

12-2-2009

## Faculty Senate Monthly Packet December 2009

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **December 7, 2009**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. \*Approval of the Minutes of the NOVEMBER 2, 2009, Meeting
- C. Announcements and Communications from the Floor
  - President's Remarks
  - Report of the Ad Hoc Committee on High Achieving Students – Postponement Notice
  - 1. Discussion Item
- D. Unfinished Business
- E. New Business
  - \*1. Curricular Proposals Consent Agenda – Brown
- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
  - Provost's Report
  - \*1. Educational Policy Committee Quarterly Report – Bowman
  - 2. Educational Policy Committee Review of Minimum Class Size Policy - Bowman
  - 3. Report of the Interinstitutional Faculty Senate Meeting 4/5 December at PSU – Mercer  
(<http://www.uoregon.edu/~ifs/ifs.html>)
  - \*4. Interim Report of the University Studies Council - Cruzan
  - \*5. Office of International Students & Scholar Services Report – Luther
- H. Adjournment

**\*The following documents are included:**

- C, November 2, 2009 Lockett Report on Roberts Rules of Order, (attachment)
- C. Discussion Item
- E-1c Curricular Consent Agenda, Undergraduate Curriculum Committee
- G-1** Educational Policy Committee Quarterly Report
- G-4** University Studies Council Interim Report
- G-5** International Students & Scholar Services Report

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

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

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

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

**All Others (24)**

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

**Business Administration (6)**

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

**Education (6)**

Farahmandpur, Ramin	EPFA	2010
Livneh, Cheryl	CEED	2010
McKeown, Rosalyn	EDU	2011
<i>Caskey, Micki</i>	<i>ED</i>	<i>2012</i>
<i>Smith, Michael</i>	<i>ED</i>	<i>2012</i>
*Chaille, Christine(Mukhopadhyay)	ED	2012

**Engineering & Computer Science (9)**

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

**Extended Studies (1)**

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

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

**Library (3)**

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

**Liberal Arts and Sciences (39)**

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

**Other Instructional (3)**

Jhaj, Sukhwant	UNST	2010
†MacCormack, Alan	UNST	2011
<i>Trimble, Anmarie</i>	<i>UNST</i>	<i>2012</i>

**Social Work (9)**

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

**Urban and Public Affairs (8)**

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

**\*Interim appointments**

**†Member of Committee on Committees**

11/12/09

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, November 2, 2009  
**Presiding Officer:** Maude Hines  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Ames, Anderson, Balshem, Bielavitz, Bleiler, Bowman, Brower, C. Brown, Burns, Butler, Cabelly, Carder, Carter, Caskey, Coleman, Collier, Cummings, Curry, Danielson, Dickinson, Farhadmanpur, Farquhar, Fountain, Gamburd, Gelmon, Gray, Hagge, B.Hansen, Hatfield, Henning, Hines, Ingersoll, Jacob, Jhaj, Kennedy, Kerrigan, Ketcheson, Kinsella, Kohles, Kwong, Lafferriere, Latiolais, Leite, Livneh, Lockett, MacCormack, McBride, L. Mercer, Mussey, Nash, Neal, O'Halloran, Palmiter, Paradis, Patton, Pejcinovic, Pierce, Raffo, Rueter, Ruth, Sailor, Sanchez, Schechter, Seppalainen, Shusterman, Smith, Sterling, Stoering, Thompson, Trimble, Turner, Vance, Walton, Wamser, Webb, Welnick, Wendler, Wetzel, Zurk.

