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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 8, 2008
Presiding Officer: Robert Mercer
Secretary: Sarah E. Andrews-Collier

Members Present: Ames, Anderson-Nathe, Barham, Blazak, Bleiler, Bodegom, Brodowicz, Brower, D. Brown, Buddress, Cabelly, Carter, Charman, Chrzanowska-Jeske, Coleman, Collins, Cress, Devletian, Fallon, Farahmandpur, Farr, Fountain, Fritzsche, Garrison, Gelmon, George, Gerwing, Gough, Gray, Hagge, Hansen, Harmon, Hickey, Hines, Hoffman, Hook, Hottell, Howard, Ingersoll, Jagodnik, Jiao, Johnson, Keller, Kinsella, Kohles, Korbek, Lafferrière, Livneh, Luckett, Luther, MacCormack, Magaldi, McKeown-Ice, Meinhold, R. Mercer, Murphy, Mussey, Palmiter, Paradis, Patton, Paynter, Pejeinovic, Reese, Rogers, Rueter, Ruth, Ryder, Sailor, Sanchez, Seppalainen, Sheble, Shusterman, Stovall, Tolmach, Turner, Wahab, Walton, Wamser, Wattenberg, Weingrad, Welnick.

Alternates Present: Bodegom for Jiao, Ogston for Kaufman, Shirer for Khalil, Bennett for Talbot, Thomas for Webb, Ruedas for Zelick.

Members Absent: Arante, Bielavitz, Chaille, Collier, Dickinson, Fuller, B. Hansen, Jhaj, Liebman, L. Mercer, Messer, Morris, Neal, Nissen, Pierce, Rhee, Sussman, Thao, Wallace, Wendler, Whitefoot.

Ex-officio Members

Present: Andrews-Collier, Cornett, Desrochers, Diman, Feyerherm, Fung, Gregory, Koch, Mack, McVeety, Nelson, Smallman, Spalding, Wallack, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE JUNE 2, 2008, MEETING

The meeting was called to order at 15:08. The minutes were approved with the following corrections: Kohles was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the Agenda of October 6, 2008:

G.2. Report of the Institutional Assessment Council - Stevens

G.3. Report of the Interinstitutional Faculty Senate Meeting of October 3-4 at
SOU - Carter

WALTON, Faculty Development Chair, noted that the Professional Travel Grant Deadline have been moved up to November 6 (Winter), and February 5 (Spring).

BRODOWICZ, Committee on Committees Chair, requested the Senate caucuses of ED, LAS, and SBA to meet at the end of the Senate meeting to each elect a new representative to the committee, and forward him those names by email.

Conversation with the President

WIEWEL noted he is making every effort to get to know PSU and our region in depth as quickly as possible. He continued that at the State Board meeting, the state's budget problems were acknowledged, but that the Governor is very supportive of education and higher education, and wants to move resources beyond essential support. He noted that also at the meeting there was discussion of converting the OUS to the semester system. The conclusion for the time being is that while there are advantages, they are outweighed by the tremendous cost of the conversion. WIEWEL noted that the university will be doing feasibility studies for our next capital campaign, including a readiness study, etc., and also a study of what should be the institutional priorities for the campaign.

WIEWEL presented three questions for conversation. The first was whether the Five Themes presented in the Symposium on 23 September seem to be the right themes. The second was whether our articulated planning process makes sense. The third was whether the planning process related to the Miller Foundation grant for Sustainability is clear to people and seems to be the right process.

KOHLES asked the President to comment on the future of our relationship with OHSU. WIEWEL noted that the leaderships have not met yet, but have a meeting planned in the near future to discuss that, and in particular to discuss whether the collaborative process should be structured differently than the way it is being done now. There is a clear sense that there is enthusiasm on both sides about what is going on, and we want to continue that. WIEWEL continued that related to that, we are working on identifying a place where all of the organizations in the Portland region involved in sustainability might come to be housed together, hopefully here or near here, and OHSU concurs.

