participating programs would be drawn entirely from courses currently offered on-site at PSU's main campus. New courses do not need to be added to the present PSU offerings.

These proposed concentrations would be drawn entirely from the existing undergraduate courses within MCECS. Courses would consist of current lectures recorded in PSU classrooms, delivered with full support materials by internet streaming, or other distance-learning methods to students at the partner

institutions. Courses may also be delivered by live broadcast or by PSU faculty who are located at the partner's campus. All classes would be conducted in English. The off-site partner institutions would provide students with: support in English (as a second language), computers, software, classrooms, laboratories, internet connections, health services, housing, and other services, as needed. The partner institution may also provide much of the lower-division course work. Classroom assistance with each course would be provided by faculty drawn from the off-site partner institution. MCECS faculty from participating programs would be responsible for overall quality of each program. Participating program faculty members may visit the class they are teaching to ensure student learning. In addition, the B.Eng. curriculum may be supported by other departments within PSU as well as other institutions in accordance with PSU transfer policy. The cost of each program would be paid for by the partner institution.

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Participation in the B.Eng. in Engineering with a particular partner organization is left to the discretion of the faculty in each program. Those programs, in which a majority of the faculty approve participation, will offer concentrations via the B.Eng. Individual faculty who choose not to participate, notwithstanding their department's participation, will not be required to participate.

**c. When will the program be operational, if approved?**

If approved, the program will be completely operational as early as spring, 2008.

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

**a. What are the objectives of the program?**

The educational objectives of the Portland State University undergraduate B.Eng. in Engineering are as follows:

1. Prepare graduates for all essential aspects of responsible professional practice in engineering. Each of the participating programs will:
  - Provide graduates with the scientific and technical skills needed to practice their profession responsibly.
  - Prepare graduates to work successfully in the professional engineering community.
  - Prepare graduates to communicate effectively.
  - Provide graduates with an understanding of contemporary issues relevant to their engineering discipline.
  - Prepare graduates to advance in the profession with an appreciation of the need for lifelong learning.
2. Provide the means to grant an engineering degree in situations where the ABET-accredited degree is not feasible.

**b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?**

The objectives of the new program are consistent both with the mission and vision of the University, and MCECS. These are shown below:

...The vision statements of the MCECS departments (Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical and Materials Engineering) are compatible with the College's and University's vision to provide quality educational for professional programs. For example, the vision of the Mechanical Engineering program is:

- To be the program of choice in the Northwest for Mechanical Engineering education by both students and employers.
- To achieve national and regional prominence in research areas related to our "Spires of

Excellence".

- Expand our reputation for applying research to practical industry needs.

Providing quality undergraduate education is the primary educational objective of the proposed B.Eng. in Engineering.

**c. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?**

This proposed degree is an important aspect of training knowledgeable engineers to build national and international relationships, which are critical to the State of Oregon in the development of a global economy. The proposed degree also raises the profile of the Oregon as well as PSU as an institution. The graduates from our off-site partner institutions would work for their local employers such as Intel, Tektronix, and Lattice. This would help strengthen the participation of Oregon-based companies in the global economy. The tuition paid by these students also benefits Oregon and PSU.

**3. Course of Study**

**a. Briefly describe proposed curriculum. (List is fine.)**

- Slash courses (i.e., 400/500-level) should be listed as such.
- Include course numbers, titles, credit hours.

Although we are proposing a non-accredited B.Eng. degree, the curricula of the participating programs would be drawn entirely from courses currently offered on-site at PSU's main campus. New courses do not need to be added to the present PSU offerings. The courses to be offered in each concentration will be those listed in Appendix A.

**b. Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions.**

None

**c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.**

The six programs within the proposed B.Eng. degree would be offered entirely through distance learning via live broadcasts, CD-ROM, and/or internet streaming with the assistance of local on-site instructors to answer student questions, administer tests, and to advise students. Courses may also be taught by PSU faculty who are located on remote campuses.

**d. What specific learning outcomes will be achieved by students who complete this course of study?**

Graduates of the proposed B.Eng. programs will have the skills and abilities to prepare them for professional practice or for graduate studies. Although not an ABET-accredited degree, the outcomes of the six concentration areas will be similar to those required by ABET, ...

