

5-1-1996

Faculty Senate Monthly Packet May 1996

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate

FR: Robert Liebman, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on May 6, 1996, at 3:00 p.m. in **Room 53 CH.**

AGENDA

- A. Roll
- *B. Approval of the Minutes of the April 1, 1996, Meeting
- C. Announcements and Reports
 - 1. Announcements
 - 2. President's Report
 - 3. Provost's Report
 - 4. Vice President's Report (FADM)
 - 5. Vice-Provost's Report (OGS)
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Presiding Officer
- E. Reports from other Administrative Officers and Committees
 - 1. Interinstitutional Faculty Senate - B. Oshika
 - *2. Budget Committee - B Oshika
 - *3. Teacher Education Committee - E Young
 - *4. General Student Affairs Committee - F Li
 - 5. Academic Requirements Committee - R. Mercer
 - 6. PSU Foundation - L. Theisen/Development Office - D Schaeffer
 - *7. Library Vision Report - J Settle
 - *8. Intercollegiate Athletics Board - S Brenner
- F. Unfinished Business
- G. New Business
 - *1. Curriculum Committee and Graduate Council Course and Program Proposals - D. Pratt/W. Ellis
- H. Adjournment

*The following documents are included with this mailing:

- B Minutes of the April 1, 1996 Senate Meeting
- E2. Budget Committee
- E3. Teacher Education Committee
- E4. General Student Affairs Committee
- E7. Library Vision Report
- E8. Intercollegiate Athletics Board
- F1. Revised Motions referred to Ad hoc committee on Procedures for Curricular Change
- G1. Curriculum Committee and Graduate Council Course and Program Proposals

THE PORTLAND STATE UNIVERSITY FACULTY SENATE

Minutes: Faculty Senate Meeting, April 1, 1996
Presiding Officer: George Lendaris
Secretary: Robert Liebman

Members Present: Abrams, Anderson, Barton, Becker, Bluestone, Bodegom, Bowlden, Brenner J, Brenner S, Cabelly, Chrzanowska-Jeske, Constans, Daasch, Danielson, Etesami, Feeney, Fisher, Fortmiller, Franks, Friesen, Greco, Gurtov, Hardt, Harrison, Howe, Kenny, Kocaoglu, Kogen, Krug, Lawson, Lendaris, Limbaugh, McBride, Mercer, Miller, Movahed, Nunn, Ogle, Potiowsky, Ricks, Rosengrant, Seltzer, Svoboda, Taggart, Terdal, Tinnin, Watanabe, Watne, Westbrook, Williams, Wilson-Figueroa, Wineberg, Works.

Alternates Present: Shireman for Adams, Hayden for McBride, Althoff for Svodoba.

Members Absent: Cumpston, Elteto, Fokine, Goldberg, Goslin, Greenfield, Johnson D, Johnson A, Novy, O'Toole, Robertson, Weikel.

Ex-officio Members Present: Everhart, Koch, Liebman, Oshika, Pernsteiner, Pratt, Ramaley, Vieira, Ward.

B. APPROVAL OF MINUTES

The meeting was called to order at 3:06. The Faculty Senate Minutes of March 4, 1996 were accepted as circulated.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. ANNOUNCEMENTS

2. PRESIDENT'S REPORT

- a) PSU is one of six finalists for a Pew Leadership Award to recognize institutions that provide models for restructuring higher education. Nominated by WICHE and AASCU, PSU was selected from a pool of 46 schools by a lay board of CEOs and former university trustees. Three schools will receive awards. RAMALEY distributed and discussed background materials and the agenda for Pew's site visit on April 2-3.
- b) The Kellogg Foundation invited PSU to submit materials for a grant

program on institutional change.

- c) RAMALEY asked the Advisory Council to consider how best to inform the faculty and encourage participation in these initiatives.

3. PROVOST'S REPORT

REARDON was unable to attend. In answer to a question from the Senate Steering Committee regarding certification of unranked faculty, DIMAN reported that OAA uses the requirement for an Instructor (a minimum of a master's degree) and has grandfathered unranked faculty previously eligible.

4. VICE-PRESIDENT'S REPORT (FADM)

5. VICE-PROVOST'S REPORT (OGS)

PERNSTEINER deferred his report. KOCH reported that the Task Committee on Graduate Education is meeting regularly and formed three subcommittees: Principles and Approaches, Organization and Administration, and Operations. These committees are paying special attention to: how judge program quality, interdisciplinary degrees, sufficient faculty staffing, possible PhD programs, the designation of a graduate faculty, the role of research in the PhD, financial and administrative support, and the use of new technologies. A working document will be made available on the Web and open meetings are planned. A summary final report is planned for the June meeting.

D. QUESTION PERIOD

E. REPORTS FROM OTHER ADMINISTRATIVE OFFICERS AND COMMITTEES

E1. Interinstitutional Faculty Senate

OSHIKA reported that there have been no meetings since February. As member of an OSSHE task force, she noted that they will report at the April 19 Board meeting. RAMALEY summarized a recent conversation with Chancellor that identified three phases for the task forces: In Phase I, each will make a series of conclusions from its working documents and the results of focus groups (roughly 15 public plus others by the Oregon Business Council). In Phase II, each will create list of options for OSSHE. Phase II will produce a list of 5-6 long-term issues bearing investments and legislation. Phase III will move toward an implementation strategy such as partnerships, realignments with community colleges, etc. One prospect is the creation of a single catalogue of offerings in engineering among all Portland schools. Materials will be available at and after April 19

on the Web.

E2. University Planning Council

CABELLY reported that the committee had 1) Overseen the 4-credit conversion process
2) Reviewed the new P&T Guidelines for their consistency with PSU's vision statement,
and 3) Reviewed the Library Vision plan.

E3. General Student Affairs Committee (postponed to May)

E4. Faculty Development Committee

H HIERINKX reported that 54 proposals requesting \$356,000 were received. Each was reviewed by 4 committee members and one additional reviewer who had expertise in the field. FDC recommended funding 30 proposals. FDC also reviewed 13 Institutional Career Support proposals. In response to LENDARIS' question of types of requests, she estimated 25% were instructional, the others research.

E5. Academic Requirements Committee (circulated, discussion deferred to May)

F. UNFINISHED BUSINESS

F1. Constitutional Amendments (3/4/96)

After reviewing the sense of the meeting and considering procedural requirements, the Steering Committee has withdrawn the amendments regarding certified faculty.

G. NEW BUSINESS

G1. Writing Intensive Courses

D CARTER, director of Writing Intensive Courses, provided background for three motions: 1) to change its status from pilot to ongoing program, 2) to limit ideally to 20 students per section and end the ceiling on the number of WIC courses offered annually, and 3) to substitute a WIC course for Writing 323. **(Note: These motions were circulated with the agenda)** Authorized in 1993 as a two-year pilot, WIC is now in its third year and provides up to 20 sections in regular departmental courses taught by trained faculty. A WIC course substitutes for WR 323 if passed with C- or above. A year's extension was approved in Spring 95 to allow for completion of a program evaluation. The evaluation which paired 170 papers from Wr 323 and WIC at beginning and end found no statistically significant difference. In addition, evaluators interviewed WIC

students and faculty. CARTER suggested that WIC adds something not provided by University Studies program; for transfer students, it boosts writing skills and for faculty, it strengthens skills by stimulating discussion of how best to teach writing and by offering workshops on how to do it. HARDT/BOWLDEN moved the three motions. Discussion followed: DANIELSON asked whether requiring more than one WIC course was considered. For example, Hawaii requires 5 WIC courses beyond its regular writing requirement; OSU requires 2, other schools 2-5. When Wr 323 disappears under the new Ged Ed requirements, will WIC be emphasized? CARTER reflected on difficulty of staffing a large number of WIC courses. HARDT asked whether the 20 student ceiling was kept. CARTER said occasionally exceeded, though WR 323 at 25 is larger. S BRENNER wondered about implications for staffing and cost and asked, in the case of a required course, whether departments will accommodate >20 students.

Speaking in favor, BOWLDEN doubted that UNST courses can substitute for Writing courses because with 40-45 students, they are too big and urged an increase in the number of WIC courses. CARTER seconded this noting that writing in UNST courses is not discipline specific as are WIC. ROSENGRANT suggested beginning discussions to formalize the relationship between UNST and WIC. CABELLY suggested recruitment might depend on giving stipends to faculty. CARTER offers an annual workshop to 4-5 faculty who are starting WIC plus others interested. WINEBERG asked what will replace WR requirement after UNST replaces Gen Ed. J BRENNER urged continuing evaluation and a move to formalize integration with upper-division UNST cluster and capstone courses. At the suggestion of LIEBMAN, these were added as friendly amendments: 4) there will be ongoing evaluation (form unspecified) of WIC, and 5) the Senate encourages consideration of how to integrate WIC with upper-division UNST cluster and capstone courses. WESTBROOK noted that universities which abolished the general Writing requirement usually allow departmental requirements (as in technical writing). PRATT called attention to the Curriculum Committee's support for the motions (**part of G2 in the mailing**).

The 3 motions plus the 2 friendly amendments were passed unanimously on a voice vote.

