Faculty Senate Monthly Packet November 2007

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.
PROVOST ROY KOCH
&
PSU Alumni Association

INVITE
Senators and Ex Officio Members
of the PSU Faculty Senate
and their guests

TO

Reception

Simon Benson House
Immediately following the Senate
Meeting on November 5, 2007

Portland State University
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 November 5, 2007, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. Approval of the Minutes of the October 1, 2007, Meeting
C. Announcements and Communications from the Floor
   President’s Report
   Provost’s Report
   *Discussion Item: Growth of Non-tenure Stream Faculty

D. Unfinished Business
   *1. Proposed Amendment to the Constitution of the PSU Faculty – Art. IV, 4), h) Teacher Education Committee.

E. New Business
   *1. Graduate Council Curricular Proposals - Ostlund
   *2. Undergraduate Curriculum Committee Curricular 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. Report of the Interinstitutional Faculty Senate Meetings of June and October 2007 at PSU - Wollner http://darkwing.uoregon.edu/~ifs/ifs.html

H. Adjournment

*The following documents are included with this mailing:
   B Minutes of the October 1, 2007, Meeting
   C-1 Discussion Item: Growth in Non-tenure Stream Faculty (4 pp.)
   D-I Amendment to the Constitution – Art. I, 4), h) Teacher Education Committee
   E-I Graduate Council Curricular Proposals
   E-2 Undergraduate Curriculum Committee Curricular Proposals

Secretary to the Faculty
andrewscolliers@pdx.edu • 341 CH • (503)725-4416/Fax5-4499
**2007-08 PSU FACULTY SENATE ROSTER**

### 2007-08 STEERING COMMITTEE
- **Presiding Officer**: Richard Clucas
- **Presiding Officer Pro tem**: Michael Flower
- **Steering Committee**: Kathi Ketcheson, Jeanette Palmiter & Patricia Wetzel

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

### All Others (15)
- Angell, Nate: OMC 2008
- Baecker, Cindy: ADM 2008
- Ketcheson, Kathi: ORP 2008
- Squire, Patricia: ALUM 2008
- Thompson, Dee: CARC 2008
- *Welnick, Jennifer (Gregory)*: CREC 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)
- Ramliner, Neil: SBA 2008
- Brown, Darrell: SBA 2008
- Hansen, David: SBA 2009
- O'Connor, Maureen: SBA 2010
- Dickinson, Don: SBA 2010

### Education (7)
- *Caskey, Miki Winter 2008*: ED-CI 2008
- *Kim, Dae Y. (Isaacson)*: EPFA 2008
- Cress, Christine: EPFA 2009
- Thao, Yer: ED-CI 2009
- *Gilliland, Emily (Ruben)*: ED-CI 2009
- Farahmandpur, Ramin: EPFA 2010
- Livneh, Cheryl: CEED 2010

### Engineering and Computer Science (10)
- Black, Andrew: CMPS 2008
- Peng, 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)
- Fritzschke, Vincent: XS PDC 2009

### 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, Priya: SP 2008
- *Medovoi, Lecrom*: 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
- *Perlmuter, 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
- Bleier, Steven: MTH 2010
- *Fountain, Robert*: MTH 2010
- Fuller, Steven: FLL 2010
- Johnson, Daniel: GEOG 2010
- Johnson, David: HST 2010
- Khalil, Aslam: PSY 2010
- Lafferrére, Gerardo: MTH 2010
- Mercer, Robert: CLAS 2010
- Mussey, Ann: WS 2010
- Padin, José: SOC 2010
- Palmiter, Jeannette: 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: CFL 2009
- Wahab, Stephanie: SSW 2009
- Anderson-Nathe, Benjamin: CFL 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

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### Notes
- **Business Administration**: SBA 2008
- **Education**: ED-CI 2008
- **Engineering and Computer Science**: CMPS 2008
- **Extended Studies**: XS PDC 2009
- **Fine and Performing Arts**: ARCH 2008
- **Library**: LIB 2008
- **Liberal Arts and Sciences**: BST 2008
- **Other Instructional**: HON 2008
- **Social Work**: SSW 2008
- **Urban and Public Affairs**: PS 2008

