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## Faculty Senate Monthly Packet January 2002

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **January 7, 2002**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

NOTE: The following Order of Business, effective for six meetings, is instituted by the Steering Committee pursuant to the charge of the Senate at the March 5, 2001 meeting. **January 2002 is the last of six.**

- A. Roll Call
- \*B. Approval of the Minutes of the December 3, 2001, Meeting
- \*C. Discussion Item - The Course Schedule (Moderator: Agnes Hoffman)
- D. Brief Announcements
- E. Unfinished Business
- F. New Business
  - \*1. Graduate Council Course and Program Proposals - Koch
  - \*2. Curriculum Committee Course and Program Proposals - Barham
  - \*3. 2001 Curriculum Committee Recommendations - Barham
- G. Announcements and Communications from the Floor  
Provost's Report
- H. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- I. Reports from the Officers of Administration and Committees
  - \*1. Interinstitutional Faculty Senate Meeting of 7-8 December 2001 Report - Wollner
  - \*2. Faculty Development Committee Semi-Annual Report - Ketcheson
  - \*3. President's Internationalization Initiative - Lieberman
  - 4. ASPSU Report - Cunningham
- K. Adjournment

**\*The following documents are included with this mailing:**

- B Minutes of the December 3, 2001, Senate Meeting
- C Discussion Item: The Course Schedule
- E1 Non-contractual Grievance Procedure
- F1 Graduate Council Course and Program Proposals
- F2 2001 Curriculum Committee Course and Program Proposals
- F3 Curriculum Committee Recommendations
- I1 Report of the Interinstitutional Faculty Senate Meeting of 7-8 December 2001
- I2 Faculty Development Committee Semi-annual Report
- I3 President's Internationalization Initiative

**Secretary to the Faculty**

(503)725-4416/facs5-4499 • 341CH andrews@pdx.edu

# 2001-02 Rosters: FACULTY SENATE, ADVISORY COUNCIL, & IFS

## \*\*\*\*\*PSU FACULTY SENATE\*\*\*\*\*

**Pres. Officer:** S. Burns **P.O. Pro tem:** K. Ketcheson  
**Steering Cmttee:** D. Carter, R. Mercer,  
P. Wetzel, & \_\_\_\_\_ (ConC) *Ex officio*

### All Others

Fortmiller, Daniel	IASC	2002
Hoffman, Agnes	ADM	2002
*O'Grady, Esther (for Reynolds)	HRC	2002
*Collie, Sam (for Taggart)	OIT-DO	2002
Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004

### Business Administration

Kenny, William	SBA	2002
Rogers, Rodney	SBA	2002
Cabelly, Alan	SBA	2003
Philbrick, Donna	SBA	2003
Bizjak, John	SBA	2004
Pfeiffer, William	SBA	2004

### Education

Chaille, Christine	ED	2002
Wosley-George, Elizabeth	SPED	2002
Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004

### Engineering and Computer Science

Anderson, Timothy	ETM	2002
Rectenwald, Gerald	ME	2002
Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004

### Extended Studies

Walsh, Victor	PDC	2002
*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004

### Fine and Performing Arts

Sestak, Barbara	ARCH	2002
Barton, Rudolph	ARCH	2002
Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004

### Library

Kern, Mary Kristen	LIB	2002
Wang, Jian	LIB	2003
Hixson, Charles	LIB	2004

### Other Instructional

*Flower, Michael	HON	2002
*Labissiere, Yves	UNST	2003
Wollner, Craig	IMS	2004

*New Senators are indicated in italics*

*\*Interim appointments indicated by asterisk*

## Liberal Arts and Sciences

Becker, Lois	HST	2002
Carter, Duncan	ENG	2002
Crawshaw, Larry	BIO	2002
*Cummings, Michael (for Goucher)	GEOL	2002
*Dieterich, Thomas (for Enneking)	LING	2002
*Enneking, Marjorie (for Fisher)	FLL	2002
George, Linda	CSE	2002
Mercer, Robert	CLAS	2002
*Tableman, Mara (for Works)	MTH	2002
Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
Holloway, David	ENG	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Biolsi, Tom	ANTH	2004
Burns, Scott	GEOL	2004
*Weasel, Lisa (for Greco)	BIO	2004
*Jacob, Greg (for Millner)	ENG	2004
*Rhee, Ma-Ji (for Perrin)	PSY	2004
*Reder, Stephen (for Liebman)	LING	2004
Wetzel, Patricia	FLL	2004

### Social Work

Brennan, Eileen	SSW	2002
Kiam, Risa	SSW	2002
Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004

### Urban and Public Affairs

Chapman, Nancy	USP	2002
Heying, Charles	USP	2002
Sussman, Gerald	USP	2002
Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004

