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Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 3, 2008
Presiding Officer: Robert Mercer
Secretary: Sarah E. Andrews-Collier

Members Present: Accetta, Ames, Barham, Bielavitz, Bleiler, Bodegom, Brodowicz, D. Brown, Buddress, Carter, Chaille, Charman, Collins, Cress, Devletian, Dickinson, Farhadmanpur, Farr, Fountain, Garrison, Gelmon, George, Gerwing, Gough, Gray, B.Hansen, D.Hansen, Harmon, Hickey, Hines, Hook, Hottell, Jagodnik, Jhaj, Johnson, Kinsella, Kohles, Lafferrière, Livneh, MacCormack, Magaldi, McKeown-Ice, Meinhold, R. Mercer, Mussey, Palmiter, Paradis, Patton, Paynter, Pejcinovic, Reese, Rhee, Rogers, Rueter, Ruth, Sailor, Sanchez, Shusterman, Talbot, Thao, Wahab, Wallace, Walton, Wamser, Wattenberg, Webb, Welnick, Zelick.

Alternates Present: Flower for Fallon, _____ for Fritzsche, Shearer for Jiao, L. Mercer, Messer, Murphy, Neal, Nissen, Pierce.

Members Absent: Anderson-Nathe, Arante, Blazak, Brower, Cabelly, Chrzanowska-Jeske, Coleman, Fuller, Hagge, Hoffman, Howard, Ingersoll, Kaufman, Keller, Khalil, Liebman, Luckett, Luther, Ryder, Seppalainen, Sheble, Stovall, Sussman, Tolmach, Toppe, Turner, Weingrad, Wendler, Whitefoot.

Ex-officio Members
Present: Andrews-Collier, Cornett, Desrochers, Feyerherm, Fung, Gregory, Kaiser, Koch, Mack, McVeety, Pernsteiner, Sestak, Smallman, Wiewel.

A. ROLL
B. APPROVAL OF THE MINUTES OF THE OCTOBER 6, 2008, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections:

> p. 1 "Members of the 2008-09 Senate Present:" Richard Byler, Ex officio; Brennan (not Bennett) for Talbot; Barham was not present; Korbek is no longer with the university.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the agenda:

Chancellor's Report

Changes in Senate/Committee representation since October 6, 2008: Kent Lall replaces James Morris and Juliette Stoering replaces Eru Korbek on Senate. Sukhwant Jhaj replaces Ann Fallon on the Committee on Committees. Ellen Bassett (CUPA-USP) replaces Judy Sobel on UCC; Becky Sanchez (SBA) is appointed to the Deadline Appeals Board; Scott Marshall (SBA) replaces Sully Taylor on the Graduate Council; and Barbara Brower (GEOG-CLAS) is appointed to EPC.

President's Conversation

WIEWEL reported to the Senate after "G-1." WIEWEL noted that the economic climate is challenging for the budget. As a result the request for bonds to build the Business School will not go forward in this biennium, but this is not critical, as we weren't close to having the matching funds yet. We remain committed to this building. The Portland Sustainability Institute project goes forward, and it is very likely that it will be on or adjacent to the campus. On the operating side of the budget, the governor continues to be supportive and hopes to meet the essential budget. It is not clear how our request for all enrollment dollars will be received, and this doesn't bode well for any of the other initiatives we were hoping for. Programmatically, we have started the PSU-PPS Task Force and we expect a report by Christmas. We also are working with community colleges in the area. OSU is talking about a School of Public Health that would be a joint venture, and we will be having interesting discussions.

Enrollment numbers are up to approximately 27,000, representing an increase in student credit hours of ~9.4%. These figures relate directly to campus planning, an item we discussed last month. We have engaged consultants to plan for predicted 30,000 student and/or 42,000 student scenarios. With the results of these exercises, we will be clearly be able to say that with the larger student body, we would need an entire extra campus.