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*Resident Student*
Minutes: Faculty Senate Meeting, October 1, 2007
Presiding Officer: Richard Clucas
Secretary: Sarah E. Andrews-Collier


Alternates Present: Rueter for Balshem, Borkan for Collins, _______ for Hook, _______ for Khalil, Pejcinovic for Morris, George for Medovoi.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE JUNE 4, 2007, MEETING

The minutes were approved with the following corrections: Morris was present; Nishishiba was present for Gelmon.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the Agenda:
President’s Report
Discussion Item: Committee of the Whole to discuss items of concern to the Senate.
E-1 Motions regarding June 2007 EPC Recommendations – Flower.

The 2007-08 PSU Faculty Governance Guide is now available at oaa.pdx.edu, in “Reference Documents.”

Minutes of the PSU Faculty Senate Meeting, October 1, 2007
Changes in Senate/committee appointments since June 4, 2007: Committee on Committees Chair: Judy Patton; Budget Committee Chair: Cheryl Livneh; Senate replacements: Andrew Tolmach replaced C. Brown (sabbatical); Jennifer Welnick has replaced Santen (PSU resignation), AO; Agnes Hoffman has replaced Cardenas (PSU resignation), AO.

Item G-1, ACAIT Annual Report to the Faculty Senate was emailed to members last week. Copies are available at the front table.

The Presiding Officer reminded that a meeting of the Committee on Committees would follow immediately after the Senate meeting, in CH 53.

The Presiding Officer reminded that Senators are invited to the Interinstitutional Faculty Senate Coffee with members of the State Board of Higher Education on Friday, October 5, 8-9 a.m. in the Browsing Lounge.

President’s Report

REARDON noted that he briefly wanted to address issues around the Oregon University System based on the last legislative session. The Chancellor employed a strategy to span the next 2-3 sessions that we all need to participate in. In the last session, we began with an emphasis on building back, and in the next session we want to continue that approach. We will continue to work for full funding for enrollment, new and continuing. We will also work on future developments, to enhance higher education and research in the Portland area. The State Board of Higher Education (http://www.ous.edu/state_board/) has created the “Portland Agenda” subcommittee, chaired by J. Francesconi, that is scheduled to forward proposals as soon as the January meeting. There are several other sub-committees of note, one addressing access and serving under-represented populations, chaired by Dalton Miller-Jones, another on governance of the state system, and another on portfolios, the latter overlapping the “Portland Agenda” group.

Provost’s Report

KOCH noted that he wanted to thank those who attended the convocation, and hopes it will be a good year. He noted that he has laid out several priorities in his Welcome Back letter, as is optimistic about them based on the improvements in this budget.

KOCH noted that the Board has passed five new PSU degrees since June, including the BS in Environmental Engineering, the Urban Design Graduate Certificate, the PhD in Chemistry, the MM in Music/Jazz Studies, and the BA/BS in Film. He also noted that the BA in Social Work is scheduled to go before the board this week, and that the PhD in Mech. Engineering has been approved by the Provosts Council to undergo the external review stage. KOCH noted that he takes these events and others in the last 4-5 years, as a signal that there has been a clear change in how PSU is being perceived at the system level. We are clearly on a whole different course, and we look forward to continuing on that course with more strategic additions.
KOCH noted that on the subject of Academic Priorities, we have made progress. Regarding improving student success, we are working on improved student completion rates and improved advising, and we are moving forward on developing common learning outcomes. Regarding enhancing education in the Portland area, we will start that project this fall. Regarding the third priority, to expand innovative research, scholarship and creativity, we want to implement a process for advancing selected programs, which will also impact building fulltime faculty at the institution.

KOCH noted that the Search for the Vice Provost for Student Affairs is coming to a speedy conclusion, with candidates scheduled to visit campus this month.

RUETER asked if there is an organized resistance to the U of Oregon having new programs in Portland. KOCH noted that the only resistance is from all the components that go into running a program complicated by distance, etc. REARDON noted that the production of PhD’s in the system has remained flat, however PSU’s have gone up, and there is a message there in what needs to be done in the metropolitan area.

