

Portland State University

PDXScholar

Faculty Senate Monthly Packets

University Archives: Faculty Senate

6-5-2006

Faculty Senate Monthly Packet June 2006

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

Let us know how access to this document benefits you.

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet June 2006" (2006). *Faculty Senate Monthly Packets*. 287.

<https://pdxscholar.library.pdx.edu/senateminutes/287>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Sarah Andrews-Collier, Secretary to
the Faculty
Faculty Senate
PO

THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE IS JUNE 5, 2006, AT 3:00 P.M. SHARP. PLEASE RESERVE TWO HOURS ON YOUR CALENDAR FOR THIS MEETING AND PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT DURING ANY PORTION OF THE MEETING.

IF THE AGENDA IS NOT CONCLUDED, THE MEETING MUST BE CONTINUED ON MONDAY, JUNE 12, 2006, AT 3:00 P.M., IN ORDER TO COMPLETE THE BUSINESS OF THE 2005-06 ACADEMIC YEAR.

SENATORS ARE URGED TO **PLEASE REVIEW THE ATTACHED MATERIALS CAREFULLY** AND DIRECT QUESTIONS TO THE SECRETARY TO THE FACULTY ABOUT ADDITIONS, CHANGES, ETC. **IN ADVANCE** SO THAT MEETING TIME CAN BE KEPT AT A MINIMUM DURING THE MEETING.

***** 2005-06 PSU FACULTY SENATE ROSTER *****

2005-06 STEERING COMMITTEE

Presiding Officer: Duncan Carter
 Presiding Officer Pro tem: John Rueter
 Steering Committee: Kathi Ketcheson
 Carl Wamser, _____ &
 Teresa Bulman (Comm on Comm), *Ex officio*

2005-06 FACULTY SENATE

All Others (13)

Endress, Wendy	SD	2006
Hoffman, Agnes	ADM	2006
*Ocoiguera, Tonantzín (Fortmiller)	OSA	2006
Toppe, Michelle	OSA	2006
Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007
Angell, Nate	OMC	2008
Gregory, Mark	OIT	2008
Ketcheson, Kathi	OIRP	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008

Business Administration (6)

Gilpatrick, Thomas	SBA	2006
†Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007
Buddress, Leland	SBA	2007
Ramiller, Neil	SBA	2008
Yuthas, Kristi	SBA	2008

Education (6)

*Thao, Yer (Farahmandpur)	ED-CI	2006
Wosley-George, Elizabeth	ED	2006
Stevens, Dannelle	ED	2007
†Halverson, Susan	SPED	2007
Caskey, Micki	ED	2008
* Kim, Dae Y. (Isaacson)	DPFA	2008

Engineering and Computer Science (10)

Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006
Hook, James	CMPS	2006
Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
†Shapiro, Leonard	CMPS	2007
Black, Andrew	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Feng, Wu-chi	CMPS	2008

Extended Studies (3)

Repp, Betty Jean	XS-Sal	2006
†Sedivy, Glen	XS-ESP	2007
Livneh, Cheryl	CEED	2008

Fine and Performing Arts (6)

Hansen, Bradley	MUS	2006
Grant, Darrell	MUS	2006
†Fosque, Walton	ART	2007
Tate, William	TA	2007
*LePore, William (Fletcher)	ART	2008
Knights, Clive	ARCH	2008

*Interim appointments indicated with asterisk

†Member of Committee on Committees

Liberal Arts and Sciences (37)

*Becker, William (Koch)	CSE	2006
*Bleiler, Stephen(M.Enneking)	MTH	2006
Cummings, Michael	GEOL	2006
*Fernandez, Oscar (Brower)	FLL	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOG	2006
Latiolais, Paul	MTH	2006
*Palmiter, Jeanette (Mercer, R)	MTH	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
†Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	BIO	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
*†Mandaville, Jon (Biolsi)	HST	2007
*Elzanowski, Marek (L. Mercer)	MTH	2007
†Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Owen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
Collier, Peter	SOC	2007
†Morgaine, Carol	OCCD	2007
Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
Kapoor, Priya	SP	2008
†Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Weasel, Lisa	BIO-ORB	2008
Wetzel, Patricia	FLL	2008
Works, Martha	GEOG	2008

Library (3)

Jackson, Rose	LIB	2006
†Larsen, Thomas	LIB	2007
Brenner, Michaela	LIB	2008

Other Instructional (4)

†Reynolds, Candyce	UNST	2006
MacCormack, Alan	UNST	2007
Flower, Michael	HON	2008
Labissière, Yves	UNST	2008

Social Work (6)

Brennan, Eileen	SSW	2006
*Yatchmenoff, D. (Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
†Jivanjee, Pauline	SSW	2007
Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008

Urban and Public Affairs (8)

Dill, Jennifer	USP	2006
†Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007
Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008

**Proposed Amendment
to the Constitution of the Portland State University Faculty
Article IV Organization of the Faculty 4. Standing Committees**

**THE SCHOLASTIC STANDARDS COMMITTEE PROPOSES THE FOLLOWING CHANGE
TO THE COMMITTEE'S CHARGE:**

Current Charge:

Article IV Organization of the Faculty 4. Standing Committees

- C. Scholastic Standards Committee.** This committee shall consist of ten faculty members, selected at large, and two students.

The Committee shall:

1. Develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University.
2. Assist undergraduate students in difficulty with scholastic regulations
3. Adjudicate undergraduate student petitions which request the waiving of regulations on suspensions.
4. Advise the registrar on matters concerning transfer students or students who are seeking undergraduate readmissions after having had scholastic deficiencies.
5. Report to the Senate at least once a year.
6. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and with the chairperson of the Graduate Council.

Proposed Changes to the Charge:

- C. Scholastic Standards Committee.** This committee shall consist of ten faculty members, selected at large, and two students.

The Committee shall:

1. Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
2. Develop, maintain and implement protocols regarding academic changes to undergraduate transcripts.
3. Adjudicate undergraduate student petitions for academic reinstatement to the University.
4. Report to the Senate at least once a year.
5. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council.

Rationale:

The SSC's goal this year was to clarify its charge to reflect current committee duties and responsibilities. The new Charge also recognizes changes in University terminology (*i.e.* there is no longer a registrar).

General Student Affairs Committee**Annual Report**

Date: April 10, 2006

2005-06 General Student Affairs Committee (GSAC)

Randy Blazak, CLAS (SOC) - Chair of GSAC

Kento Azegami, Student

Patrick Beisell, Student

Kenneth Godfrey, Student

Kim Hottel, IASC

Richard Juden, Student

Galina Kogan, FLL

Lina Lu, OIRP

Susan Reese, ENG

Consultants:

Burt Christopherson, Affirmative Action

Wendy Endress, Student Affairs

Dan Fortmiller, Student Affairs

John Wanjala, Ombuds

The GSAC held it's first meeting on January 30. This was a meeting with Michele Toppe, Assistant Dean of Students to discuss the revision of the PSU Student Conduct Code. There are four main issues requiring the code's revision:

- 1) The Definition of Jurisdiction (Section 0133) – changing it to include off-campus behavior that affects campus life (like one student harassing another).
- 2) Defining Sexual Misconduct (Section 0136) – better defining the issue so “lack of consent” is clear.
- 3) Self-Harm (Section 0139-9) – including suicide attempts as a behavior sanctioned by the Code.
- 4) The Appeal Process (Section 0143) – changing the options for appeals of students going through the adjudication process.

The GSAC has met several times with Michelle discussing these changes and making suggestions. I will be presenting these changes to the Faculty Senate Meeting for Annual Report in June when the revision is finished.

The GSAC is now charged with Commencement-related issues. We will be selecting the student speaker(s) and recipients of the President's Service Awards. Applications for the Awards are due April 14 and the members of the committee will begin to review them then. In May we will interview candidates for student Commencement speakers.

Randy Blazak, SOC

May 11th, 2006

MEMORANDUM

To: Faculty Senate

From: Regina Lawrence, Chair—Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee submits the following program changes and new courses for approval by the Faculty Senate. Descriptions of all new courses and programs are attached.

College of Liberal Arts and Sciences

New Courses

JSt 201 Introduction to Jews, Judaism, and Modernity (4)

College of Urban and Public Affairs

Course Changes

USP 423 [change credit hours to 4; modify description, title, and prerequisites]

Dropped Courses

USP 446 Real Estate Development II

Program Changes

Minor in Real Estate Development: Drop overlapping class, USP 498, from requirements and replace with USP 438, Real Estate Law; modify content of USP 423, Real Estate Development and Finance.

Graduate School of Education

New Courses

EPFA 448 Introduction to Global Political Ecology (4)
EPFA 450 Introduction to Leadership for Sustainability (4)

Maseeh School of Engineering and Computer Science

New Courses

ME 372 Engineering Metallurgy (4)

Change in Existing Program

BSME in Mechanical and Materials Engineering:

Freshman Year

Drop CH 223

Drop MTH 253

Add MTH 261 Intro to Linear Algebra

Junior Year

Drop PH 381

Add ME 372

Add WR 327

School of Fine and Performing Arts

New Programs

Minor in Photography

New Course Descriptions

JSt 201 Introduction to Jews, Judaism, and Modernity (4)

Provides a historical and conceptual account of the Jewish encounter with modernity. Primary emphasis on Enlightenment and post-Enlightenment transformations in western and eastern Europe, including emancipation, religious reform, Hasidism, and Zionism. Topics include the Holocaust, the rise of major Jewish centers in the United States and the State of Israel, and Sephardic and Middle Eastern Jewish encounters with modernity.

EPFA 448 Introduction to Global Political Ecology

In order to grasp the emerging discipline of political ecology, course discusses the impact of globalization on human and non-human communities, the relationship between poverty and environmental degradation, the distribution of resource use and commodification in the global North and South, and the relationship of these issues in students' personal lives. Class will also support intellectual and emotional responses to exploring the intricate relationship between globalization, biocultural diversity, and social justice.

EPFA 450 Introduction to Leadership for Sustainability

Multi-media seminar and discussion course reviews, analyzes, and critiques the history, politics, and rhetoric of sustainability. Covers four key themes within leadership for sustainability: issues surrounding the Johannesburg Summit, 2002; the growing conservation economy in the Pacific Northwest; indigenous cultures and sustainability; and the emergence and future of transnational civil society. Examines the very idea of local, regional, and global and discusses the role of social movement networks, the information society, and globalization in meaningful social change and leadership.

ME 372 Engineering Metallurgy

Course introduces students to the principles of physical metallurgy as they relate to the development of structure and properties of engineering materials. The combination of alloy chemistry, alloy preparation, and materials processing necessary to produce microstructures that exhibit the required properties are covered for the major alloying systems, (i.e. ferrous, nickel, copper, titanium, and aluminum alloys). The fundamentals of how these structures act to achieve specific properties are detailed and relationships between principles and practices are examined. The lecture content is reinforced by a laboratory in which students study alloy microstructures.

New Program Descriptions

Art Minor in Photography

The Department of Art offers a 32-credit Art Minor in Photography available to all undergraduates admitted to PSU. Art majors concentrating in studio arts or graphic design can integrate a coherent study of the photographic medium with their studio disciplines. Students majoring in other disciplines can complement their programs with a focused background in art that could be applied in a variety of ways to their primary professional goals. This minor provides a complete foundation in the concepts, techniques, history, and critical issues of the photographic medium, including both digital imaging and film-based photographic techniques. This minor emphasizes the student's development of a coherent and sustained body of work in photography, represented in the completion of a photographic portfolio. Students completing this minor are exposed to a wide variety of fine art and commercial photographic professions.

Requirements

To earn a minor in art with a concentration in photography, a student must complete 32 credits including the following:

- Art 260 Black and White Photography, 4 credits
- Art 261 Color Photography, 4 credits
- Art 262 Photoimaging I, 4 credits
- ArH 292 History and Contemporary Issues in Photography, 4 credits
- Art 360 Photographic Exploration I, 4 credits
- Art 365 Digital Portfolios for Visual Artists, 4 credits
- Art 461/561 Photographic Exploration II, 4 credits
- Art 462/562 Professional Practices in Photography, 4 credits
- Total: 32 credits

May 10, 2006

TO: Faculty Senate

FROM: Regina Lawrence
Chair, Undergraduate Curriculum Committee

Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council, and are recommended for approval by the Faculty Senate.

School of Fine and Performing Arts

New Courses

- ART 462/562 Professional Practices in Photography, 4 credits
Introduces senior and graduate students to the photography profession in its diverse forms and the commercial operation of photographic studios. Projects investigate one or more specialized forms of photographic practice, such as product, architectural, portrait, landscape, photo-illustration, or immersive photography. Specialized techniques in lighting and digital imaging may be explored. Prerequisite: Art 360 or consent of instructor.

Change to Existing Courses

- ART 461/561 Photographic Exploration, 4 credits
Change title to Photographic Exploration II, change course description and prerequisites

Maseeh College of Electrical and Computer Engineering

New Courses

- CS 445/545 Machine Learning, 4 credits/3 credits
Provides a broad introduction to techniques for building computer systems that learn from experience. It provides both conceptual grounding and practical experience with several learning systems. The course provides grounding for advanced study in statistical learning methods, and for work with adaptive technologies used in speech and image processing, robotic planning and control, diagnostic systems, complex system modeling, and iterative optimization. Students will gain practical experience implementing and evaluating systems applied to pattern recognition, prediction, and optimization problems. Prerequisites: Math 253, 343, and Stat 244 or equivalents. CS202 or equivalent.
- CS 446/546 Advanced Topics in Machine Learning, 4 credits/3 credits
Builds on prerequisite course CS 445/545 (Machine Learning) by covering a number of more advanced topics in machine learning from a more mathematically oriented view. The course provides preparation for successfully using machine-learning techniques for various applications. It also provides preparation for graduate-level research in machine learning and adaptive systems. Prerequisites: CS 445/545 (Machine Learning), or permission of the instructor.
- CS 493/593 Digital Forensics, 4 credits/3 credits
Detailed, hands-on approach to the investigation of criminal incidents in which computers or computer technology play a significant or interesting role. Students completing this course will be familiar with the core computer

science theory and practical skills necessary to perform rudimentary computer forensic investigations, understand the role of technology in investigating computer-based crime, and be prepared to deal with investigative bodies. Recommended: CS 333 or 533 or instructor's permission. No prior background in criminal justice or law is assumed.