## \*\*\*\*\*ADVISORY COUNCIL\*\*\*\*\*

Robert Mercer, CLAS (2000-02) *Chairperson*

Scott Burns, GEOL (2000-02)

Craig Wollner, UNST (2000-02)

Lois Becker, HST (2001-03)

Duncan Carter, CLAS (2001-03)

Nancy Bowers (for Perrin) OIT (2001-03)

## INTERINSTITUTIONAL FACULTY SENATE

Scott Burns, GEOL (to Jan. 2003)

Duncan Carter, ENG (to Jan. 2004)

Elizabeth Furse, SOG (Jan. 2002 to Jan. 2005)

Craig Wollner, IMS *Past President* (to January 2003)

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, December 3, 2001  
**Presiding Officer:** Scott Burns  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Anderson, Arante, Barton, Becker, Biolsi, Bjork, Bleiler, Brennan, Brodowicz, Brower, Burns, Cabelly, Casperson, Chaille, Chapman, Chenoweth, Collie, Crawshaw, Cress, Cummings, Daasch, Dieterich, Enneking, Fortmiller, Fosque, Franz, Glanville, Haaken, Hagge, Hall, Harmon, Heying, Hillman, Hixson, Hoffman, Holloway, Jacob, Jolin, Kenny, Kern, Ketcheson, Knights, Lall, R. Mercer, Nissen, O'Connor, O'Grady, Palmiter, Perrin, Philbrick, Rectenwald, Reder, Robinson, Rosengrant, Rueter, Sestak, Shusterman, Tableman, Talbott, Thompson, Wang, Wetzel, Wollner, Wosley-George.

**Alternates Present:** Allen for Chenoweth, Wallace for Gelmon, Atkinson for George.

**Members Absent:** Agorsah, Ames, Carter, Falco, Flower, Greco, Hunter, Kiam, Labissière, Lehman, L. Mercer, Pfeiffer, Rogers, Shinn, Sussman, Walsh.

### **Ex-officio Members**

**Present:** Andrews-Collier, Bernstine, Burman Driscoll, Eder, Feyerherm, Fuller, Da.Johnson, Kaiser, Kenton, Kathleen Smith for Lieberman, Livneh, Pernsteiner, Pfingsten, Pratt, Rhodes, Samuels, Tetreault, Toulon, Ward.

### **A. ROLL CALL**

### **B. APPROVAL OF THE MINUTES**

The minutes of the December 3, 2001, meeting, were approved with the following corrections:

Jane Kristof was present on 1 October and 5 November.

### **Brief Announcements**

Commencing 3 December 2001, meetings of the PSU Faculty Senate are voice-streamed, and may be accessed at:

Live: <http://www.media.pdx.edu/FacultySenate.asy>

Archive: <http://www.media.pdx.edu>

Added to today's agenda:

I.4. Response to the Senate from Chancellor Cox with respect to the Chancellor Search resolution of November 5, 2001.

Changes in Senate/committee memberships since November 5, 2001:

- Nancy Perrin has resigned from the university effective 12/31/01. Her Senate replacement will be Ma-Ji Rhee, and her Advisory Council replacement will be Nancy Bowers.
- Gina Greco has resigned from the Faculty Senate and will be replaced by Lisa Weasel.
- Gina Greco's replacement on the Committee on Committees is Ma-Ji Rhee.

### C. DISCUSSION ITEM - *MARKERS FOR THE BACCALAUREATE DEGREE*

BURNS noted that Sandra Rosengrant, past chair of ARC will provide background, Terry Rhodes, Vice Provost for Curriculum will speak on present activities, and William Becker, Assessment Council chair, will address the relationship to assessment. (overheads attached)

ROSENGRANT noted that prior to 1986, candidates for the B.A. degree were required to complete 36 credits from Arts and Letters, to include two years of a foreign language. Candidates for the B.S. were required to complete 36 credits in Sciences/Social Sciences. In 1986, requirements for the B.A. were changed to include only two years of a foreign language, the assumption being that two years were close to the 36 hours. However, as many students enter PSU with foreign language proficiency beyond the two-year level, the effect of that change was to eliminate the B.A. requirement for many students. About 1997, Carl Wamser and Bill Becker forwarded a proposal to change the B.S. requirement, to include a Science requirement of 12 credits, so that non-science majors would be required to take science. About 1999, the B.A. was changed to make it more parallel to the B.S. by requiring a student to have completed 12 credits of Arts and Letters, with a minimum of 4 from FPA, and the current foreign language requirement of 4 credits of 203 or above. As research in preparation for approving these changes, the ARC reviewed baccalaureate requirements at approximately 24 other institutions. They found that approximately one-half made no distinction between the B.A./B.S. options at the institution level, and at institutions with differentiation, the major department determined those requirements. The other half of the programs examined had structures similar to ours. The groups that worked on these issues all felt that further work remained to be done in order to fully integrate baccalaureate requirements.