G2. Curriculum Committee and Graduate Council Course and Program Proposals

a). PhD in Math Education (**see description and GC's recommendation in G2 of the mailing**) ADAJIAN discussed the proposed degree. The program is unique in its balance between Mathematics and Math Education requirements (MA in Math required plus 18 additional hours each in Math, Education, and an elective such as ed policy or psychology). It fits with PSU's urban mission. Though NSF Teacher Enhancement grants, the Math Learning Center, and a nationally-known eight course program for middle-school math teachers, Math faculty have worked with local educators for more

than 20 years and share a commitment to math education. The program will impel research on the effectiveness of teaching innovations (such as visual math) which will benefit PSU and the profession. Demand for math teachers is high. The program will provide coursework for Ed.D. candidates. Answering POTIOWSKY's question of why the program will be in Math rather than SOE, ADAJIAN noted the emphasis on Mathematics coursework and the number of committed faculty were important. Speaking in favor, EVERHART explained that the program's target is Math educators for higher education (note: like ADAJIAN) and SOE lacks staff to teach the required mathematics courses. Speaking in favor, BODEGOM raised concern about necessary budgetary reallocations. WETZEL estimated the cost at \$100,000 and expected the program to become self-supporting. ADAJIAN noted grants are available. FRANKS/J BRENNER moved and the GC's recommendation was approved unanimously on a voice vote.

b) PRATT discussed the UCC's recommendation to approve a Certificate in Chicano/Latino Studies. (Note: A missing second page with descriptions of courses was distributed) Most courses are being taught. No additional faculty are required. The certificate is a way to organize coursework and mobilize stafftime. Speaking in favor, WESTBOOK noted the growing numbers of Chicano/Latino PSU students and the prospect of building links to a growing PDX Chicano/Latino community. HOLLOWAY noted benefits to all students. HARDT asked why the number credits required (40) was higher than other certificates. PRATT and J BRENNER noted that 3rd year Spanish adds 8 hours on top of 32 for required courses. ROSENGRANT noted Certificate in East European Studies required 39 credits. NUNN noted that the best programs require advanced language study. DANIELSON/J BRENNER moved to accept UCC's recommendation which was approved unanimously on a voice vote.

c) PRATT introduced UCC's recommendations for 4-credit conversion for Math 211/212/213. WINEBERG/FRANKS moved to accept which was approved unanimously on a voice vote

H. ADJOURNMENT

The meeting was adjourned at 4:42 p.m.

April 18, 1996

Final Report to Faculty Senate
1995-96 Budget Committee

Budget Committee Members: Beatrice Oshika, Chair (LING/SYSC), Erik Bodegom (PHY), Michael Bowman (LIB), Carol Burden (ED), Anne Christensen (SBA), Grant Farr (SOC), William Feyerherm (SSW), Stanley Hillman (BIO), Bruce Keller (TA), Jim Kimball (TV), Thomas Kinderman (PSY), Cheryl Livneh (CEED), Mary Ricks (OIRP), Rolf Schaumann (EE), Kes Wold (student member), Alan Cabelly (SBA; Chair, UPC)

Consultants: George Pernsteiner, VP FADM; Ken Harris, Budget Director; Kathleen Stock, Associate Budget Director; Michael Reardon, Provost.

The role of the Budget Committee is to consult with the President and administration on budget planning and priorities. In this academic year, the committee played primarily an advisory and information gathering role. The Budget Committee met on a biweekly basis with briefings and excellent participation at each meeting from FADM staff. Much of the early discussion was on a strategic planning process, with the goal of positioning the University in 1997-99 so that it enters the biennium not projecting a deficit and so that it can make targeted re-investment if sufficient state funds are available.

The budgeting issues are serious. FADM estimated approximately \$1.4M in one-time savings had to be made in 1995-96, and \$1.4M in permanent reductions in 1996-97, to bring PSU into the 1997-99 biennium operating within its projected budget. These estimates assume some additional revenues would be available from other sources, such as increased enrollment and retention, plus targeted OSSHE funds to support the transition to the new General Education curriculum. Some additional revenues were realized during 1995-96, but projected savings and reductions must still be made. The reserve carried into the 1957-97 biennium has provided some planning flexibility.

The Budget Committee was briefed by Janine Allen, Vice Provost and Dean for Enrollment and Student Services, on PSU's enrollment and retention strategies, as they are a key component of the revenue generation plan.

It also heard Provost Michael Reardon and FADM Vice-President George Pernsteiner discuss the role of SCH production as a criterion for targeting budget reductions and also as an incentive for units with increasing SCH. A concern of the Budget Committee was that SCH figures could be used inconsistently, for example, as a basis for decisions to cut programs but not in a parallel way as a basis to invest in programs with high student enrollments.

In April 1996 President Judith Ramaley initiated efforts to use PSU's Strategic Plan to help guide the budgeting process. This includes updating the Plan, completed in 1991, and establishing a process for strategic budgeting that will define how resources should be invested consistent with the mission of the University. Details on how this process will be established are still being developed, but faculty participation is recognized as crucial. The intent is to have this process in place in time to guide allocation of 1997-99 funds.

**TEACHER EDUCATION COMMITTEE
Annual Report -- 1995-96**

Membership: Nancy Brawner-Jones -- SPED
Emily de la Cruz -- CI
Mary Gordon-Brannan -- SPHG
Dawn Graff-Haight -- HE
David Jimerson -- MUS
Jon Mandaville -- HST
Ray Mariels -- ENG
Jeanette Palmiter -- MTH
Leonard Simpson -- BIO
Betsy Steinberger -- EPFA
William Tate -- TA
Suwako Watanabe -- FLL
Emily Young -- ART --Chairperson

Ex-officio: Robert Everhart
Ulrich H. Hardt
Kathy Greey

1. The Committee approved the request from the Department of Public Health Education to admit and recommend students for the Standard License in Physical Education. No new courses are required; graduate courses in exercise and/or teaching physical education satisfy requirements. The Teacher Standards and Practices Commission has granted reinstatement to PSU for this endorsement.
2. The Committee reviewed a preliminary proposal from Continuing Education (ED) and Applied Linguistics to offer two tracks for the newly authorized ESL/Bilingual Endorsement by TSPC and asked to see a fully developed proposal.
3. The Committee heard a description of the computerized Learning Plus Program, developed by Educational Testing Services, to be used as an alternative testing program for students who have difficulty passing traditional basic educational skill tests in reading, writing, and mathematics. Learning Plus has been approved for PSU by the TSPC.
4. The extensive redesign of Oregon licensure is nearly complete, and the PSU School of Education plans to propose a pilot program for the 1996-97 academic year. The Committee has heard plans for the pilot and will review the proposal as it is prepared.
5. The SOE has had three cohorts of secondary teachers--in danger of being laid off--who have been retrained to become elementary teachers. These year-long, part-time programs have been successful, and a fourth cohort for the Added Elementary endorsement has been approved for 1996-97.

6. The Committee heard a report from the Graduate Teacher Education Program Task Force on Admissions and Recruitment. The Task Force was appointed by C & I Department chair, Ulrich Hardt, to look at how recruitment and admissions to the program could be improved, particularly in relation to PSU academic departments. Much valuable information was gathered which will improve services to our students and working relations between departments.
7. The School of Education is preparing for an accreditation visit by the National Council for Teacher Education and for a concurrent program approval visit by the Teacher Standards and Practices Commission on November 17-21, 1996. The Committee and representatives from PSU's academic departments will be closely involved in the preparations and during the site visits.

MEMORANDUM

**Report of the General Student Affairs
Committee to Faculty Senate**

Portland State University March 1996

Committee Membership:

Chair: Fu Li, EE
Faculty: Janet Putnam, SSW
Maria Wilson Figueroa, SOC
David Ritchie, SP
Karen Tosi, CLAS
Students: Amir Arsanjani
Kathy Bash
Dana Comella
Rajan Rathod
Ex Officio: Janine Allan, Vice Provost and Dean for
Enrollment and Student Services
Susan Hopp, Director for Student Development
Robert Vieira, Director for Affirm Actions
Ken Fox, Assistant to Vice Provost and Dean
for Enrollment and Student Services

Policy development and review have been the major focus of the General Student Affairs Committee during 1995-96 Academic year. Continuing the work from the previous year, review of various Student Development Policies has been undertaken. Concerns of students and faculty to these policies are addressed to the committee.

Policy development includes the discussion of establishing policy for Student Employment/Educational Stipends. The draft presented to the committee points out the existence of the educational component in some student employment opportunities and outlines the process of determining the educational values and responsibility levels of such opportunities.

New effort is being made for establishing a system or data pool for student recognition and awards which include internal awards as well as external recognition such as nominations for Who's Who in American Colleges, US Academy of Achievements. Criteria for President's Award for Outstanding Service by a Student and selection process of Commencement Speakers are also being reviewed.

Proposed activities for the remainder of the year include the following:

- ongoing review of existing policy.
- finalization of the proposal for Student Employment/Educational Stipends policy.
- Further discussion of the system/data pool for student recognition and awards.

Memo

E7

Date: April 18, 1996
From: University Library Committee: John ^{Settle} (SBA, Chair) Rudolph Barton (ARCH); Gina Greco (FLL); Bill Savery (ME); Leonard Simpson (BIO); Sandra Wilde (ED); Martha Works (GEOG)
To: PSU Faculty Senate
Subject: Library Vision and Plan

Attached is the report "The PSU Library of the Future: A Plan for Change." The purpose of the presentation to the Faculty Senate is to advise you of the plan, seek your advice in return, and seek a resolution supporting the plan.

Authorship. The Library Vision Committee: Michael Bowman (chair), Daphne Allen, Larry Bruseau, Kathy Greey, Susan Thomas, Janet Wright. This is an ad hoc committee of library faculty and staff formed Spring 1995 to address the issue.

Purpose. The library faculty and staff, and the director of the library, wish to have this document become the basis for an intermediate-term plan for the library.

Primary recommendations.

1. Enhance technological capabilities:

- Wire the library for versatile access to electronic resources
- Move towards networking databases
- Let users do business electronically

2. Improve service capability within the constraints of the building layout:

- Centralize reference and patron service on the second floor
- Centralize periodicals and photocopiers on a single floor
- Reorganize the books to run in call number sequence from the fifth floor down
- Locate government documents, maps and atlases, newspapers, and microforms on a single floor

3. Enhance effectiveness of human resources:

- Move to team-based management
- Cross-train and undertake flexible staffing assignments

Financial implications. Implementation of this plan will require a large one-time expenditure, currently estimated at \$2 million. This money will have to come from a major fundraising effort at the university level; it cannot and will not come from the library's operating budget.