DESROCHERS noted that the work on the Portland Agenda committee would be very important with respect to university collaborations and also the relationship with community colleges. The governance committee is chaired by John Von Schlegell, who hasn’t called a meeting but has done several interviews with key people at the university and chancellor’s level.

BURNS asked Desrochers to review changes to the Motor Pool, including the move to Swan Island, the price hikes, and the reduced hours that would additionally inflate costs. DESROCHERS noted that a meeting is planned to work on this, the Motor Pool having been moved precipitously as a result of the timing of the PCAT demolition.

D. UNFINISHED BUSINESS

1. Educational Policies Committee Recommendations of June 2007

FLOWER/KETCHESON MOVED “following upon the recommendations of the Educational Policy Committee in its June 4, 2007 report to the Senate, the Committee on Committees reevaluate the roles of faculty on those Senate committees that deal with such issues as student petitions and minor course changes, the aim being to determine whether those sorts of tasks are an appropriate use of faculty time on such committees, and to report their findings and recommendations to the Senate.”

THE MOTION PASSED by unanimous voice vote.

FLOWER/RUTH MOVED “following upon the recommendations of the Educational Policy Committee in its June 4, 2007 report to the Senate, the Committee on Committees evaluate membership on curriculum-related committees to determine whether a majority of instructional faculty are in place
to inform decisions regarding academic issues and then to report their findings and recommendations to the Senate."

__________ queried if this isn't just counting; the motion should address objectives.

BARHAM stated that many committees already have divisional representation and can't always fill it. ____________ stated that the motion should address that. RUETER stated that the Committee on Committees does what they want, so a combination of the two motions sends a message to them about these issues.

BLEILER urged that this is just asking a committee to count noses, therefore an ineffectual motion. JHAJ stated he agreed with Rueter, noting that petitions reflect instructional issues, and passing them off to staff blinds faculty to the important issues.

THE QUESTION WAS CALLED.

THE MOTION PASSED by 44 in favor, 18 against, 10 abstentions.

E. NEW BUSINESS

None.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Report of the Advisory Committee on Academic Information Technology

SMALLMAN presented the report for the committee (attached). The bulk of their work last year had to do with transitioning from WebCT 4 to new iterations for web curriculum support. FLOWER asked how large the pilot would be in fall 2007. SMALLMAN noted that it would be very small.


LABISSIERE presented the report, in “G-2” for the committee, noting that they are committed to university-wide sustainable assessment practices. He summarized activities to date and discussed next steps, which are summarized on page 4.

H. ADJOURNMENT

The meeting was adjourned at 16:40.
ACAIT was charged with addressing the institutional needs with regards to learning management systems. The committee evaluated both packaged and open source plans and providers. The Committee’s recommendation to Provost and Vice President Koch and Vice President Desrochers was to migrate the learning management system to Blackboard CE 6 (the successor product to our current WebCT 4 course management system) while maintaining e-portfolio development in open source format supported by R-Smart. This recommendation was accepted and piloting of Blackboard will begin in the Fall 2007.

With no long term commitment, this recommendation enabled the University to maintain its flexibility with regards to future advances and progress in technology.

For 2007-2008, ACAIT will continue its evaluation of the institutional technology plan and update sections that have become dated.
We will build on two previous reports—*EPC Spring 2007 Report: The Impact of SCH Growth on Educational Quality* and *Ad Hoc Committee on Faculty Governance (May 9, 2005)*—to propose the following actions.

1) In accordance with the Senate’s charge (f) to “establish committees as necessary for the conduct of its business,” we would like to propose that a Task Force be formed which will:

   (A) design a formula for an appropriate ratio of tenure-line to off-tenure-line instruction.

   (B) develop a set of regulative (not prescriptive) guidelines to department chairs and program directors in an effort to redress some of the negative consequences of the growth of non-tenure-stream faculty. Such guidelines might include policies regarding the hiring and review of adjunct faculty; conducting regular assessments of the relationship between tenure lines, SCH, and curricular needs; etc.

2) A Request that Undergraduate Council and Graduate Council Committees clarify who is qualified to teach at the 100, 200, 300, 400, and 500 levels and that they devise a way to determine if departments are in compliance with policy on this. This might lead to the Committee's addressing the course proposal process.