WIEWEL concluded that he continues to be excited to be here and learns more every day. The quality of the work going on here, the enthusiasm of faculty and students, and the support of external constituencies speak to the insurmountable opportunities that we have here.

_____ thanked Wiewel, noting _____. Applause.

Chancellor's Report

PERNSTEINER noted that for at least the next several months there would be budget uncertainty. The OUS system is currently successful and enrollment is up substantially. We are well on our way to achieving the board's strategic vision of several years ago, to raise the education level of Oregonians to be successful and competitive in the 21st century. He thanked the assembly for their efforts in this regard. He noted that we did a good job without very much and was hoping to get us more, but we may have to continue with the current resource base. The major Board priority in July for the 2009-11 biennium was student success. We want to reach out to students who have not been served well in the past; we want to bring them in, help

them to succeed, and get degrees. The state has changed radically in the last 20 years and that demands that we involve students and family differently than before if we want students to be successful. See, for example, Dalton Miller-Jones's committee activities around underserved students. Our request to the governor was to fund the essential budget level and to give us full funding for past and future enrollment growth.

PERNSTEINER noted that the November revenue forecast will reflect the overall economy and the referenda on the 4 November ballot, and will be less optimistic than the last. Despite this, we know we are under a moral and political obligation to improve the success of students. We will focus our attention on instruction and student services, but that may mean that we will have to deemphasize administration, public services, and other non-instructional areas. We may in fact have to begin to reinvent how we do our core business. Begin to think about how we will reinvent ourselves – about the kinds of expenditure reductions and revenue enhancements that might be possible if our focus is to improve student success. If this country is to be successful, it must reinvent education and reinvest in education. Regarding the latter, the message that we have been providing the campaigns in the last few weeks, is that if we can't do it with state money we need to do it with both state and federal money.

RUTH asked if this discussion included the student loan situation. PERNSTEINER stated that some of that $700 million needs to be used to free up the liquidity in the student loan market. On a side note, we will try to keep tuition increases as low as we can. _____ asked if by reinventing, one of the areas being considered is the use of technology for delivery. PERSTEINER stated that initiatives would be contingent on student success. COLLIER stated that he likes the idea of reinventing the way we do business, however, it may also be that we are doing many things right now and its more a matter of the federal government reversing the disinvestments of the 1980's than reinventing ourselves. PERNSTEINER stated that they might be more willing to invest in different approaches that work for the long term. For the short term, we need massive increases in student aid and capital investment. The governor will do the best by us as he can with the next legislature, because he sees us as key to the future of the state. The governor may also invest as much as he can in capital funds as a job-generating thing. Because many agencies will also be competing for funds, we will need as much help as we can get from faculty and students to beat the drum for more higher ed funding. We will find the way to improve student success but we need the legislature's help to make it happen.

D. UNFINISHED BUSINESS

None.

E. New Business

1. Curricular Proposals Consent Agenda

> SHEBLE/GOUGH MOVED THE SENATE APPROVE the curricular consent agenda, as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

2. EPC Proposal Regarding Departments in the School of Education

BOWMAN/LIVNEH MOVED THE SENATE APPROVE the proposal to rename departments in the School of Education, as listed in "E-2."

RUETER asked for a clarification of the process. BOWMAN noted that the proposal was forwarded from the department to the dean and the Provost forwarded it to the Educational Policy Committee; it is a request for a structural change. KOCH added that it doesn't have to go to the State Board. LAFFERIERE asked _____ BOWMAN stated that they already have separate prefixes. LIVNEH clarified in detail the request for the change.

HINES asked for a clarification of budget ramifications. BOWMAN noted that budgets are already separate; the only item is a slight increase in remuneration of the new second chair.

BLEILER asked for a clarification about the process of approving such a change. KOCH noted that he observed the shared governance process by forwarding this to the Senate.

THE MOTION PASSED by majority voice vote.

F. Question Period

None.