Involvement of the university community. This plan is of interest to all of us. The attached addendum delineates how the plan was constructed and what has been done to publicize the plan and obtain comments from the university community.

Key points of concern. No plan appeals uniformly to everyone. In our survey of the community, we have found the following are the most important concerns.

1. Centralization of periodicals. By separating periodicals from books, we require some people to look in two different places for items in the same call number range. Conversely, however, other kinds of searches (e.g., in journals across a range of call numbers) will be made easier. The reason for the change is to allow better service and maintenance with regard to periodicals.
2. Possible safety concerns on top floors, where staffing will be minimum. The library will coordinate with Campus Security to address this problem.

Requested action from the Faculty Senate

E7

Whereas there is a need for a plan for the direction PSU's library should take in the coming years; and

Whereas a preliminary plan entitled "The PSU Library of the Future: A Plan for Change" has been produced by the library faculty and staff based on usage surveys, library literature, and feedback from selected faculty representatives; and

Whereas the preliminary plan has been circulated to the university community and comments received;

Therefore be it resolved: the Faculty Senate endorses the direction for PSU's library laid out in the preliminary plan "The PSU Library of the Future: A Plan for Change."

Addendum
to the Memo to Faculty Senate
from the University Library Committee
Topic: Library report: "The PSU Library of the Future: A Plan for Change"

The report is the result of a year-long effort by librarians and library staff to provide a blueprint that considers users' needs, staff resources, space needs, and technological changes for the library. Also included is the identification of a need for library fundraising in the approximate amount of \$2 million. After obtaining input from the university community this term, the library intends to adopt the report as a guide to planning.

The following efforts have been made to solicit comments from the university community.

1) The following people or groups have been contacted directly.

- President Ramaley
- Provost Reardon
- FADM VP Pernsteiner
- CADS
- Friends of the Branford P. Millar Library
- PSU Foundation
- University Public Relations
- AAUP officers
- Units of student government through Sharon Brabenac
- PSU Currently
- University Planning Council
- Faculty Senate (this report)

2) Two noon-hour brown bag discussion sessions were held in the Vanport Room at SMC on the following dates:

Tuesday, April 8, 1996

Monday, April 15, 1996.

In total, 19 persons came to these sessions, but their participation was spirited.

3) The report is on-line at <http://www.lib.pdx.edu/visioin.html>, and paper copies are available at the Library Administration Office in the Millar Library. The report can also be sent to an e-mail address by contacting Michael Bowman at bowman@lib.pdx.edu.

The following categories of comments were received by e-mail, in the brown bags, and from individuals in person.

Favorable:

- Wiring the carrels is a great idea.
- Moving the journals to a separate location is a huge improvement.
- The ability to be faxed inter-library materials will be welcome.
- The new plan would improve access for disabled users.
- Concentration of photocopiers in one place is very sensible.

Concerns:

- Periodical separation.
- Potential safety concerns on floors with minimal staffing.
- Potential traffic and noise on heavily used journals floor.
- Overindulging inexperienced user at the expense of faculty and grad students.
- Locating central reference on second floor rather than first.
- Ongoing operational budgetary support for hardware.
- Desirability of conducting more user surveys.

-- Library Committee
 John Settle (SBA, Chair)
 Rudy Barton (ARCH)
 Gina Greco (FLL)

Bill Savery (ME)
 Leonard Simpson (BIO)

Sandra Wilde (ED)
 Martha Works (GEOG)

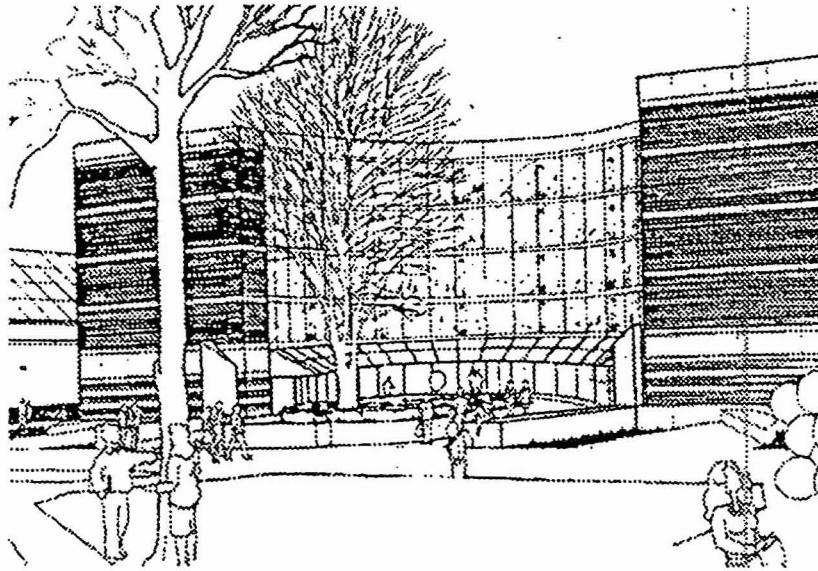
E7

The PSU Library of the Future: A Plan for Change

*Prepared by the Library Vision Committee:
Daphne Allen, Michael Bowman (Chair), Larry Bruseau,
Kathy Greey, Susan Thomas, Janet Wright
18 April 1996*

Abstract

This plan provides a blueprint for the PSU Library of the Future. It considers user needs, staff resources, space and technological change in the context of the electronic library. The plan provides for improved arrangement of collections and services and features a centralized reference area (or "information center") on the Second Floor, a separate Periodicals area on the Third Floor, books by call number from the Fifth Floor down, direct document delivery of interlibrary loan materials, remote access to electronic resources and to forms for various Library services (interlibrary loans, reserve materials, storage requests, book purchases, etc.). Costs and benefits to the user are also discussed. Comments on the plan may be sent to Michael Bowman (bowman@godzilla.lib.pdx.edu, LIB-W or 5-3690).



Preface

The PSU Library is facing significant challenges, not only for space and funding, but also in rising prices of resources and rapidly changing technology. Continuing our effort to support the academic goals and mission of the University requires organizational changes. To provide the best service, we believe that these changes need to be client-based and must allow for optimal application of new technologies.

Significant electronic information resources are now available over the campus network and the PORTALS gateway to the Internet, and others will be purchased to be available on terminals in the Library. There is also continuing expansion of the amount of accessible information, reflected in an increasing volume of publications. We want to be able to integrate such resources and make them as useful and convenient to access as possible.

The changes we are experiencing in the application of technology also mean demand for instruction in the Library's resources will continue to increase. It is now expected by most Library users. Part of the current demand for Internet access is being met by the student computer laboratory. However, the most popular reference resources are the CD-ROM indices to literature and data files. Students in the General Education Program, which has dramatically increased the number of undergraduates using the Library, regularly access several such indices for the completion of a single assignment.

The Library, as we know it, was designed in 1968 to house five subject divisions, each with its own reference desk. In addition, an Information Desk at the entrance of the Library was staffed to provide library users with directional information and ready reference. With loss of revenue in the wake of Oregon's property tax limitation, the Library reduced its staff, reduced the number of reference desks, and limited Information Desk hours to evenings and weekends. The Social Science reference operations were consolidated with Education and Humanities Division Libraries, for a total of four reference areas on four different floors of the Library. Each of these remaining reference areas also experienced a proliferation of computer equipment. Increased reliance on CD-ROM indices means ongoing expense for these systems, in four different locations. In addition, the introduction of the General Education curriculum has made it apparent that the level of reference support required to deal with increased numbers of cross-disciplinary assignments and research is not being met effectively with our decentralized reference divisions.

For cross-disciplinary studies, students usually need to be referred to multiple floors in order to access various indices to the literature of related disciplines. While our students benefit from the subject expertise of librarians on each floor, at the same time certain other important benefits could be obtained by clustering reference resources on one floor: immediate visibility of a variety of resources near a central reference desk, availability of librarians during evening and weekend hours and the economy of wiring fewer floors for computer networks.

Similar experiences in the past few years have led many libraries to rethink their reference configurations. We think our plan, following in the attached pages with some concrete recommendations and costs, will organize our services to meet the information needs, habits and preferences of the PSU community. To be certain, we will survey the student population and we will appreciate faculty feedback on this plan.

The Library Planning Process

In December 1994 the Library faculty held an all-day workshop entitled "Designing our Future." The group reexamined the mission of the Library and established a set of priorities for library development in the next few years. Centralization of Reference services into an Information Center on one floor was the primary item discussed. An outcome of the workshop was the appointment of a Vision Committee composed of Library faculty and staff. The charge to the committee was to consider how the library should meet the economic and technological challenges of the future and what the library should look like five or ten years from now, and to make specific recommendations on the changes which should take place.

The Vision Committee embarked on a Delphi exercise to describe the current Library situation, issues we will be facing in the year 2000 and strategies for dealing with these issues. The Committee also examined through literature (see Selected Bibliography) and Internet communications the modes of adjustment of academic libraries to the changing environment. The driving forces which could be identified as fairly stable trends are summarized:

1. Electronic publication is rapidly replacing paper and film as a medium. However, it is considered just another layer of technology, as libraries will continue to maintain paper and film as well as a growing electronic collection.
2. Retrospective digitization of paper and film media are being undertaken as a means of preservation, especially for materials for which copyright has expired.
3. Research is becoming an increasingly interdisciplinary process, especially as electronic indices tend to be more interdisciplinary than their print predecessors.
4. The use of educational technology will continue to increase in classroom instruction and in distant learning programs. Remote access of information resources will play a much greater role.
5. Libraries are becoming high-tech gateways to the Internet, and increasing resources are being devoted to the development of access systems.