**Alternates Present:** Powell for Blanton, Perkowski for Daasch, Barham for Fortmiller, Hsu for Johnson, Shearer for Khalil, Burk for McKeown, Stedman for Murphy, Raffensperger for Paschild, Tarrabochia for Toppe,

**Members Absent:** Accetta, Anderson-Nathe, Arante, Baccar, Buddress, Chaille, Fuller, George, Glaze, Hoffman, Hook, Kaufman, Keller, Koroloff, Lall, Magaldi, Mathwick, R. Mercer, Miller, Oswald, Rogers, Strathman, Taylor, Wallace, Weingrad,

### **Ex-officio Members**

**Present:** Andrews-Collier, Balzer, Beyler, Blazak, Burton, Chisolm, Cornett, Cruzan, Dawson, De la Cruz, Desrochers, Feyerherm, Fung, Gregory, Hickey, Hitz, Kaiser, Knight, Koch, LaTourette, Latz, Mack, Merrow, Nelson, Pernsteiner, Sanford, Sestak, Smallman, Spalding, Su, Wallack, Wiewel.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE OCTOBER 5, 2009, MEETING**

The meeting was called to order at 3:08 p.m. The minutes were approved with the following corrections:

- P.4, item #1), para.4, line #2, change "Spalding stated..." to "Spalding stated that ACAIT is appointed by OAA, but solicits member recommendations from the faculty."
- P. 5, item #2), para. #1, line #7, add "*GEORGE asked whether or not students will be required to have a doctor's note in order to receive a medical waiver of tuition. BALZER replied that a*

*doctor's note would not necessarily be required. Waivers will be determined on a case-by-case basis.”*

- P. 5, item #3), para #1, line #2, delete “He noted that...”
- Attendance - Stedman for Murphy; Burk for McKeown; \_\_\_\_\_ for Anderson; Jiang for Bleiler.

Senate and/or Committee changes since October 5, 2009: Wollner is elected Chair of the Institutional Assessment Council. Jhaj is appointed to the Academic Requirements Committee. Poracsky replaces Carey as Chair of the Student Conduct Committee. The membership of the Ad Hoc Committee on Constitutional Revision is Liebman (Chair), Adler, Butler, Mark Jones, MacCormack, Enders, Barham and Sarah Andrews-Collier and Duncan Carter, ex officio. D. Johnson, his name inadvertently dropped from the last roster, is however a Senator (2010).

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

**Postponed to December:** G.2. due to illness.

### **Robert’s Rules of Order**

LUCKETT conducted a brief review of Robert’s Rules of Order as they apply to the usual activities and practices of the PSU Faculty Senate (attachment).

#### **1. Discussion Item: Updating the University Writing Requirement**

JACOB, University Writing Committee Chair, made a 5-minute presentation based on their most recent proposal and report as documented in “C.1.” He emphasized that over time, the financial burden of the proposed changes would shift considerably to the community colleges as students entered having met the proposed revised requirement. He also emphasized his preference for Writing Across the Discipline (WID) course option at the upper division level. HICKEY, Academic Requirements Committee (ARC), made a 5-minute presentation. She stated that ARC has been unable to pin down the actual numbers involved, whether during the transition or following, because the system doesn’t allow harvest of the appropriate data. She also stated that the proposal needs to address support at the Sophomore Inquiry level, that the Writing Center is already overloaded, and that a test-out option hasn’t been fully developed. She continued, the committee questions whether we would still need an upper division requirement if the lower division requirement changes, and whether WIC and WID courses can be developed in sufficient numbers to meet this plan.

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

## **D. UNFINISHED BUSINESS**

### **1. Proposed Amendment to the Constitution, Art. IV, 4., 4) m. Educational Policy Committee**

There was no further debate.

THE MOTION TO APPROVE THE AMENDMENT TO THE CONSTITUTION PASSED by unanimous voice vote.

## **E. NEW BUSINESS**

### **1. Faculty Senate Agenda Setting Discussion**

HINES moved the body to a committee of the whole for 40 minutes, to discuss agenda setting for the year.

## **F. QUESTION PERIOD**

There were no questions.