**4. Recruitment and Admissions Requirements**

**a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?**

The proposed program is intended to provide foreign and off-site domestic students a unique degree option. The proposed B.Eng. option will serve students who can not travel to PSU either because of financial constraints or visa difficulties. Therefore, this program will attract many additional students who would not otherwise come to PSU.

**b. Are any requirements for admission to the program being proposed that are in addition to admission to the institution? If so, what are they?**

Yes. Besides the entrance requirements of PSU, admission to the upper division in one of the participating programs will also be reviewed by MCECS faculty who will ensure that all appropriate prerequisites have been taken and satisfactory grades have been achieved. In addition, each program will impose minimum TOEFL scores to ensure adequate fluency in the English language.

**c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?**

Currently, no enrollment limitations are anticipated. If the number of eligible applicants for admission exceeds that for which resources are available, acceptance will be competitive. In the event selective admission becomes necessary, student GPA will be used to screen candidates.

The program faculty will determine both the adequacy of the available resources and the need for enrollment limitations.



**5. Accreditation of the Program**

- a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.**

Not applicable at this time. Because of the increased demand for distance learning, ABET does plan to consider alternative methods of delivery to offsite locations in the near future.

- b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?**

Portland State University's undergraduate degree programs in Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering are accredited by ABET. The proposed B.Eng. degree in Engineering will initially be non-accredited. However, if the B.Eng. program is successful, ABET accreditation for various off-site partner institutions may be considered. ABET requires that at least one student should have graduated from the program before considering the off-site institution for accreditation.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?**

Not Applicable.

**NEED**

**6. Evidence of Need**

- a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)**

There is a strong demand particularly by foreign institutions to partner with PSU in engineering and computer science. For example, PSU is currently offering non-accredited degrees to students in overseas locations. We are not able to offer our accredited Engineering and Computer Science degrees because of limitations of ABET. Students receive a B.S. degree in Science, under an agreement with the College of Liberal Arts and Sciences, while completing the curricula in various Engineering programs. Clearly, students completing an engineering discipline should receive this proposed B.Eng. degree in Engineering. In addition, having an Engineering degree will help recruiting efforts and increase the quantity and quality of students.

- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.**

Yes. This degree would produce graduates with the ability to solve engineering problems and provide a more-educated international workforce. As cited in Paragraph 2c, the graduates from our off-site partner institutions would work for their local employers such as Intel, Tektronix, and Lattice. For example, Intel is planning a \$1 billion facility in Viet Nam and will need over 600 engineers. This would help strengthen the participation of Oregon-based companies in the global economy. The tuition paid by these students also benefits Oregon and PSU.

- c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?**

We expect that once the program gets underway that a typical concentration with a particular partner will be serving more than 20 students/year. We expect that the number of graduates over the next 5 years will be about 50-60 based on the following projection:

Years 1 & 2: students enroll or transfer in program  
Year 3: 10 graduate (students who transferred over to the program early)  
Year 4: 20 – 1<sup>st</sup> graduates from the 4-year program  
Year 5: 25 – Program reaches steady-state  
Total: 55 graduates for the first 5 years

Although hypothetical, these numbers reflect current international distance-learning programs within

MCECS. As the number off-site partner institutions grow and additional programs are activated, the number of graduates can easily exceed 100 per year.

**d. Are there any other compelling reasons for offering the program?**

This proposed B. Eng. degree in Engineering will help to promote PSU internationally. The six programs will also produce a new source of graduate students.

**e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).**

Local companies interested in this new program would include: Intel, Lattice, Tektronix, and other Oregon-based international companies. The foreign branches of these American companies would be able to recruit native graduates who have PSU degrees and are proficient in English.

**f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place-bound students.**

The proposed program is designed to serve off-site place-bound students in both domestic and overseas locations. Video streaming of lectures enables the working student population to take courses that are offered at inconvenient times. All students (off-site and Portland campus) would take advantage of video streamed classes to review lectures and make up lectures that have to be missed due to work of family emergencies.

**7. Outcomes**

...