Libraries are becoming high-tech gateways to the Internet.

6. Technology in libraries is no longer considered a capital expense, but an operational expense, as computer equipment should be replaced on a three- year cycle.
7. Changing copyright laws means that scholarly communication through publication will become more prevalent in electronic format via the Internet.
8. Commercialization of information is taking place at a faster pace as the Internet market develops.

Translating the trends into a plan for a more workable Library arrangement was the next task. The Vision Committee examined user needs, staff resources and space considerations in the context of the electronic library. The following plan reflects the Committee's view of the PSU Library of the future.

Primary Recommendations

1. Enhance technological capabilities
 - Enhance remote access via networking databases and development of electronic forms
 - Wire building for widespread network access
2. Improve service within the constraints of the building layout
 - Centralize Reference on the Second Floor
 - Reorganize the books to run in call number sequence from the Fifth Floor down
 - Separate Periodicals from books and place with a staffed point on a single floor
 - Combine Government Documents, Maps and Atlases, Newspapers and Microforms and place with a staffed point on a single floor
3. Enhance the Library's human resources by moving to team-based management, cross-training and implementing job flexibility

Sample Layout

FLOOR

5

BOOKS

STAFF ROOM

A - L CLASSIFICATION

4

BOOKS

WORKROOM

N - T CLASSIFICATION

3

JOURNALS

WORKROOM

SPECIAL COLLECTIONS

2

REFERENCE

WORKROOM

DESK

CARD CATALOG

ELECTRONIC

INTERLIBRARY LOAN
PUBLIC SERVICE
LIBRARIAN'S OFFICES
ALL Z CALL NUMBERS

1

CIRCULATION
RESERVE
ADMINISTRATIVE OFFICES
COMPUTER LAB

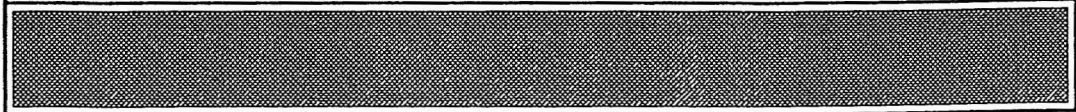
MUSIC LIBRARY
GIFTS
TALN

B

DOCUMENTS
MAPS & ATLASES

WORKROOM

MICROFORMS
NEWSPAPERS
U & V CLASSIFICATION



Benefits for the User

Centralized Reference

Centralizing our Reference functions and moving to a centralized reference point (Information Center) would have several user benefits:

One reference point would make the Library considerably easier to negotiate. At present, library users must first determine in which discipline their question falls before determining which Reference Point is appropriate. This often means that library users can be sent from floor to floor for help, either because they chose the wrong floor or because of the interdisciplinary nature of their inquiry.

A centralized reference point would allow the Library to staff the Reference Desk with librarians on evenings and weekends, as opposed to the current practice of staffing Reference Desks with students at those times. The librarians currently staff the Information Desk on evenings and weekends, but are unable to provide extensive reference help because they are not near the reference collections.

One reference point would bring flexibility to staffing patterns. Instead of groups of four to six people staffing separate Reference Desks, the Library would have approximately one dozen people available for staffing one Reference Desk. This would enable the Library to allocate staff for special tasks, such as developing and maintaining electronic access and resources, and provide the human resources necessary for the Library to become more proactive and forward-looking. Appointments could be made with subject specialist librarians for research consultations.

Finally, a central reference point would eliminate the need for users to go from floor to floor looking for available terminals. It would also reduce the cost of new technological equipment. It costs far less to wire one floor of the Library than four floors, and fewer computers would be needed if they were not spread out over four floors. The user would benefit from the arrangement of subject clusters of CD-ROM indices and reference collections, and could readily pursue an interdisciplinary question by walking from one subject cluster to another. With the networking of CD-ROMs, a user could remain at one terminal and search a great variety of subject indices. And, if help were needed, the Reference Staff would be readily available.

"... the arrangement of the collection could be improved for users."

Interlibrary Loan

Interlibrary Loan service would be more conveniently available, as Interlibrary Loan would be on the 2nd floor, in proximity to the Reference Desk. The user would be able to submit an Interlibrary Loan request during regular hours and could leave requests at the Reference Desk on evenings and weekends. Users could also pick-up materials requested at the Reference Desk on evenings and weekends.

Collection Arrangement

The Committee also determined that the arrangement of the collection could be improved for users. To simplify access to materials in the collection, the Library's collection would be rearranged so that the Library of Congress call numbers would be placed in their logical sequence with the beginning of the classification on the 5th floor and ending in the Basement. Reference materials and Bibliography would be placed on the 2nd floor with the Reference Desk. For the uninitiated, the arrangement of books in call number order from top to bottom would make the Library less confusing.

Microforms

Microform would be located in the Basement with a bank of reader/printers. The centralization of microform collections would also provide more convenient access for the user.

Periodicals Collection

Periodicals would be located on the 3rd floor with a bank of photocopy machines. Users would benefit by the consolidation of journal titles on one floor, still in call number order. Journal items needed could be more readily found, as they would be available in one place. Searching for periodicals would be made less confusing. Staff would be available to assist users in finding materials. Also, locating staff on this floor would increase building security.

One reason periodicals would be separated from the book collection is to provide easier and more convenient access to them. One of the most common problems with periodicals is finding them on the shelves where they are supposed to be. Reshelving of periodicals would be more efficient if they were all on one floor.

Since the bulk of photocopying in the Library is from periodicals, concentrating the periodicals and photocopiers together on one floor would greatly reduce the need for patrons to go from floor to floor looking for an available photocopier. It would also ease locating individual issues, since there would be less need for patrons to take them to other floors.

Patrons using periodicals require more assistance than patrons using books, and a separate periodicals service point enables the Library to provide a place to request assistance. One of the most common questions currently asked at the various desks deals with status of periodicals, whether the Library owns a particular title and its location. Locating the periodicals on one floor will also enable more patrons to find the periodicals they need on their own.

Costs and Benefits

The Library will continue to spend millions of dollars to acquire information and make it accessible but the concepts contained in this plan will result in a more efficient and productive use of this money. Expenditures will be made for electronic databases (the cost of acquisition and the ongoing expense of updates) which are locally maintained (such as CD-ROM systems) and networked systems such as PORTALS. Expenditures on software, hardware and telecommunications will be made within the context of the new Central Reference area which will be specifically designed to take advantage of new formats and information systems.

But the realization of this visionary future will only occur if we are able to meet the critical one-time costs needed to make the transition from today to tomorrow. These costs can be outlined as follows:

1. Remodel of Millar Library	\$ 830,000
2. Increase shelving capacity and move collection to new configuration	\$ 312,000
3. New furnishings for Reference areas	\$ 235,000
4. Computer equipment and networking	\$ 623,000
Total	\$2,000,000

While these are capital expenditures they also have an added impact in that they address needs which the Library is facing regardless of the vision plan. For example, the Millar Library has already reached a critical point in terms of shelving for books and

journals. New electronic formats will not replace the current flow of monographs and periodicals in the foreseeable future, and the Library is faced with the need to develop maximum shelving capacity in addition to adding computer stations.

Furthermore, the Library has already purchased 120 computers which should be replaced over the next three years; its main computer will have to be upgraded and memory added, and as new equipment is added the network wiring will have to be expanded. The growing number of databases being issued on CD-ROM will create a need to purchase more workstations, including furniture designed to make the most efficient use of space. If these expenditures are made within the context of the vision plan the result will be a much more effective use of funds.

Given the \$2 million needed to achieve our vision it will be necessary to look beyond internal funding sources. There are several reasons why an appeal for support from outside the University can be successful. Creating the Library of the Future at Portland State University builds on strength: the PSU Library has an excellent reputation and it is the only large academic library in the Portland area. The need is one-time and we are not seeking ongoing support. Funds will be used to achieve a specific purpose, as outlined in this report, and will improve service and efficiency. The plan is based on new technology and is intended to fulfill the promise of the information superhighway, the virtual library and the information revolution as it affects scholarly communication. Finally, the new Reference Area/ Information Center will be a showcase of technology and information service for the scholarly community which could be an ideal naming opportunity.

Current Situation

Layout

The Library is currently organized into departments as follows:

- Basement: Reference and collections in Business, Economics, Law and Government Documents.
- First Floor: Circulation, Reserve, Interlibrary Loan and the Information Desk (which is not staffed during the day).

- Second Floor: Reference in Children's Literature, Medicine and the Social Sciences (except Business, Economics, Geography, History, Law and Political Science). Collections in Children's Literature, Education, Library Science, Medicine and Psychology
- Third Floor: Reference in the Humanities (except Children's Literature), History and Political Science. Collections in the Humanities, except Children's Literature.
- Fourth Floor: Not staffed. This floor has books and journals for the Social Sciences, except for those sections on the Second Floor and the Basement, as well as the Map Collection.
- Fifth Floor: Collections in Agriculture, Engineering, Military Science and the Sciences. Reference in those areas, as well as in Geography and Maps.

Staffing

Each floor, to some degree, operates autonomously. The Basement has three Library faculty members and three Library technicians; the Second Floor has three Library faculty members and two Library technicians; the Third Floor has three Library faculty members and two Library technicians; and the Fifth Floor has two Library faculty members and two Library technicians.

There is a Reference Desk on each staffed floor. These desks are staffed from 8 AM–9 PM Mon–Thurs, 8 AM–7 PM Fri, 10 AM–7 PM Sat and 11 AM–9 PM Sun. The Reference Desks are staffed by Library faculty members or Library technicians from 8 AM–6 PM Mon–Fri; and staffed by (primarily undergraduate) students at all other times.