College of Urban and Public Affairs

New Courses

- USP 438/538 Real Estate Law, 3 credits

Provides students with a comprehensive summary of real property from a legal perspective with an emphasis on transactional issues. Includes issues relating to types of ownership, descriptions of property, easements, public and private limitations on use, real estate contracts, forms utilized in transfers, financing and title assurances. The class will enable students to understand the legal framework and the rights and responsibilities of owners and transferors/transferees of real property. Prerequisite for undergraduates: FIN 333. Recommended pre-requisite for graduate students: USP 598.

May 10, 2006

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

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

College of Liberal Arts and Sciences

New Programs

- MS in Environmental and Resource Economics [two page summary attached]
- Graduate Certificate in Environmental and Resources Economics [two page summary attached]

Change to Existing Programs

- MA History

Provides clarification of admission policy, field examination policy, and expected prerequisites for thesis credits. Adds World History track.

New Courses

- SPHR 540 Multicultural Topics in Communication Disorders, 2 credits

Introduces topics of communication disorders within the framework of culture and identity. Explores cultural attitudes and beliefs about communication and disabilities, cultural differences, cultural identity, second and bilingual language acquisition, and introduces assessment and intervention strategies for non-mainstream populations. May not be repeated for credit.

Graduate School of Education

New Programs

- Graduate Certificate in Student Affairs in Higher Education [two page summary attached]
- Graduate Certificate in Teaching Adult Learners [two page summary attached]

Maseeh College of Electrical and Computer Engineering

New Courses

- ECE 534/634 Acoustics, 4 credits

Fundamentals of linear acoustics: acoustic wave equations, scattering theory and acoustic propagation. Numerical techniques. Applications emphasizing underwater acoustics and medical ultrasound. Prerequisites: Graduate Standing

- ECE 539/639 Statistical Signal Processing II: Linear Estimation, 4 credits

Unified introduction to the theory, implementation, and application of statistical signal processing methods. Focus on optimum linear filters, least square filters, the Kalman filter, signal modeling, and parametric spectral estimation. Designed to give a solid foundation in the underlying theory balanced with examples of practical applications and limitations. Recommended: ECE 538/638.

Change to Existing Courses

- ECE 535/635 Statistical Signal Processing, 4 credits

Change title to Statistical Signal Processing I: Nonparametric Estimation, change course number to 538/638

College of Urban and Public Affairs

Change to Existing Programs

- Graduate Certificate in Real Estate Development – change to existing program

Adds three real estate courses to the list of approved electives (USP 438/538, USP 448/548, USP 562). Removes a course (USP 584/684) because it has relatively little real estate development content compared to others on the elective list.

New courses

- USP 562 Real Estate Development Workshop, 3 credits

Students form a real estate development team and produce an original development plan, including the development concept, the market analysis, the conceptual design, economic analysis, capital and operations budget, and management plan. The student's plan will demonstrate and apply mastery of the development concepts and tools learned through the previous courses. Prerequisite: USP 523 or instructor's consent. Course may be taken twice for credit with instructor's consent.

Summary of Proposal for the Initiation of a New Instructional Program Leading to the Master of Science in Environmental and Resource Economics

The Department of Economics at Portland State University has identified the area of environmental and natural resource economics as one of its emerging strengths. This proposed program takes advantage of existing human resources and offers an educational product that is currently unavailable in the Portland area. This program offers an educational focus that has value locally, regionally, nationally and internationally. Moreover, it would promote Portland State University's commitment to a more sustainable world in which our economy, environment and social institutions prosper simultaneously.

Students will apply standard tools of economic theory and empirical analysis to investigate relationships between economic activity and environmental quality and evaluate policy alternatives for achieving socially desirable and sustainable outcomes. The proposed M.S. will be complemented by a proposed Graduate Certificate Program in Environmental and Resource Economics.

The objectives of the program are as follows:

1. To provide students with the knowledge and analytical tools necessary to obtain employment in industry, research institutes and government departments responsible for formulating resource and environmental policy.
2. To increase the department's graduate enrollment.
3. To foster research in areas of significant policy likely to attract external funding.
4. To attract visiting scholars who enjoy solid reputations in the areas of resource and environmental economics.
5. To create synergies between the teaching, research and community outreach activities in the area of environmental and resource economics.

One of the guiding principles of PSU is to provide scholarship and service that is market responsive and builds on its partnerships. The Portland metropolitan area is home to a number of private and public enterprises integral to the production of energy, forest and agricultural products. Portland also has a reputation for being very progressive when it comes to environmental concerns and is a magnet for people interested in sustainability. We expect to provide industry, government and interest groups with skilled and knowledgeable graduates. We also anticipate that these groups will contribute to the program in the form of guest lecturing, participation in a seminar series and the provision of external funding for research into resource and environmental issues that are of direct concern to their organizations.

The proposed course of study is as follows:

Core Courses

	<u>Credit Hours</u>
EC 430/530 Resource and Environmental Economics (new course)	4
EC 485/585 Cost-Benefit Analysis	4
EC 522 Economics of Sustainability: Theory and Practice (new course)	4
EC 532 Advanced Environmental Economics	4
EC 576 Advanced Microeconomic Theory	4
EC 533 Advanced Natural Resource Economics	4
EC 570 Econometrics I	4
EC 571 Econometrics II	4
EC 507 Resource and Environmental Economics Seminar Series [two 1-credit hour courses]	2
	<hr/> 34
EC 501 or 504 Research Paper/Internship	4 - 8
Electives	12 - 16
	<hr/> 54

The letters of support provided indicate that there is particular interest from local businesses (energy and environmental consulting companies), industry (local utilities), government (research laboratories, commissioner's office), and from non-profit organizations interested in promoting energy efficiency and conservation, and more generally environmental and climate stewardship. It is interesting to note that the representatives from such a diverse group of interests recognize the importance of natural resources and the environment and place a high value on the expertise this program proposes to offer. These letters strongly indicate that the skills and knowledge that this program proposes to communicate to students would be of considerable value both regionally and nationally.

We estimate that for the first 5 years this program would graduate 5 – 10 students annually. On the cost side, because virtually all courses supporting the program are already being offered by existing tenure track or tenured faculty, the budgetary impacts of the program are expected to be minimal. There will be two on-going budgetary impacts. First, there will be a need for a part-time administrative assistant (approximately 0.25 FTE) to help with administration of the MS degree program. This person would assist with the clerical aspects of the program. Second, there is a need for an academic director of the MS and graduate certificate programs. This faculty member would coordinate admissions, advising, student research and internship supervision, assure consistent and high quality teaching and provide overall leadership for the two teaching programs. To fulfill these functions for both programs, a 1/2 course release per year would be needed.

In sum, we think that such a program would be very beneficial to the Department, the College of Liberal Arts and Sciences (CLAS) and PSU in terms of attracting new students and over time new faculty. This program also furthers the university's interest in acquiring a reputation in the realm of sustainability.



Summary Proposal for the Initiation of a New Instructional Program Leading to the Graduate Certificate in Environmental and Resource Economics

This proposal is being submitted along with a proposal for a new Master's Degree in Resource and Environmental Economics. The Department of Economics at Portland State University has identified the area of environmental and natural resource economics as one of its emerging strengths. This program of study will offer the interested student an educational focus that has value locally, regionally, nationally and internationally. Moreover, this seems to be precisely the kind of program that promotes Portland State University's commitment to moving toward a more sustainable world in which our economy, environment and social institutions prosper simultaneously.

The courses offered in the proposed graduate certificate are a subset of those proposed for the new Master's degree program. The rationale for offering the graduate certificate in addition to the Master's program is to attract students who are not interested in the larger commitment involved with the full-fledged Master's Degree, but would still like to expand their knowledge and employment opportunities in the area.

Completion of the program requires a total of 20 graduate credits.

EC 430/530 Resource and Environmental Economics (new course)	4
EC 485/585 Cost-Benefit Analysis	4
EC 522 Economics of Sustainability: Theory and Practice (new course)	4
Elective(s)	<u>8</u>
Total Credits	20

The letters of support provided indicate that there is particular interest from local businesses (energy and environmental consulting companies), industry (local utilities), government (research laboratories, commissioner's office), and from non-profit organizations interested in promoting energy efficiency and conservation, and more generally environmental and climate stewardship. It is interesting to note that the representatives from such a diverse group of interests recognize the importance of natural resources and the environment and place a high value on the expertise this program proposes to offer. These letters strongly indicate that the skills and knowledge that this program proposes to communicate to students would be of considerable value both regionally and nationally. Moreover, the enrollment in our Applied Energy Economics and Policy courses (20-25 students per class) indicates that there is significant interest in the general area and that a certificate program appeals to some individuals over a full-fledged MS program. We estimate that for the first 5 years this program would graduate 12 – 16 students annually.

We think that such a program would be very popular, would offer net financial gains to the Department of Economics and Portland State University and further the university's interest in

acquiring a reputation in the realm of sustainability. If successful, the program would attract new students with strong professional backgrounds. Many of these students may well decide to remain for the MS degree. Moreover, the practicing professionals could support other aspects of our objective to build a top-notch environmental and resource economics program at Portland State University. They should prove a real asset, bringing their experience to bear both on students in the certificate program and also students in the MS program. They may help Master's degree students become employees or interns in their organizations. These students may also be instrumental in securing applied, funded research opportunities for faculty and students and ultimately may be sources of foundation support for the Department of Economics and the University. The certificate program stands to enhance the value of the Master's program.

Because virtually all courses supporting the program are already being offered by existing tenure track or tenured faculty, the budgetary impacts of the program are expected to be minimal. There will be two on-going budgetary impacts. First, there will be a need for a part-time administrative assistant (approximately 0.25 FTE) to help with administration of the graduate certificate program. This person would assist with the clerical aspects of the program. Second, there is a need for an academic director of the MS and graduate certificate programs. This faculty member would coordinate admissions, advising, student research and internship supervision, assure consistent and high quality teaching and provide overall leadership for the two teaching programs. To support these functions for both programs, a 1/2 course release per year would be needed.

**PROPOSAL FOR
GRADUATE CERTIFICATE IN STUDENT AFFAIRS IN HIGHER EDUCATION
Summary**

Portland State University
Graduate School of Education
Educational Policy, Foundations, and Administrative Studies

Need:

A primary concern of the student affairs profession is that, unlike many other fields of professional practice, people enter the student affairs "profession from a variety of disciplines and experiences, some of whom are uninformed of the historical values and theoretical grounding of student affairs work and untrained in the skills necessary to fulfill student affairs roles" (*American College Personal Association Task Force on Certification's Preliminary Report* <http://www.myacpa.org/>). Furthermore, as more and more students, particularly those from under-represented groups, access higher education, there is a need for professionals who are knowledgeable about services and campus environments that enhance student success and persistence. To meet these needs, the proposed Graduate Certificate in Student Affairs in Higher Education is intended to provide professional development for individual who hold or aspire to student affairs and student services positions in four year institutions and community colleges. It provides the historical, theoretical, philosophical, and legal foundations of the student affairs profession and links these foundations to effective practices.

There is no other Certificate program of this kind in the Oregon University System. The certificate program is designed primarily for:

- 1) student affairs personnel already in the field, who may or may not have an advanced degree, but do not have professional educational preparation in student affairs, and
- 2) those with an advanced degree who may not yet be employed in the field, but aspire to be.

Based upon inquiries program faculty have received, we anticipate that approximately 5-10 students per year would be interested in completing the graduate certificate in student affairs.

Objectives

Shaped by faculty and practicing student affairs professionals, the objectives of the program are to prepare professionals in the student affairs field who:

- Are knowledgeable about student learning and development,
- Are committed to meeting the needs of diverse learners, and
- Collaborate with faculty and other campus colleagues to shape support services and campus environments that enhance student learning and development.

Furthermore, the program seeks to prepare professionals who

- Support their professional decisions by applying current research findings and theoretical frameworks to their local context, and
- Continually strive to improve practice through assessment of student outcomes.

Course of Study

EPFA 525 Student Services in Higher Education	4
EPFA 526 Facilitating Student Success	4
EPFA 527 Legal Issues in Higher Education	4
Elective selected from EPFA 510-599:	4
EPFA 520 Developmental Perspective of Adult Learning	
EPFA 521 Adult Learning	
EPFA 541 The Community College	
EPFA 528 Leadership in Postsecondary Education	
EPFA 538 Contemporary Issues in Postsecondary Education	
Or another EPFA course selected in consult with coordinator of the certificate program	
EPFA 506 Self-Directed Learning Experience	2
Total Credits	18

Learning Outcomes

The following learning outcomes of the PACE program under gird (give fundamental support for) the certificate program:

PACE Learning Outcomes focus on:

- Teaching and learning of adults
- Understanding of social and cultural issues in developing learning communities
- Accessing, assessing and using information to improve practice
- Critical reflection of one's own practice and professional development
- Communication and interpersonal skills
- Leadership for the common good

Graduate Certificate in Student Affairs Learning Outcomes:

Upon completion of the Student Affairs Graduate Certificate students will:

- Demonstrate an understanding of the historical, philosophical, ethical, theoretical, and legal foundations of the student affairs profession.
- Articulate knowledge of factors that facilitate student learning and development, particularly from the perspective of diverse learners.
- Develop the "habits of practice" where professional practice and decisions within diverse educational contexts are informed by theory and research.
- Demonstrate the ability for reflective practice and the use of assessment to improve practice.
- Understand the profile and characteristics of students in higher education, and develop programs and services that facilitate the success of students who have historically been underrepresented in higher education

Cost

The courses included in the certificate program are permanent courses that are currently taught at least once per year. The courses are taught as part of the MA/MS in Education with a specialty in Postsecondary, Adult, and Continuing Education. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

**PROPOSAL FOR
GRADUATE CERTIFICATE IN TEACHING ADULT LEARNERS**

Summary

Portland State University
Graduate School of Education
Educational Policy, Foundations, and Administrative Studies

Over view:

The Graduate Certificate in Teaching Adult Learners will consist of an 18-credit series of course work focusing on the teaching and motivation of adult learners, adult development, how adults learn, and the most effective strategies to ensure student learning. The series will include four existing 4-credit courses and a 2-credit self-directed learning project as its capstone.