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

### **Provost's Report**

KOCH reported on development of infrastructure for expanding on-line education, noting it is based on understandings and recommendations solicited recently from the Office of Information Technology and Finance & Administration. He noted that the Oregon University System (OUS) has obtained authority for the universities to assess on-line learning fee for students at their individual campuses, and PSU has implemented that fee for \$15.00 per credit for hybrid courses, and \$30.00 per credit for fully on-line courses. The revenue would be cover library support, support for faculty teaching on-line courses, support for faculty to develop on-line courses, and other costs related to the on-line instruction. KOCH noted that he is forming a committee, the Collaborative On-line Learning Team, comprised of administrators responsible for Information Technology and of interested faculty, who would advise with regard to a program for faculty development and allocation of on-line learning resources. We have already instituted a 24-7 help desk for people who are partially or fully on-line, and OIT is also increasing server support for Blackboard. The "ACAIT" Committee has also been charged to review RFPs for a new learning management system, which would be the primary platform for on-line learning. Therefore, in addition to developing additional resources, we may be migrating to a new environment. Those are the two major efforts underway around distance learning.

SHUSTERMAN reminded that she previously urged that on-line testing needs to be supported, and that the faculty need to take charge of curricular policy for introducing and evaluating courses taught on-line. RUTH urged that this be an activity of the regular faculty, not a self-support effort. KOCH noted that we don't want to have a random set of on-line courses, of which we can only cite the percentages, rather we want to begin by working at the department level to gauge the interest and what kind of support is needed. The intent is that the courses developed are in-load and part of what we do. Obviously, there are limits relative

to pedagogy, etc. This effort is not intended to enlarge existing courses, but to expand the variety of our delivery methods and of course, to relieve pressure on classroom space.

KOCH noted that the recently passed Senate Bill 442, largely directed at regional colleges, also directs a study of the effectiveness and potential financial impact of a conversion to semesters. President Wiewel has discussed the issue with PCC President Preston Pulliams, who is the only community college president in the state who is willing to consider it. The Chancellor thinks that if an experiment were to be conducted, the metro area would be a reasonable location, and discussions will continue with other community colleges to see what would be involved. KOCH noted he has alerted the presiding officer that together we will continue to examine both the long-term savings and short-term costs associated with such a transition. Presumably, we will create a plan for this transition, which will provide the costs involved, and presumably these costs would be funded in order for us to go through this transition.

DESROCHERS noted that the bill sponsors intended this action to generate cost savings, but as we are at 50-60% of our need for administrative funding, it is difficult to imagine how we could save anything. We need to know that we really want to do this for the other reasons, if we are going to undergo the change.

## **2. Report of the Associated Students of PSU**

SANFORD discussed the ASPSU initiatives for the year. The first is the Vote campaign, to register new voters, and students are requesting visits to classes to get the word out. Then, there are two initiatives coming up for a vote in the new year, which ASPSU will be conducting an information campaign on. SANFORD continued, his administration is working to improve student participation on all-university committees, and that they are working on ways to support faculty in any way they can.

## **H. ADJOURNMENT**

The meeting was adjourned at 17:08.

## ***Robert's Rules: Some basic rules***

### **Closing debate: 4 methods:**

- A. A motion of the previous question (“call the question”):
- To move the previous question you must be recognized.  
(No shouting out of turn!)
  - The motion of the previous question is not debatable.
  - To pass, the motion of the previous question requires a 2/3 majority.
- B. Consensus:
- The chair asks: “Are you ready for the question?”
  - If there are no objections, the assembly votes on the motion.
  - If there is even one objection, debate continues.
- C. A motion to postpone debate:
- Two different forms:
    1. Motion to postpone to a specific time or date.
    2. Motion to postpone indefinitely.
  - The motion to postpone debate is debatable.
  - To close debate on the motion to postpone debate requires method A or B above.
  - To pass, the motion to postpone debate requires a simple majority.
- D. A motion to lay on the table (“motion to table”):
- Used only to set aside debate temporarily while some more urgent matter is addressed. (Its use should thus be very rare.)
  - The chair should not allow the assembly to abuse the motion to table as a means to close or postpone debate.
  - The motion to table is not debatable.
  - To pass, the motion to table requires a simple majority.