The Information Desk on the First Floor is staffed from 6 PM–9 PM Mon–Thurs, 10 AM–6 PM Sat and 11 AM–6 PM Sun by Library faculty. There is no reference collection at this location.

Two students are employed to walk through the building to provide directional information and some security after the Desks on the Floors close at 9 PM.

The Basement and Fifth Floors are responsible for their own shelving and journal binding. The Second, Third and Fourth Floors are jointly managed in those two areas.

Forty percent of users are in the Library on evenings or weekends.

Proposed Organization and Layout

Reference

Approximately thirty percent of PSU classes are held in the evenings. Annually, there over 700,000 users of the Library. Approximately forty percent of them use the Library in the evenings or on weekends. Half of all Library users are PSU undergraduates and another twenty percent are from outside the University.

The Committee recommends that Reference be centralized on the Second Floor, with some exceptions. This would be substantially more efficient from a staffing point of view than multiple reference desks throughout the building (see Staffing below) and provide better service on evenings and weekends. At the same time, patrons will be able to make appointments with subject specialists (who would also have office hours), as needed. Although some online catalog terminals would remain located throughout the building, electronic indices and the majority of online catalog terminals would be placed in the Reference area.

Some collections would remain separate: Government Documents, Maps and Atlases, Microforms, and Newspapers. These could be located in the Basement and combined with an additional service point. This could be staffed by the Documents staff during the day and by students on evenings and weekends. However, it would require the transfer of additional personnel from Public Services.

Staffing

A *sample* staffing pattern for the Central Reference Desk might be:

Desk open: Mon–Thurs 8 AM–10 PM, Fri 8 AM–7 PM, Sat 10 AM–7 PM, Sun 11 AM–10 PM.

One Library faculty member will be scheduled at the Reference Desk at all times. Additional faculty will be scheduled as needed during busy times of the day.

In addition, one Library technician will also be scheduled for the Reference Desk during the hours Mon–Fri 9 AM–5 PM. A second

technician will be scheduled as needed during the busy times of the day.

In addition, one trained student will be scheduled for the Reference Desk during the hours Mon–Thurs 5–7 PM and on weekends.

All Public Services faculty, technicians and trained students will be scheduled for duty at the Reference Desk. The number of people assigned to the desk at one time would be determined by usage. During peak hours additional staff would be assigned.

A staffing pattern like this would provide a well-staffed service point, as well as freeing staff to do other work. Multiple staffing of a central reference desk would allow a division of labor based on individual expertise. For example, one person might deal primarily with the electronic resources and one person might be available in the reference area to help patrons on the spot.

Indices and electronic information sources are accessed similarly, no matter the discipline. This demonstrates the similarity of reference work between the disciplines. However, there are queries which do require subject expertise. For these more complex reference queries, patrons will be able to make appointments with, or visit during office hours, the appropriate subject specialist.

The current system of hiring students to patrol the building in the evening would still be used to provide security for people on various floors and for basic directional help.

The Collection

Books

Many of the questions asked at the Reference, Information and Circulation Desks concern locating a specific call number. Logically arranging the books in call number sequence, from A on the Fifth Floor to V in the Basement, with Z (bibliographies) in Reference, would make it much easier for patrons to locate their books without assistance.

Periodicals

The Committee recommends separating the periodicals from the books and monographic series and housing them on the Third Floor. This floor needs to be staffed separately, with staff from Public Services.

One reason journals would be separated from the book collection is to provide easier and more convenient access to them. One of the most common problems with journals is finding them on the shelves where they are supposed to be. Reshelving of journals would be more efficient if they were all on one floor.

Since the bulk of photocopying in the Library is from journals, concentrating the journals and photocopiers together on one floor would greatly reduce the need for patrons to go from floor to floor looking for an available photocopier. It would also ease locating journals, since there would be less need for patrons to take them to other floors.

Patrons using journals require more assistance than patrons using books, and a separate journals service point enables the Library to provide a place to request assistance. One of the most common questions currently asked at the various desks deals with status of journals, whether the Library owns a particular title and its location. Locating the journals on one floor will also enable more patrons to find the journals they need on their own.

Locating journals on the Third Floor would put them nearer the indices, which will be in the Reference Collection on the Second Floor, than were they kept interfiled with the book collection.

Journals would still be shelved by call number, as they are now. This would keep journals on like subjects near one another. The current issues display shelving on the Third Floor would be maintained and expanded.

Staff will be rotated between Periodicals and Reference to maintain interdepartmental communication and flexibility.

Electronic Resources

Electronic information sources, on CD-ROM or available over the campus network, need to be available in the Reference Area. The Committee recommends networking all the CD-ROM products together (as at Oregon State University) and setting up a large bank, or banks, of terminals in the Reference Area which can access all the databases to which the library subscribes. The number of simultaneous users of each database can be regulated to ensure the Library does not violate its licensing agreements.

During peak hours additional staff would be assigned to the Reference Desk.

Networked CD-ROMs can also be made available for remote access, if licensing agreements allow. In the future, more databases will be accessible on the Internet. Computers to access a CD-ROM network or the Internet will require network cabling. It would be much less expensive to wire the Second Floor than each existing subject floor.

The Committee recommends developing an Automated Information Kiosk for the First Floor to replace the Information Desk, near the Library entrance.

Microforms

Due to space considerations, microforms will need to be kept together in the Basement, even though this separates them from the paper journals. Keeping them in the Basement will also allow the microform readers and reader/printers to be kept in close proximity to the materials.

Government Documents

Government Documents will need to remain separate from the Central Reference area because of their different classification system. Reference for Documents requires easy access to the collection, which is too large to fit on the same floor as the Central Reference collection. As a result, it will remain in the Basement with its own service point. Documents will need to maintain a separate computer network for their electronic resources.

Maps

Maps need to remain separate from Central Reference due to their unique nature and space requirements. Most maps are acquired from the Federal Government, thus Maps should be moved to the Basement with Government Documents, where there will be a service point. Any move to enhance the Map Collection would require the Library to create the position of Map Librarian due to the amount of specialized work required.

Newspapers

Due to special shelving requirements, current newspapers need to continue to remain as a separate collection. Due to space considerations, current newspapers should be moved to the Basement, which will also put them near the back issues, which are on microfilm.

Music

The Committee recommends moving music sound recordings and scores (which are in the Library's catalog), equipment and staff to the Millar Library from Audiovisual Services. At present, there are problems with accessing the music collection due to the separate location of Audiovisual Services and their shorter hours. It could be placed in Rooms 170 and 180 (the current Card Catalog Room and Interlibrary Loan Office). If necessary, scores could be shelved by call number with books. Space precludes relocation of the video collection.

Suggested Configuration

The Committee has developed a suggested configuration.

Basement

The Basement would house the Documents Reference Desk, a staff workroom and the following collections: Government Documents, maps and atlases, microforms (with the reader/printers), newspapers and some books (probably the U and V call number range, Military and Naval Science, which complements the Government Documents collection).

First Floor

The First Floor would house: Circulation/ Reserve, the Administrative Offices, the Microcomputer Lab, TALN, Gifts, the Copy Center, an automated information kiosk and the Music Collection.

Second Floor

The Second Floor would house the Reference Area, both print and electronic, the card catalog, all Reference Librarians' offices, an expanded staff workroom, Interlibrary Loan, all Z call number books (bibliographies), and perhaps some of the T range of stacks.

Third Floor

The Third Floor would house Periodicals, both current and bound, the bulk of the Library's photocopiers and a staff workroom and service point (perhaps a dutch door to the workroom).

Fourth Floor

The Fourth floor would house the upper end of the call numbers and a staff workroom.

Fifth Floor

The Fifth Floor would house the beginning of the call numbers (A-whatever fits) of the stacks and the staff lounge (in the space currently occupied by the staff workroom).

Space Considerations

The Library faces serious space problems. Initially, the Library could acquire and install some more shelving in the building. The Library should also explore installing compact shelving in the current storage facility and work with PORTALS to establish a regional storage facility. The floors in the Library can not support the weight of compact shelving so that is not an option. The Friends of the Library can also be encouraged to find corporations willing to donate warehouse space for storage purposes.

Remote Users

The Committee recommends establishing a World-Wide Web form and a regularly checked e-mail address for remote users' reference questions. Complex questions would be forwarded to the subject specialists.

Another Web form and a regularly checked e-mail address should be established for interlibrary loan requests. The Committee recommends having interlibrary loans faxed directly to on-campus patrons by the lending library.

The Committee recommends creating additional Web forms to supplement other library services as well: placing items on reserve, book purchase recommendations, storage requests, etc.

Collection Development

The Committee recommends the Library revise its collection development allocations by reexamining them in light of the University's emphases and priorities. Furthermore, the Committee recommends that the Library, in consultation with other OSSHE libraries and PORTALS, select areas in which to develop unique collections. Having unique collections ensures the Library will always have something to offer its partners.

The Committee recommends the Library digitize unique collections and items of regional interest, and arrange for their online access.

The Committee recommends the Library develop a World-Wide Web form for book requests, which can be presented in formats useable by patrons, book selectors, Acquisitions and Cataloging.

Equipment

Wiring

As use of electronic resources and portable computers becomes more pervasive, patrons will have a need for the building to accommodate them. The Committee recommends that all study rooms and many carrels be wired for computer use. The Library may also wish to acquire portable computers for in-house loan.

The Committee also recommends the Library acquire a building-wide sound system (either a public address or a bell system) to let patrons know when the building is closing.

The Committee recommends the Library install more public telephones. It also recommends acquiring portable phones for the Central Reference Desk. These would

be used to make answering telephone reference questions more efficient by allowing the librarian to take the telephone to materials being consulted.