RHODES stated that PSU has received recognition with respect to University Studies, and as a result of that we received an invitation from the AACU, along with 23 other schools, to pursue a national conversation, entitled "Greater Expectations," about what a liberal education is and what will be the new challenges in this century. The institutions range from comprehensive universities to community colleges. A five-member institutional team was identified last year, and includes Rhodes, Marvin Kaiser, Lisa Weasel, Candyce Reynolds, and Darrell Brown. In conjunction with the first national meeting of above, this group developed the learning outcomes or "markers" - document. Several concerns are embedded in the list that was developed, including the integration of University Studies and baccalaureate requirements, and

building on the vision and mission statement of the university. The overall intent is to be more purposeful in accomplishing student learning outcomes, rather than just identifying a collection of courses.

RHODES yielded to William Becker. BECKER related the "intentional" process to the university's assessment activities, noting that without a campus-wide faculty dialogue, the activity will not be successful. RHODES emphasized that the list before the Senate has considerable research behind it, but it should be regarded only as a list that the five-member team developed to initiate the conversation.

O'CONNOR stated she has a particular concern with respect to marker #6, which is clearly not going to be required anywhere if there are no required courses. RHODES noted that this list is not meant to undermine the current University Studies requirements; on the contrary, it is intended to identify how additional activities related to the degree can contribute to learning outcomes.

SHUSTERMAN asked if there is a plan to identify how students will negotiate a system that looks like this. BECKER reiterated that ideally, one would identify the desired learning outcomes, assess the curriculum with respect to these markers, and then determine if and where changes would be necessary.

CRAWSHAW noted that some of the items listed have to do with belief systems, and might be less measurable than others, therefore their inclusion can be problematic.

ENNEKING/HILLMAN MOVED the issue be referred to the Academic Requirements Committee to start the campus dialogue on Markers for the Baccalaureate, and report back to the Senate in May 2002.

RUETER urged that, included in the activity, should be a study of the "no hypothesis" and additionally, that we explore a majors based curriculum. If we don't necessarily know what we are doing, then we are arrogant in trying to fix it.

R.MERCER suggested that the emerging issue of Portfolio credit be included in the discussions.

THE QUESTION was called.

THE MOTION PASSED by unanimous voice vote.

#### **E. UNFINISHED BUSINESS**

None

#### **F. NEW BUSINESS**

# **1. Graduate Council - Course and Program Proposals for the Master of Public Health, and the Master of Science in Statistics**

CUMMINGS asked, with respect to differing MS program requirements at PSU, what proportion specify named courses. EDER noted that there is a broad range of MS degree requirements, from some programs where all courses are specified to others where practically none are required. Degrees are customized at the department level.

ENNEKING asked what is the range of MS credit hours required by differing programs at PSU. EDER STATED there is a 45-hour minimum for the MS degree, and the totals range across disciplines, for example, SSW has a 90-hour degree and SBA has a 72-hour degree.

WOLLNER/R.MERCER MOVED THE SENATE APPROVE the Master in Public Health program revision and new course proposals in Public Health Education.

THE MOTION PASSED by unanimous voice vote.

BLEILER/PERRIN MOVED THE SENATE APPROVE the Maser of Science in Statistics program proposal and new course proposals in Statistics.

THE MOTION PASSED by unanimous voice vote.

EDER noted that "F1" also contains the PSU policy on graduate credit earned through interinstitutional agreements.

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

### **President's Report**

The President made no remarks.

### **Provost's Report**

TETREAULT prefaced her remarks by thanking the Graduate Council and Vice Provost Feyerherm for their work in the past year to complete a mission statement against which graduate program proposals can be measured.

TETREAULT noted that the Presiding Officer has requested she address the question of how well the promotion and tenure guidelines are working. With respect to third year reviews, she reminded that the Provost is not involved with these except in terms of negative recommendations. TETREAULT noted that she has experienced two promotion and tenure cycles since coming to PSU, and five at another institution as Chief Academic Officer. PSU's guidelines lead the Provost to consult with the Dean,

which is very useful. TETREAULT indicated that her approach is to pay attention to the standards and apply them fairly, and that there are two responsibilities involved, to be fair to the faculty member and to build the institution. Previous levels of review are taken into account, but there is also the necessity to include the perspective of the whole campus.