**Rationale:** It should be difficult to close debate.

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**Frequently asked questions:** See:

<http://www.robertsrules.com/faq.html>



## ***Robert's Rules: Some more basic rules***

### **Amending a motion: 2 methods:**

#### A. A motion to amend:

- The motion to amend is debatable.
- To pass, the motion to amend requires a simple majority.

#### B. Consensus:

- The chair asks if there are any objections to a proposed amendment.
- If there are no objections, the amendment is approved.
- If there is even one objection, the amendment is debated.

**Rationale:** Once moved and seconded, the motion belongs to the assembly.  
(There are no “friendly amendments”!)

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### **Decorum in debate:**

- Debate issues, not personalities.
- Stick to the subject.
- Do not raise your hand while another member is speaking.
- Do not speak until you are recognized.  
(Exception: “point of order”)
- Address all remarks to the chair.
- Do not refer to other members by name.

**Rationale:** Debate should not generate personal antagonisms.

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**Frequently asked questions:** See:

<http://www.robertsrules.com/faq.html>

# E.1-c.

December 7, 2009

TO: Faculty Senate

FROM: Darrell Brown,  
Chair, Undergraduate Curriculum Committee

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

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

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

## **School of Business Administration**

### **Changes to Existing Courses**

#### **E.1.c.1.**

- Fin 440 Real Estate Valuation II –change course number and title to Fin 460 Real Estate Finance II; change course description; change prerequisites; drop graduate 540 number (administratively approved by Graduate Studies).

## **Office of Graduate Studies**

### **New Courses**

#### **E.1.c.2.**

- SySc 346 Exploring Complexity in Science and Technology (4)  
Introduction to Complex Systems, an interdisciplinary field that studies how collections of simple entities organize themselves to produce complex behavior, use information, and adapt and learn. Focus on common principles underlying complexity in science and technology, and include ideas from physics, biology, the social sciences, and computer science. This course is the same as CS 346; course may be taken only once for credit.

## **College of Liberal Arts & Sciences**

### **New Courses**

#### **E.1.c.3.**

- Ar 204, 205, 206 Common Spoken Arabic for Beginners (4,4,4)  
Popular spoken Arabic ('ammiyyah/darijah) used in social gathering and general daily life encounters. Does not replace Ar 201-2-3. For non-natives speakers of Arabic only.

#### **E.1.c.4.**

- Intl 341 Environment and Development in Latin America (4)  
Examines the interrelationships between environment and development in Latin America from an interdisciplinary perspective. Explores issues of sustainable development including agriculture, deforestation, trade, urbanization, ecotourism and migration.

#### **E.1.c.5.**

E.1.c., PSU Faculty Senate Meeting, December 7, 2009, 1 of 2

- Intl 342 Globalization and Conflict in Latin America (4)  
Examines issues of globalization and its impacts on regional conflict in contemporary Latin America. Topics include political systems, trade, poverty, inequality and human rights.

**E.1.c.6.**

- Span 340 Fundamentals of Spanish Literary Studies (4)  
Introduction to the study of Spanish literature. Lectures and discussions on Spanish prosody, genres, fundamentals of literary analysis, and criticism. Prerequisite: Span 303.

**E.1.c.7.**

- Tur 331 Women and Gender in Turkey (4)  
Explores construction of gender, women's roles and issues through modern Turkish literature and culture. Conducted in English.

**Changes to Existing Courses**

**E.1.c.8.**

- Ar 304, 305, 306 Common Spoken Arabic (2,2,2) – change title to Intermediate Common Spoken Arabic; change description; change prerequisites; change credit hours to (4,4,4).

**E.1.c.9.**

- Ar 311 Media Arabic (4) – change title to Intermediate Media Arabic; change description; change prerequisites.

**E.1.c.10.**

- Bi 235 Elementary Microbiology Laboratory (2) – change title to Microbiology Laboratory; change prerequisites.

**E.1.c.11.**

- Ec 202 Principles of Economics (4) – adds prerequisites: Ec 201.