LUCKETT noted that there is rumor that OU and OSU are trying to prevent the sustainability center from being located at PSU. WIEWEL noted that he didn't know anything about such a thing. The funding for such a building would come through bonds requested by the system. Although there was considerable discussion of locations, at the moment everything points to doing it adjacent to campus, if and when the bonds are requested.

MURPHY asked what the long term plans are for enrollment growth in that there is discussion of enrollment in the "mid 30's" but not where we will put that many students. WIEWEL noted that that was not a goal ever formally adopted by the university, and that he needs to learn more, but would be more inclined to focus on increases in quality. He noted that we do like being the biggest, but that doesn't necessarily require that we grow to 35,000.

MILLER-JONES noted that the Governor and Legislature have projections for 2025 that 40% of Oregonians have obtained bachelor and associate degrees. If we were to achieve that, it would mean enrolling upwards of 80,000 additional students in the system. The question becomes what is PSU's response to that, especially considering the fact that students who are currently the 25-30% of high school graduates who go on to college are typically the students who are "better prepared" than many of the other students who are projected to be enrolled in this matrix. PSU needs to think seriously about the question of growth and how we would accommodate students coming in, especially students who are underrepresented in the current population. WIEWEL noted that he particularly agreed with the latter point and the issues of student experience, and graduation and retention rates. He continued that there are issues of funding and support around this discussion; for example, we are not currently being funded at the actual rate.

BRENNAN asked, regarding access and enrollment growth, if there are plans to provide incentives for faculty to develop technology-delivered courses. WIEWEL stated that the Provost and Dean of Extended Studies are working on figuring out how both organizationally and substantively, we can best address this, including the appointment of a committee to assist.

D. UNFINISHED BUSINESS

1. Proposal to Amend the PSU Faculty Constitution, Art. IV., 4., 4), g) Faculty Development Committee

THE MOTION PASSED by unanimous voice vote.

E. NEW BUSINESS

1. Curricular Consent Agenda

BEYLER/JAGODNIK MOVED THE SENATE APPROVE the Curricular Consent Agenda, as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

Provost's Report

KOCH reported that enrollments have increased by 4-4.5 % headcount and by 9% student credit hours. We had some indication that this was going to happen last spring and were able to make some accommodation for it, if not quite enough. Since the last

Senate meeting several PSU programs have been approved by the State Board, including the Master of Architecture, the Ph.D. in Mechanical Engineering, and the PSU-OHSU joint MBA in Healthcare Management, and several Graduate Certificates. With regard to Sustainability and funding around the Miller grant, we have held one general meeting for faculty interested in participating in this process, and a second meeting is planned for tomorrow. Additional meetings are planned for the deans, students and community members and at least one more meeting with faculty, to develop a long-range vision along with short-term investment strategies. Some very short term decisions for this year will be developed after these preliminary discussions and after a set of criteria have been devised from these discussions. You are encouraged to make your colleagues aware of this activity, as we intend to make it as inclusive as we can make it.

This weekend is the Academic Affairs unit retreat, and includes the President and three faculty leaders, the Presiding Officer, the EPC Chair, and the Chair Elect of the Budget Committee. This is a time where we try to concentrate on what is coming up for the next year, and try to identify priorities and initiatives. The topics will be related to the President's Five Themes and how they relate to our priorities over the past few years. Regarding the previous conversation about growth and size, it is incumbent on us to refine our approach to these pressures.

KOCH introduced Jackie Balzer, the new Vice Provost for Student Affairs, and noted that Dick Knight will be serving as Interim Dean of ECS.

KOCH noted that the other item of interest from the Board meeting last week, is the proposal for automatic admission to the OUS, as it relates to the development of the new high school graduation requirements. There obviously needs to be discussion of this.

KOCH concluded that he would be forwarding additional materials on initiatives around student retention, and around program planning apart from sustainability.

1. Report of the Advisory Committee on Academic Information Technology

SMALLMAN presented the report for the committee and thanked the membership. The report is available on the committee web page at www.oit.pdx.edu (bottom of the page).