**INTEGRATION OF EFFORT**

**9. Similar Programs in the State**

**a. List all other closely related OUS programs.**

Oregon State University offers traditional B.S. degrees in Civil, Computer, Electrical, Environmental and Mechanical Engineering, as well as Computer Science. Similarly, the University of Portland offers traditional B.S. degrees in Civil, Electrical, Environmental and Mechanical Engineering, as well as Computer Science. Unlike the degrees offered by Oregon State and the University of Portland, the proposed B.Eng. option would be offered primarily by distance learning.

**b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?**

Since this is a distance learning program, we expect cooperation between not only PSU and the off-site partner institution, but also other neighboring off-site institutions. A cooperative agreement between PSU and one or more off-site institutions would allow students to take courses and transfer them to PSU (in accordance with PSU transfer policy).

**c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?**

No

**RESOURCES**

**10. Faculty**

**a. Identify program faculty, briefly describing each faculty member's expertise/ specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty members, to be made available to reviewers upon request.**

The program faculty includes all faculty members (tenured, tenured-track, and fixed term) who teach in a particular program (namely civil engineering, computer engineering, computer science, electrical engineering, environmental engineering, or mechanical engineering). The participating individuals from MCECS would depend upon the needs stated in the contract of collaboration between PSU and the off-site partner institution.

In addition, PSU's participation in any of these six programs would be contingent upon the specific aspects of the contractual agreement with the partner institution, including partner capabilities, budgetary impact, intellectual property controls, added effort requirements, and faculty incentives. The decision to participate in a specific program would require a separate vote of the program's faculty. Even if the program faculty members vote to participate in a particular distance-learning partnership, individual faculty members may choose not to participate.

**b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed**

**program's operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?**

The need for extra resources will be program-specific. The contract may require the services of adjunct faculty to expand existing courses.

**c. Estimate the number and type of support staff needed in each of the first four years of the program.**

The staffing needs within the proposed B.Eng. programs would be determined on a case-by-case basis. Each contract between PSU and off-site partner institution would be unique. All costs for increased support staff including Teaching Assistant positions would be provided by the partner institution.

**11. Reference Sources**

**a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).**

The Portland State Library's collection has been developed to support the existing courses offered in the Engineering and Computer Science programs. An excellent Library collection also has been developed to support the M.S. and PhD Programs within the Maseeh College of Engineering and Computer Science. The Library's collection of relevant materials is quite deep, particularly for supporting a bachelor's degree program's needs. As admitted tuition-paying PSU students, offsite students in the proposed B.Eng. program may have access to PSU's online library resources depending on the provisions of the contract between PSU and the partner institution.

**b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?**

No further resources are needed to add resources to the collection. If Library resources are needed, the partner institution would cover the cost per contract requirements.

**12. Facilities, Equipment and Technology**

**a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?**

The engineering and computer science departments are located in the modern 4<sup>th</sup> Avenue Building and the new Engineering Building, called the Northwest Center for Science, Engineering and Technology. Since the six proposed programs of the B. Eng. degree are distance-learning, all engineering and computer laboratories, as well as classroom facilities would be provided by the partner institute. Offering classes by distance-learning requires the facilities for producing streaming videos of the lectures. Offsite (domestic and foreign) classrooms would be equipped for viewing video-streamed lectures in a class setting. Students can also view streamed lectures individually as well.

**b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?**

MCECS may need to establish additional streaming facilities. The proposed program will generate ample revenue to cover the costs of recording and providing streaming access to lectures taught by existing faculty and adjunct faculty.

...

**14. Budgetary Impact**

**a. On the "Budget Outline" sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year).**

The proposed B.Eng. degree in Engineering provides the framework to offer six distance-learning programs in engineering and computer science provided by the Maseeh College of Engineering and Computer Science for students at foreign or domestic off-site institutions. The Budget Outline (in Appendix B) is intended to disclose the budgetary impact resulting from a proposed new program (for example, Mechanical Engineering program) for a hypothetical off-site partner. The figures in the enclosed Budget Outline represent a possible example of anticipated expenses for one hypothetical contract of

collaboration between PSU and a partner institution. Actual figures would be determined by contract negotiations. The budgetary unit responsible for this B.Eng. degree is the Maseeh College of Engineering and Computer Science and participating academic department(s). Since these proposed programs are entirely self-support, the projected costs of items in Columns A thru D (in the Budget Outline in Appendix B) are zero. Only the cost associated with "Fees Sales and Other Income" in Column E is estimated for a hypothetical off-site partner. This is justified because the proposed program will simply consist of courses already being offered by the participating departments. Although there will be an increased workload resulting from an increase in student-credit-hours (SCH) from the off-site enrollment, all additional costs including faculty time, staff time, adjunct faculty, new or specialized facilities, equipment, other direct costs, and indirect costs will be paid for through the contract governing the offsite program.