Photocopiers

The Committee recommends exploring whether an outside vendor would wish to establish a copy center on the first floor of the building. There should still be a photocopier on each of the book stack floors and several on the periodicals floor. In any case, the Library needs a color photocopier, a photocopier which can handle large sizes and express photocopiers which can be used for copying ten pages or less.

Printers

The Committee recommends the Library explore charging for printing from periodical databases. This would be easier to accomplish if the databases were networked together. Printing from the online catalog should remain free of charge.

Access to materials and services would be enhanced for remote users.

Furniture

The Committee recommends the Library use appropriate, standard computer furniture, which would save much space in the Reference Area besides looking and functioning significantly better than the current furniture.

Maintenance

The Library *must* have in-house technicians to routinely repair and service computers, microform readers, etc.

Management and Personnel

The Committee recommends a team-based management approach in Public Services. Each team would be responsible for its sphere and would have a budget and decision-making authority.

Another recommendation of the Committee is to implement cross-training. The flexibility of the organization is enhanced if there is a pool of employees who can all work in a range of job functions as needed.

As a result of this, the Library should reexamine each job function and determine what level of employee is appropriate for that function.

Organization

Most teams would report to the Assistant Director for Public Services. Each team would have a *rotating* membership with a pool of every Library faculty member and technician who works in the area. The teams would elect a chair or coordinator for set terms. The teams would have interlocking membership (i.e., a member of the Reference team is always on the Systems team). A method of consistent, ongoing communication would be required (e.g., posting of minutes for each meeting on the Library LAN).

Teams

- Reference
- Student employee supervision and training
- User education (both staff and patrons)
- Computer systems (reports to the Systems Librarian)
- Periodicals

- Documents
- Collection Development/Management (report also to the Collection Development Coordinator)

Library Faculty Job Descriptions

The job descriptions of the Public Services faculty would remain essentially unchanged. Each Library faculty member would continue to be responsible for collection development, library instruction and advanced reference in a particular subject area, as well as serving at the Central Reference Desk.

User Education

The Committee recommends expanding the existing user education program to include both continuing education for Library employees and series of workshops for users.

The Committee recommends that the User Education Team also be responsible for writing regular articles for *PSU Currently*, the *Vanguard*, etc. (for example, articles on new developments or new electronic resources).

External Issues

The Library needs to continue working closely with the Office of Information Technologies and PORTALS.

The Library needs to establish consistent, regular fund-raising activities.

Recommended Priorities

Short-term, No Cost

1. Employ a computer technician by moving a qualified student from Public Services to Systems
2. Develop WWW forms and implement electronic reference
3. Set up an information kiosk on the first floor
4. Begin implementation of team-based management
5. Formalize staff training
6. Look for additional external funding

7. Revise collection development allocations based on current programs, enrollments, etc.
8. Explore charging for printing from CD-ROM databases
9. Publicize Library services

Short-term, Some Cost

1. Network CD-ROMs
2. Acquire additional shelving
3. Begin purchasing appropriate computer furniture
4. Acquire one color photocopier
5. Acquire portable telephones for the Reference Desks

Long-term

1. Consolidate Reference Area (including wiring for present and future computers needs) and the Basement; reorganize the collection from A-Z
2. Install public address or bell system
3. Acquire more computers
4. Complete team-based management
5. Cross-train staff and implement job flexibility
6. Separate Periodicals
7. Expand user training program
8. Wire Library (additional electrical outlets and network ports) for patron's use of laptops and for additional terminals on the floors
9. Create a copy center
10. Move sound recordings and scores to the Library
11. Digitize unique collections and items of regional interest

Selected Bibliography

Adams, Judith A. and Bonk, Sharon C. "Electronic Information Technologies and Resources: Use by University Faculty and Faculty Preferences for Related Library Services." *College & Research Libraries*. Mar. 1995, vol. 56, no. 2, p. 119-131. (Z671 .C6)

SUNY University Center Libraries conducted a four-campus survey of faculty use of electronic information technologies and resources, the first such study to include all academic disciplines and a broad range of faculty at institutions in a consortial relationship. Findings revealed inequalities in access among disciplines, faculty lack of knowledge about resources, and interest in initiating library transactions via e-mail.

Bristow, Ann and Buechley, Mary. "Academic Reference Service over E-Mail: An Update." *College & Research Libraries News*. July 1995, vol. 56, no. 7, p. 459-462. (Z671 .C613)

The authors identify and address policy issues involved in e-mail reference service at the Indiana University Library. Since this is a service being considered by Millar Library, the article has implications for our planning process.

Butcher, Karyle S. and Kinch, Michael P. "Who Calls the Shots? The Politics of Reference

Reorganization." *Journal of Academic Librarianship*. Nov. 1990, vol. 16, no. 5, p. 280-284. (Z671 .J55)

This article directly addresses problems encountered in library reference restructuring at Oregon State University. As an example of the kind of pitfalls to avoid (and ways to avoid them), it is very useful.

Crawford, Walt and Gorman, Michael. *Future Libraries: Dreams, Madness, & Reality*. Chicago, Ill.: American Library Association, 1995. (in process)

This book is an excellent presentation of the problems libraries are facing now and will face in the future. By putting the electronic library into perspective along with its related technology, the authors have provided a very useful tool for realistic planning.

Drabenstott, Karen Markey. *Analytical Review of the Library of the Future*. With the research assistance of Celeste M. Burman. Washington, DC : Council on Library Resources, 1994. v, 200 p. + 1 computer disk. (Z678.9 .A4 U627 1994)

The author provides an analytical digest of literature on the library of the future. Topics covered include digital libraries and the tools necessary to access them and phases in the

application of information technology to libraries. Reference librarians will have new roles and develop new products to assist users with electronic information.

Gunning, Kathleen, Myers, Judy E. and Bailey, Charles W. "Networked Electronic Information Systems at the University of Houston Libraries: the IRIS Project and Beyond." *Library Hi Tech*. 1993, vol. 11, no. 4, p. 49-55, 83. (Z671 .L699 Processing)

The University of Houston's experimental Intelligent Reference Information System (IRIS) is described. The system includes a CD-ROM network and Reference Expert, an expert system developed to help users select appropriate printed and electronic reference sources.

Lewis, David W. "Making Academic Reference Services Work." *College & Research Libraries*. Sept. 1994, vol. 55, no. 5, p. 445-456. (Z671 .C6)

Recent discussions of reference service have considered alternative approaches to service and have called upon reference librarians to play new roles. Absent from most of the discussion has been an understanding that organizational changes are required if reference librarians are to accomplish what is being asked of them. A detailed list of the changes which are required to make reference service effective is included.

Lynch, Beverly P., ed. *Information Technology and the Remaking of the University Library*. San Francisco, Calif. : Jossey-Bass, 1995. (LB2331.72 .N48 no.90)

Seven essays on the topic are included in this issue of the *New Directions for Higher Education* series. Of particular interest is Clifford Lynch's essay on the technological framework for library planning in the next decade.

Mardikian, Jackie and Kesselman, Martin. "Beyond the Desk: Enhanced Reference Staffing for the Electronic Library." *RSR: Reference Services Review*. 1995, vol. 23, no. 1, p. 21-28, 93. (Z1035.1 .R43)

The authors offer a taxonomy of reference tasks and degree of training/specialization required to perform these tasks. They suggest that the most

efficient reference operation will include a staff mix of varying skill levels. The idea that librarians are knowledge managers and should be at "the beginning of the information transfer cycle rather than the end" was emphasized.

McCarthy, Cheryl Ann. "Students' Perceived Effectiveness Using the University Library." *College & Research Libraries*. May 1995, vol. 56, no. 3, p. 221-234. (Z671.C6)

The author describes a study made of University of Rhode Island students in 1993. Students were asked to rate their effectiveness, their satisfaction, and their needs and expectations in the use of library resources. Study design, methodology and data compilation are detailed.

Olsen, Jan. "Cornell University's Albert R. Mann Library: A Prototype for Today's Electronic Library: Introduction." *Library Hi Tech*. 1994, vol. 12, no. 3, p. 32-37. (Z671 .L699 Processing)

Olsen describes the shift of Mann Library from the paradigm of the research library based only on printed information to the paradigm of the research library also encompassing electronic information. She emphasizes group decision making and extensive financial support for staff development. The rest of this issue (for which this is an introduction) is an account of the real events and experiences related to constructing a working electronic research library.

Shapiro, Beth J. and Long, Kevin Brook. "Just Say Yes: Reengineering Library User Services for the 21st Century." *Journal of Academic Librarianship*. Nov. 1994, vol. 20, no. 5/6, p. 285-290. (Z671 .J55)

This article describes how reengineering can be applied in library settings and the reengineering effort that is ongoing at Rice University through collaborative efforts between the library and computing. The importance of developing a continuously changing organization as opposed to a one-time structural reorganization is stressed. The focus must be user-centered. Technology must be integrated throughout the library and "new age librarians" must be as comfortable using hardware and software as they have been with the information itself.

INTERCOLLEGIATE ATHLETICS BOARD

ANNUAL REPORT TO THE FACULTY SENATE

May 1996

Board Membership: Steven Brenner, SBA (chair); Clyde Calvin, BIO; Bruce Stern, SBA; Bob Walker, TV; Judith Van Dyck-Kokich, XS-ESP; Jim Mustard, Std. Ins. (community); Susan Hayden (UG student); Kim Manifesto (UG student); Cori Roper (UG student)

Ex-Officio: Bob Lockwood, JUST; Anne McCoy, ATH; George Persteiner, FADM; Jim Sterk, ATH; Kathleen Stock, FADM

During the academic year the IAB has undertaken a number of activities in its role as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing intercollegiate athletics. The most significant activities include:

1. Development of a gender equity survey evaluation process and a gender equity plan for the University

During Fall Term the IAB determined that information about the athletic interests of PSU students is essential to the development of an appropriate gender equity plan for the University's Intercollegiate Athletics Department. An outside marketing research firm was hired to provide independent administration of an NCAA developed athletic interest questionnaire. The survey has been analyzed and will be a major component of the plan being developed jointly by the IAB and the Athletic Department.