2. Report of the Institutional Assessment Council

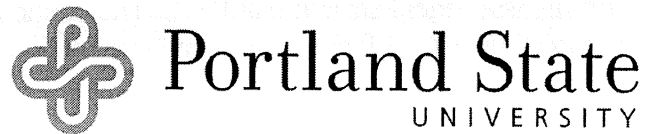
STEVENS presented the report for the council, and thanked the committee members for their contributions. She noted that added to five learning outcomes identified in the previous year, the committee added two more and voted in spring 2008 to endorse the seven. They will continue to work on outcomes and recommendations for how they will be assessed campus wide (Summary attached, and full report forwarded to Senate members via e-mail on October 16, 2008).

3. Report of the Interinstitutional Faculty Senate Meeting of October 3-4 at SOU

CARTER presented the report for the IFS Senators (attached).

H. ADJOURNMENT

The meeting was adjourned at 16:18.



INSTITUTIONAL ASSESSMENT COUNCIL

MARCH 2007 – AUGUST 2008

REPORT TO PROVOST

Council members, 2007-8:

Dannelle D. Stevens, Ed, Chair

Rudy Barton, Arch

Bill Fischer, FL

Gerry Recktenwald, ME

Serap Emil, grad student, Ed

Yves Labissiere, UNST (Sab.)

Dan Sullivan, Sociology

Grant Farr, CLAS

Paul Latiolais, Math

Craig Wollner, CUPA

Ex-Officio:

Dan Fortmiller, Student Affairs

Cheryl Ramette, CAE

Kathi Ketcheson, OIRP

Shawn Smallman, OAA

Leslie McBride, CAE

October 1, 2008

Executive Summary

The Institutional Assessment Council was formed in January 2007 by the Provost to improve the existing student learning assessment structure at PSU. The council held its first meeting in March 2007. The committee consists of faculty, one graduate student and ex-officio members. Since that time, the Committee's charge has been to

1. Propose and pilot campus-wide learning outcomes
2. Promote and review assessment on campus
3. Assist departments with assessment planning and implementation.

This report is meant to inform the PSU administration, faculty, and other stakeholders of the progress the IAC is making, and the direction it suggests for the future. During this time (March 2007 – June 2008), the IAC accomplished three major steps toward the above charge, the first two supported by strong administrative leadership.

First, the IAC suggested five campus wide student learning outcomes (*Critical and Creative Thinking, Communication, Diversity, Ethics and Social Responsibility, and Internationalization*), which had been vetted in IAC meetings during spring term, and in the 2008 Fall Symposium. Through focus groups with students, work sessions with departments and roundtable discussions, we sought faculty, staff and student input on the outcomes. In addition, we met with key Faculty Senate committees to discuss the development of campus wide learning outcomes, and with the Curriculum Committee to begin redesigning the course approval form to increase the focus on assessment. In June 2008, following input from the community, the IAC voted to add two additional campus-wide learning outcomes - *Sustainability and Engagement*. A very successful showcase in May 2008 demonstrated how the departments and programs (including students and student affairs) understood and engaged with five campus-wide learning outcomes.

Second, we developed and distributed to all academic units a campus-wide Undergraduate Assessment Status Inventory. This is most comprehensive reporting of assessment activities that has been assembled since the Assessment Initiative was launched in 2000. A summary and the results of the inventory are attached to this report. We also assisted the graduate office, which will complete a similar inventory in the near future.

Third, with the help of the Center for Academic Excellence, the Assessment Integration and Support Team (ASSIST) continued supporting individual faculty, departments and student affairs units to develop learning outcomes, design assessment strategies, and conduct data analysis to use in program planning and decision making.

As we begin the current academic year, with a slightly reworked charge, described in this report, the IAC will continue addressing planned outcomes for 2008-2009.

Based on the results of the Inventory, we will make assessment policy recommendations to the Provost to further assessment practices across campus. We will continue work on campus-wide learning outcomes- disseminating these and conducting pilot studies of departmental and program assessment of these outcomes. We will create a five-year plan for assessment for PSU.