G. Reports from Officers of the Administration and Committees

Provost's Report

KOCH reminded that the first RFP is out with respect to the Miller Foundation Gift for Sustainability, and there will be another in spring. Enrollment fall term is up to almost 27,000.

1. Interim Report of the Ad Hoc Committee on Faculty Participation

FLOWER presented the report for the committee (attached). Focus groups were conducted over the summer, under the direction of Bob Liebman, and a survey will be distributed shortly to all faculty senate-eligible employees, around 1100 people. Please note the link in the Agenda that will take readers to literature surveys regarding the question of faculty participation.

G. ADJOURNMENT

The meeting was adjourned at 4:22 p.m.

MEMORANDUM

November 3, 2008

TO; Faculty Senate

FR: Michael Flower, Chair
    Seante Ad Hoc Committee on Faculty Paritcipationa and Empowerment

RE: Interim Report of the Ad Hoc Committee on Faculty Participation and
    Empowerment

The Ad Hoc Committee on Faculty Participation and Empowerment will soon send out to all Senate-eligible faculty members a 20 item survey aimed at gathering information about the nature of shared governance as it is experienced and participated in by faculty. The survey is the joint product of the Ad Hoc Committee and Robert Liebman (who will administer the survey and analyze its results); the survey's content and focus also derives from focus groups and other conversations held this past summer. The Committee plans to release numerical data in winter term and a full report in the spring. Also under discussion are at least one open forum winter term and a visit by an expert on university governance during the spring. In addition the Committee (with the help of last year's EPC) has made available on the web a list (with live links) of a number of relevant scholarly articles on governance. Given the Chancellor's report at this November 3 Senate meeting of the challenges PSU may face as a consequence of a major national economic downturn, our focus on shared governance remains all important.

December 1, 2008

TO: Faculty Senate

FROM: Joan Jagodnik
        Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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

College of Liberal Arts & Science

Change to an Existing Program
E.1.c.1.
- Minor in Foreign Languages –
    - Adds "Italian" to the existing list of foreign language minors. No changes to the requirements.

New Courses
E.1.c.2.
- It 341,342 Introduction to Italian Literature (4,4)
  Overview of Italian literature from late 1600s to present. 341: focus on 1600s to 1800s. 342: focus on late 1800s to present. Introduction to representative authors and their influence on Italian and Western civilization. Study of major literary and cultural movements. Recommended prerequisite: It 203.

MEMORANDUM

November 13, 2008
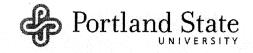
To: Senate Steering Committee

Fr: Martha Hickey, Chair
Academic Requirements Committee

Re: **Proposal to end UNST Transfer Transition requirement**

The ARC has reviewed the recommendation in the June 2, 2008
Report from the University Studies Council and makes the following
motion:

> *The Transfer Transition requirement for Freshman transfer
> students (incoming students with 30 to 44 credits) will end,
> effective Winter term, 2009.*

Office of Academic Affairs | University Studies

Post Office Box 751   503-725-5890 tel
Portland, Oregon 97207-0751 503-725-5977 fax
                             askunst@pdx.edu
                             www.pdx.edu/unst

November 7, 2008

To: Martha Hickey, Chair, Academic Requirements Committee

From: Sukhwant Jhaj, Director, University Studies

CC: Mitch Cruzan, Co-Chair, University Studies Council
       Betsy Natter, Co-Chair, University Studies Council
       Shawn Smallman, Vice Provost for Instruction and Dean of Undergraduate Studies
       Agnes Hoffman, Associate Vice Provost for Enrollment Management & Student Affairs
       MaryAnn Barham, Director, Undergraduate Advising & Support Center

Re: End Transfer Transition requirement for Freshman transfer students.

In its 2008 report to the PSU Faculty Senate, The University Studies Council made the specific recommendation to **end Transfer Transition requirement for Freshman transfer students.** We request that you review this recommendation by University Studies Council and forward it to Portland State Faculty Senate for approval.