The PSU 1996 Guidelines are very clear and very thorough, and they don't shrink from recognizing the multiple responsibilities of faculty members to engage in scholarship, to be careful and thoughtful teachers, and be engaged in the community. TETREAULT noted she is pleased to see that these guidelines contain the broadened definitions of scholarship, as suggested by Boyer, and that faculty members must engage in self-appraisal as well as internal and external evaluations.

TETREAULT noted she has heard that faculty have suggested that the scholarship of teaching is not being sufficiently rewarded at PSU, however, she has not seen a file with publications on the scholarship of teaching that has not been successful. She added that there is a difference between scholarly teaching and the scholarship of teaching, in that the latter is published. Teaching, mentoring, and curricular activities are also significant activities, therefore, particular attention is paid to self-reflection in the categories. The standards are also useful with respect to external funding, governance, and community service activities.

TETREAULT stated that the guidelines need improvement in certain areas. We could be more helpful and clearer about who and how teaching is evaluated. What is the role of student evaluations and what is the role and nature of colleagues' evaluations. There is great variety across the university with respect to expectations outlined in the letter of hire. We need to be clear about expectations everywhere, and we must help junior faculty to prioritize their efforts to meet these expectations. We need a more rigorous standard in the external review process with respect to the selection of external reviewers, so that there is a better balance between the candidate's suggestions and the department's suggestions.

## **H. QUESTION PERIOD**

There were no questions.

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

### **1. Curriculum Committee Annual Report**

FULLER presented the report (attached) for the committee, noting that only the first page has been distributed, as the remaining pages were included in the March 2000 Senate Agenda mailing.

Hearing no questions, the Presiding Officer accepted the report for the Senate.



## **2. Graduate Council Annual Report**

EDER presented the report (I-2") for the committee.

TABLEMAN thanked the Chairperson, and reiterated her remarks of November 2002, that the campus hold a conversation directed to the establishment of a separate graduate school.

HAAKEN expressed concern regarding the increased numbers of fixed-term faculty with respect to the increased number of graduate students and programs. EDER agreed.

FULLER asked how the committee envisions graduate programs to grow when the Oregon University System puts a cap on graduate study. EDER noted that proportional reimbursement for graduate credits is the problem, not a cap on numbers, and that the limitations are a stalling tactic at best.

## **3. Library Committee Annual Report**

ANDERSON presented the report (attached) for the committee, noting that next year's committee will have a larger job in reviewing Library changes which will be completed by then.

The Presiding Officer accepted the report for the Senate.

## **4. Scholastic Standards Committee Annual Report**

DIETERICH presented the report("I-4") for the committee.

The Presiding Officer accepted the report for the Senate.

## **5. President's Advising Initiative Update**

SMITH presented the update report for the Initiative ("I-6"), noting that the Student Advising Implementation Team has supplanted the Student Advising Action Council, and that four pilots are underway. The pilot questionnaire as well as other documentaion, is on the Web page.

## **6. ASPSU Report**

The member was not present; therefore the report was tabled.

## **7. Response to the Senate from Chancellor Cox with respect to the Chancellor Search resolution of November 5, 2001.**

BURNS referred members to the Chancellor's letter, dated 20 November 2001, and solicited input in determining the next step.

BRENNAN asked if a letter of reply should include both recommendations on the process and the job description, or would the search process include the latter. ROSENGRANT asked how the Senate would be able to review the letter's contents, given the timeline. ENNEKING suggested that the Steering Committee sign a letter rather than delaying for Senate review. BRENNAN asked for clarification on the time frame. WOLLNER stated that there are two items at issue here, the process and the job description, and that the latter is needed more urgently than the former. FOSQUE asked if we could use the letter from the University of Oregon as a model.

ENNEKING/BRENNAN MOVED the Senate charge the Steering Committee to execute a letter to the Board with respect to the process and the position description.

THE MOTION PASSED by majority voice vote.

#### **J. SELECTION OF DISCUSSION ITEM FOR JANUARY 2002 MEETING**

BURNS reminded Senators that the January meeting is the last of six to follow the temporary order of business, including the Discussion Item. He indicated that one topic is outstanding, Scheduling, and asked if there were other proposals.

TABLEMAN stated that forming a graduate school was of interest. FEYERHERM stated that the 1997 Graduate Education Task Force Report addresses this issue, among others, and is available on the OGSR Web page. With respect to the two options, separating or integrating graduate and undergraduate studies, there is about a 50-50 split nationwide, regarding the best option. TABLEMAN might like to discuss the issue with him before submitting a proposal.