There is no other Certificate program of this kind in the Oregon University System. This certificate targets:

- 1) Postsecondary faculty already in the field or who aspire to teach, who have advanced degrees, but do not have professional educational preparation in adult learning,
- 2) Postsecondary faculty already in the field who do not have an advanced degree (e.g., vocational technical fields) or professional educational preparation in adult learning and who might eventually be interested earning a master's degree,
- 3) Educators/trainers working in a business, industry, health care situation, etc. where at least a portion of their responsibilities is teaching adult learners and who do not have professional educational preparation in adult learning.

Objectives of the Program:

The objectives of the program are to prepare professional educators of adults who:

1. Are knowledgeable about adult learning and development,
2. Are committed to meeting the needs of diverse learners,
3. Base their teaching strategies on current research findings and theoretical frameworks about adult learning and development, and
4. Continually strive to improve teaching practice through assessment of student learning.

Course of Study:

EPFA 520 Developmental Perspectives of Adult Learners	4 credits
EPFA 521 Adult Learning and Motivation	4 credits
EPFA 522 Teaching Diverse Adult Learners	4 credits
Elective Courses numbered EPFA 510-599	4 credits

EPFA 515 Program Evaluation

EPFA 523 Assessing Adult Learning

EPFA 526 Facilitating Student Success in Postsecondary Ed

EPFA 430/530 Course Design and Evaluation

EPFA 536 Postsecondary Curriculum

EPFA 541 The Community College

Or another EPFA course selected in consult with coordinator of the

Summary – Grad. Certificate in Teaching Adult Learners

E-3, Graduate Council Curr. Proposals, attachment

PSU Faculty Senate Meeting, June 5, 2006

certificate program
EPFA 506 Self-Directed Learning Experience

2 credits

Total

18 credits

Learning Outcomes;

Upon completion of the Certificate students will:

Demonstrate knowledge of:

- The major research, theories, and figures in adult learning and development;
- The historical and social foundations, philosophical underpinnings, embedded assumptions, and limitations of adult learning and development theories;
- The dynamic interplay of the cognitive and affective dimensions of adult learning and development including conscious and unconscious facets;
- The ways adults learn, including learning styles, developmental and cultural influences, and other ways in which adults differ in their preferences for learning;
- The ways in which learning is a transformative process;
- The historical underpinnings and philosophical orientations to the design and delivery of adult learning;
- The implications that adult learning theory holds for planning, implementing, and assessing educational programs; and
- Power relationships within the teaching and learning environment;

Demonstrate skills in:

- Using multiple adult development and learning theories to critique adult learning situations;
- Clarifying, defining, and solving real world adult learning problems;
- Applying adult learning and development research and theory to social justice issues within adult learning contexts;
- Applying research and theory to specific practice problems;
- Self-directed learning and learning how to learn;
- Designing and delivering effective learning experiences that respond to the needs of diverse learners and use:
 - appropriate learning strategies
 - multiple assessment techniques
 - social justice research and theory to respond to the needs of diverse learners;
- Using of appropriate technology to facilitate learning;
- Assessing student learning; and
- Evaluating teaching and learning situation.

Cost

The courses included in the certificate program are permanent courses that are currently taught at least once per year. The courses are taught as part of the MA/MS in Education with a specialty in Postsecondary, Adult, and Continuing Education. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

May 8, 2006

To: Faculty Senate
From: Educational Policy Committee (EPC)
Re: Process for Approval of Centers

The EPC recommends that the Faculty Senate approves the enclosed document "Process for Approval of Centers". This document which has been prepared in consultation with and support of the OAA, once approved, will be used by the University as the standing document governing the process of approval and review of centers and similar units, as defined in the document. The document we are submitting for your approval is a revised version of the existing document. The EPC believes that this carefully considered revision more clearly delineates the role of the faculty in the decision making process.

Process for Approval of Centers

Overview

As PSU develops new initiatives and responds to new opportunities, there is a need to create a variety of entities in addition to the traditional departments, schools, and colleges. PSU has been authorized by OUS to approve new centers and institutes as an institution. There has also been discussion of various other names for new entities, including laboratories, partnerships, and academies. This document uses "centers" throughout to refer to such entities regardless of the specific word used as part of the entity's title.

This document defines the process for the approval of centers. The Constitution of the Portland State University Faculty grants the Faculty the authority to take:

...action upon the establishment, abolition, or major alteration of the structure or educational function of departments or of programs which include more than one department or instructional unit of the University.

Thus, the Faculty Senate must ultimately approve any center that involves establishment or major alteration of the structure or educational function of departments.

Some centers, however, will not require approval of the Faculty Senate because they do not establish new departments and/or programs or do not result in major alteration of the structure or educational function of departments. These centers will be approved by the Provost and Vice President for Academic Affairs after review by participating faculty and appropriate administrators as indicated in the procedure outlined in the next section.

Process

Faculty proposing the establishment of a center should complete a "Proposal for the Establishment of a Center." The proposal form is provided at the end of this document.

The proposal is then forwarded as indicated below.

1. Academic department(s) of faculty proposing the center.
2. Upon approval of the faculty in these department(s), the proposal is forwarded to the corresponding department chair(s) for approval.
3. Upon approval by the chair(s), the proposal is forward to corresponding dean(s) for approval.
4. Upon approval of the dean(s), the proposal is forwarded to the Vice Provost for Research and Dean of Graduate Studies.

5. The Vice Provost discusses the proposal with the Provost and coordinates its dissemination to CADS Plus for their discussion and recommendations.

If recommended for review, the Provost forwards the proposal to the Educational Policy Committee (EPC) of the Faculty Senate to determine if it results in any major alteration of the structure or educational function of the department(s) involved.

6. If the EPC determines that the center does not result in any major alteration of the structure or educational function of the department(s), the proposal is returned to the Provost (proceed to step 8).

If the EPC determines that the proposal should have the approval of the Faculty Senate, the EPC will review the proposal, and will forward the proposal with its recommendation to the Faculty Senate for consideration.

7. If the Faculty Senate approves the center, the proposal is forwarded to the Provost.

8. After consideration by the Provost and possible consultation with other Vice Presidents, the Provost may either approve or disapprove the proposal. If it was determined by the EPC that the center does not require the approval by the Faculty Senate, the Provost's approval is the final step needed for the establishment of the center. For all other proposals, upon approval by the Provost and concurrence of the President, the center is established.

Note: The Vice Provost for Research and Dean of Graduate Studies will coordinate the review of all centers on a five-year cycle. Priority over the next three years will be given to the review of centers established before these guidelines were approved. All reviews of centers will be forwarded to the EPC for step 6 determination (above). Centers that have evolved to alter the educational function of a department will require the Faculty Senate approval, as described in step 6 through 8 of the approval process.

The review criteria should be based on updated responses to the proposal application questions, with particular attention to questions 5, 7, and 9. The questions regarding new courses, certificates or programs will be of special interest, as will changes in oversight and budget.

PROPOSAL FOR THE ESTABLISHMENT OF A CENTER

1. What is the name of the proposed center? Provide a brief history or justification for it.
2. Does the center establish or make major alteration to the structure or educational function of any existing departments or programs?
3. How does the proposed center help PSU to achieve its mission?
4. What are the objectives and planned outcomes for the proposed center?
5. What significant activities will take place within the proposed center?
6. Indicate the expected percentage of time and resources that will be allocated to each activity. Please include, if appropriate:

a. Courses to be offered	_____	%
b. Research performed	_____	%
c. Community partnerships built	_____	%
d. Other (specify)	_____	%
	100	%
7. Why is a new center needed to achieve these outcomes and to host these activities?
 - a. What other units are already undertaking similar activities?
 - b. Why is a separate identity and/or structure key to success in meeting the objectives and planned outcomes?
8. What is the structure of the proposed center?
 - a. Will it be housed in an existing department, school, or college?
 - b. Will it become a separate administrative unit?
 - c. Will it have its own support staff? (describe)
 - d. How will the faculty become affiliated with the center?
 - e. Will faculty FTE be assigned to the center?
 - f. What is the likely faculty composition (% tenure-track, % fixed-term)
 - g. According to what rules will faculty be evaluated for PP&T?
9. Who will have administrative oversight for the proposed center?
 - a. Chair, Dean, Others?
 - b. How will the Director be selected?
 - c. To whom will the person in charge report?
10. When will the center be established and what is the period of time envisioned for the center to operate? Describe how the center may evolve or expand.

11. What resources are needed for the proposed center? From where will these resources come?
What revenue will the proposed center generate?
- a. Budget: Show all anticipated sources of revenue and expenditures.
 - b. Space: Describe in the detail where the center will be situated.
 - c. Staff: Describe all anticipated workers at all levels.
12. List the faculty proposing the center and their department affiliations.
13. Administrative recommendations required.

Department Chair(s): _____

Dean(s): _____

May 8, 2006

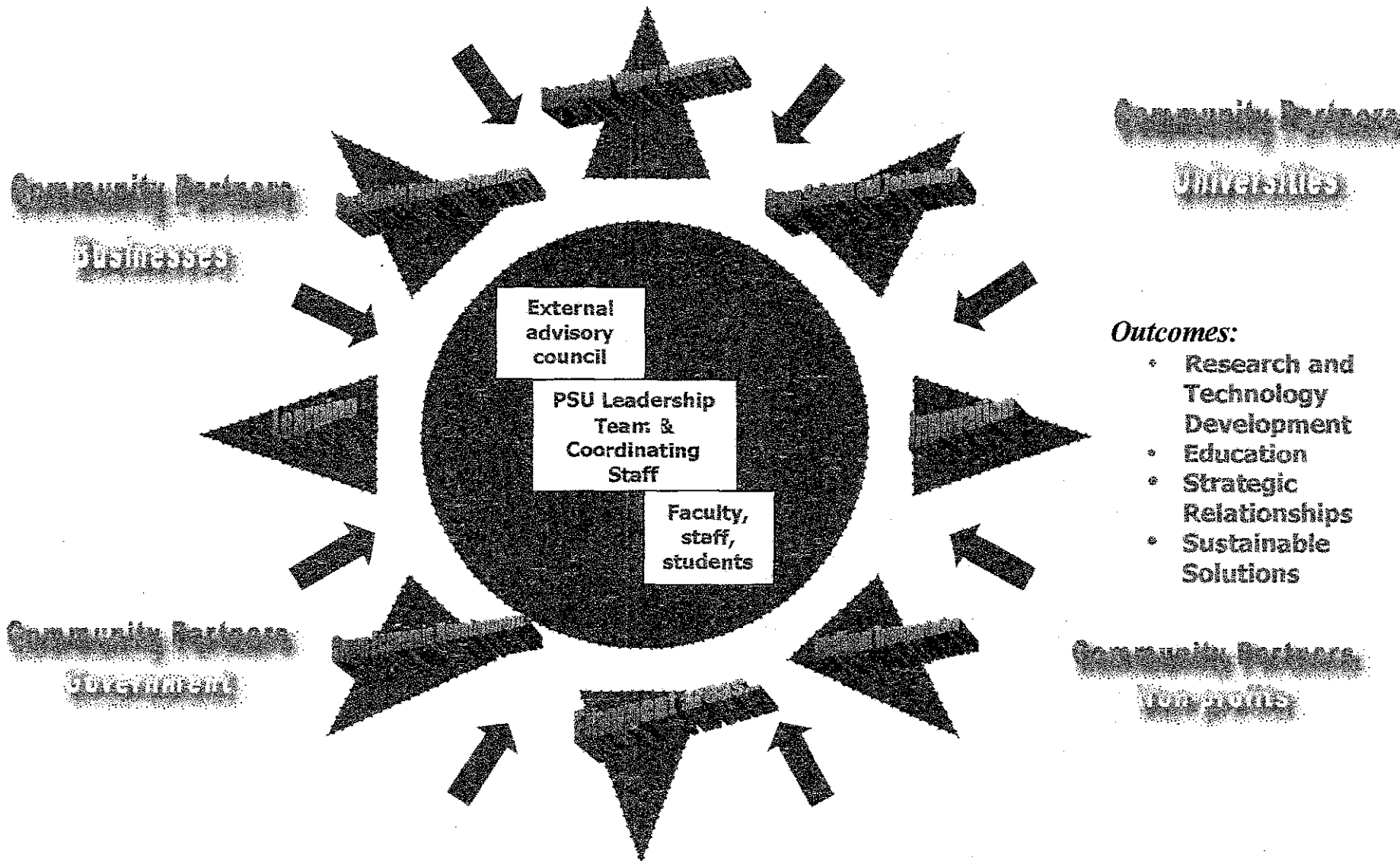
To: Faculty Senate

From: Educational Policy Committee (EPC)

Re: "The Center for Sustainable Processes and Practices (CSP2)" proposal

The EPC recommends that the Faculty Senate approve the proposal "The Center for Sustainable Processes and Practices (CSP2)." We feel strongly that the Center has the potential to help PSU in achieving its mission by providing opportunities for students of all ages and interests to enhance their skills and understanding in the area of sustainability. The Center will help foster strategic dialogue about the critical linkages between rural and urban communities and foster multidisciplinary research. Integrating all components of sustainability in research and education, it will directly support our vision: "...community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond."

Figure 1:
*Center for Sustainable
Processes and Practices*



CSP2 serves as an internal and external liaison for sustainability issues, connecting students and faculty within the university and community partners to university resources such as sustainability-related research, teaching and other activities.