UNST transfer student placement map: 0-44 credits

Credits Transferred	Class Standing	Current UNST Course Requirements	Revised Course Requirements
0 – 29	Freshman	Freshman Inquiry (15 Credits) Three Sophomore Inquiry (12 Credits) Three Upper-Division Cluster courses (12 credits) Senior Capstone (6 credits)	No change
30-44	Freshman	Transfer Transition Three Sophomore Inquiry (12 Credits) Three Upper-Division Cluster courses (12 credits) Senior Capstone (6 credits)	**Transfer Transition no longer required** Three Sophomore Inquiry (12 Credits) Three Upper-Division Cluster courses (12 credits) Senior Capstone (6 credits)

Enclosure: Report of the University Studies Council to the Faculty Senate, 2008-2009.

Memorandum

Date: 7 November 2008

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: Educational Policy Committee Fall Quarterly Report

This report covers the activities of the Educational Policy Committee for Fall 2008. Minutes from are available at the Committee's website at: http://homepage.mac.com/flowermj/epc/.

Committee membership: Tim Anderson (ETM), Ben Anderson-Nathe (CFS), Mirela Blekic (UNST), Michael Bowman (LIB, chair), Alan Cabelly (SBA), Duncan Carter (LAS), Liz Charman (ART), John Erdman (MTH), Michael Flower (HON), Cheryl Livneh (CEED), Alan MacCormack (HON), Jennifer Ruth (ENG), Lori Silverman (XS), and Sarah Tinkler (ECON).

Charge: The charge of EPC is to "advise the Faculty Senate and the President on educational policies and planning for the University."

Retreat: In the Committee's first two meetings this year the CADS+ Academic Retreat was discussed. Three faculty members, including the Chair of EPC, were invited to attend the retreat.

Special and Counselor Education: At the November Senate meeting, EPC brought to the Senate the Graduate School of Education's proposal to create a Department of Counselor Education and rename the Department of Special and Counselor Education to Department of Special Education. It was approved.

School of the Environment: In May 2008, EPC discussed the proposal for the creation of a School of the Environment (www.environment.pdx.edu). Committee members had some concerns and authorized a small group to meet with the proposers to get answers. A group consisting of Michael Bowman, Duncan Carter, and Michael Flower (last year's EPC chair) met with the chairs of the affected departments and then reported back to those members of last year's Committee who were available during the Summer. The changes were deemed to not be significant enough to bring to the Senate and the Committee's views on the School were sent to the Provost. The Committee said the idea of the School was good but had two issues. The first was that resources will be required to assure the success of the School and the Committee recommended the School only be created if the necessary resources were made available. Secondly, there was a concern that the Director of the School did not have enough authority, which could make the recruitment of a world-class Director more difficult.

In October, the Senate Steering Committee and EPC discussed some issues with EPC's handling of the School of the Environment proposal. The proposers had been instructed to use the process for the approval of centers when they began the process about two years ago. The long-standing process for the approval of schools and departments had not been digitized and had been forgotten by all those individuals involved in the process before it reached Steering Committee. EPC has now been charged with looking at the academic unit approval process and making a proposal to Senate on what changes are necessary. EPC should be done with this in Winter quarter.

Date: December 1, 2008

To: Faculty Senate

From: Greg Jacob, Chair, Intercollegiate Athletic Board (IAB)
Members: Grant Farr, Walt Fosque, Chris Monsere, Pat Squire, Erica Lee-Johnson (student), and Andrew Fuller (student); Ex-Officio: Chris Moore, Torre Chisholm, Barbara Dearing, and Bob Lockwood.

Re: **Quarterly Report of the Intercollegiate Athletic Board**

The IAB shall serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics, and the IAB shall report to the Faculty Senate at least once each year.