Institutional Assessment Council- March 2007 to August 2008**Portland State University****Report to Provost****2007-2008 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 assist academic departments with assessment planning and implementation that reflects student learning at the program, department, and institutional level.

In cooperation with the three ex-officio members, the Council will review the general charge above and design a strategy for addressing assessment long term, including a recommendation on whether the Council should be reconstituted in the future as a Faculty Senate constitutional committee. It will propose key learning goals that can be piloted as a tool for institutional assessment during 2006-07. The results from the pilot will be used as a basis for a broader campus conversation on institutional learning goals and assessment, overall. The IAC will serve as the review and reporting mechanism for assessment on campus. As such, it will be responsible for assisting in such projects as the preparation of a response to Recommendation 2 of the Evaluation Committee Report from the Northwest Commission on Colleges and Universities.

OUTCOMES 2007-2008**1. Propose and pilot campus-wide learning outcomes (CWLO's)**

- Defined seven student learning outcomes:
 - Communication
 - Critical (and Creative) Thinking
 - Ethical and Social Responsibility
 - Diversity
 - Internationalization
 - Engagement
 - Sustainability
- Language shifted from 'learning goals' to 'learning outcomes', in part based on the way the AAC&U presents it's suggested outcomes, and on promoting clear actions that will define student success.
- Participated in designing and facilitating the Fall 2007 Symposium, focused on engaging faculty and staff in a discussion/work session on how the proposed CWLO's articulate in their programs.

- Secured ten \$1000 Mini-grants for work sessions; secured an additional \$5,000 to support faculty development through conference attendance and to support expenses associated with the Showcase.
- Sponsored a series of four Work Sessions, with four follow up sessions, for faculty and staff to participate in a discussion about how the CWLO's are addressed in their disciplines or programming. This work resulted in posters which were displayed at the Showcase, and in numerous excellent conversations and teaching, learning, assessment and the role of outcomes in such. Participating in the work sessions were 19 faculty, six Student Affairs staff, three Graduate Assistants, and twelve students representing 19 departments and programs on campus.
- Invited presentations at IAC meetings from representatives endorsing three additional potential outcome areas: Engagement, Sustainability, and Information Literacy.
- In April and May, the IAC and OAA hosted two Roundtable discussions to discuss including the above potential outcomes in the CWLO's. The Roundtables were attended by over 50 faculty and staff.
- Developed and conducted departmental work sessions to link the campus-wide learning outcomes (CWLO's) to program level student learning and assessment practices.
 - Faculty
 - Student affairs
 - Students
- Hosted a CWLO Showcase on May 23. Over 70 faculty, staff and students attended the event which featured posters described above.
- At it's final meeting of the year, the IAC voted to endorse seven CWLO's:
 - Communication
 - Critical (and Creative) Thinking
 - Ethical and Social Responsibility
 - Diversity
 - Internationalization
 - Sustainability
 - Engagement
- Currently IAC sub-committees, which include membership from faculty and staff not on the council, are working on the wording for the outcomes, including recommendations for how we might assess CWLO's at Portland State.

Interinstitutional Faculty Senate
Meeting, October 3 and 4, 2008
Southern Oregon University

- George Pernsteiner, Chancellor, spoke to the IFS about the state's budget picture as we prepare for the upcoming legislative session. Right now, however, the state budget picture is "cloudy." "We don't have a clue" as to what will happen, given the volatility of the economy.

The Chancellor said that the Governor takes the long view, favoring a 10% increase in funding for education, all sectors. The legislature, by contrast, tends to be worried about today.

Only way we will "get there" would be a new, dedicated revenue source.

As of right known, these are OUS priorities for the next legislative session (in this order):

1. Don't cut essential budget level
2. Fund enrollment growth (2002-08) numbers
3. Additional \$ for faculty salaries
4. Deferred maintenance
5. Reduce faculty-student ratio (may fall off table)
6. Investments in retention/completion (?) project

The Chancellor also spoke about the OUS interest in sustainability and noted the sustainability conference coming up in Eugene (24 or 25 October). Focus is on academic programs, not campus infrastructure or alternative energy.