2. Development of a religion and athletics policy for the University

As reported previously to the Faculty Senate the IAB developed a draft set of, "Religion and Intercollegiate Athletics Guidelines," received comments on the draft from 5 outside reviewers, revised the guidelines and have submitted them to the Oregon Attorney General's Office for their comments and advice. The current draft version is attached to this report.

3. Development of a policy concerning missed classes due to university sponsored events.

Problems with student athlete travel (especially the travel associated with post season championships) gave rise to the development of a student welfare policy about missed classes. The drafted policy will be discussed with both the Student Affairs Office and the Provost's Office. When its ready for action, the policy will be brought to the Faculty Senate for discussion and approval.

4. Analyzed and approved the Athletic Department's IFC budget for 1996-97.

The IAB analyzed and approved the Athletic Department's 1996-97 IFC budget submission.

5. Developed and distributed the "IAB Report" for 1996.

During April the IAB's newsletter, the "IAB Report" was printed and distributed to Faculty and Staff. It reported on various activities of the IAB and of the Athletic Department.

6. Participated in the institution's NCAA self-study report.

The University, as an NCAA Division II institution, is required to undertake an athletic program self-study. It is similar to, but simpler than, the NCAA's certification process for Division I schools. Members of the IAB developed information which will be used by PSU's Faculty Athletic Representative to the NCAA, Robert Lockwood, to create our self-study report for this year.

7. Met with the Associate Commissioner of the Big Sky Conference.

Big Sky Conference Associate Commissioner Kathy Noble visited PSU during Winter Term and spent time meeting with members of the IAB. We discussed issues of mutual interest (the future of the Conference, the Conference logo redesign, athletic budgets, travel schedules, women's basketball double headers with the men's program, etc.).

Respectfully submitted,

Steven N. Brenner, SBA
Chair, Intercollegiate Athletics Board

Prepared by PSU's Intercollegiate Athletics Board
Please send written comments to: Steven N. Brenner, IAB Chair, School of Business Administration,
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Draft 4 --- March 11, 1996

Religion and Intercollegiate Athletics Guidelines

Rationale

From time to time there have occurred situations where the existence of policies concerning the proper relationship between religion and intercollegiate athletics would have been helpful. The guidelines which follow are intended to provide assistance and direction for those involved in intercollegiate athletics and their administration.

The guidelines are designed to eliminate actual or implied religious coercion. Generally, coaches and athletic administrators, when acting as representatives of PSU, are prohibited from soliciting or encouraging religious activity and from participating in such activity with student athletes.

Individuals who participate in the conduct of PSU's athletic programs should think about the propriety of their actions in this area by considering the principles and guidelines provided within this document. The goal is to allow appropriate religious expression while avoiding coercion and/or any suggestion that the University has an official position for or against religion or a particular religion.

Principles

The development of specific guidelines has been based on four principles:

- 1) the Constitutional prohibition of governmental establishment of religion;
- 2) the Constitutional protection of the free expression of religion;
- 3) adherence to applicable State and Federal legislation and relevant court interpretations thereof;
- 4) proper exercise of positional power by athletic staff members and coaches.

The specific guidelines which follow have been derived from the above four principles.

Guidelines

The Guidelines which are described below represent an attempt to provide athletic coaches and administrators with policies and suggested actions with respect to religion in PSU's intercollegiate athletics. It is suggested that copies of these guidelines be provided to each coach and be available for student athletes, the University community and the general public.

A. Recruiting

Coaches shall not use a prospective athlete's religion or religious fervor as a criterion for or against recruitment or scholarship decisions, nor shall the coach's or team member's religious interests be used as a recruitment tool.

Examples of precluded behavior:

- suggesting that playing time is partly or totally based on a prospective athlete's religious beliefs or behavior.
- awarding of scholarship dollars based on a prospective athlete's religious beliefs or behavior.

Examples of acceptable behavior:

- answering questions posed by a prospective athlete or the athlete's family about the ethical values embodied in the coach's program.
- talking about the values which the coach expects from the student athlete

B. Prayer

Portland State University recognizes the right of its coaches and athletes to choose to or not to: pray, observe moments of silence, meditate and otherwise exercise or express their personal religious choices in a manner which does not indicate or imply such behavior is sanctioned by the University.

Prayer, of PSU athletes, may not be led by or participated in by coaches, athletic administrators or other people acting under color of State authority. Coaches should avoid the appearance of promoting prayer by removing themselves from any such activity that, due to its time, manner or location, could be viewed as encouraging or mandating student athlete attendance at a religious activity. Prayer involving more than one student athlete shall be conducted in a manner which does not appear to be an official activity of the team.

Examples of precluded behavior:

- coach calling players to a prayer meeting.
- coach transporting team members to a church service (except as noted below).
- official team meeting immediately before or after a game for a prayer.

Examples of acceptable behavior:

- coaches may engage in prayer in private settings such as their own office outside the presence of student athletes.
- a student athlete may kneel and observe a brief moment of thanksgiving after scoring.
- coaches may, only when on the road with their teams, transport student athletes (who voluntarily request such transportation) to a religious service and may stay and attend such a service with those students.

C. Favoritism

Coaches shall not display favoritism toward, or prejudice against, any continuing student athlete due to their particular religious behaviors or beliefs.

Examples of precluded behavior:

- denial of scholarship renewal to a player who refuses to participate in team prayer meetings.
- coach selecting team captain based partially on the athlete's acceptable religious beliefs or behavior.
- differences in playing time based on an athlete's religious beliefs or behavior.
- differentially treating athletes for missing team activities due to practice of their religious beliefs.

D. Public Statements and Behavior

Coaches and athletic administrators must scrupulously avoid making statements, displaying behaviors or taking actions which could be perceived as encouraging, supporting or promoting a particular religious viewpoint, due to the fact that the public could interpret those individuals as representatives of Portland State University.

Examples of precluded behavior:

- speaking in public or being interviewed and advocating for a particular religion or religious belief unless the individual explicitly notes that he/she is speaking personally, not as a representative of the University.
- while giving a talk to a community group suggesting that religious players are better team players.
- using team buses to transport athletes to a church meeting.

Examples of acceptable behavior:

- attending and being active in the church of his/her choice.
- expressing a religious view so long as it is clearly labeled as their personal view separate from their role as an athletic professional.

E. Coercion

No coach or athlete shall be required by any University employee or student to exercise or express any religious belief or behavior.

Examples of precluded behavior:

- requirements that coaches and/or athletes attend church.
- a team leader suggesting that attendance at a "team" prayer meeting is expected.
- an athlete repeatedly pressuring teammates to attend church.

Examples of acceptable behavior:

- an athlete inviting others to attend a church service at his/her church.
- an athlete encouraging others to participate in a bible study group.

F. Grey Areas

When a coach or athletic administrator is confronted with any situation covered by these guidelines and is unsure about the proper behavior in that situation, the proper course of action is to seek guidance from the Athletic Director. Should the AD be unsure about the situation he/she shall bring the matter to the Intercollegiate Athletics Board or the University's President for resolution.

**Steering Committee Motions considered by Faculty Senate on 2/5/96,
modified by Senate Steering Committee on 2/19/96,
referred by Senate to Ad Hoc Committee on Procedures for Curricular Change on 3/4/96.**

BACKGROUND

The following 3 motions are offered in response to concerns voiced by various faculty members, and brought to the attention of the Senate Steering Committee.

The first is related to the review process [or lack thereof] for new and experimental courses. While there is a university-level review process in place for courses submitted for discrete number designation, there is often little review of courses before they are first offered [typically with omnibus number designations, such as 410/510/610]. The concern is that *any course given at PSU should have at least some minimal level of peer review before it is offered.*

There are two aspects to the creation/offering of courses:

- a) Quality assistance and programmatic appropriateness via peer review.
[The spirit of this is a "negotiating" process to yield a course that is appropriate from a programmatic point of view and also from an academic quality point of view; as in all negotiations, it is recognized that the result may be a "no go".]
- b) Executive decision(s) about the actual offering of the course.
[This typically relates to resource allocation and scheduling issues.]

The second two relate to the observations that there appears to be some non-compliance to a long-standing OSHE policy that a given course may be offered as an omnibus numbered course a maximum of 3 times; thereafter if the faculty wishes to continue to offer it, it must be offered as a discrete numbered course, entailing the normal university-level review process [this does not apply in the cases where departments use the omnibus numbers as a mechanism for cross-listing courses in other departments that do have discrete number designations].

MOTION 1: Review Requirements for New and Experimental Courses

Every new course at PSU, experimental or otherwise, must be peer reviewed prior to its first offering. This review is typically to be performed by designated faculty cohorts in a Department or Program for courses offered within those units. Review of courses involving faculty from more than one department is to be performed as above by each of the departments/programs involved; for the case where the proposing faculty are within a single school/college, they *may elect* instead to obtain review from their school/college curriculum committee, and for the case where the proposing faculty are from more than one school/college, they *may elect* instead to obtain review from the University Curriculum Committee or Graduate Council, as appropriate. After passing this peer-review phase, implementation-related decisions rest with the administrator(s) responsible for the unit(s) within which the course is to be offered. The above review requirements will be applied retroactively to all courses not having been so reviewed, beginning [date to be determined]. When a course is being submitted for discrete number designation (i.e., x11-x98), the usual review process will be used.

MOTION 2: Time Limit on Omnibus Numbered Courses

Compliance with the Oregon System of Higher Education's three-times rule for omnibus numbered courses (i.e., x07, x10, and x99) is expected, and should be applied retroactively to all such courses. This means that courses may only be offered up to 3 times as an omnibus number; if the faculty wishes to further offer such a course, a discrete number designation must be

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obtained. At PSU the x10 designation is used as a mechanism for departments/programs to cross-list courses that already have discrete number designations in other departments/programs. Per prior practice, the 3-times rule does not apply in these cases.