The IAB has meet on three occasions this fall term, and we discussed the following matters:
1) Listened to a report from the 60% Graduation Rate Task Force, which was formed to improve student athlete welfare, increase retention, and raise graduation rates.
2) Heard a report from Bob Lockwood about the upcoming and extensive NCAA Certification review of Intercollegiate Athletics at PSU that will occur in 2009-10.
3) Submitted a motion to President Wievel expressing concerns over athletic financial aid distribution. Motion stated that "the Intercollegiate Advisory Board, in concert with the "60% Task Force" recommendation, asks that the President's Office motivate the Business Affairs Office to improve the mechanism in which student athletes receive their financial aid allocation and to determine if it can be done in a more timely and judicious manner." On November 4, the representatives from the Business Office, Financial Aid, and Athletics met and took substantial steps to resolve the major concerns that had been raised by student-athletes and coaches in a series of focus groups held earlier this year.
4) Heard a report from Torre Chisholm on the Athletic Department Budget that was submitted to the Student Fee Committee.
5) Began discussions on the Gender Equity Task Force that is examining Athletic Department compliance with Title IX issues; on student athlete academic services and on the new software program that is being employed to help monitor study hall; and on a revised policy related to the athletic financial aid appeal process.

Task Force Descriptions

Gender Equity Task Force
The Gender Equity Task Force is being formed to examine Portland State Athletics compliance with Federal rules governing equal access for male and female student-athletes in preparation for the 2009 NCAA Certification process. The group will review legislation, interpretations, law precedence, and previous PSU plans relating to gender equity in college athletes and then assess PSU's compliance to the 'letter of the law' as well as the 'intent of the law.'

After determining PSU's current compliance, the Gender Equity Task Force is charged with identifying programmatic changes and initiatives which will help the University move towards compliance and develop a culture of equity. The group will recommend the initiatives most likely to be successful at PSU, as well as identify funding sources and potential repercussions of the initiatives.

This task force will meet monthly from November 2007 through December 31, 2008 and forward its initial recommendations to the President of the University by July 1, 2008. Committee members will be asked to attend meetings and participate in sub-committees if such are deemed necessary.

60% Task Force
The 60% Task Force is being formed for the purpose of identifying Departmental and University strategies which will help to improve the academic success of student-athletes with the goal of increasing the annual 6-year graduation rate of student-athletes to a minimum of 60%. The task force will review current information pertaining to APR and graduation success rates, as well as PSU's current academic support policies and practices for student-athletes. Additionally, the group will review academic 'best practices' from other institutions with higher graduation rates.

After reviewing current practices, the task force is charged with identifying programmatic charges within the Athletic Department and University which it believes will have a positive impact on student-athlete academic success. The group will recommend the initiatives most likely to be successful at PSU and identify potential funding and staff resources for the initiatives.

This task force will meet monthly from November 2007 through May 31, 2008 and forward its recommendations to the President of the University by June 1, 2008. Committee members will be asked to attend meetings and participate in sub-committees if such are deemed necessary.

Administrative committee: Institutional Assessment Council (IAC)
General Charge
August 6, 2008

Reporting: The IAC reports annually to the Provost and the Faculty Senate.

Composition: The Council will consist of twelve voting members including faculty and staff, one student representative, and five to six ex officio members (Vice Provost for Instruction and Dean of Undergraduate Studies, Director of Institutional Research and Planning, representation from the Center for Academic Excellence, and representation from the Office of Student Affairs).

Membership: Appointments will be for a three year term. Appointments are made by the provost and the vice provost for instruction and dean of undergraduate studies to represent the breadth of the academic units and programs of the institution.

The Committee Chair will be elected in the first meeting of the year from among the membership for one academic year (renewable).