PROPOSAL FOR THE ESTABLISHMENT OF A CENTER FOR SUSTAINABLE PROCESSES AND PRACTICES

1. What is the name of the proposed center?

Center for Sustainable Processes and Practices (CSP2)

2. Does the center establish or make major alteration of the structure or educational function of departments or of programs?

No. While CSP2 may be engaged in the development of courses and programs, it would not offer courses or programs on a free-standing basis. In all cases CSP2 would work with existing departments and programs to assess curricular needs and develop approaches to address these needs. The Director of CSP2 would manage the proposed Graduate Certificate Program in Sustainability; however, the courses in this Program would retain their departmental affiliation, and the management and development of the program would be done in close consultation with departmental faculty.

3. How does the proposed center help PSU to achieve its mission?

PSU's mission is to "...enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas" (<http://www.pdx.edu/mission.html>). The Center will enhance the achievement of this mission in a number of ways:

- Sustainability is an issue of rising importance to urban areas, and is of central interest to the City of Portland and the region in terms of economic development, growth management, and livability. The Center would help provide opportunities for students of all ages and interests – be they in pursuit of degrees, professional development, or informal personal development - to enhance their skills and understanding in the area of sustainability, thereby contributing to the development of sustainable urban solutions.
- Issues of urban sustainability are intimately linked to the economic, social, and environmental health of the surrounding region. Many PSU faculty work on issues in rural areas that impact urban quality of life, as well as on the economic linkages between rural and urban

areas. The Center can help foster strategic dialogue about the critical linkages between rural and urban communities.

- By catalyzing and strengthening partnerships between the university and the community, the Center will enhance the intellectual, social, cultural and economic qualities of urban life.
- One of the key roles of CSP2 will be to foster multidisciplinary research, as sustainability is at its core an issue that can only be advanced through integrated, trans-disciplinary perspectives. PSU departments are not currently designed to foster such research and collaboration, and the Center will help them to link to each other and to community partners around cross-cutting issues.
- Through its explicit recognition of the importance of all three components of sustainability - the economy, the environment and society – and its focus on the integration of these three components in research and education, CSP2 would directly support the achievement of PSU's vision of being “an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.”

4. What are the planned outcomes for the proposed center?

- The Center will foster **multidisciplinary research** that contributes to the development of sustainable solutions and strategies of relevance to the public and private sector communities locally, regionally, and internationally. This research will explicitly seek to advance the integration of social, economic, and environmental considerations into sustainable strategies and solutions. Projects will combine the academic expertise of PSU faculty and other research collaborators with the experiential knowledge of community practitioners.
- The Center will support the development and delivery of **professional education programs** that provide cutting-edge training in sustainable processes and practices.
- The Center will help expand **graduate certificate programs** that provide an opportunity for students across campus to integrate sustainability principles into their programs.

- The Center will support **curricular development** that ensures students across campus have access to rigorous sustainability-related courses that are relevant to their specific educational goals and objectives. The Center will not offer courses or programs on a free-standing basis, but will work with existing departments and programs to enhance their offerings in the area of sustainability.
- The Center will promote **close engagement with the community** to identify and address priority sustainability issues.

5. What activities will take place within the proposed center (e.g., will courses be offered, research performed, community partnerships built)?

The Center will serve as an internal and external liaison for sustainability issues and will help mobilize resources to support sustainability-related research, education, and other collaborative activities. The Center will also disseminate information about these activities to internal and external audiences.

Internal Liaison

As an Internal Liaison, the Center will bring faculty, staff and students from across the campus together to create innovative teams. Some effective cross-campus collaborations already exist, such as the work on Intelligent Transportation Systems led by Dr. Robert Bertini, and the work on Urban Heat Islands led by Dr. David Sailor. Others collaborative efforts are emerging, such as the social sustainability group under the leadership of Dr. Mary King, and the urban ecology group led by Dr. Alan Yeakley in collaboration with Dr. Connie Ozawa. However, faculty members miss many opportunities to work with colleagues in other departments because they are often unaware of their shared interests. CSP2 can help make these connections easier and more productive by convening faculty to identify cross-cutting issues, proactively linking faculty to each other to advance their shared research and curricular interests, and making connections between faculty research interests and the sustainability efforts of facilities and operations staff.

These types of linkages are particularly important in advancing sustainable practices and processes because such approaches require the integration of

multiple disciplinary perspectives from design through implementation. The Center can help provide a supportive context for such collaborative work by, for example, providing seed funding for promising projects or sponsoring visits by leading scientists and practitioners. The Center will also actively explore opportunities to use the PSU physical plant as a laboratory and demonstration model of sustainable practices.

The Center will also play a key internal role in curriculum development. While many sustainability-related courses are currently being offered in different departments across campus, students continue to seek more opportunities to incorporate a sustainability focus into their degree programs. The Center will work with faculty to assess the needs and opportunities to develop new curricular approaches that ensure students receive a rigorous, high quality education in sustainability principles and practices. For example, as the Graduate Certificate in Sustainability evolves, the Center may lead an assessment of how the Certificate can be strengthened and better integrated into degree programs across campus.

External Liaison

In its role as External Liaison, the Center will serve as a bridge between local, regional and international partners and the University, identifying opportunities for collaboration, shared learning, and technology dissemination. The Center will ensure that collaboration and technology dissemination function as a “two way street”, where learning is shared by the university and its partners. This approach recognizes that sustainability is an emergent field where theory and practice must inform each other on an ongoing basis. CSP2 can play a particularly important role in bridging public and private sector efforts to ensure that resource investments are leveraged and that policy and practice work in tandem to advance more sustainable development.

One focus of PSU’s sustainability work with the private sector will be the development of innovative industrial and business processes and practices, drawing on engineering, science, business, economics, policy, and technology commercialization. Other collaborations with businesses and not-for-profit organizations will focus on issues of social and economic sustainability. Partnerships with the public sector would focus on infrastructure development, retrofit and remediation of the ecological and built environment, and development of innovative governance systems such

as community-based resource management. Such partnerships would engage a number of engineering fields, environmental sciences, public administration, economics, planning, and architecture, as well as other departments.

Resource Development

The Center will also play a key role in identifying and mobilizing resources to support sustainability research and applications. Increasingly, public and private funders at the regional, national, and international levels are requiring multidisciplinary approaches which link theory and practice to help address the many economic, environmental and social challenges facing the planet. CSP2 can serve as a proactive convener of university-based teams and can help these teams access funding opportunities by providing a platform for this work.

Information Dissemination

The Center will also help PSU gain recognition for its work by capturing and disseminating information about sustainability-related research, projects and partnerships. Providing this information on an ongoing basis can help ensure that the PSU community itself is aware of the multiple activities underway, as well as ensuring that the public, university partners, and the funding community are informed of PSU's efforts.

6. Why is a new center needed to achieve these outcomes and to host these activities?

As noted previously, sustainability is a multi-disciplinary subject and PSU does not currently have a framework to foster such research and education. CSP2 will provide such a framework by offering:

- a mechanism for multiple disciplines to come together to invest in rigorous, cross-disciplinary research and curricular development,
- a locus for collaborative research and dialogue with academic and community participants, and
- institutional support for building a financial and human resource base that can advance the Center's activities.

a. What other units are already undertaking similar activities?

Several units across campus have classes and research activities focused on sustainability issues, such as the Center for Transportation Studies and the Center for Lakes and Reservoirs. However, there is no unit that is currently serving as an internal and external liaison or taking a lead in mobilizing resources to support these activities across the entire campus.

b. Why is a separate identity and/or structure key to the success in meeting the planned outcomes?

There are isolated occasions when cross-disciplinary collaborations have been developed to address sustainability issues. However, the frequency and success of such collaborations would be significantly enhanced with the support of a Center that could focus on making and supporting these connections. As noted above, many opportunities for collaboration are missed because faculty members are not aware of their shared interests. CSP2 can help make these connections easier and more productive by convening faculty to identify cross-cutting issues, proactively linking faculty to each other to advance their shared research and curricular interests, and making connections between faculty research interests and the sustainability efforts of facilities and operations staff.

As noted above, the Center will also play a key role in identifying and mobilizing resources to support sustainability research and applications. Given that funders at the regional, national and international levels are demanding multidisciplinary approaches which link theory and practice to help address the many economic, environmental and social challenges facing the planet, CSP2 can play an important role as a proactive convener of university-based teams and can help these teams access funding opportunities by providing a clear platform for this work.

7. What is the structure of the proposed center (e.g., will it be housed in an existing department, school, or college or will it be a separate administrative unit; will it have its own staff; who will have oversight for the proposed center)?

The Center will be housed administratively within the Office of Research and Graduate Studies to serve as a central focal point for sustainability

activities across all departments, schools and colleges at PSU. The Center will have a Director and an Associate Director, who will report to the Provost and the Vice Provost for Graduate Studies and Research (see Attachment 2 for descriptions of the Director and Associate Director positions). In terms of the interactions of the Center's staff and PSU faculty, these will not be structured and operated hierarchically, but rather as a loose coalition of internal and external participants driven from the ground up to promote best practices and adaptive management. Section 10 of this document provides a list of faculty who have expressed support for the establishment of CSP2 and interest in participating in its activities.

A PSU leadership team with representatives from all core competencies and other key dimensions will be appointed to develop the Center's operational policies. An external advisory group of leaders from the private and public sectors will be appointed to provide counsel on strategies for program development, resource mobilization and commercialization initiatives. The director and a small staff will support the leadership team and the advisory group, and will coordinate the Center's activities. Attachment 1 describes how the advisory group and leadership group would be appointed and offers more detail on their specific charges.

The Center will work closely with affiliates across the campus, such as the Center for Transportation Studies, the Center for Lakes and Reservoirs, the Center for Professional Integrity and Accountability, and others. These affiliated programs represent the depth of disciplinary expertise and strategic focus within the University, and CSP2 would seek to support and amplify the work of these programs.

The Center will also sponsor emerging programs, such as the Social Sustainability Program, providing an institutional home for these emerging efforts and helping them develop their strategic focus, identify and mobilize resources, and publicize their efforts. CSP2 would also work closely with the proposed Institute for Economics and the Environment, seeking ways to leverage resources around website development, administrative resources, and the development of funding.

The schematic diagram (Figure 1, attached as separate document) offers a conceptual representation of the relationships between CSP2, its community partners, and its expected outcomes.

8. When will the center be established and what is the period of time envisioned for the center to operate?

The Center will be established during the spring term of the 2005-06 school year. As sustainability is a constantly emerging and evolving field, the Center's specific areas of focus may shift over time as priorities change. CSP2 is intended to provide an ongoing value-added to the university as a whole; assuming it succeeds in this effort, it is hoped that the Center would function indefinitely.

6. What resources are needed for the proposed center? From where will these resources come? What revenue will the proposed center generate?

a. Budget

During the 2005-2006 academic year, the Office of Graduate Studies and Research supported Dr. Jennifer Allen at a 0.5 FTE and Ashley Myrick, research Associate, at 0.XX FTE, as well as providing \$10,000 in funds for the development of materials, Center-related travel, and other expenses. The full amount allocated was \$57,864.

Estimate for support in 200-2007 academic year:

The Director's position would be supported by the Office of Graduate Studies and Research at 0.5 FTE. The Office of the Provost has committed \$100,000 in support for CSP2 for the 2006-2007 academic year. This funding is proposed to cover the Associate Director's salary and benefits at a 0.75 FTE position, to provide for additional internal RFPs for research and other scholarly activities, and to provide for funding for publications and other communications activities, and for Center-related travel.

One of the tasks for the Center's leadership team and staff will be to develop a strategic business plan that will specify the sources and mechanisms for ongoing funding of the Center. After an initial phase of organizational resource development, it is intended that the Center can raise sufficient resources through grants, contracts

and other fund development to support the majority of its activities.

b. Space

The Office of International Affairs has provided space for Dr. Jennifer Allen for the 2005-2006 academic year. This space is expected to be available for the 2006-2007 academic year as well.

c. Staff

Attachment 2 provides job descriptions for the Director and Associate Director of the Center.

7. List the faculty proposing the center.

- Dr. Roy Koch, Provost
- Dr. William Feyerherm, Vice Provost for Research and Sponsored Projects
- Dr. Scott Dawson, Dean, School of Business Administration
- Dr. Marvin Kaiser, Dean, College of Liberal Arts and Sciences
- Dr. Larry Wallack, Dean, College of Urban and Public Affairs
- Dr. David Ervin, Academic Sustainability Coordinator

In addition, the PSU faculty listed below have either participated in discussions regarding the role of CSP2, responded to the RFP on sustainability research or other scholarly activities that the Provost and Vice Provost issued in 2006 with the support of CSP2's provisional staff, or that have otherwise indicated interest in or support for the establishment of such a Center.

Robert Bertini	USP/CEE
Randy Bluffstone	ECON
Darrell Brown	SBA
Jennifer Dill	USP
Jesse Dillard	SBA
Heejung Chang	GEOG
Michael Dawson	SOC
Veronica Dujon	SOC
Sarah Eppley	BIO
Michael Fogarty	USP
Linda George	CSE/ESR

Tom Gillpatrick	SBA
Heather Hartley	SOC
Thomas Harvey	GEOG
Charles Heying	USP
Marcus Ingle	GOV
Keith James	PSYCH
Gwynn Johnson	CEE/CS
Jun Jiao	PHY
Karen Karavanic	ECE
Aslam Khalil	PHY
Mary King	ECON
Gil Latz	OIA
Loren Lutzenhiser	USP
Sheila Martin	IMS/UPA
Leslie McBride	SCH
Michael McGregor	ENG
Scott Marshall	SBA
Barry Messer	USP
Pramod Parajuli	ED
David Percy	GEO
Mellie Pullman	SBA
Kenneth Radin	PRC/UPA
Leopoldo Rodriguez	ECON
John Rueter	ESR
David Sailor	MME/CEE
Lauri Shainsky	SEC
Vivek Shandas	USP
Craig Shinn	PA
Graig Spolek	MME
Mark Sytsma	ESR
Sully Taylor	SBA
Wayne Wakeland	SYS
Carl Wamser	CHEM
Dilafruz Williams	ED
William Wood	ME/CEE
Martha Works	GEOG
Manya Wubbold	FLA
Alan Yeakley	ESR

April 28, 2006

Attachment 1

CSP2 Advisory Council and Leadership Team

CSP2 Advisory Council

Charge:

The Advisory Council would be charged with providing guidance to the Center on its work plan and on strategic opportunities in the area of sustainability research and education, and providing assistance in the development of community partnerships.