**E.1.c.12.**

- Hst 320 East Asian Civilizations – change course description.

**E.1.c.13.**

- Hst 385, 386 The Middle East in Modern Times – change title to The Modern Middle East; change course description.

**E.1.c.14.**

- Ph 375 The Earth's Atmosphere: Global Change – change title to Climate Change and Human Life.

**School of Social Work**

**Changes to Existing Courses**

**E.1.c.15.**

- SW 491 Conceptual Foundations in Children, Youth, and Family – change title to Human Behavior in the Social Environment: Micro.

**E.1.c.16.**

- SW 492 Family Law and Policy – change title to Social Welfare Policy.

## Memorandum

**Date:** 5 November 2009

**To:** Sarah Andrews-Collier, Secretary to the Faculty

**From:** Michael Bowman, Chair, Educational Policy Committee

**Re:** Educational Policy Committee Fall Quarter report

This report covers the activities of the Educational Policy Committee for Fall 2009.

**Committee membership:** Tim Anderson (ETM), Mirela Blekic (UNST), Michael Bowman (LIB, chair), Gary Brodowicz (SCH), Barbara Brower (GEOG), Liz Charman (ART), Vicki Cotrell (SSW), Maria Eldred (HR), John Erdman (MTH), Cathleen Gal (OGSR), Amy Greenstadt (ENG), Ray Johnson (SBA), Alan MacCormack (UNST), Randy Miller (SCH, Budget Committee representative), Jason Ranker (ED), Gwen Shusterman (CHEM), 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.”

**Accreditation:** The Northwest Commission on Colleges and Universities, our accrediting agency, is in the process of revising both the accreditation standards and the accreditation cycle and schedule. They solicited comments from faculty, administrators and students of universities. EPC discussed the changes, attempted to solicit input from Senators, and sent the faculty response back to NWCCU. EPC’s response to the changes was:

The short period for response to these revisions precludes the Educational Policy Committee from undertaking a meaningful consultation with the faculty. While the Committee consists of faculty across campus, this response represents the comments of Committee members only due to the limited time available to respond.

The Committee is concerned about the amount of work that will be required in the new accreditation cycle. A seven-year cycle of four reports and two visits is an onerous load. This crowded sequence of reports will also allow less time for true reflection on matters of consequence to the University, and focus assessment on merely providing the answers required for accreditation.

For faculty buy-in to the accreditation process, the process has to be meaningful to faculty work.

EPC’s discussion focused on the changes in the cycle and schedule and how assessment and accreditation could be meaningfully combined.

**Current Issues:** The Committee has designated four issues it wants to address in the first half of this year. The Committee will report to the Senate its conclusions/recommendations on each issue. In some cases, the Committee may recommend that the Senate discuss the item in question.

1. The Minimum Class Size Policy. The Committee is examining this new policy and will make a presentation to the Senate at the December meeting proposing some alternatives and alterations to the policy.
2. The School of Extended Studies and the curriculum: The Committee is investigating the School's interaction with faculty and curricula.
3. Faculty participation in planning for online teaching: EPC is exploring how the faculty could best be involved in planning for online teaching.
4. Annual reviews being sent upwards in the P&T process: The Committee will be discussing this situation, focusing on how P&T changes are made and what level of change requires amending the guidelines.

## Interim Report of the University Studies Council to the Faculty Senate December 2009: Update on Cluster Realignment

Prepared Nov. 12, 2009 by Mitch Cruzan, Chair

**Council:** Darrell Brown, Sharon Carstens, Mitch Cruzan, Karen DeVoll, Ann Marie Fallon, Harrell Fletcher, Greg Jacob, Yves Labissiere, Bob Schroeder, Tom Seppalainen, Tim Sheard, Michael Taylor, Monica Valiencina, and Linda Walton. **UNST Faculty Representative:** Annmarie Trimble. **Ex-officio:** Sukhwant Jhaj, Shawn Smallman. **Consultant:** Jeff Gerwing.