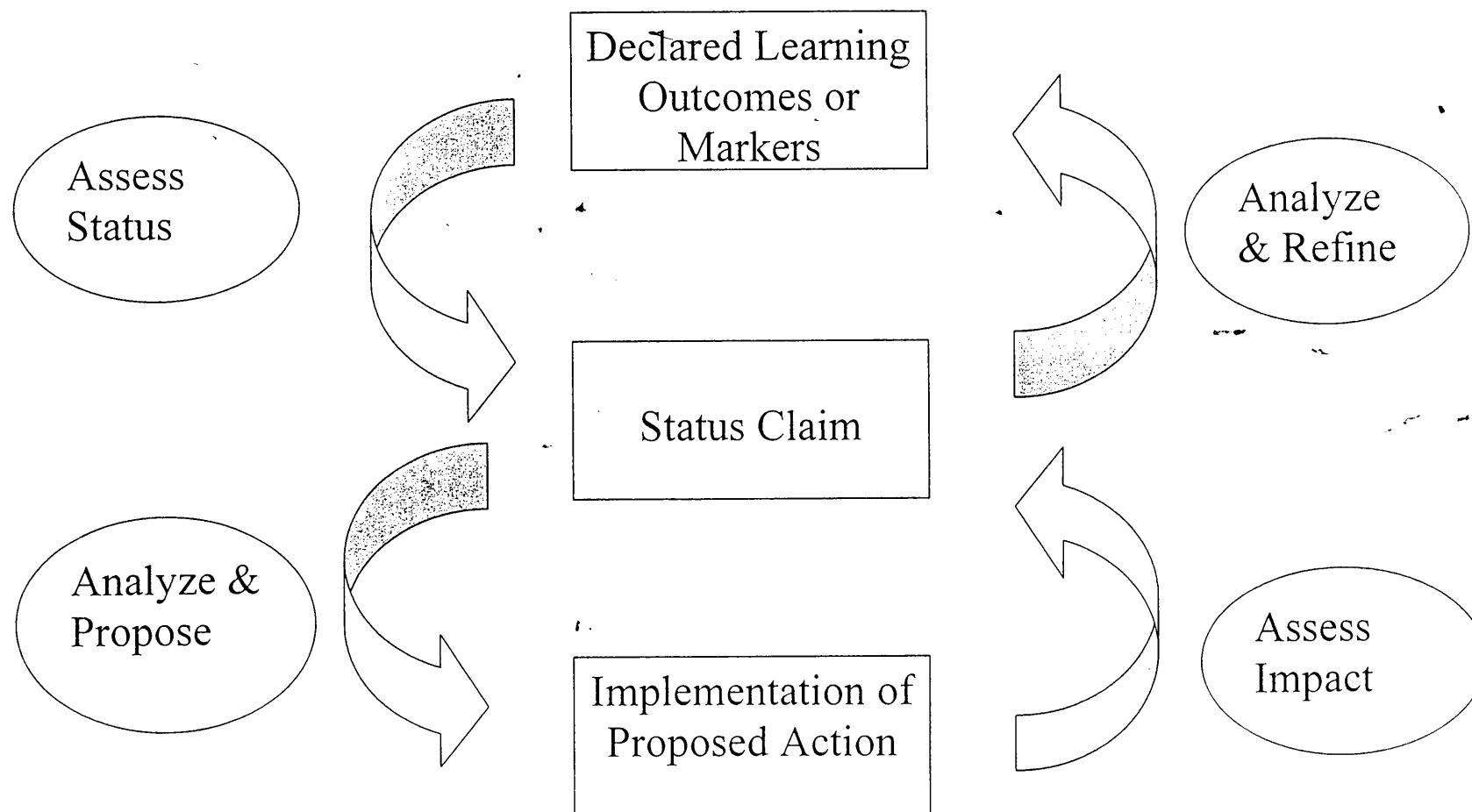
BRENNAN/CRAWSHAW MOVED that "Scheduling" be the discussion item for January 2002, to include the structure of the system, the time grid, and classroom assignments.

HOFFMAN agreed to moderate.

THE MOTION PASSED by unanimous voice vote.

#### **K. ADJOURNMENT**

Senate members were reminded that the Benson House reception was to commence immediately after the meeting adjournment and the meeting was adjourned at 4:33 p.m.



PORTLAND STATE  
UNIVERSITY

## *Visions of a 21st Century Urban University*

GREAT CITY: GREAT UNIVERSITY • SERIES 2001-02

An element that continues to characterize Portland State University is its willingness to take risks and provide opportunities for faculty and students to be creative and experimental. This spirit, in partnership with the external community, will enable us to achieve our vision of a great university for the 21<sup>st</sup> century – a fusion of the best of academic tradition and intellectual innovation.