Number of Members: 12

Method of appointment:

CSP2 Director and Associate Director would develop a list of nominees with input from PSU faculty, staff and administration. Development of list may involve meetings with potential nominees to assess their interest and potential contribution.

CSP2 Director submits list of nominees to Provost and Vice Provost for Graduate Studies and Research

Provost and Vice Provost of Graduate Studies and Research select nominees for appointment

Term: 3 years

Responsibilities:

- Attend 1 meeting of the full advisory council each year to review CSP2 ongoing and planned activities
- Respond to requests for input on issues from CSP2 Director throughout the year as needed

CSP2 Leadership Team

Charge:

This group of faculty and staff would be charged with providing input to the Center on its programmatic focus, on priority research and curricular issues, and on other considerations of interest and concern to the PSU community. The group would be responsible for soliciting input about the Center's activities from their respective constituencies, and in ensuring that information the Center's activities is circulated to these constituencies as well.

April 28, 2006

Responsibilities:

The leadership team would meet at as a whole 3-4 times per year (approximately 1 time per term) in order to provide input on the Center's annual plan and to advise on issues and opportunities as they arise. The team may also be convened as needed should issues arise which require its guidance or input. Members of the team may also be asked to provide input to CSP2 staff as needed.

Number of Members: 15

Method of Appointment:

Potential members of this team can be recommended by CSP2 staff and/or individual faculty to the Provost and Vice Provost for Graduate Studies and Research. The Provost and Vice Provost of Graduate Studies and Research would appoint the members of the team.

Attachment 2

Center for Sustainable Processes and Practices (CSP2) Roles of Director and Associate Director of CSP2

The Director of the Center for Sustainable Processes and Practices,¹ who also serves as Coordinator of Academic Sustainability Programs, has primary responsibility for engaging the campus and community in short and long range activities to improve synergistic opportunities among faculty, departments, staff and community partners that advance PSU's research, education and outreach on sustainability issues. The CSP2 is one of those synergistic opportunities, and can serve as a locus of information for PSU's overall academic sustainability programs.

The Director will take the leadership for the following activities, working in collaboration with the CSP2 Associate Director to launch the Center and ensure its successful development.

- Work with the Provost, Vice Provost for Research and Graduate Studies, Vice Provost for Undergraduate Studies and the Center Advisory Group to plan PSU's academic sustainability initiatives, including planning and implementing curricular programs that train graduate and undergraduate students in sustainable processes and practices.
- Manage the Graduate Sustainability Certificate program
- Coordinate with the Vice President for Finance and Administration and the Coordinator of Sustainability for Operations on joint academic-operations initiatives.
- Select and convene a faculty steering group that represents the core multidisciplinary research competency areas – intelligent transportation systems, integrated water resource management, sustainable urban development, sustainable business processes and practices, and green science and technology development, and sustainable economic development – and areas of emerging importance, e.g., food systems and energy resources, to help develop Center policies and operations and identify near-term and long-run priority activities.
- Work with PSU's Development Office, faculty, and community partners to identify and mobilize funding to support CSP2 administration, and research and education projects.
- Develop internal RFPs for research and education and oversee the review and selection of proposals submitted to support sustainability research and other scholarly activities.
- Advise the Governor's Sustainable Technologies Steering Committee and assist the State of Oregon, through OECD and AEED, in exploring the formation of a collaborative ONAMI-like approach to a statewide sustainability center and its potential linkages to CSP2.

¹ This position would be funded at 0.5 FTE.

- Plan and implement local, national, and international workshops and conferences on priority sustainability issues for PSU.

The primary role of the Associate Director is to work with the Director to actively foster multi-disciplinary collaborations, partnerships with business, government and other research organizations, and to help mobilize resources. Specific tasks that the CSP2 Associate Director will lead include, *inter alia*²:

- Develop a business plan for the Center to strategically guide operations and development
- Stay up to date on sustainability-related issues and challenges in the university and in the broader community, in order to help identify project opportunities and potential partnerships.
- Work with the Vice Provost for International Affairs to design and implement? international partnerships and integrate sustainability activities, including CSP2 into PSU's international programs.
- Provide support to the faculty, staff and students involved in the initial areas of priority research in finding resources, connecting with partners, and publicizing their work
- Work with faculty in other areas of high importance, e.g., food systems and energy, to identify steps to build their emergent capacity, develop focal areas, and evaluate their potential for joining the Center's core competency areas.
- Develop partnerships both among PSU faculty and staff, and between PSU and community partners, on sustainability-related projects and programs, serving as an information and relationship broker.
- As appropriate, manage collaborative sustainability-related research projects or contracts.
- Oversee the administration of grants awarded through internal RFPs.
- Work with PSU's Sustainability Coordinator for Operations and Facilities to assure maximum synergy with CSP2 projects.
- Develop an information system to connect students with research projects, internships, mentors, and other sustainability-related opportunities.
- Work with partners in business, government, and the broader community to identify professional training needs that CSP2 may provide. Work with faculty and staff (especially Extended Studies) and professional partners to develop curriculum and deliver programs
- Participate in international partnerships that integrate sustainability activities into PSU's international programs. These activities would include, *inter alia*, research, teaching, service learning, and internship opportunities.
- Work with faculty, staff and students to develop and disseminate both scholarly articles and informational materials oriented to the general public regarding specific CSP2 projects and activities
- Serve as liaison and staff support to the Center's Advisory Group, facilitating communication between faculty, staff and group members. As needed, convene

² This position is proposed to be funded at 0.75 FTE in 2006-2007.

April 28, 2006

meetings of advisory group members to ensure ongoing dialogue with the PSU community

- Serve as main contact, internally, and externally, for information regarding the CSP2
- Given adequate support and resources, develop interactive CSP2 website and ensure website is managed and maintained in a timely manner
- Given adequate support and resources, develop and disseminate periodic informational updates (web-based and print) about CSP2 and its activities

The Provost and Vice Provost for Graduate Studies and Research would assess the performance and work products of the Director and the Associate Director of CSP2 on an ongoing and annual basis.

MEMORANDUM

TO: Faculty Senate

FR: Committee on Committees

RE: 2005/2006 Annual Report

Date: June 5, 2006

Members: John Rueter and Teresa Bulman (Co-Chairs), Leerom Medovoi, Carol Morgaine, Jon Mandaville, Susan Halvorsen, Pauline Jivanjee, Raymond Johnson, Regina Lawrence, Candyce Reynolds, Thomas Larsen, Walton Fosque, Glen Sedivy, and Leonard Shapiro

Report: Throughout Fall 05 and Winter 06 we filled constitutional committee positions as they became vacant due to resignations.

In Spring 06 we replaced outgoing committee members and confirmed continuing appointments.

John Rueter (Chair during Fall 05) prepared a draft Faculty Committee Matrix of the 473 standing and ad hoc committee members of the 69 university-level committees. Our committee will continue its deliberation of this document in the Fall.

Faculty Budget Committee Annual Report: 2005-06 May 14, 2006

Chair Person: Raymond Johnson, SBA

Faculty: Robert Bertini, CECS

Duncan Carter, CLAS,

Mark Elzanwoski, Chair, Educational Policies Committee

Stanley Hillman, BIO

Agnes Hoffman, OSA

Keith Kaufman, PSY

Rolf Koenkamp, PHY

Susan Lenski, ED

Cheryl Livneh, XS

Connie Ozawa, UPA

Thomas Seppalainen, PHIL

Richard Wattenberg, TA

Claudia Weston, LIB

Diane Yatchmenoff, SSW

Mentor: Grant Farr, CLAS

Students: Tina Cooper

Erin Devaney

Consultants: Lindsay Desrochers, Vice President for Finance and Administration

Roy Koch, Provost

Michael Driscoll, OAA

Kathi Ketcheson, OIRP

Michael Fung, FADM

Committee Charge: The charge of the faculty senate budget committee is outlined in Article IV I) of the Constitution of the Portland State University Faculty.

Setting for Issues Addressed by the Budget Committee

When the Faculty Senate Budget Committee (Budget Committee) convened at the beginning of the fiscal year we were presented with a situation where PSU was planning for 2005-06 with expected revenues of \$184,606,863 and a potential expenditure budget of \$190,556,485. While the university was in a position to make up the difference of approximately \$6 million in expenditures over revenues out of fund balances, the University Administration and Budget Committee recognized that the current level of Education and General Budget spending is not sustainable, given the current resource base. The following table compares the 2005-06 budget with the 2002-03 budget (only three years before):

	2005-06		2002-03	
Revenues				
Tuition	\$ 103,303,001	54%	\$ 73,711,409	47%
State Appropriation	\$ 61,915,675	32%	\$ 70,460,771	45%
Other	\$ 19,387,827	10%	\$ 12,180,877	8%
	\$ 184,606,503	97%	\$ 156,353,057	100%
Total Expenditures	\$ 190,556,485	100%	\$ 156,353,057	100%
Excess of Expenditure over Revenues				
Made up out of Fund Balance	\$ (5,949,982)	-3%	\$ -	0%

Over this four year period PSU has witnessed a substantial shift of the cost of higher education from state appropriation to student tuition payments. State support was capped based on 2002-03 enrollments. Tuition and fees during the 2006-07 fiscal year was capped at a 3% growth rate. In many respects we are witnessing the de facto privatization of public higher education in Oregon.

Faced with a budget that was not sustainable, the PSU administration in consultation with the Budget Committee, has taken steps to (1) plan for potential revenue growth, (2) set principles for budget reduction and reinvestments, and (3) make recommendations regarding budget reductions and reinvestments. Information from the PSU administration and from the budget committee was made public throughout the process at the following OAA website; <http://oaa.pdx.edu/BudgetPlanning2006>. The Budget Committee wants to thank the administration for being consulted every step in the process before significant decisions were made. Last year's budget committee recognized that there are significant areas within the university that needed reinvestment and that an improved budget process was needed. The current budget committee feels that the recommendations of last year's budget committee were honored by the PSU administration throughout this process.

The committee also acknowledges that the effort to obtain a sustainable budget is not complete. At this point the proposed budget for 2006-07 still expects an excess of expenditures over revenues of approximately \$1.1 million, and the university has probably not accomplished its goals in terms of strategic reinvestments. In addition, PSU could face further budget reductions if the Oregon legislative emergency board does not fund the expected OUS salary increases.

Next year the PSU administration, in consultation with the Budget Committee, must continue the work of resolving the problems of excess of expenditures over revenues and making continued improvement in the annual budget process.

The following reports comments on (1) revenue issues the committee discussed earlier in the year, (2) the views of the committee on how the budget process worked, and (3) concerns about proposed budget reductions raised in the budget committee.

Revenue Issues Discussed with the Budget Committee

The Budget Committee recognizes that a significant portion of the long-term budget solution needs to be based on increasing the amount of revenues to the university. While some of the following issues may not produce revenues in the 2006-07 fiscal year, it is nevertheless important to focus on how PSU might make progress in the following areas.

1. Investigation of tuition and fee policy for non-resident part-time students. PSU has already taken the first steps in implementing this change.
2. Determine how fee graduate remissions can be backfilled with scholarships.
3. Determine how adjustments of student mix by increasing the proportion of student who pay full tuition and fees can improve PSU's overall revenues.
4. Investigate how various units use self support courses. If these courses are essential to the PSU academic mission, the university needs to find ways to make these programs part of the base budget.
5. Determine whether PSU should adjust charges to self-support courses to fully recover university overheads. The committee recognizes that this may also cause programs to look at how economically viable they are.
6. Determine the steps that PSU might take in the long run to close the tuition and fee gap between PSU and OSU and the U of O. Tuition and fees at PSU may be \$300 - \$400 a year less than comparable programs at OSU or the U of O. With almost 15,000 full time equivalent students, \$300 a student adds up to \$4.5 million. Simultaneously PSU should consider what portion of the additional funding is used for financial aid for students in need.

Comments about the Budget Process

In general, the committee feels that the annual budget process that was recommended by the 2004-05 Faculty Senate Budget Committee was followed when considering both proposed budget reductions and reinvestments. The Budget Committee was consulted extensively when developing the principles for budget planning and when collecting data about faculty accomplishments. Following is a summary of the primary recommendations of the 2004-05 Faculty Senate Budget Committee with an evaluation of how the actual process compared with the Budget Committee's recommendations.

Criteria Recommended by the 2004-05 Budget Committee	Evaluation of how the process worked
1. "A budgeting process should be performance based, recognizing, however, that different units have different missions and goals so that meeting performance expectations may mean different things to different units."	While the committee did not spend as much time with the actual data as the administration, particularly Roy Koch, Lindsay Desrochers, Mike Driscoll and Michael Fung, to the best of our belief this recommendation was accomplished. It appears that the spirit of the budget committee's recommendation was realized.
2. "A budgeting process, including the criteria used to access unit performance, should be transparent."	In general, the budget process was an open process. The current Budget Committee noted the following: <ul style="list-style-type: none"> • All potential budget issues were discussed with the committee before decisions were made. • The administration discussed the general criteria used to propose various budget cuts with the committee and the committee had substantial input on the criteria. A general rationale was given in response to any of the proposed cuts which were queried by the budget committee.