NAME	DEPT	EMAIL	PHONE
Rudy Barton	FPA	bartonl@pdx.edu	5-3339
Thomas Bielavitz	LIB	bielavit@pdx.edu	5-4576
Mirela Blekic	OSA	mirelab@pdx.edu	5-9892
Eileen Brennan	SSW	brennane@pdx.edu	5-5003
Rowanna Carpenter	UNST	carpenter@pdx.edu	5-3445
Grant Farr	CLAS	farrg@pdx.edu	5-3908
Bill Fischer	CLAS	fischerw@pdx.edu	5-5285
Paul Latiolais	CLAS	latiolaisp@pdx.edu	5-3632
Gerry Recktenwald	MCECS	gerry@me.pdx.edu	5-4290
Dannelle Stevens	ED	stevensd@pdx.edu	5-4679
Craig Wollner	CUPA	wollnercr@pdx.edu	5-5484
	SBA		
Serap Emil	Student Representative	semil@pdx.edu	

Ex Officio Members:
Dan Fortmiller	OSA	formillerd@pdx.edu	5-4005
Kathi Ketcheson	OIRP	ketchesonk@pdx.edu	5-3425
Leslie McBride	CAE	mcbridel@pdx.edu	5-8137
Cheryl Ramette	CAE	ramettec@pdx.edu	5-5923
Shawn Smallman	OAA	smallmans@pdx.edu	5-5252

(Associate Vice Provost for Assessment – to be hired)

Support Staff:
Patrice Hudson	CAE	pjhudson@pdx.edu	5-8327

Charge: The IAC will promote and oversee the continued implementation of assessment across the campus, working closely with three offices: Instruction and Undergraduate Studies, Institutional Research and Planning, and the Center for Academic Excellence. It will create guidelines for assessment planning and implementation that reflect student learning at the program, department, and institutional level.

In cooperation with the ex-officio members, the Council will design a strategy for addressing assessment long term. It will oversee the implementation of key learning goals for institutional assessment. The IAC will serve as the review mechanism for assessment on campus and coordinate with the assistant and associate deans group the implementation of systematic annual reporting by schools and colleges. It will create an annual document on the status of assessment that will form the basis for institutional reports, such as those required by the PSU Faculty Senate and the regional accreditation body, NWCCU.

Context and Background - Campus-wide Learning Outcomes
At Portland State University

Why are campus-wide undergraduate learning outcomes important to PSU?
Campus-wide learning outcomes are significant because they improve students' engagement in their own education, and help students to become intentional about their learning. Student success cannot be documented only in terms of enrollment persistence and degree attainment. We also need to know what kind of learning will prepare students to respond to a changing economic and international future. For this reason, learning outcomes are part of a nation-wide campaign (called LEAP) by AACU, which views them as a means to articulate our commitment to a liberal education. They also help us to determine our priorities as an institution, and to evaluate how well we are achieving them. In addition, they allow PSU to state its priorities to external constituencies, such as our accrediting body, for which these are important. For all of these reasons, all OUS institutions have committed to joining the LEAP project, and to develop and assess undergraduate learning outcomes.

What are the seven undergraduate learning outcomes?
- Communication
- Creative and Critical thinking
- Diversity
- Engagement
- Ethics and Social Responsibility
- Internationalization
- Sustainability

What are basic assumptions about learning outcomes by the IAC?
1. The development and assessment of these outcomes will vary across different disciplines.
2. *All departments do not have to address all CWLOs equally or at all.*
3. There are a variety of indicators that demonstrate that we are meeting these outcomes.
4. Assessment of CWLOs is at the program level not the course level.

How did PSU develop these learning outcomes?
PSU has had four learning outcomes for general education for the past fourteen years, while internationalization has been under discussion for the past five years. The Assessment Resource Network (ARN) then did substantial work on this subject, which was adopted by the Institutional Assessment Council (IAC) when it was created two years ago. In 2007 the fall symposium focused on learning outcomes, and collected feedback from faculty and staff around these. The CAE then hosted a series of work sessions in which departments and academic affairs mapped learning outcomes onto their units. Feedback from both of these efforts was relayed to the IAC, which identified three potential new outcomes: Engagement, Information Literacy and Sustainability. The IAC and the provost then hosted three Roundtable discussions for faculty and staff, each attended by 30-40 people. Based on the feedback from these events, the IAC began crafting language for each outcome, and has twice voted to adopt these seven undergraduate learning outcomes. The IAC hosted a Showcase in May 2008 to present posters developed during the work sessions.