### **Mission Statement**

The mission of Portland State University 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. The university conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

### **Activities that we do as an institution...**

- Institutional Development
- Civic Engagement
- Accreditation
- Assessments and Program Review
- Enrollment Management
- Curriculum Management
- Scholarship
- Program Development
- Teaching

**...Establish a process to intentionally manage our activities to advance student learning for Portland State University to be a great learning university in the great city of Portland.**

Vision

**Great City: Great University  
Mission Statement**

Put into...

Action

- Teaching
- Advancing Citizenship through Service Learning
- Research
- Professional Services
- Supporting intellectual and economic development of the people we serve

Finds Expression in...

**Undergraduate  
Program  
Elements**

- General Education
- Majors
- Research
- BA/BA Requirements
- Electives

**Next Steps**

Refer to Academic Requirement Committee...

- Convene a campus dialog
- Multiple venues
- To provide a means by which all stakeholders can voice input into the identity of learning outcomes/markers for all baccalaureate graduates
- Report finding to the Faculty Senate at the May 2002 meeting

DATE: November 12, 2001

MEMO TO: Faculty Senate

FROM: Beverly Fuller, Chair, University Curriculum Committee  
Martha Balshen, Mary Ann Barham, Joel Bluestone, Emily de la Cruz, Sharon  
Elteto, Margaret Everett, Doug Hall, Geraldo Lafferriere, Yves Lasissiere,  
Rebecca Robinson, Gwen Shusterman, Jan Semenza, Steve Walton, Keyoshia  
Vaughn (student representative), and Consultants: Terry Rhodes, Kathi  
Ketcheson, and Linda Devereaux

RE: Annual Report

The following new course and course change proposals were approved by the Faculty Senate at its March meeting. Other changes have been approved by the UCC and are waiting to be presented to the Faculty Senate for its approval after UCC completes its business for the calendar year.

**PROGRAM CHANGES (Also, repeated with the course changes):**

1. Minor changes in BS/BA in Biology among the various options; rationale reflects change in faculty, consolidation of curricular offerings, and new developments in the field of biology and technology which allows for students to pursue more focused academic plan of study, adding 1 credit hours.
2. Minor changes in the Minor in Biology among the various options; rationale reflects change in faculty, consolidation of curricular offerings, and new developments in the field of biology and technology which allows for students to pursue more focused academic plan of study, no change in credit hours.
3. Minor changes in BS/BA in Chemistry with an increase in 1 credit hour for required courses and a decrease in 1 credit hour for the elective courses.
4. Minor change in BS/BA in Environmental Studies that creates three distinct laboratory courses to cover the appropriate field and laboratory experiences.
5. Minor changes in BS/BA in Geology resulting in course reorganization because of faculty expertise, organizing courses by systems, and adding new technological advancements, 1 extra credit hour required.
6. Minor changes in the Minor in Geology resulting in course reorganization because of faculty expertise, organizing courses by systems, and adding new technological advancements, 1 extra credit hour required.
7. Minor changes in BS in Physics; substitution of one math course for another because of different career orientation of its majors.
8. Change in BS/BA in Health Education to BS/BA in Health Studies; rationale reflects change in School faculty, consolidation of curricular offerings, and changes in the study of human health; allows for students to pursue more focused academic plan of study.

Faculty Senate Meeting  
December 3, 2001

## 2001 Library Committee Report

1. The committee recognizes that the PSU Library has undergone significant revision and changes. These changes are ongoing and therefore make it difficult to assess improvement but efforts are being made to address material utilization which was described as an area of potential concern in the report from the 2000 Faculty Library Advisory Committee. The 2002 Library Committee should revisit this to examine how the changes in the library have affected service by repeating the comprehensive survey of the faculty.
2. The committee believes that it is an important function for the Library Committee to provide an independent evaluation the performance of the PSU Library. The services provided by the library are critical to the missions of the University but are difficult to evaluate relative to other units on campus. Therefore, the 2001 Library Committee recommends that the Library Committee continue to periodically survey faculty regarding the perceived performance of the library and to benchmark the PSU Library to other similar university libraries serving similar communities. These studies do have some costs for duplication and access to benchmark data. It is recommended that a modest budget be provided for these costs so that the Committee can conduct these independent evaluations.
3. The Library Committee is a calendar year committee but most university committees are academic year committees. The Library Committee was based on a calendar year so as to be compatible with budget cycle considerations. The Library Committee recommends that the Faculty Senate consider changing to an academic year schedule so that it is more compatible with other faculty schedules.