3) Recommend that the Budget committee take under consideration a move to link benefits to FTE (so that if departments hire someone at .25, that person gets .25 benefits). In essence, all instructional faculty would get benefits but on prorated terms.

We are not planning to call these actions to a vote at the November meeting, but rather are hoping to trigger a discussion on the status of shared governance, student learning, and the erosion of tenure at PSU. After the discussion, we will then consider revising these actions and/or calling them to a vote at the December meeting. In preparation for this discussion, please review the following appendices—APPENDIX A: “THE IMPACT ON GOVERNANCE OF THE RISE IN NON-TENURE-STREAM FACULTY: SELECTED QUOTES FROM SENATE DOCUMENTS” and APPENDIX B: “THE IMPACT ON STUDENTS OF THE RISE IN NON-TENURE-STREAM FACULTY, SELECTED QUOTES.”
THE IMPACT ON STUDENTS OF THE RISE IN NON-TENURE-STREAM FACULTY: SELECTED QUOTES


“Over reliance on part-time and other ‘contingent’ faculty diminishes faculty involvement in undergraduate learning. It is urgent that we recognize this for two reasons. First, such over reliance particularly disadvantages the less well-prepared entering and lower-division students in the non-elite institutions who most need substantial faculty attention . . . The affected programs are the core undergraduate programs.”


“During the last two decades, there has been a significant growth in the share of faculty members at American colleges and universities that are employed in part-time or in full-time non tenue-track positions. Our study is the first to address whether the increased usage of such faculty adversely affects undergraduate students' graduation rates. Using institutional level panel data from the College Board and other sources, our econometric analyses suggest that the increased usage of these faculty types does adversely affect graduation rates of students at 4-year colleges, with the largest impact on students being felt at the public masters-level institutions.”


“The principal finding of this study is that community college graduation rates decrease as the proportion of part-time faculty employed increases. The finding is corroborated using three different measures of graduation rates. It is important to note that there appears to be a limited tendency among community colleges to substitute part-time for full-time faculty and that this increases faculty-student ratios. This increase in faculty-student ratios partially offsets the decreases in graduate rates arising from reliance on part-time faculty, but preliminary analyses strongly suggest that the net effect is still negative . . . The dangers in expanding part-time faculty appear to outweigh any benefits. There now appears to be few real defenses that can justify maintaining a system of employment that evidence increasingly suggests has adverse results for students as well as for faculty” (1100-1101).


C-1, PSU Faculty Senate Meeting, November 5, 2007
“Many fine scholars and excellent teachers hold contingent appointments, but part-time appointments may nonetheless negatively affect teaching and the general quality of education.”

“Evidence does suggest that part-timers are less accessible to students, less current in their respective academic disciplines, and at least anecdotally, more cautious about addressing controversial issues without the protection of tenure” (19).

“Contingent faculty members are less accessible to students. Furthermore, in varying degrees, they bring less scholarly authority to their jobs, and they are less integrated within the campus culture. These factors presumably detract from students’ learning experiences” (21).

Thompson, Karen. “Contingent Faculty and Student Learning: Welcome to the Strativersity.” New Directions for Higher Education 123 (Fall 2003): 41-47.
“If we consider student access to faculty outside the classroom to be a condition of student learning, then the growing reliance on contingent appointments is a negative trend with no remedy in sight.”

“This study offers some compelling evidence to suggest that, compared with their tenured and tenure-track peers, contingent faculty, particularly part-time faculty, are underperforming in their delivery of undergraduate instruction. Part-time faculty interact with students less frequently, use active and collaborative techniques less often, spend less time preparing for class, and have lower academic expectations than their tenured and tenure-track peers” (emphasis added, 110).

“It is important not to lay the blame entirely on faculty... contingent faculty are likely to reciprocate the support they receive from colleges and universities. Faculty in contingent appointments earn low wages, receive little support for professional development, and work in environments that often marginalize them. Given these work conditions, it should surprise few that contingent faculty display a lack of commitment and perform less effectively than their tenured and tenure-track peers” (emphasis added, 110).