What happens now?
Sub-committees of the Institutional Assessment Council held 21 workshops during fall 2008 to continue to develop language around each of the seven outcomes. The CAE is also facilitating an AIM mini-grant project during fall/winter this year on sustainability as a campus wide learning outcome. In December, Faculty Senate will hear a report on the learning outcomes, after which it will vote on their adoption; possibly at a subsequent Senate meeting.

11/13/08

DRAFT Campus-wide Learning Outcomes

Creative and Critical Thinking

What is the outcome
Students will develop the disposition and skills to strategize, gather, organize, create, refine, and analyze relevant information and ideas for problem solving.

Why is this outcome important
To be effective in careers and to participate meaningfully in a civil society, students need a repertoire of strategies for problem identification and solving, ordering and analyzing information, and creative thinking.

How to achieve
Curriculum in all disciplines should be designed to give students many opportunities to grapple with and address problems at increasing levels of complexity.

How to assess
Use scaled rubrics in the disciplines and in general education to assess breadth and depth of growth in the development of skills, strategies and dispositions.

Communication

What is the outcome
Students will develop the ability to communicate effectively through a variety of means in a variety of contexts. These contexts include interpersonal, small group, and intercultural exchanges in both social and professional settings. The means include written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.

Why is this outcome important
Students need communication skills in order to contribute to and engage in the intellectual, social, cultural, and economic complexities they encounter in their personal, academic, and professional lives. The ability to communicate effectively allows students to acquire new information and skills, to interact meaningfully with others, and to use their knowledge to serve the community and find personal fulfillment.

How to achieve
All curricula should integrate opportunities for students to develop interpersonal, written, oral, numeric/quantitative, graphic, and visual communication skills appropriate to their disciplines. Faculty should be supported in their efforts to teach these skills with intention at every level of the curriculum.

How to assess
- Identify where in the curricula the different forms of communication are currently addressed.
- Develop assessment strategies to collect and analyze data from a representative sample of students on all forms of communication as they are taught in the disciplines.
- Report findings to the Faculty Senate and specific units as a basis for evaluating communication outcomes within their curricula.

Diversity

What is the outcome
Student will recognize and understand rich and complex ways that group and individual inequalities and interactions impact self and society.

Why is this outcome important
Students need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender expression, language, race, and sexual orientation.

How to achieve
Through the study of differences and similarities within and among diversities such as ability, culture, ethnicity, gender, gender expression, language, national origin, race, social class, sexual orientation, and Veteran's status.

How to assess
Use rubrics to assess student ability to examine complexity of human experience as demonstrated in student products like work samples, presentations, papers and reflections on experience. Use scaled rubrics for work sample or portfolio evaluation to assess the understanding and recognition of those differences and similarities.

Ethics and Social Responsibility

What is the outcome
Students will develop an ethical responsibility to others, an understanding of ethical issues from a variety of cultural perspectives, self-awareness, the ability to relate effectively and collaborate with others to address social issues in a sustainable ethical manner that is culturally inclusive.

Why is this outcome important
Portland State's mission includes enhancing the intellectual, social, cultural and economic qualities of life by providing access throughout the life span. Students who have self-awareness and an ethical responsibility to others will be alumni who contribute to enhancing the quality of life for all.

How to achieve
Exposure to knowledge and information in classes, writing/reflection, praxis (projects, labs, etc.),rehearsal of ethical decision making (cases, class discussions) for further long-term application, analysis of exiting codes of ethics (businesses, non-profit organizations), participation in service projects, discussions about issues (plagiarism, notion of professionalism, use of technology), discussions about gathering, reporting and use of scientific data, engagement in philanthropic and civic activities

How to assess
- Rubrics (essays, reflective papers, portfolios)
- Portfolios
- Number of volunteer hours
- Pre and post surveys of understandings of ethical responsibility

DRAFT Campus-wide Learning Outcomes

Internationalization

What is the Outcome
Students will understand the richness and challenge of world cultures, the effects of globalization, and develop the skills and attitudes to function as "global citizens."