MOTION 3: Monitoring of Omnibus Numbered Courses

Each unit offering x07, x10 and x99 courses will maintain a current list of such courses with the number of times each has been offered, their respective review status, and targeted year for seeking permanent status, if appropriate. Each department is expected to self enforce compliance to the 3-times rule.

Notwithstanding, each school/college will monitor the x07, x10 and x99 courses offered by its departments/programs and encourage compliance with the 3-times rule. Each school/college will send to OAA a compiled listing of those x07, x10 and x99 courses to be offered by its units the following term at least one week before final editing of copy for the following term's PSU Schedule. OAA may delete non-complying courses from the Schedule, and if so, will notify affected departments/programs of such action.

The above does not apply to the x10 designations used to cross-list courses in other departments/programs that already have a discrete number.

Modified 2/19/96

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**Portland State University
School of Urban and Public Affairs**

MEMORANDUM

April 19, 1996

To: George Lendaris
Presiding Officer
PSU faculty Senate

From: Walt Ellis, Chair *Walt Ellis*
PSU Graduate Council

Re: Graduate Council Approvals in Education and Environmental Science Programs

At the April 3, 1996 meeting, the Graduate Council approved the following program proposals:

1. Proposal for the addition of a fourth specialization to the Doctor of Education (Ed.D.) degree, covering the curricular area of special and counselor education. **The proposal was approved as submitted.**

2. Proposals for changes in environmental Science programs, including:

- o addition of Economics and Geography as departments in the ESR Ph.D. program--**approved as submitted.**
- o new program proposal for masters programs in ESR: Master of Science, Master of Environmental Management--**approved as submitted.**
- o proposal for a joint campus program in environmental science, studies, and policy, in collaboration with UO and OSU and attached to the MS/MEM proposal--**approved as submitted.**
- o Proposal for Master of Science in Teaching (MST) specialization in Science:Environmental science--**approved as submitted.**

cc: Linda Devereaux
Office of Academic Affairs

PORTLAND STATE UNIVERSITY

PROPOSAL FOR THE ADDITION OF A FOURTH SPECIALIZATION
TO THE DOCTOR OF EDUCATION (Ed.D)

The Ed.D. in educational leadership, offered by Portland State University and the School of Education is the School's highest professional degree. Three specializations are offered: (1) Educational Administration 2) Postsecondary Education and (3) Curriculum and Instruction. This proposal has been designed to add a fourth specialization in Special and Counselor Education.

At the present time, students interested in leadership positions in Special and Counselor Education and the faculty of the Special & Counselor Education Department are not directly linked to the Doctor of Education. No specialization strand to the Doctor of Education exists for students and faculty in Special & Counselor Education. The three current specialization strands are connected to the EPFA and C&I departments. This proposal would add a fourth specialization strand specifically for students interested in Special & Counselor Education and would link the Special & Counselor Education Department faculty into the Doctor of Education Program.

All specialization areas follow completion of a common core of 27-30 foundation hours in policy, organization and research. This proposal builds on this framework and simply adds a 4th specialization strand to the existing program. Student programs would be the same as for the other three strands, except for the specialization content area. The specialization strand proposed is similar in format to the other existing strands, particularly to the C&I strand. Students would take the common core courses, complete the specialization strand (through an applied research and project approach) and then complete their dissertation.

Prior to 1994 a fourth specialization area did exist in Supervision. This strand was not well defined and not directly connected to the Special & Counselor Education Department. The SOE faculty voted to drop the Supervision specialization and to consider the possibility of replacing this specialization area with a Special Education/Counselor Education doctorate specialization. This specialization will help us fill a significant community need in the Special Education and Counseling fields. We anticipate an increase in applicants to the Doctoral program due to the addition of the Educational Leadership: Special and Counselor Education Specialization.

Currently Special & Counselor Education faculty serve on many dissertation committees and serve as program advisor to many doctoral students. This has created two kinds of problems; a) Some of these students would prefer to be working towards a Special & Counselor Education Specialization or b) sometimes faculty would prefer to work with students who are interested in Special & Counselor Education. The addition of this specialization strand would solve both of those problems.

This proposal will not require any new resources. The Department intends to shift current resources to meet the demands of this new strand. First, many Special/Counselor Education Faculty are not currently advising doctoral students, they would begin to advise doctoral students. Second, the addition of the Special & Counselor Education specialization will also provide an opportunity for students to conduct an internship in university teaching and/or an internship in supervision of Special & Counselor Education students pursuing masters level certification. This type of internship is required for accreditation purposes. These doctoral level internships will allow us to free-up some of our faculty resources to provide instruction and supervision to doctoral students who are completing their specialization strand (pp. 9-10). As part of these internships a spirit of collaboration between faculty and students is anticipated. We expect that faculty and doctoral students will work and learn together as part of this exchange of roles. We do not intend to admit more students than can be accommodated with this shift in resources. Lastly, the Special and Counselor Education Department currently has several grant projects that would be excellent opportunities for doctoral student projects and research. The faculty working on those grants would be available to supervise the doctoral students as part of their grant release time. In addition, the approval of this specialization will allow the department to apply for federal "leadership grants" available to doctoral programs focusing on specific aspects of Special and Counselor Education. These federal grants fund full-time student graduate assistantships and faculty positions. See the last page of this proposal for an example of how the resources could be shifted to carry out the program.

A unique feature of this proposal is the interdisciplinary and collaborative opportunities for students in both Special and Counselor Education within our urban community. This specialization will enhance the ability of students to conduct research and community service within the context of an integrated service model in urban settings. An integrated services model is one of the key components of several recent legislative initiatives in education (Goals 2000 and HB3565) and mental health (Healthy People 2000). A goal of this specialization is to provide opportunities for students and faculty to work together across disciplines in a collaborative way, towards community needs. Students admitted to this program would be focusing on Educational Leadership roles in special and counselor education. These educational leaders need interdisciplinary training and knowledge about both special and counselor education. This program would bridge this knowledge gap and move our program closer to meeting the needs of the community.

Summary of Proposed Changes in ESR Graduate Programs

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The interdisciplinary Environmental Sciences and Resources program provides opportunities for students interested in studies of the environmental sciences and resources to engage in relevant research while acquiring advanced academic training in one of several cooperating departments. The program engages students in a developing a broad understanding of the environmental field coupled with specific training. Students are encouraged to engage in research which crosses disciplinary boundaries.

1. Doctoral degree program

Environmental Sciences and Resources proposes to add participation in the doctoral program from the departments of Economics and Geography. The departmental contributions to the ESR program will include advising of graduate students, teaching graduate courses relevant to the ESR program, and providing appropriate specialty courses for graduate students focusing on the disciplines represented by the respective departments. Requirements of the ESR PhD will continue to include 42 graduate credits of ESR courses, seminars, and dissertation research and other program requirements in computer science, statistics, and language. PhD requirements for ESR/Economics students will include at least 36 credits of economics core and elective graduate courses, with no more than 6 credits outside of economics. ESR/Geography students will be required to complete at least 30 graduate credits of which at least 20 credits must be in geography (including at least two courses in advanced geographic techniques).

2. New graduate degree programs

Environmental Sciences and Resources proposes new masters programs as follows. These programs, and the doctoral program, will form the Portland State University contribution to a joint campus graduate program in environmental science, studies, and policy to be offered collaboratively with Oregon State University and the University of Oregon.

A. Proposed program requirements

MS (Master of Science in Environmental Sciences and Resources) is a research-based degree program that requires a minimum of 45 credits in approved graduate courses including 15 credits of required core courses, 15 credits in an area of concentration (determined in consultation with the student's advisor and advisory committee), 6 credits of elective courses, and 9 credits of thesis research.

MEM (Master of Environmental Management) is a professional degree program that requires a minimum of 45 credits in approved graduate courses including 15 credits of required core courses, 15 credits in an area of concentration (air, land, or water resources), 6 credits of elective courses, and 9 credits of project work.

M.S.T. (Master of Science in Teaching) in Science/Environmental Science requires a minimum of 45 credits in approved graduate courses including 15 credits of required core courses, ESR 570 (Environmental Education - 3 cr), 12 credits in graduate science courses (determined in consultation with the student's advisor and advisory committee) and at least 9 credits in specified education courses. Each student must complete either a thesis or a project in environmental education. [Students may elect to substitute courses required to obtain the standard secondary teaching license for the 9 credits in education. Approval of the ESR program director, the School of Education, and the Director of Educational Licensing will be required.]

B. Common requirements for all ESR masters degree programs

Required courses:	Credits
ESR 620, 621, 622 Environmental Science	9
ESR 607 (three terms)	3
Advanced statistical analysis	3

C. New courses to be created

ESR 570 Environmental Education (3 cr) - Overview of the purpose and scope of environmental education. Examples of the variety of sites where environmental education is practiced and specific examples of teaching strategies, materials, and methods will be presented. Students will be expected to carry out a site-based project utilizing materials developed in class.

Omnibus courses: ESR 501 (Research), ESR 503 (Thesis), ESR 504 (Cooperative Education/Internship), ESR 505 (Reading and Conference), ESR 507 (Seminar), ESR 510 (Selected Topics).

3. Joint campus program in environmental sciences, studies, and policy

The ESR program at Portland State University proposes to cooperate with Oregon State University and the University of Oregon in developing a suite of complementary programs in environmental sciences, studies, and policy. The joint campus program will facilitate interaction among the campuses in the form of graduate student and faculty exchanges and will provide a forum for research.

cc: W. Ellis/Graduate Council
OGSR
OAA