Chancellor also concerned about the disproportionate number of Oregon students who have a lot of hours but no degree. Can we agree on some type of degree or certificate, like the AA degree, that we can award so these students are not disadvantaged?

- In other business, we were greeted by Jim Klein, new Provost for SOU. He said SOU was moving beyond recent retrenchment and reorganization to renewal and reinvestment.
He was pleased to note that 3,000 of 5,000 students are involved in community-based learning. Real showpiece is the recently opened Rogue CC/SOU joint project, the Higher Education Center in Medford. Just opened this fall and is already fully utilized by lower division transfer courses and upper division degree completion programs.

- Elizabeth Zinsser, OUS (former president, SOU), spoke about Oregon's work as a LEAP (Liberal Education and America's Promise) State, which involves a focus on general education outcomes and assessment.
- Craig Prins, Director, Oregon Criminal Justice Commission, presented the economic implications of Measures 61 and 57, both mandatory sentencing measures for property crimes, and both very expensive (61 more so). As an unelected state official Prins could not venture an opinion, but the word is that although both measures are obnoxious, polls suggest both will pass. If that happens, the one with the most votes becomes effective, so even those opposed to mandatory sentencing are being urged to vote for Measure 57 (originated as a legislative response to Sizemore's initiative).
- Karen Sprague (U of O and OUS) and I presented the work of the Task force on Dual Credit Programs, an offshoot of the United Educational Enterprise. We presented our report on dual credit programs and the policy option package we are putting forward to support them. It looks like we have also succeeded in getting the state to adopt a new, more rigorous set of standards for these programs that is modeled on national standards.

Respectfully submitted,

Duncan Carter
IFS Senator

November 3, 2008

TO: Faculty Senate

FROM: Joan Jagodnik
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

New Courses

E.1.c.1.

- ArH 498 Contemporary Art I (4)
Exploration of major developments in the art world from the late 20th century. Looks at origins of contemporary art, the transition from Modernism to Post-Modernism, important themes in contemporary art, and issues facing the practicing artist of today, in the US and globally. Material covered through textbook readings, occasional web articles and website; through slide lectures/presentations and films, a visit to the Portland Art Museum as well as your own exploration of contemporary art in Portland. Prerequisite: ARH 206. Recommended prerequisites: ARH 491, 492, 493

Change to Existing Course

E.1.c.2

- ArH 499 Contemporary Art (4) – change course title to Contemporary Art II, change course description and separate 499 from 599 slash course.

MEMORANDUM

Date: October 16, 2008

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: Graduate School of Education Proposal

In May 2008 the Educational Policy Committee discussed the proposal from the Graduate School of Education to create a new Department of Counselor Education, and to rename the Department of Special and Counselor Education to the Department of Special Education.

EPC is submitting this request to Faculty Senate for the November meeting and recommends approval.


Graduate School of Education
Office of the Dean

Post Office Box 751 503-725-4697 tel
Portland, Oregon 97207-0751 503-725-8475 fax
Room 608ED
615 SW Harrison St <http://www.pdx.edu/education>
Portland, OR 97201

MEMORANDUM

Date: May 2, 2008

To: Education Policy Committee

From: Randy Hitz 

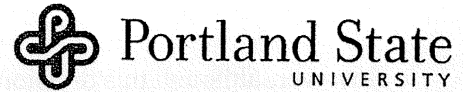
RE: Request to create a new department of Counselor Education and to rename the
Special Education and Counseling Department

I support the request of the faculty of the Department of Special Education and Counselor Education to create a new department of Counselor Education and to rename the Department of Special Education and Counselor Education to the "Department of Special Education".