Compiled by J. Ruth
APPENDIX A

SHARED GOVERNANCE, FACULTY SENATE, AND THE RISE IN NON-TENURE-STREAM FACULTY: SELECTED QUOTES FROM RECENT SENATE DOCUMENTS

Minutes of the Educational Policy Committee (EPC)
March 12, 2007
“We seem to be making policy based on funding without considering the implications on education.”

EPC Report: The Impact of SCH Growth on Educational Quality
Spring 2007
“The university has accommodated enrollment growth by adding more adjuncts and fixed-term faculty than tenure-track faculty.”

“Provost Koch: We have not increased resources or tenure track lines to keep pace with enrollment growth . . . If we choose to serve more students based solely on tuition revenue, the only way we can afford to do this is with adjunct faculty.”

Annual Report to the Portland State University Faculty Senate from the Committee on Committees
(June 3, 2007)
“We are having trouble finding full time faculty from the different colleges. This is important work that can really use strong teaching and research voices in the early stages of each task.”

“We discussed how to increase the participation [in Senate] by teaching faculty in the context of their increasing workload in their own departments and decreasing proportion of tenure-track faculty.”

Ad Hoc Committee on Faculty Governance
(May 9, 2005)
“Rapid growth coupled with limited resources has had a profound impact on faculty workloads and morale. Shared governance is critical to the academic and institutional vitality of the university.

“Tenure-track and full-time instructional hires and promotions are faculty personnel decisions that are frequently made by deans and program directors with minimal or no substantive regard for faculty governance responsibilities in making these decisions . . . Recommendation: The recruitment of, selection of, and promotion and tenure decisions regarding academic faculty personnel reside within the primary responsibilities of the teaching and research faculty of the respective academic departments.”

“Violations of the concept of shared governance can be found at all levels of university administration. Examples include the development of academic programs, the administrative location of programs, budgetary oversight, and even decisions about the hiring of both fixed-term and tenure-line faculty.”

“The Faculty Senate, as presently constituted, includes administrators and academic professionals, along with faculty. This broadly constituted membership makes the current Faculty Senate more like a university assembly than a true faculty senate. Discussions are constrained by the participation of central administration. Substantive issues are avoided; primary attention is given to minor administrative work such as approving course title changes. . . The Faculty Senate is viewed as reactive, ineffective, and not truly speaking for the faculty.”

Compiled by J. Ruth

C-1, PSU Faculty Senate Meeting, November 5, 2007
AMENDMENT TO THE CONSTITUTION
OF THE
PORTLAND STATE UNIVERSITY FACULTY
Text to be added underlined. Text to be deleted struck out.

ARTICLE IV. ORGANIZATION OF THE FACULTY
4) STANDING COMMITTEES
h) Teacher Education Committee.
This Committee shall operate on the general premise that teacher education is an all-University activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education. Final accountability for teacher education programs is accorded, therefore, to the Faculty of the Graduate School of Education.

The Teacher Education Committee shall serve in an advisory capacity to coordinate the activities of the several schools, college, and departments of the University which are directly involved in teacher education. It shall provide a communication link between the Graduate School of Education and those departments within the total University concerned with teacher education. The Committee shall analyze and make recommendations about teacher education program development and changes. It also shall deliberate and advise the School of Education on problems of admissions, graduation and academic standards and matters referred to it by the Graduate School of Education, the University Senate, the University Faculty, or divisions of any of these units. Its activity, however, is not limited to referrals. It may initiate inquiries or recommendations from its own observations. The Committee shall report to the Faculty Senate at least once each year.

Membership. The Committee shall consist of fourteen members of the University Faculty, representative of each of the following departments or programs educating teacher candidates: Business Education, Curriculum and Instruction, Special Education and Counselor Education, Educational Policy, Foundations and Administrative Studies, Community Health, Art, Speech and Hearing Sciences, English, Foreign Languages, the combined social science departments (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology), the combined science departments (Biology, Chemistry, Geology, and Physics), Mathematics, Theater Arts, Music, and Child and Family Studies, and two students recommended by the Student Senate. The Dean and Assistant Dean of the Graduate School of Education and the Education Librarian shall be ex-officio non-voting members, with the Assistant Dean serving as committee secretary. One of the fourteen faculty members shall serve as chairperson. Each department of the University which educates teacher candidates is encouraged to create its own teacher education committee to work with the University Teacher Education Committee and with the Graduate School of Education. [end]

Rationale:
At the final meeting of the Teacher Education Committee on May 2, 2007, the committee voted to amend their annual report to recommend “add to the TEC membership a representative from Child and Family Studies. We felt this was a necessary addition to a committee addressing teacher education preparation at Portland State University.”
September 28, 2007

TO: Faculty Senate

FROM: DeLys Ostlund
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be supplied by Steve Harmon.