Criteria Recommended by the 2004-05 Budget Committee	Evaluation of how the process worked
2. continued: "A budgeting process, including the criteria used to assess unit performance, should be transparent."	<ul style="list-style-type: none"> • Prior to the budget hearings, the details of the proposed cuts had not been determined. This is particularly true with respect to the proposed cuts in OIT. As a result, faculty and staff could not articulately respond to the potential impact of these proposed cuts at the hearings. However, in our last budget committee meeting, we did have discussions about the repair shop closure, the consolidation of academic computing, and the merging of computing activities in MCECS with academic computing with the elimination of duplicate systems. • Many units had a difficult time getting information back to departments regarding the budget reductions and or reinvestments. In many cases there have not been significant discussions about the implications of either the reductions or reinvestments. This is an area where PSU can make improvements.
3. "Since there are considerable inequities in the present budget allocations, efforts should be made to bring resource allocations equal across units before starting a new budgeting process. (Reasonable people may disagree on where this inequity is or how to determine what is equitable. The approach that Michael Fung has taken by comparing units' resource allocations with DAR-based production is one way to talk about historical inequalities.)"	<p>The proposed budget cuts were not across the board. While budget committee members have not spent as much time with the data as members of the administration, and reasonable people may disagree on where inequities are around PSU, it appears that the goal of considering unit performance was met when making proposed cuts and reinvestments.</p> <p>It also appears that significant weight was given to the ability of academic areas to generate student credit hours and bring tuition revenues to the university. In our current budget position, the Budget Committee recognizes that PSU must first, stabilize our financial situation and second, advance other academic goals.</p>
4. "A new budget process should be based existing and agreed upon criteria. These criteria should also be based on data or information that is available to all and routinely produced. The most useful criteria are those that have been developed by the institution and are now featured in the University's Portfolio."	<p>The committee wants to recognize that it had substantial input into the principles behind the proposed budget reductions.</p> <p>However, there is room for improvement in how PSU discusses the importance of more specific criteria and how those criteria relate to the allocation of resources within PSU. This round of budget cuts moved along very quickly. During the upcoming year it is important to:</p>

Criteria Recommended by the 2004-05 Budget Committee	Evaluation of how the process worked
4. continued: "A new budget process should be based existing and agreed upon criteria. These criteria should also be based on data or information that is available to all and routinely produced. The most useful criteria are those that have been developed by the institution and are now featured in the University's Portfolio."	<ul style="list-style-type: none"> • Pass information back to academic departments and administrative units about the evidence and criteria that influenced decisions about budget reductions and reinvestments. • Publish the information about academic and administrative units in manner similar to the department profiles that were developed for the University Portfolio. • An education process is needed to better explain to faculty the nature of the information that is being requested of them and how that information is considered by various levels of university administration. • A process needs to be developed to formulate unit profiles that capture the good work that is performed in service units.

Summary of Concerns About Budget Reductions and Reinvestments Discussed in the Budget Committee

The Budget Committee did not spend the same level of time with the underlying data, and was not as knowledgeable about the entire university as the members of the administration that were involved in developing the proposed budget cuts (Roy Koch, Lindsay Desrochers, Mike Driscoll and Michael Fung).

Following is a summary of concerns that were raised by budget committee members and discussed with administration during budget committee meetings. There is evidence that the Vice Presidents made changes to the initial proposed budget reductions and reinvestments, based on the comments below. The following items are not ranked in any particular order.

- Degree Completion Programs: Concern was expressed about the reduction in start-up funds originally allocated to establish degree completion programs at the community colleges and the fact that the programs will be moved to self support for the 2006-07 academic year. The concern was that the programs were not mature enough at most sites to be able to support their own costs as soon as the 2006-07 academic year.
- Administrative Overhead Charges: Concern was also expressed about raising the administrative charges for overheads from the current 10% to 12% in the new budget year. There was some concern that some programs are not able to generate sufficient revenues to cover these increased charges.
- Graduate School of Education: Concerns were raised about the extent of the proposed cuts to the School of Education. Particular concerns were raised that the cuts might be seen as punitive. While School of Education faculty understands the decrease in student credit hours, they also felt that they were given permission to reduce student credit hours. The school also has a concern about meeting student credit hour targets when accreditation standards call for very small student – faculty ratios related to student teaching. Further, significant enrollment that happens during the summer was not considered. The discussion clarified that the nine-month education and general budget had to be balanced on its own and that faculty are appointed with nine-month contracts, not including summer.

The budget committee was pleased to hear that additional funding would be added back to the School of Education to enhance the salary for recruitment of a new dean.

- School of Fine and Performing Arts (FPA): Concerns were raised about cuts to the School of Fine and Performing Arts during a time when student credit hours in FPA were increasing. Discussion ensued about the fact that the proposed cuts would result in a minimal loss in student credit hours and the Budget Committee was pleased to hear that a revised proposal will include additional funding to add one new line in reinvestments to FPA.
- Maseeh College of Engineering and Computer Science: Questions were raised about the level of cuts in Maseeh College of Engineering and Computer Science given the decline in student credit hours per faculty member. However, the Budget Committee also recognizes (1) some of this is due to direct legislative investments in engineering for research, and (2) that the proposed cuts look different when it is realized that \$100,000 of proposed budget reductions associated with the reorganization of academic computing services will come primarily from the Maseeh College of Engineering and Computer Science.
- Library: Concerns were raised about cuts to the library when it is so central to university activities. The budget committee does recognize that PSU is at a point where cuts must be considered in all areas and this is one area that does not produce revenue. Further, the library has had inflation adjustments while other S&S budgets have not had similar inflationary adjustments. This was followed up with discussion that the library's inflation adjustments of 2%-3% have not kept pace with actual inflation rates that range from 7% to 9%. There was a brief discussion of the possibility of a library resource fee and it is worth investigating whether such a fee is appropriate in the next biennium.
- Need for Reinvestment in International Programs and Students: An important area for reinvestment should be the support for increasing the number of international students at PSU. It was felt that this was an important university initiative and that the university needed to look into providing a way for international students to apply for admission on-line and resources were needed to support increasing the number of international students at PSU. In addition, the university needs to think about the mentoring and other support systems that are necessary to help international students succeed at PSU. This is not currently on the reinvestment list. Further, if PSU actually realizes an increase in international students, a portion of the tuition realized might be considered for investment in this area.
- Need for Reinvestment in Services and Supplies Budgets: The budget committee also had discussions about the need to reassess infrastructure issues related to Department S&S budgets. Many departments have not had increases in their S&S budget since the early 1990's. This means that other funds intended for direct student credit hour production, faculty support/development, etc. are paying for supplies, copiers and phones. Not having sufficient infrastructure and support funds adversely impacts the quality of what departments do as well as the quantity of student credit hour departments can produce. This is a hidden factor that limits departments and is unlikely to be addressed unless the central administration makes it a priority.

Upcoming Issues for 2006-07

During the current year the PSU Administration and the budget committee began a process that will become an annual process of evaluating the utilization of university resources and the need for reallocation of resources and reinvestments in critical needs areas.

The current year's budget committee has already begun to evaluate the process by which faculty report their activities for the year, with the objective of making this an exercise that more clearly captures faculty activities and contributions to the university mission.

During the 2006-07 year PSU is likely to have expenditures exceed revenues by \$1.0 - \$1.5 million. As we enter the next biennium we would hope that legislative changes will improve this fiscal situation of the Oregon University System. If additional resources are forthcoming, making up this deficit will have to be a top priority. In addition, the budget committee should address the following issues:

- Budget process issues discussed above to improve the annual evaluation of budget resources and university priorities to enhance the accomplishment of the university mission.
- Encourage deeper and transparent discussions of the evaluation of accomplishments of unit missions and the allocation of resources at the department and unit levels.
- Determine whether there were inadvertent consequences of the current year's budget decisions.
- Work on criteria for reinvestments.
- Evaluate the fairness of the evaluation of both academic and non-academic units.
- Find better ways to share the university successes and the accomplishments of university mission.

May 8, 2006

Education Policy Committee (EPC) 2006 Annual Report

Committee Members: Judy Andrews, Richard Beyler (sabbatical), Darrell Brown, Marek Elzanowski (chair), Marcia Fischer, Darlene Geiger, Brad Hansen, Raymond Johnson, Judy Patton, Bee Jai Repp, Craig Shinn, Gwen Shusterman.

According to the Constitution of the PSU Faculty, the Educational Policy Committee (EPC) shall advise the Faculty Senate and the President on educational policies and planning for the University. The Committee shall:

- 1) Serve as the advisory board to the President and to the Faculty Senate on issues of policy and planning for the University,*
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate,*
- 3) Receive and consider proposals from appropriate administrative officers or faculty committees for establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities,*
- 4) In consultation with appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University,*
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.*

During the academic year 2006-07 the committee conducted the following business:

- Discussed re-convening the EPC-UCC Subcommittee on Approval Requirements for Online/Distance Programs. EPC felt strongly that the discussion on the online/distance course and program offerings and, in particular, the approval process of such programs should continue and that the EPC-UCC Subcommittee was the proper venue for such a conversation. EPC chair approached the University Curriculum Committee (UCC) with the request to re-constitute last year EPC-UCC Subcommittee on Approval Requirements for Online/Distance Programs.
- Familiarized itself with the Report of the Ad Hoc Committee to Review Governance (CFG), as directed by the motion of the Faculty Senate of June 6, 2005. Identified specific issues raised by the CFG and prioritized the identified issues.
- Identifying the issue of "centers" and, in particular, the concerns over the academic and administrative role and authority of a "director" and related PP&T issues, as of the highest priority the EPC, in cooperation with OAA, revised the document "Process of Approval of Centers". The revised version of the document is presented to the Senate for approval at the June 5, 2006 meeting.
- Reviewed and presented to the Faculty Senate for approval two center proposals; the Center for the Improvement of Child and Family Services (May 1, 2006 meeting), and the Center for Sustainable Processes and Practices (CSP2) (June 5, 2006 meeting).
- Requested and was granted an extension from June 2006 to December 2006 for their Report to the faculty Senate on Faculty Governance. The block of issues which remain to be discussed concerns the composition of the Faculty Senate, inclusion of non-

instructional faculty in Senate committees dealing with educational policy issues, and violation of the concept of shared governance by university administration.

**Annual Report to the Faculty Senate
Faculty Development Committee
Spring 2006**

Members:

Leopoldo Rodríguez (Chair)
Linda Absher
Charles Colbert
Sue Danielson
Gregory Davis
Grace Dillon
Don Frank
Erna Gelles
Janet Hamilton
Dan Hammerstrom
Steve Harmon
Julie Rosenzweig
Alex Ruzicka
Shawn Smallman
Juliette Stoering

Charge: The charge of the Faculty Development Committee is specified in the PSU Faculty Constitution, Article IV. , Section 4., 4) g)

Travel Grant Awards

The Travel Grant provides funding for the expenditures associated with the presentation of faculty research at conferences and seminars. The maximum award is \$1,250.00. The committee had \$150,000 in travel funds to disburse between July 2004 and 2006 (\$75,000 per academic year). Over the current academic year awards were made in four occasions corresponding to the academic terms when travel was to take place.

Travel Grant

Term	Applications	Requested	Awards	Awarded
Summer	37	\$40,749.00	29	\$29,293.00
Fall	43	\$37,826.51	39	\$18,472.00
Winter	16	\$15,374.00	16	\$10,150.00
Spring	31	\$28,702.32	29	\$19,646.00

Faculty Enhancement Grant Awards

The purpose of the Faculty Enhancement Grant is to aid in building faculty capacity for research, instruction and service. The maximum award is \$10,000.00. This year the committee had \$250,000.00 to allocate among 53 proposals.

Faculty Enhancement Grant

Applications	Requested	Awards	Awarded
53	\$429,448.00	36	\$248,717.00

Post-Tenure Peer Awards

The FD Committee is also in charge of reviewing post-tenure peer award applications. The committee met in mid-May to recommend awards to 18 applicants. Last year 18 applications for funding were received.

MEMORANDUM

Date: May 15, 2006

To: Faculty Senate

From: Wayne Wakeland, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2005-2006 academic year

The Graduate Council has been composed of the following members during the past year:

MEMBER	Years Served	Academic Unit
Steve Bleiler	04-06	CLAS
Joel Bluestone	05-06	FPA
Randall Bluffstone	04-06	CLAS
Virginia Butler	04-06	CLAS
Eileen Brennan	05-06	SSW
Lisa Dion	05-06	XS
Doug McCartney	05-06	AOF
DeLys Ostlund	04-06	CLAS
Paramod Parajuli	04-06	ED
Rodney Rogers	03-06	SBA
Gretta Siegel	03-06	LIB
Gerald Sussman	04-06	UPA
Wayne Wakeland	02-06	AOF
William Woods	04-06	MCECS
Alan Yeakley	05-06	CLAS
Student Member:		
Lisa Sibbett	05-06	

We would also like to acknowledge the ongoing assistance provided by the committee's ex-officio members, Linda Devereaux, Courtney Ann Hanson, Maureen Orr Eldred, and William Feyerherm.

The Council has met approximately twice per month during the past academic year to address graduate policy, and to review proposals for new graduate programs, program changes, new courses, and course changes. In addition, teams of Graduate Council members have read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Other Council Activity

Graduate policy and other council activity included:

- Actively participated in the accreditation review process during Fall Term.
- Revised the council's internal review processes so that review and revision by subcommittees is completed before copies of the [now revised] proposals are distributed and reviewed by the full council.
 - The main benefit of this change is that the full council reviews the final "ready to go" version rather than the initial version that has often been rendered "out-of-date" by the parallel subcommittee review process.
 - We recognized that this change would tend to increase the length of the review process (by approximately two weeks)
 - Unintended side effect: now, the author of the proposal may be asked to revise the proposal twice rather than once, since the full council may have additional suggestions when they review it (or they may not).
- Prepared a memo regarding the requirement for a tangible distinction between the 400 and 500 sections of a joint UG/Grad course (copy attached).
- Worked with the UCC to improve the instructions for the new 2006 version of "Proposal for New Course" form
 - Must provide clear 400/500 distinction
 - Must explain how/why library resources are adequate for this *new* course. Not simply "They are adequate," but rather "We have worked with the library to verify that the necessary resources are available," or "The resources required for this course are already in place to support other related courses" etc.
 - Must provide sufficient topical detail in the [now required] attached syllabus, including the hours allocated to each topic
- Worked with OAA and UCC to prepare a flowchart to clarify the curriculum review process and to indicate the associated deadlines for getting changes into the next printed catalog (copy attached).