The rationale for this is clearly articulated in the letter from Drs. Munson and Johnson. It is true that for several years Special Education and Counselor Education have been functioning largely independently. From my perspective, this independent functioning has worked well apart from the issues related to Counselor Education not having full autonomy. The faculty and I see no benefit in forcing the issue of retaining a single department when the two units involved have so little in common and gain so little from being a single department.

There are, of course, potential administrative savings in having a single department, but the reality is that the unique accreditations and other special features of counselor education require special administrative attention. It is unrealistic to expect one department chair to handle all of the program and accreditation requirements of both Special Education and Counseling. That is why the two units have essentially functioned separately despite being, in name, one department.

This formal request to create a new department will improve services for students in both Special Education and Counseling. It will cost a bit more as Drs. Munson and Johnson point out, but the GSE is willing to accept that small cost in order to better serve students.



Department of Special and Counselor Education

Post Office Box 751 503-725-4619 tel
Portland, Oregon 97207-0751 503-725-5599 fax

4/21/08

Randy Hitz, Dean
Graduate School of Education
Portland State University

Dear Dean Hitz:

This letter is a request to establish a Department of Counselor Education in the Graduate School of Education. Currently, Special Education and Counselor Education are one department. This request asks for separate departments that will function independently.

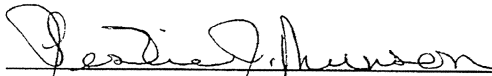
Historically, the chair for the Department of Special and Counselor Education has been from the Special Education (SPED) faculty and oversaw both programs. However, Counselor Education requires expertise necessary to address the uniqueness of the Counselor Education program. For example, Counselor Education has four specializations: (a) Marriage and Family Counseling, (b) School Counseling, (c) Rehabilitation Counseling, and (d) Community Counseling. Counselor Education also has two additional accreditation requirements and reviews in addition to the GSE accreditation: (a) Council on Rehabilitation Education and (b) Council for Accreditation of Counseling and Related Educational Programs. These specializations and accreditations require expertise typically beyond the scope of training of a special educator. To address these needs a Coordinator for Counselor Education was hired to support the department chair. In 2003, the Coordinator position was changed to Director of Counselor Education, and associated responsibilities and duties were increased. This change reflected the awareness of the difficulty for one person to administer both programs and the need for strong leadership of the Counselor Education program.

Since 2003, the Department Chair of Special Education and the Director of Counselor Education increasingly have operated independently. Currently, Special Education and Counselor Education operate as two separate and distinct entities. The Chair of Special Education and the Director of Counselor Education are each responsible for all aspects of administering their respective programs. For example, both schedule classes and faculty workloads, hire and review adjuncts and fixed term faculty, oversee budget, and perform a variety of other leadership responsibilities. Each has separate program-related faculty meetings several times per month. Each program also has separate admissions requirements and processes.

However, although this division of labor has met the programmatic needs within the Department of Special Education and Counselor Education, it has resulted in confusion in roles and responsibilities in the Graduate School of Education and in the greater PSU community. For example, Department Chairs sign GO12s, petition for waivers, and other necessary documents to support students and faculty. Again, one person does not have the expertise to evaluate correctly the appropriateness of the content of the requests from both programs. Clearly separating the programs into two distinct departments will clarify roles and responsibilities when Counselor Education and Special Education interface with programs and services throughout the GSE and the PSU campus.

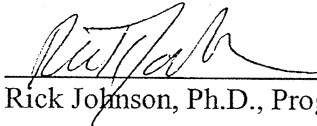
The financial implications of this request are minimal. Currently, the Director of Counselor Education is compensated for salary and release similarly to the Department Chair. With this change, the Director would move from a 4-credit release per term to a 4.5 credit release per term including summer session and from \$450 per month to \$600 per month for administrative salary adjustment. There is no expectation of additional personnel. Special Education and Counselor Education will continue to share administrative personnel.

Sincerely,



Leslie Munson, Ph.D., Dept. Chair, Special & Counselor Education

4/21/08
Date



Rick Johnson, Ph.D., Program Director, Counselor Education

4/21/08
Date