School of Engineering and Computer Science

New Courses

- **ECE 541 Transmission Operations and Control, 4 credits**
  Introduces the following topics: state estimation, security analysis, contingency monitoring, optimal power flow, reliability, interchange of energy, market and pool operation. Prerequisite: ECE 441, 442, or consent of instructor.

- **ECE 542 Generation Operations and Control, 4 credits**
  Introduces the following topics: power generation unit characteristics, economic dispatch, unit commitment, flow constraints and limited energy supply, automatic generation control, production cost models, interchange of power and energy, extended auction mechanisms and reliability. Prerequisite: ECE 441, 442, or consent of instructor.

- **ECE 547 Energy Economic Systems, 4 credits**
  Introduces the following topics: Electric power industry, operation and information systems, optimization methods, information technologies, short-term electricity markets and locational marginal prices, risk management and financial derivatives, basics of public good economics, optimization methods. Prerequisite: ECE 441.

- **ECE 548 Power Systems Protection, 4 credits**
  Introduces the following topics: relaying concepts & general philosophies, per unit calculations & symmetrical components, phasors, polarity and direction sensing, current/voltage transformers, protection fundamentals & basic design principles, system grounding principles, device protection, directional comparison, blocking & blocking pilot protection, line differential & phase comparison pilot protection, out of step tripping and blocking. Prerequisite: ECE 442.

- **ECE 641 Power Systems Planning, 4 credits**
  Introduces the following topics: regulatory issues, power quality, system design for reliability, transient and voltage considerations, distributed generation, information technology requirements, market implications, remedial action and contingency analysis, NERC requirements. Prerequisites: ECE 441 and (one of ECE 541, ECE 542 or ECE 545).

- **ECE 642 Energy Systems Capital Budgeting, 4 credits**
  Introduces the following topics: decision analysis, frontier analysis, leontief industrial model, input/output model, financing decisions, strategy, dynamic simulation, portfolio theory, models and data, dynamics of asset models, forwards, futures and swaps, basic and advanced
option theory, optimal portfolio theory, and general investment evaluation and management, profit at risk assessment and management. Prerequisite: ECE 545.

- **ECE 643 Sustainable Energy Systems, 4 credits**
  Introduces the following topics: alternative energy supplies, conservation, and environment issues of distributed power systems, solar, wind, tidal, geothermal, bio-fuel systems, and hybrid systems, impact of distributed generation and reliability as cogeneration, independent generation, or qualifying facility. Cogeneration considerations when electric energy is an alternative product by manufacturing companies. Prerequisite: ECE 545.

- **EMGT 518/618 Ethical Issues in Technology Management, 4 credits**
  Designed to meet the needs of engineers who are or will be moving into greater responsibility for management as they advance in the profession. Emphasizes the theory of ethical behavior as it relates to real world applications faced regularly in the business world today.

- **EMGT 526/626 Strategic Management of Technology, 4 credits**
  Analyses of the structure and competitive dynamics of technology-driven industries; resource- and knowledge-based frameworks for competitive advantage, which are applied to technology-driven industries; as well as a discussion of corporate, international and global strategies for technology-driven ventures.

- **EMGT 527/627 Competitive Strategies in Technology Management, 4 credits**
  Provides perspectives, theories and methods used to analyze, formulate and implement competitive strategies in technology intensive industries. Provides a historical perspective on the evolution of competitive strategy theory and techniques including their foundations with key concepts and issues from strategic management thought leaders and present examples of the application of those concepts in business situations. Covers frameworks and tools used for strategy analysis, development and implementation. Prerequisite: graduate standing or consent of instructor.