II. New Programs and Program Changes

Tables 1 and 2 summarize the new programs and program changes, recommended for approval by the council and subsequently approved by the Faculty Senate (except as noted). Most proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Title	Unit	Notes
Ph.D. in Mechanical Engineering	MCECS	
Master of Music in Jazz Studies	FPA	
Graduate Certificate in Software Engineering	MCECS	
MS in Environmental and Resource Economics	CLAS	June Senate agenda
Graduate Certificate in Environmental and Resource Economics	CLAS	June Senate agenda
Graduate Certificate in Student Affairs in Higher	ED	June Senate agenda

Education		
Graduate Certificate in Teaching Adult Learners	ED	June Senate agenda

Table 2. Program Changes

Program	Change	Unit
MA TESOL	Add two culminating activity options	CLAS
MA History	Clarification of requirements and addition of World History track	CLAS
Graduate Certificate in Geographic Information Systems	Clarify requirements, identify substitutions for core courses	CLAS
Master of Social Work	Change from 90 to 78 credits	SSW
Master of Public Health	Redistribute course requirements per Oregon MPH accrediting agency	UPA
Graduate Certificate in Real Estate Development	Adjust core and elective courses	UPA

III. Course Proposals

Table 3 provides information regarding the number of new courses and course changes submitted by the various units. A total of 42 new course proposals were reviewed and recommended to the Senate for approval, along with another 20 course change proposals. Many course proposals were returned to the proposing unit for modifications during the review process, most of which were received back and processed during the year.

Table 3. Summary of Proposals related to courses

Unit	New Course Proposals				Course Chg. Proposals
	1 Credit	2 Credits	3 Credits	4 Credits	
CLAS		1		13	4
ED	3	2		5	10
MCECS			3	6	
FPA		1	3	1	1
SSW			4		4
UPA			3	2	2

IV. Petitions

Teams of Graduate Council members issued 86 petition decisions. The distribution of these petitions among the various categories is presented in Table 4. This number is consistent with past years, especially considering the rise in graduate degrees awarded, as shown in Table 5. The approval rate during the past year was consistent with last year. As in past years, the most common petition was the extension of the 1-year limit on incomplete grades; about two-thirds of these were approved. The second most common petition was the request to accept more pre-admission or transfer credits than allowed, for which the acceptance rate is slightly higher.

Table 1. Petitions acted on by the Graduate Council during the 2005-2006 academic year (decisions since the last Annual Report May 13, 2005) and the results of that action.

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
A	INCOMPLETES					
A1	Waive one year deadline for Incompletes	34*	23*	11	40%	68%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	10*	6*	4*	12%	60%
B2	Waive seven year limit on Transfer courses	1	0	1	1%	0%
C	CREDIT LEVELS					
C3	Change from P/NP to grade retroactively	2	1	1	2%	50%
C4	Change Audit to graded graduate level retroactively	1	1	0		100%
C6	Change from grade to P retroactively	4	2	2	5%	50%
D	DISQUALIFICATION					
D2	Extend probation	1	1	0	1%	100%
D3	Readmission after one year disqualification	4	4	0	5%	100%
F	TRANSFER CREDITS					
F1	Accept more Transfer or Pre-Admission credit than allowed	18*	13*	5*	21%	72%
F4	Accept non-graded Transfer or Reserve credit	4	4	0	5%	100%
F6	Waive 12-credit limit for Reserved credits	2	2	0	2%	100%
H	REGISTRATION PROBLEMS					
H3	Retroactive withdrawal	1	1	0	1%	100%
K	UNIVERSITY LIMITS ON COURSE TYPES					
K5	Waive university requirement for foreign language for MA/MAT degree [allow alternate language]	1	1	0	1%	100%
K6	Waive university limit on 800-level courses	1	1	0	1%	100%
N	MISCELLANEOUS					
N4	Remove course from PSU record	1	0	1	1%	0%
N5	Waive Reserve credit policy [within 45 credits of awarding of BA/BS]	1	1	0	1%	100%
		Total	86*	61	25	71%

*indicates more than one request category on a single petition; total reflects 86 decisions on 78 petitions

Table 2. Historic summary of number of petitions, approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent approved	Grad Degrees Awarded
2005-06	86	71%	[not yet available]
2004-05	71	72%	1565
2003-04	67	79%	1495
2002-03	56	93%	1331
2001-02	78	81%	1218
2000-01	79	78%	1217
1999-2000	102	92%	1119
1998-99	84	77%	1088
1997-98	70	80%	998
1996-97	75	91%	1019
1995-96	61	87%	936
1994-95	66	87%	884
1993-94	65	82%	839
1992-93	90	83%	838
1991-92	70	89%	879
1990-91	71	89%	672
1989-90	94	83%	681
1988-89	108	83%	702
1987-88	146	83%	687

V. Items In Progress (that might be approved for Senate consideration in October)

The Graduate Council is discussing whether to adopt for graduate courses the new policy regarding undergraduate Incompletes that was passed at the May Senate meeting.

Review of the following proposals is in progress

- Proposal by CUPA to create a Graduate Certificate in Urban Design, along with proposed new courses that would support this certificate
- Three proposed 400/500 courses CLAS (EC)

VI. Future Graduate Policy and Other Activity

- Place examples of well written new course and new program proposal forms on the Office of Graduate Studies & Research website
- Revise the instructions regarding proposals for new degree programs and graduate certificates (that go to OUS) to clarify what is required / expected:
 - Strong “evidence of need” is required to support the projected numbers, including letters of support, on letterhead, and from people/positions with recognized credibility. To be really impressive, a new Graduate Certificate would have five or more letters of support; a new degree program: ten or more letters of support
 - A solid section on program evaluation is needed: how will the success of the program be measured? E.g., placement statistics, surveys, advisory panel, etc.
 - A solid section on assessment of student learning is needed, e.g., capstone experience, comprehensive exams, thesis/dissertation committee oversight process, etc.
 - Must explain how/why library resources are adequate for this *new* program. Not simply “They are adequate,” but rather “We have worked with the library to assure the necessary resources are available, including relevant journals,...” or “The

resources required for this certificate are already in place to support the existing M.S.,” etc.

- A budget sheet is needed, even if it contains all zeros!
- People submitting new degree/certificate proposals need to know that a 2-page summary is required by the Faculty Senate.
- The recent Accreditation Review Report highlighted the need for better assessment of graduate programs. The council agrees with this review, and would like very much to address this need, but in reality the resources that would be required to improve the assessment of graduate programs simply do not exist
 - New programs should be reviewed / assessed after they have been in place for five years
 - Existing programs should be assessed on an ongoing basis every seven to ten years
 - Some of the infrastructure needed to support the program review/assessment process is in place, but more resources must be allocated to this activity in order to effectively address the need

Date: May 15, 2006

To: The Faculty and Academic Leadership

From: The Graduate Council

Re: The distinction between UG and Grad requirements for 400/500 Courses

As a matter of long-standing University policy, any course which has both the 400 and 500 level course numbers must distinguish between the experiences and requirements for graduate versus undergraduate students. The purpose of creating a distinction between these requirements is to assure that (a) graduate students will in fact receive a graduate learning experience when they take a 400/500 course, and (b) that undergraduates will not be subjected to excessive requirements.

The distinctive requirements for graduate students should be described in detail on the course syllabus and on the Proposal for New Course form: Section 11b (Student Activities) [Note: this is referring to the brand new 2006 version of the form], where the instructions clearly specify that the different requirements for undergraduates and graduates be provided.

Examples of the additional requirements that would be detailed in Section 11b might be:

- A research paper that is substantial in breadth and/or depth (and often with a specified length), properly supported with citations from the literature, etc.
- A portfolio or other evidence of creative work, with the described parameters clearly indicating graduate level work
- An extra project with its described scope and associated deliverables clearly indicating graduate level work

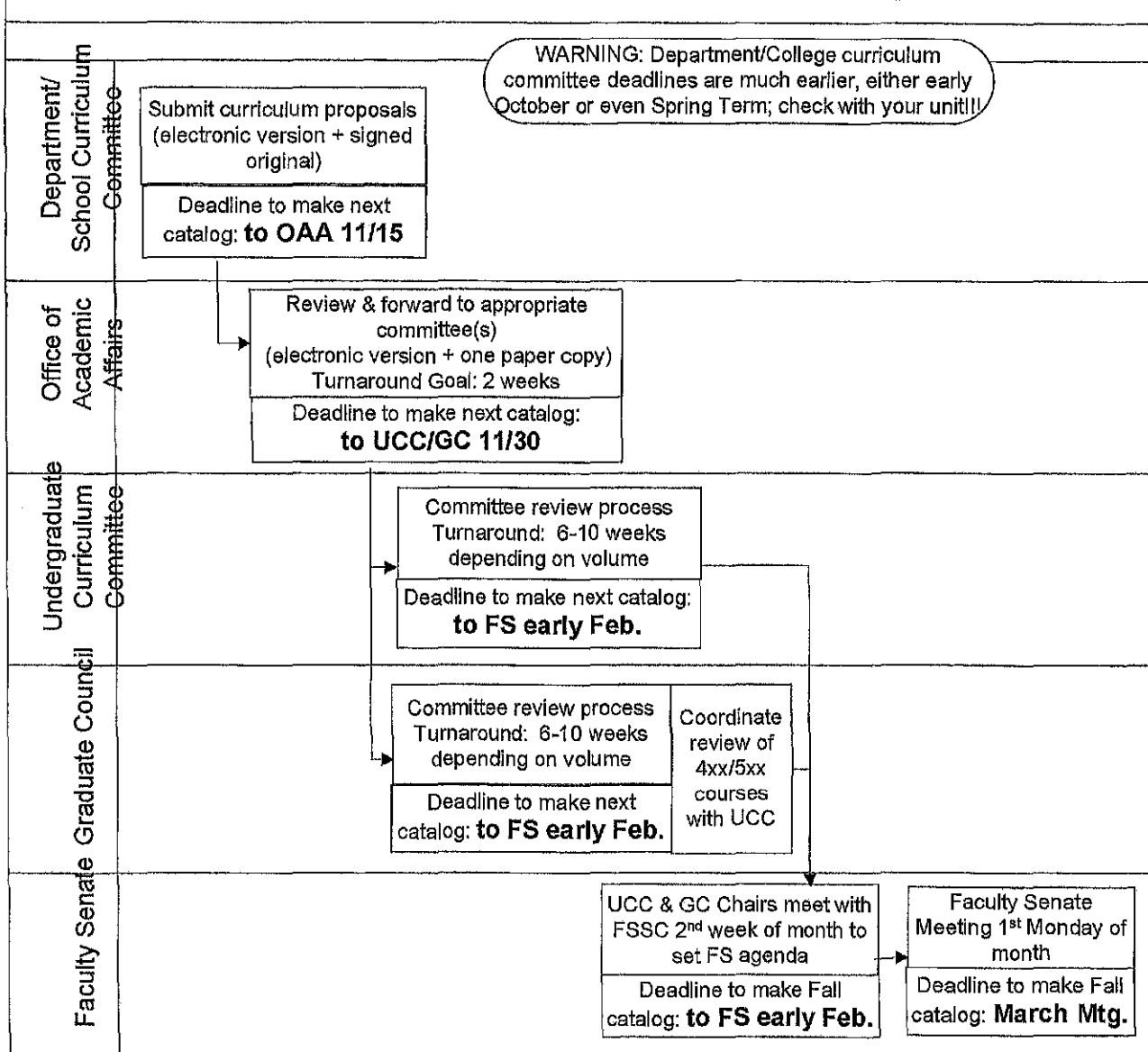
Furthermore, graduate students in a 400/500 class may be expected to demonstrate additional leadership in the classroom and/or laboratory activities. This expectation should be clearly stated in Section 11b of the new course proposal form, and on the course syllabus.

Differences in how graduate students and undergraduates will be graded should be clarified, including the fact that graduate students will be held to a higher standard of performance on exams and other coursework. The grading weights associated with additional requirements for graduate students should also be explained. **This information should also be clearly communicated on the course syllabus.**

The 4xx and 5xx sections of the course will have different Course Reference Numbers and separate grading rosters, which makes it easy for instructors to know for whom the additional requirements and elevated standards apply.

In the past, some courses were approved that simply gave 3 Graduate Credits for the exact same course that counts as a 4 credits when the student registers for the course in an undergraduate section. This type of distinction is no longer considered sufficient.

PSU Curriculum Change Process, with Deadlines for Catalog Changes Indicated



- To be eligible to appear in the yearly printed PSU Bulletin (e.g., 2007/08), course and curricular change proposals must be:
 - Submitted to the Office of Academic Affairs (OAA) by mid-November
 - Reviewed & approved at the March faculty Senate meeting (or earlier)
- Proposals approved at the April, May, and June Senate meetings can appear in the quarterly Schedule of courses, but will not appear in the Bulletin until a year later.
- UCC and GC will give priority to proposals submitted to OAA by the 11/15 deadline.
 - Warning: proposals with missing or contradictory information may not be processed in time to appear in the printed bulletin.
 - To expedite processing, faculty are advised to follow the "Directions for New Course Proposals" that accompanies the New Course Proposal form, available at <http://oaa.pdx.edu/CurricularChangeProcedures>, and to submit early, prior to the deadline (to be first in the queue).
- The review process for new degree programs is more complex, and therefore catalog inclusion by a specific date cannot be assured. Such proposals go the Provost's office for further action, including review by the Oregon University System (OUS), and an external review.
- New graduate certificates are reviewed by OUS, but without external review.