Why is this Outcome important
In order to think of engagement broadly, participate meaningfully in communities ranging from the local to the global. No culture, and no university educated individual within a culture, can function without understanding the current level of interdependence among cultures.

How to achieve
This outcome will be achieved through a rich, broad curriculum, study abroad (both traditional and short-term), visiting scholars, international internships, an increasing population of international students, strengthened foreign language education, and international aspects of the co-curriculum.

How to assess
Institutionally: measure the number of international students and visiting faculty, the number of foreign languages offered, the percentage of students taking a foreign language, the percentage of students in foreign language and study-abroad capstones: track international work of the faculty, to include the number of international research projects and grants, the number of publications on international topics, the amount of faculty work abroad, including Fulbrights: track the international content of programs, and of introductory and general education classes: ask departments to create program-level outcomes, which will indicate what a student who has achieved our outcomes would be expected to know (i.e. an understanding of globalization). This learning assessment could be achieved through many different means, including qualitative measures such as written reflections and/or portfolios (as in the ACE/FIPSE project in assessment of international student learning, in which PSU was a participant).

Resources used to develop outcomes (partial list):

- AAC&U report, College Learning for the New Global Century: Leadership and America's Promise (LEAP), 2007
- Senate Bill 342, 2006
- Assessment Resource Network report to the President, 2005
- University Studies outcome descriptions
- Kellogg Commission report on the Future of State and Land-Grant Universities, 2000
- Office of Diversity, PSU
- Internationalization Council, PSU
- Center for Sustainable Practices, PSU
- Community-University Partnerships Program, CAE, PSU

Engagement

What is the outcome
Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.

Why is this outcome important
Engaged students are more effective learners, and have an enhanced capacity to apply their knowledge in ways that can have benefits extending from the personal to the global level. This outcome is aligned with the vision of Portland State as "an urban university known for excellence in student learning, innovative research, and community engagement."

How to achieve
Students enter into partnerships that require them to apply what they already know, while being open to learning from their engagement experiences, such as senior capstones, community-based learning, internships, service projects, and collaborative research. By reflecting on engagement experiences, students build their own capacities to be productive life-long learners and engaged citizens.

How to assess
Example assignment: Student engages in collaborative research with a team of faculty and students, collects data, participates in data analysis and in presentation of results; these are placed into professional portfolio. Assessment: Student portfolio of research products and reflections on their contribution and learning from the team experience is assessed by faculty research team members

Sustainability

What is the Outcome
With the knowledge and appreciation of the interconnections among the environment, society and the economy, students will identify, act on and evaluate their actions to create a more sustainable future.

Why is this Outcome important
To understand the interconnections among complex environment, economic and social problems facing this planet, students need to gain the knowledge, skills, perspectives and values to be able to act responsibility. PSU has been a leader in local, regional, and global knowledge creation and practice of sustainability. Therefore, PSU has the opportunity and challenge to publicly support, inform and lead students and communities in creating a sustainable future.

How to achieve
Students will analyze and communicate about complex sustainability issues that have environmental, social, and economic roots; experience related to environmental quality, social justice, and economic equity thought community-based learning and reflect on their experiences.; explore their own values and attitudes towards local, regional, national, and global sustainability issues and to reflect on their own personal lifestyle and economic choices; participate in broad curricular experiences that use Portland as a living laboratory.

How to assess
Assessment: Use a rubric to assess student depth of analysis of their community-based learning experience moving from simply volunteering hours to transforming self and society.
Assess capstone projects that reflect changes in consumer choice, lifestyle and behaviors; Assess individualized research internships and practica designed to lead to an awareness of sustainability issues.