- **EMGT 531/631 Technology Assessment and Acquisition, 4 credits**
  Fundamental concepts of assessing technologies including evaluation attributes and methodologies, impacts and impact relationships, and technology diffusion from individual, organizational, technical and market perspectives. Case studies, professional and research articles, and guest speakers from local companies included.

- **EMGT 532/632 Technology Forecasting, 4 credits**
  Fundamental concepts of technology forecasting. Differences between ordinary forecasting and technology forecasting, objectives of technology forecasting, tools and methods and their applications, selection of the right forecasting methodology, planning for technology forecasting, identifying attributes for forecasting, and managing technology forecasting. Topics are discussed through case studies, professional and research articles, guest speakers from local companies, and recently published books.

- **EMGT 533/633 Technology Transfer, 4 credits**
  Fundamental concepts of transferring technologies. Topics include university, industry and government collaboration for technology development, transfer of technologies from labs into product groups, research and development consortia, and international technology transfer. Case studies, professional and research articles, and guest speakers from local companies included.

- **EMGT 536/636 R&D Management, 4 credits**
Managerial aspects of Research and Development (R&D) including special issues in managing research at national labs, university settings, and industry labs. Reviews evaluation methods and multi objective analysis used for R&D project selection. Development analyzed across the following venues: Roadmap Development, Eco system Development, Platform Development, Product Development, Technology Development, Prototype Development, Initiative Development. Focus on integration of research and development functions; project management challenges resulting from the uncertain nature of R&D; and the difficulties in measuring on-going R&D outputs.

- EMGT 538/638 Decision Support Systems: Data Warehousing, 4 credits
  Critical issues in developing data warehouse for decision support systems. Examines when and why an organization needs a data warehouse for decision support systems; how to organize data in a data warehouse; complications in designing a data warehouse system; and identifying resources.

- EMGT 544/644 Organizational Project Management, 4 credits
  Critical issues in organizational project management in technology-driven companies including characteristics and structure of organizational project management, linking competitive strategies with projects and project portfolios, and project culture. Includes: standardizing project management processes and project management maturity models, information systems, building a project office and developing organizational project metrics, behaviors and competencies of project managers, and the role of top management. Case discussions and term projects are included.

- EMGT 547/647 New Project Development, 4 credits
  Examines complete product development process and key issues in new product development critical to developing profitable products in today’s technology oriented companies. Topics include technology integration, disruptive technologies, concurrent engineering, and creating innovative environments. Review of cases and published articles addressing these issues. Students develop a plan for a new product including risk assessments in areas such as manufacturing, design, and test.

- EMGT 548/648 Managing New Technology Introduction, 4 credits
  Management procedures and key underlying concepts for effective planning, development, and introduction into volume production utilizing new technology. Emphasis on semiconductor technology and manufacturing but most principles and methodologies are generally applicable to both hardware and software.

- EMGT 549/649 Management of Technology Innovation, 4 credits
  Describes and explains phenomena pertaining to technological innovation. Focus on the interplay between engineering/technology and the economical, cultural, psychological, social and technical aspects of the engineering environment. Provides technology managers a toolkit to make engineering and technical innovations successful. Also covers how engineering and technology management enables technological innovation.

- EMGT 561/661 Technology Entrepreneurship, 4 credits
  Examines how to start and grow a high technology company or high technology venture. Covers the complete venture creation process: key issues in high tech markets, startup finance, growth strategies and exit strategies. Guest lectures by practicing entrepreneurs, executives and financiers. Student teams create a technology startup business around technology that they develop, write a business plan and present their technology business idea to a financier.
Change to Existing Courses