Portland State University
Report of the Intercollegiate Athletic Board
For the 2005-06 Academic Year

Intercollegiate Athletic Board Members:

Chair: Dan Rogers, SBA
 David Burgess, OIRP
 Kit Dusky, LIB
 Duncan Kretovich, SBA
 Pat Squire, ALUM

Outside Member:

Greg Crawford, Pumpkin Ridge Associates

Ex-officio Members:

Teri Mariani, ATH
 Bob Lockwood, AJ
 Molly Moore, ATH
 Lindsay Desrochers, FADM

Overview of Athletic Department's 2006 Budget and Fiscal 2005 Performance Relative to Budget¹

The information below provides a summary of the athletic department's budget for fiscal 2006 as well as its overall performance relative to its budget for fiscal 2005.

The athletic department's budgeted revenues and expenses are approximately \$7.8 million. The institutional subsidy provides the largest portion of athletic department revenue (approximately 38%). Student fees are also a major source of revenue (32%). Other revenue sources, such as gifts, guarantees, receipts from the Oregon Lottery, and ticket sales make up the remainder of the department's revenue. Expenses are largely a function of department payroll (39%) and scholarships (33%).

One notable issue is that the department forecasts a reduced proportion of revenues to be coming from institutional subsidies in fiscal 2006. The institutional subsidy was budgeted to be \$3.36 million (44% of budgeted department revenues in 2005), but the institutional subsidy actually received was \$3.06 million (40% of actual department revenues in 2005). Fiscal 2005 expenses exceeded revenues by \$0.114 million.

- Budgeted 2006 Revenue = \$7.836 million
 - **Institutional Subsidy = \$3.006 million (38%)**
 - Student Fees = \$2.510 million (32%)
 - Gifts & Booster Receipts = \$0.575 million (7%)
 - Guarantees = \$0.380 million (5%)
 - Sports Action Lottery = \$0.375 million (5%)
 - Ticket Sales = \$0.330 million (4%)
 - Other = \$0.660 million (8%)

¹ Report to Oregon State Board of Higher Education (dated January 6, 2006).

- Budgeted 2006 Expenses = \$7.817 million
 - Payroll = \$3.058 million (39%)
 - Scholarships = \$2.557 million (33%)
 - Travel = \$0.892 million (11%)
 - Other = \$1.310 million (17%)
- Fiscal 2005 Revenue = \$7.711 million
 - **Institutional Subsidy = \$3.056 million (40%)**
- Fiscal 2005 Budgeted Revenue = \$7.712 million
 - **Budgeted Institutional Subsidy = \$3.359 million (44%)**
- Fiscal 2005 Expenses = \$7.825 million
- Fiscal 2005 Budgeted Expenses = \$7.712 million
- Fiscal 2005 Net Operating Income = (\$0.114) million

Comparison of Athletic Budgets and Institutional Subsidies to other Big Sky Conference Departments and Selected Division I-AA Institutions²

The athletic department gathered and reported the numbers below to the Oregon State Board of Higher Education in April 2006. Four Big Sky Conference athletic departments voluntarily supplied data regarding the level of institutional subsidy, student subsidies (not counting student ticket sales), and department budgets. In 2005, the institutional subsidy provided to PSU's athletic department was lower than that reported by both the University of Montana and Montana State. Both Sacramento State and Eastern Washington reported lower institutional subsidies.

The institutional subsidy is likely a function of the size of the department's budget. For example, PSU exhibits a much smaller athletic budget than University of Montana or Montana State. PSU's athletic budget is similar in size to most of the institutions listed below. Portland State's institutional subsidy in fiscal 2005 was 40% of its budget. Montana State was the only of the four competing Big Sky institutions with a higher proportional institutional subsidy.

Some institutions may effectively "tax" their student populations to differing degrees to fund athletic programs. Thus, we added in the proportion of student subsidies to the data below. Portland State's athletic department received 71% of its funding from either institutional or student sources. Alternatively, we can subtract this proportion from 100% to ascertain what proportion of the athletic department is funded through revenue and other sources (i.e., gifts, ticket sales, etc.). Among the Big Sky institutions that reported information, only Sacramento State generates more from the combination of institutional and student subsidies. However, three of the four non-Big Sky institutions report higher proportions.

² Intercollegiate Athletics Request presented to Oregon State Board of Education (dated April 2006).

School	Institutional Subsidy (in millions)	Athletic Department Budget (in millions)	Institutional Subsidy as % of Budget	Student Subsidies as % of Budget	Total of Institutional and Student Support
Portland State	\$3.1	\$7.7	40%	31%	71%
Montana State	\$4.8	\$10.5	46%	10%	56%
Sacramento State	\$2.7	\$7.8	35%	38%	73%
University of Montana	\$4.0	\$13.0	31%	6%	37%
Eastern Washington	\$2.6	\$7.4	35%	18%	53%
SE Missouri State	\$4.2	\$7.5	56%	6%	62%
Cal Poly	\$2.4	\$8.9	27%	53%	80%
Cal Davis	\$1.9	\$13.0	15%	76%	91%
Sam Houston State	\$1.6	\$6.0	27%	50%	77%

Summary of Division I-AA Athletic Department Revenues and Expenses³

For 2003, the NCAA reports that Division I-AA athletic department revenues were, on average, \$7.16 million, and that average expenses were \$7.53 million. On average, these athletic departments generated a net loss of \$0.37 million. After deducting institutional support, the average deficit was \$3.69 million. This difference implies that the average institutional support of Division I-AA athletic programs is about \$3.3 million. This average is approximately 44% of the average expenses.

PSU Intercollegiate Athletic Board Summary Comments on Financial Issues

Based on the data available and our conversations with athletic department personnel, we observe that Portland State's athletic department is being run in a fiscally responsible manner that is generally consistent with the practices of Division I-AA institutions. PSU's institutional subsidy has been declining in dollar amounts and proportions of the overall budget. The athletic department should strive to continue this trend by actively seeking improvements in other revenue streams. We noted that gifts, grants, and booster receipts increased by approximately \$110,000 between fiscal 2004 and 2005. Development of additional revenue streams (as well as cost containment) should be important criteria in PSU's search for a new athletic director next year.

³ "Revenues and Expenses of Division I and II Intercollegiate Athletics Programs." Report is available on the NCAA website (URL = http://www.ncaa.org/library/research/i_ii_rev_exp/2003/2002-03_d1_d2_rev_exp.pdf)

Overview of PSU Athletic's Academic Progress Rate (APR)⁴

As part of NCAA's academic reform initiative, the association has begun implementation of the APR. The basic idea underlying the APR is that each student-athlete at the institution is worth 2 points per term for maintaining academic eligibility and for staying at the institution. The institution counts the points from each of its student-athletes in each sport, and then divides the cumulative points earned by the cumulative points possible. For example, in 2003-04, PSU's maximum possible number of points was 1,688. Out of this maximum, PSU "earned" 1,587 points (94.0% of the maximum). PSU's 2003-04 overall APR was 940. The maximum APR score is 1000, and the NCAA has mandated 925 as a "critical" level below which "penalties" (i.e., loss of scholarships) can be assessed. The NCAA deems the 925 APR score as being consistent with a 60% graduation success rate.

According to the NCAA, all of PSU's women's athletic programs and the men's football program surpassed the 925 APR level using data combined for 2003-04 and 2004-05. The men's indoor track program lost 1/6 of a scholarship based on its APR from this report. Men's programs in basketball (APR=922), cross country (APR=881), wrestling (APR=877) avoided NCAA penalties because of "small-squad-size" adjustments. This adjustment will be removed after the NCAA has 4 years of APR data. The men's outdoor track program (APR=865) avoided penalties because the team is performing better than PSU's general student body.

With the exception of men's basketball, all of the programs cited above have problems retaining student-athletes because of limited aid. Thus, some students may choose to leave PSU for more scholarship aid elsewhere.

PSU Athletic Department Notable Points for 2005-06

- Tom Burman resigned as athletic director in January 2006, and a search process for athletic director will be conducted next academic year.
- The athletic department plans to hire a development director next year. This position is open as the result of the departure of an associate AD earlier this year and is part of the department's restructuring of responsibilities.

⁴ "NCAA Division I 2004-05 Academic Progress Rate Public Report" for Portland State University available on the NCAA website (URL = http://web1.ncaa.org/app_data/apr2005/550_2005_apr.pdf). Date of report is 2/27/2006.

Student-athlete Accomplishments in 2005-06

Approximately 300 student-athletes compete for various PSU athletic teams. Some of their accomplishments on their fields of play are included below.

Women's soccer:

- 4 All Big Sky performers
- 11 Academic All Big Sky selections

Women's volleyball:

- 3 All Big Sky performers
- 5 Academic All Big Sky selections
- Team finished 2nd in Big Sky conference
- Coach Jeff Mozzochi was selected Big Sky Coach of the Year

Cross-country:

- 6 Academic All Big Sky selections

Men's Football:

- 19 All Big Sky performers
- 9 Academic All Big Sky
- 1 All American First Team performer (AP, Sports Network, Walter Camp Foundation, and ESPN Magazine)

Men's Basketball:

- 2 All Big Sky First Team performers
- Appeared in Big Sky Conference tournament
- Beat University of Oregon!
- Academic All Big Sky selections not yet announced

Women's Basketball:

- 2 All Big Sky performers
- Outstanding Freshman of the Year award winner
- Appeared in Big Sky Conference tournament
- Academic All Big Sky selections not yet announced

Indoor Track:

- Women's team finished in 2nd place at Big Sky tournament

Spring Sports:

- Women's softball team is likely to win their conference championship and this would qualify the team for the NCAA championships!
- The men's and women's track teams are consistently setting new school records at every meet. It appears that PSU's teams will have a record number of students qualify for the Big Sky Conference championship meet.

TO: Faculty Senate
FROM: Regina Lawrence, Chair, Undergraduate Curriculum Committee
RE: 2005-06 Annual Report to Faculty Senate
DATE: May 3rd, 2006

Chairperson: Regina Lawrence
Faculty members: Martha Works LAS (FLL)
Tom Dieterich, LAS (LING)
Joe Ediger, LAS (MTH)
Robert Gould, LAS (PHL)
John Reuter, LAS (ESR)
David Sailor, ECS (MME)
Cindy Baccar, AO
Michael Flower, OI
John Settle, SBA
Bonnie Miksch, FPA (MUS)
Xiaoqin Sun-Irminger, ED
Sam Gioia, SSW
Marie Lewandowski, XS
Robert Schroeder, LIB

Students: Sarah Hendrickson
Consultants: Terrel Rhodes, OAA
Linda Devereaux, OAA

Committee Charge:

- 1) Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
- 2) Convey to the Senate recommendations from the Graduate Council concerning the approval of all new graduate programs and graduate courses.
- 3) Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
- 5) Develop and recommend policies concerning curriculum at the University.
- 6) Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
- 7) Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
- 8) Advise the Senate concerning credit values of undergraduate courses.
- 9) Report on its activities at least once each year to the Senate, including a list of programs and course reviewed and approved.

UCC Activities:

Curricular Proposal Review:

This year the committee met 15 times to conduct the regular business of reviewing course proposals, new programs and program changes, and to discuss additional issues related to our charge. The committee recommended approval of the following (not including proposals currently under review):

- 68 new courses (50 in 04-05)
- 38 existing courses changed (18 in 04-05)
- 12 dropped courses (4 in 04-05)
- 4 existing majors changed (5 in 04-05)
- 1 new minor (2 in 04-05)
- 1 existing minors changed (2 in 04-05)
- 1 existing certificate changed (1 in 04-05)
- 9 courses dropped from UNST clusters (57 in 04-05)
- 28 courses added to UNST clusters (14 in 04-05)

The review process is far from a mechanical one, and the numbers reported above do not reflect the amount of deliberation that is sometimes required to make sense of various proposals and weigh their strengths and potential weaknesses. UCC has deliberated throughout the year not just about specific proposals, but about our mission and appropriate purview. Those deliberations have contributed to two ongoing projects that we hope to complete this year: Revision of the new course proposal form (described below) and development of a UCC Handbook that would help inform future committees about the curricular review process and the UCC particular role in that process.

Revision of New Course Proposal form:

UCC has completed work on revising the PSU New Course proposal form, which will replace the OUS-derived form that we have been using here at PSU for quite some time. The new form retains the required features of the OUS form, but is designed to be more user-friendly and to focus on the information that UCC and GC most need when reviewing proposals. We have obtained feedback from the Graduate Council and have incorporated their suggested changes into the final draft. The form will be uploaded to the OAA website by the end of spring term.

Ultimately, we hope the course proposal form will contain interactive features to help guide faculty through each item, but for now, it will simply be accompanied by a "Directions" document that explains each item and makes the intent of various questions on the form more transparent.

We also hope that ultimately, the entire curricular review process can be conducted electronically. We have had several meetings with Terrel Rhodes and representatives of Graduate Council, Graduate Studies, and Records and Registration to discuss various technical aspects of converting aspects of the proposal process to an electronic process. It does not appear possible, given current resource constraints, to make the entire process electronic in the near future, though that remains a long-term goal.

In addition, beginning immediately, UCC will internally implement a new electronic distribution process for proposals that will cut down on the number of paper copies required of each proposal. The new policy simply requires one signed paper copy and one electronic copy to be submitted to OAA.

Review of Curricular Review Process:

UCC worked with the Graduate Council, CLAS, and the Office of Academic Affairs to begin reviewing the procedures and timeline for curricular review here at PSU. In part this discussion was stimulated by the University's changed procedures for printing the annual PSU Bulletin, which in effect moved up the date (or at least made it less flexible) by which curricular changes needed approval by the Faculty Senate in order to appear in the Bulletin.

UCC has also helped the Graduate Council to prepare a "flow chart" of the entire curricular review process and to examine how deadlines can be adjusted to better manage the large volume of curricular proposals. The flow chart (included with the Graduate Council annual report) is designed to clarify for faculty the several stages in the review process and to make the various deadlines clear.

Staff Support

Finally, UCC has asked that the administration provide staff support to make the committee's work more manageable and efficient. Currently, the committee processes a large number of proposals with no staff support. A staff person dedicated to UCC work for a few hours each week could help with implementing the new online proposal form, set up and manage a database for tracking action on proposals, and help manage other ongoing clerical tasks.