Other issues to be considered during the negotiations of the contract of collaboration between PSU and the off-site institute may include: the number of courses offered, number of students enrolled, average GPA of each class, TOEFL scores of admitted students, tuition rate for off-site students, total program expenses, formation of the three-person oversight committee, number of faculty teaching courses, number of PSU faculty who visit the off-site institution, assessment tools to be used, and the fraction of courses in which instructor-of-record grades exams and projects. Although each contract between PSU and the off-site partner will be unique, there will be minimal budgetary impact resulting from this new program and a positive return on investment to MCECS and the participating PSU departments.

...

- .c. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?**

The impact of this proposed degree on the budget is minimal since all the existing courses are already being taught here at PSU. This engineering degree would simply allow MCECS the means to enter into a contractual relationship with off-site domestic and foreign institutions. Each contract between PSU and an offsite partner would be unique. For example, one institution may require a B.Eng. specializing in mechanical engineering while another may require specialization in civil engineering. In all cases, the revenue for all prospective B.Eng. programs between PSU and offsite institutions would cover all direct and indirect costs. It is anticipated that one new off-site partner institution may be added each year. This would represent a substantial growth in SCH production. Excessive growth would be controlled by MCECS and the program faculty (see section 10a).

end

March 2008

To: Faculty Senate  
 From: Martha Works, Chair Academic Advising Council  
 RE: Annual report to the Senate

**Committee members:** Janet Putnam, SSW; Michael Flower, HON/UNST; Branimir Pejcinovic, MCECS; Alan MacCormack, UNST; Paulette Watanabe, EEPS; Melissa Leonard, CLAS  
**Students:** Byranne Nelson, Darby Zweifel  
**Ex-Officio:** Mary Ann Barham, UASC; Bill Ryder, ADM; Kathi Ketcheson, OIRP

**History:** (From Sandra Freels' April 2007 report)

- 1997-1998 •PSU Commission on Campus Climate identifies undergraduate advising as one of the critical areas of campus life in need of improvement
- 1998-2001 •President Bernstine creates Student Advising Action Council (SAAC) to create an undergraduate model appropriate to PSU. Faculty Senate recommends creation of Student Advising Implementation Team (SAIT) to implement the SAAC Undergraduate Advising Model with partial funding.
- 2001-2005 •SAIT assists Departments in developing undergraduate advising plans. Janine Allen and Cathleen Smith collect baseline data on undergraduate advising experiences and needs. SAIT reports to Interim Provost Reardon on institutionalization of advising initiative. Funding for the initiative is eliminated.
- 2006-2008 •Provost Roy Koch appoints Academic Advising Council (AAC) to review and make recommendations concerning undergraduate and graduate advising, particularly with regard to student success.

Undergraduate Advising Model (partially implemented beginning in 2001):

- All undergraduates attend orientation
- All incoming students (freshmen and transfers) have an individual advising session at UASC within first 24 credits at PSU
- All undergraduates will declare a major prior to completing 120 credits
- Upon declaration of a major, all undergraduates are to be advised on all university requirements within the major department. Declared majors should meet with a departmental adviser at least once prior to the completion of 90 credits.

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**2007-2008 Academic Advising Council activities to date:** monthly meetings, interviews with Degree Requirements and with advising staff of Schools and Colleges, review of recent research by Janine Allen and Cathleen Smith.