- EMGT 520/620 Management of Engineering and Technology, 4 credits – change course description and prerequisites
- EMGT 522/622 Communication and Team Building in Engineering Management, 4 credits – change course title to Communication and Team Building, change course description and prerequisites
- EMGT 525/625 Strategic Planning in Engineering Management, 4 credits – change title to Strategic Planning, course description and prerequisites
- EMGT 530/630 Decision Making in Engineering and Technology Management, 4 credits – change title to Decision Making
- EMGT 535/635 Engineering Economic Analysis, 4 credits – change title to Advanced Engineering Economics, course description and prerequisites
- EMGT 537/637 Productivity Analysis, 4 credits – change title to Benchmarking Using Data Envelopment Analysis, course description and prerequisites
- EMGT 545/645 Project Management in Engineering, 4 credits – change title to Project Management, course description and prerequisites
- EMGT 546/646 Project Scheduling and Network Analysis, 4 credits – change title to Project Management Tools, course description and prerequisites
- EMGT 551/651 Manufacturing Systems Management, 4 credits – change course description and prerequisites
- EMGT 553/653 Manufacturing Systems Simulation, 4 credits – change course description and prerequisites
- EMGT 560/660 Total Quality Management, 4 credits – change course description and prerequisites
- EMGT 571/671 Expert Systems in Engineering, 4 credits – change course number to EMGT 554/654
- EMGT 590/690 Engineering Management Synthesis, 4 credits – change title to Engineering and Technology Management Synthesis
October 4, 2007

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.

**School of Fine and Performing Arts**

**Change to existing program**

- Art History Major (liberal arts track)
  Reduces required number of credit hours from 92-96 to 68.

Reproduce *proposed* catalog statement in full noting changes (with strikethrough, italics):

**Requirements for Art History Major.** In addition to the general University requirements for a degree, the student who majors in art is expected to meet the following departmental requirements:

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 204, 205, 206</td>
<td>12</td>
</tr>
<tr>
<td>(ArH 208 may be taken in lieu of ArH 204, 205 or 206 if the student’s main interest is Asian Art)</td>
<td></td>
</tr>
<tr>
<td>Art 115</td>
<td>4</td>
</tr>
<tr>
<td>Art 131</td>
<td>4</td>
</tr>
</tbody>
</table>

*One of the following: Art 115 or Art 131* 4

**Second, Third and Fourth Years**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division Art History (11 courses)</td>
<td>44</td>
</tr>
<tr>
<td>Upper Division Art History (10 courses)</td>
<td>40</td>
</tr>
</tbody>
</table>

Including:

- A Non-Western Art History Class 4
- (Recommended): ArH 402 Methods of Art History 4

Upper Division Classes in Liberal Arts 16-20 credits

(Selected in consultation with an Art History advisor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower and Upper Division Art/ArH Electives</td>
<td>8-12</td>
</tr>
<tr>
<td>Lower and Upper Division Art/ArH Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

(Selected in consultation with an Art History advisor, it is recommended that one of these classes include Art 115, 116, or 131.)

Total 88-96

Total 68

The major in art history is offered for student desiring an emphasis in History and liberal area rather than studio skills. It includes Basic Design, Introduction to Drawing, and History of Western Art in the first year and upper division art history courses in selected periods with related courses in other fields, as approved by an advisor. The art history major requires a minimum of 90 credit hours.

E-2, PSU Faculty Senate Meeting, November 5, 2007
It is recommended that Art History majors with a focus on liberal arts also select upper division liberal arts courses in consultation with their advisor. (Recommended courses from other departments may be listed on a concentration sheet for student advising.)

Rationale for the proposed program change:

These changes bring the art major into greater alignment with other, similar PSU majors in the required number of credit hours (History 60, Philosophy 56, etc.). Current major requirements are inordinately high for an art history major: a search on the Internet of seven institutions on the quarter system could not find another art history BA program that even approached the PSU art history in terms of credits required. Moreover, the existing requirements are out of step with NASAD requirements (the Art Dept’s accrediting body), which suggest only 30-45% of total University credits for the art history major. The proposed change brings the liberal arts track of the PSU art history major in line with expectations for similar majors at PSU and the same major at neighboring institutions such as University of Oregon and University of Washington.

NASAD furthermore suggests that art history majors should take one course in studio art. The current requirement is to take both a basic design (Art 115) and a drawing course (Art 131). We reduce this requirement to one studio course, but offer a choice between two basic design courses (Art 115 or 116) and a drawing course (Art 131). This provides an essential studio experience while allowing majors to select the appropriate type of experience for themselves. Majors may continue to take studio art courses as part of their Lower and Upper Division Art H Electives.

The greatest reduction in these requirements is the elimination of 16-20 upper division liberal arts credits. We expect students will continue to take courses in liberal arts from a variety of departments and will include in advising information a list of departments and courses recommended by our faculty.