### MEMBERS TO SERVE 2001 CALENDAR YEAR PRIOR SERVICE IN PARENTHESES

Tim Anderson, ETM  
2001 Library Committee Chair

Chairperson:

Timothy Anderson, CECS (EMP) (1999-)

Faculty:

Friedrich Schuler, HST (March 1998-)

Alan Yeakley, ESR (1998-)

Marilyn Shotola, MUS (1999-)

Randy Zelick, CLAS (BIO) (1999-)

Pelin Basci, CLAS (FLL) (2001-)

David Holloway, CLAS (ENG) (2001-)

Students:

Consultants:

Thomas Pfingsten, Director of the Library

December 3, 2001



Oregon  
University  
System

November 20, 2001

Office of the Chancellor  
P.O. Box 3175  
Eugene, OR 97403-0175  
FAX (541) 346-5764  
PHONE (541) 346-5700  
<http://www.ous.edu>

Sarah E. Andrews-Collier  
Secretary to the Faculty  
341 Cramer Hall  
Portland State University  
Portland OR 97207

Dear Ms. Andrews-Collier:

The Executive Committee of the Board has asked me to respond to your recent communication on behalf of the Portland State University Faculty Senate. The Executive Committee understands your concerns. They would say collectively that they respectfully disagree. This Board is very committed to the principle of shared governance as it applies to our seven institutions and believes it to be quite healthy.

With respect to governance of the System, as trustees, the Board members assume full responsibility for the fiduciary condition and legal operation of the enterprise. It is they who are liable and personally and corporately accountable and that cannot be shared. The chancellor is their primary employee and they are determined to attract the best talent available.

President VanLuvanee said emphatically that the Executive Committee is committed to making the process as open as possible while preserving confidentiality up to the point of the finalists. The interviews and final selection will be made by the whole Board on which sit two student and one faculty trustee.

Let me say again that I welcome, and will guarantee to share with the Search Committee, your thoughts respective to the desired experience and qualifications of the next chancellor.

Sincerely,

Joseph W. Cox  
Chancellor

cc: Members, Board of Higher Education  
Institution Presidents



# PORTLAND STATE UNIVERSITY

C.

## MEMORANDUM

Date: July 16, 2001

To: Deans, Department Chairs, Directors, Departmental Scheduling Officers

From: Agnes A. Hoffman *ah*  
Office of Admissions & Records

Subject: Classroom Scheduling Protocol

The attached report describes the methods currently employed to maximize classroom facilities' use. Many of the methods addressed in this document are new or revised. These changes have been developed and approved by the Office of Academic Affairs after presentation to, and discussion among the associate and assistant deans of every academic school and college last spring. This document will guide classroom assignment and priority placements.

Adoption of these protocols will aid in the most efficient assignment of our limited classroom space. They will also help to equitably balance departmental needs with University demand. If you have questions about the scheduling protocol, please contact me at 5-5502 or [hoffmana@pdx.edu](mailto:hoffmana@pdx.edu) or, Cynthia Baccar, scheduling system coordinator, at 5-5533 or [baccarc@pdx.edu](mailto:baccarc@pdx.edu).

Cc: J. Richard Pratt, OAA  
Terrel Rhodes, OAA  
Roderic Diman, PO  
Fran Fahey, ADM  
Brian Chase, FAC

**Portland State University**  
**Classroom Scheduling Protocols**  
July, 2001

***Introduction***

Ten consecutive years of increasing enrollment at Portland State coupled with current expectations for continued enrollment growth require that classroom scheduling practice and protocols be examined and adjusted to maximize classroom space utilization. In the short term, an evaluation of classroom assignments is needed to ensure that sufficient sections will be offered to meet 2001-02 demand.

The Office of Admissions & Records is responsible for classroom assignment and scheduling for academic courses in fall, winter and spring terms. The School of Extended Studies is responsible for summer session assignment and scheduling. Both departments employ the same electronic tools and methods for facilities assignment. These offices, in consultation with the scheduling software manufacturer, have recommended new protocols that are designed to ensure efficient and equitable scheduling to meet space demand of the entire University. These protocols have been shaped by recent directives from the Office of Academic Affairs, 2001 student survey data concerning class meeting day/time preferences, recognition of facilities' limitations, and the recognition of a need to define and apply consistent and fair methods for classroom assignment.

The adjustments made to classroom protocol will guide academic scheduling beginning winter term, 2002. Noteworthy are changes made to current practice relating to room control and priority scheduling, employment of an enhanced University standard time grid, assignment policies for large rooms (having capacity of 80 or more) and rooms with special technology features. In addition, procedures are identified for handling room change requests once assignments have been made.

***Scheduling Process***

An annual calendar establishing the tentative production dates and deadlines for each quarterly *Schedule of Classes* is provided and updated quarterly by the Office of Admissions & Records. Academic departments will each identify a scheduling coordinator to interact with the Office of Admissions & Records and the Office of Extended Studies. The departmental scheduling coordinators will work with the Office of Admissions & Records scheduling officer, Niko Lande and Steve Harmon, Office of Extended Studies.