The goal of this report is to update the Faculty Senate on progress made towards cluster realignment and to provide information on modifications to the cluster development process that have occurred since our last annual report in June of 2009.

### A. Clarification of the rationale for cluster realignment.

1. Several of the clusters are too small to offer an adequate number of courses per term.
2. Infrequent course-offerings have precipitated confusion, frustration, and worries about timely completion and graduation among students.
3. Insufficient course offerings within clusters has precipitated an unwieldy number of petitions for substitutions of courses to meet graduation requirements.
4. Many of the current clusters fail to meet UNST goals by either lacking sufficient thematic coherence or adequate level of interdisciplinary content.

*These problems are not new, but have been highlighted in reports to the Faculty Senate by this council in 2006 (as the ad hoc predecessor to the current council) and 2008.* This council is obligated to take action to ensure continued student success and the integrity of our undergraduate general education.

**B. Cluster realignment process:** new clusters will be reviewed, approved, and implemented as they are developed by faculty groups and articulated through the new cluster proposal form (see C below).

1. The timeline for cluster realignment has been prolonged to accommodate the development of new clusters by groups of faculty.
2. The timeline for finalization of this process will be reassessed in the spring of 2010.
3. The council will work with cluster coordinators, chairs, and faculty to find natural thematic cohesion for their courses in new clusters and to refocus course goals to fit cluster themes and learning objectives.
4. Based on available funding, compensation for faculty will be available for:
  - 4.1. Development of new clusters.
  - 4.2. Course development and retooling.
  - 4.3. Coordinators of the new clusters

**C. Cluster requirements:** all realigned clusters are considered new and all new clusters must meet new cluster requirements articulated in new Cluster Proposal Form. Clusters must:

1. Articulate a cluster theme that is shared by several disciplinary units.
2. Include cluster-specific learning outcomes that exemplify and/or instantiate the broader UNST goals.

3. Describe practices that ensure cluster coherence and incorporation of the cluster theme into all courses.
4. List sophomore inquiry courses that serve the new cluster; at least six sections or 210 students per year.
5. Include only courses that are offered at least once every two years (exceptions considered).
6. Provide a list of cluster course offerings that averages at least 20 sections or 700 students per term.

**D. Present progress on cluster realignment:** Groups of faculty have been working together to develop new clusters under the cluster requirements described above (C). Their experience provides a valuable model for the process of cluster realignment as we move forward.

1. At least two new or realigned clusters are currently being developed (“Global Perspectives” and “Sustainability”), and conversations are in progress with groups of faculty who may want to initiate others.
2. The council will continue to encourage new cluster development by faculty groups and will reassess the progress of cluster realignment in the spring of 2010.

*We look forward to hearing additional suggestions from the faculty to facilitate cluster realignment.*



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## The World Comes to Our Campus

Faculty Senate presentation by the Office of International Student and Scholar Services  
Christina Luther, Asst. Director presenting  
November 2, 2009

The Office of International Student and Scholar Services in the Office of International Affairs interacts with faculty, staff and students at Portland State University in a wide variety of capacities. Our primary charge is four-fold:

- To provide immigration advising and support to the nearly 2500 international students, scholars, visiting faculty and researchers who come to our campus each year;
- To insure that the university complies with federal regulations which oversee such visitors;
- To insure that the university supports and retains international students
- To advocate for our international students, scholars and visiting faculty

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International Student statistics – national: <http://opendoors.iienetwork.org/>

Financial Impact statements:

[http://www.nafsa.org/public\\_policy.sec/international\\_education\\_1/eis\\_2008](http://www.nafsa.org/public_policy.sec/international_education_1/eis_2008)

For more information on what international students may (and may not) do while in the United States: [http://oia.pdx.edu/intl\\_students/](http://oia.pdx.edu/intl_students/)

For more information about bringing a visiting scholar or faculty member to your department: <http://oia.pdx.edu/scholars/>

For more information about the special programs our office can arrange: <http://oia.pdx.edu/isp/>