National research and research conducted by Janine Allen and Cathleen Smith at PSU suggest that the current model, where comprehensive advising (degree requirements [BA, BS] and University Studies requirements in addition to the major) is done by faculty advisers in the department is not as successful as initially hoped, in part because some faculty, while understanding the relevance of advising on requirements outside of the major, don't view this advising as part of their key responsibilities. Additional research suggests a correlation between student satisfaction with advising (and with receiving accurate information from university and faculty advisers) and student success and retention.

*Based on this information as well as informal surveys of CLAS department chairs, CLAS and UASC advisers, and staff of Degree Requirements office, we recommend the following and would like comments and feedback from Faculty Senate before we make our final recommendations to OAA:*

- Make advising mandatory for all students – at freshman or transfer orientation, at 60 credit hours, and 120 credit hours. Students, of course, could consult with an adviser more frequently, and should be encouraged to do so.
- Recommend a dual model of advising where each student would have both a professional adviser and a faculty adviser. The format for professional advising (whether it would be centralized in UASC, decentralized in the Schools and Colleges – CLAS, SBA, etc., or a combination of the two) is not yet determined and would in any case require additional advisers and input from the Council of Academic Deans.
- Each student assigned a professional adviser at orientation, then a faculty adviser upon declaration of a major
- Professional adviser would be available for general advising and for help navigating the institution (University Studies requirements, degree (BA/BS) requirements, time lines, policies, procedures, graduation, petitions, etc.)
- Faculty advisers would be responsible for departmental requirements for the major and career options.
- Departmental advising done primarily by teaching faculty and within load. Departmental advising centralized among designated faculty who are familiar with the major requirements and can advise students on educational and career goals. Departments support advising with existing teaching faculty and within load, however, larger departments may need a different model to handle the volume of students.
- Students declare a major prior to completion of 90 credits. Students who are undeclared at this point would meet with professional advisers (UASC or Schools and Colleges) prior to registering for the following term.
- Increase use of technology to facilitate advising: 1) implement a University-wide system for tracking advising; 2) have an option for online orientation; 3) allow system to prevent registration at initial registration, at 60 credit hours, and at 120 credit hours until a student has seen an adviser.

Send comments to: [mworks@pdx.edu](mailto:mworks@pdx.edu) by April 15, 2008

March 6, 2008

To: Senate Steering Committee

Fr: Dannelle Stevens, Chair of the Institutional Assessment Council

Re: Senate presentation on April 7

- I. We will review our charge and show what we have accomplished in the last year.
- II. Below is a report that Craig Wollner delivered to the IFS regarding the work of the IAC over the last year and through this year.
- III. The IAC is now developing a 5-year plan for campus-wide assessment.

**Portland State University  
Campus-Wide Learning Goals Development Project**

**Why have campus-wide student learning goals?**

1. Having a set of overarching, campus-wide student learning goals will serve students and faculty by bringing a sense of coherence to the student's overall educational experience.
2. External political forces are seeking more accountability from higher education.
3. Accreditation expects us to have a clear, consistent campus-wide focus on assessment.

**How is PSU approaching this project?**

- During the spring of 2007, the Institutional Assessment Council (IAC) and Center for Academic Excellence's Assessment Integration and Support Team (ASSIST) worked together to review the institution-level learning outcomes proposed by several key guiding documents, and our University Studies Program goals.
- This information was presented at the 2007 Fall Symposium, where faculty and staff engaged in a conversation about how PSU might articulate campus-wide goals that resonate with departmental student learning outcomes.
- The work from the Symposium, and the continuing feedback gathered from academic units through work sessions and faculty discussions during the year are the beginnings of a larger conversation about how these learning goals define the unique educational experience available at PSU.
- Through the above, and a previous review of academic program learning objectives, the following five goal areas have emerged: critical thinking, communication, diversity, ethics, internationalization.

**Sources used:**

- PSU's University Studies Program
- Liberal Education and America's Promise – A Report Association of American Colleges & Universities.

- Oregon Senate Bill 342
- 2005 PSU Assessment Resource Network Report

**Current and Upcoming**

- Work sessions with academic units, student groups, and student affairs programs to share disciplinary perspectives on how one or more of the five campus-wide learning goals is expressed and could be assessed in their respective disciplines.
- Spring Showcase to update campus community on evolution of the goals project.
- Virtual "Showcase" website – in development – to track progress and seek input from campus community.