The deadlines for schedule material will give departments as much lead time as possible allowing the minimum amount of time to produce and print the *Schedule of Classes* in advance of registration periods. First draft, second draft and Technology/Large Room request forms will be provided quarterly for departmental projections and coordination. Departments that miss schedule deadlines will not be guaranteed inclusion in the printed *Schedule of Classes*. However, the web version of the class schedule data is regularly updated.

The department scheduling coordinator will facilitate requests made by faculty, instructors, GTAs, GRAs for classrooms or changes to room assignments. In addition, these staff members

will be responsible for reporting course cancellations, departmental changes in classroom assignments, and changes to the TBA listings as they occur. Changes to instructor assignments should be submitted as soon as they are made but no later than the end of the second week of classes. Such system-wide changes will be recorded in the BANNER scheduling system for all rooms, even if they are departmentally controlled.

Academic departments are responsible for notifying students of room or time changes made after the *Schedule of Classes* is published. This requires posting classroom notices and may include direct communication with the enrolled students.

Departments with dedicated classrooms and seminar rooms are expected to schedule these rooms for classes before requesting room assignments from the general pool.

### ***Course Meeting Times (Standard Time-Grid)***

Included in the scheduling materials is an outline of the standard course meeting times that will be used to guide scheduling of general pool classrooms. Courses having standard classroom meeting times will receive scheduling priority. That is, courses having non-standard meeting times will be roomed after courses that fit into the standard time-grid have been roomed. The scheduling of non-standard times will occur after the Schedule's 2<sup>nd</sup> Draft has been returned by the academic department to Office of Admissions & Records. General classrooms will not be assigned in out-of-grid times unless departments have fully utilized their controlled classroom/seminar space.

### ***Room Assignment Priorities***

Classes offered for academic credit will have scheduling priority over other, not-for-credit events. Non-credit events, study groups, break out sections, etc. will be scheduled according to space availability after all credit classes have been assigned a room.

Beginning winter term, enrollment history for each course will be used as a standard to establish classroom capacity. Due to a scarcity of large classrooms, departments should carefully review the actual enrollment numbers during the corresponding term for the previous year before setting enrollment expectations. Projected section increases greater than 10% must be approved in writing by the department chair.

### **Classroom Priorities (three types of classrooms)**

#### **1. General Pool Classrooms**

The general pool classrooms are scheduled by the Office of Admissions & Records and the Office of Extended Studies. These will be scheduled using software to establish the "best fit" for size and availability. General pool classrooms will be assigned on a priority basis to those sections requesting standard, in-grid meeting times. These rooms will be available for out-of-grid assignment at the end of the 2<sup>nd</sup> Draft scheduling period as space allows. For departments that have departmentally-controlled classroom space, general pool rooms will not be assigned to out-of-grid times unless the departmentally-controlled space is fully utilized by academic classes.

Those general pool classrooms which are considered "High-Technology" or "Large" (80 cap or more), will be pre-assigned (i.e. manually, not via scheduling software) based on the submission of a special request form. Special requests will be due at the department's 1<sup>st</sup> Draft deadline. These classrooms will be assigned in a way that optimizes their utilization, based on the needs identified for capacity and/or special technology features. Classroom requests will be reviewed for historical enrollments and will be scheduled according to the standard time-grid.

## 2. General Pool/Shared Classrooms

General Pool/Shared classrooms are those scheduled by the Office of Admissions & Records and Office of Extended Studies with priority pre-assignment made for designated departments until the 1<sup>st</sup> draft deadline. Shared classrooms, like all general pool classrooms, must follow the standard time grid for 1<sup>st</sup> draft scheduling. After the first draft, non-assigned shared rooms become part of the general pool for other assignment.

## 3. Departmentally Controlled Classrooms

These classrooms may be scheduled and pre-assigned by academic departments for the exclusive use of the controlling academic department's courses until the priority scheduling deadline (1<sup>st</sup> Draft deadline). After the 1<sup>st</sup> draft scheduling deadline, departmentally controlled classrooms become available for use by other academic departments and may be scheduled, as needed, by the Office of Admissions & Records for other departments' academic courses.

The Office of Admissions & Records and Extended Studies will notify the department whenever classroom assignments have been made in their controlled space. At the end of the second week of the term, room control reverts back to the controlling department for non-class use, if needed.

## *Changes in Classroom Assignments*

All schedule changes, even in departmentally-controlled rooms, which affect class meeting days/times or classroom assignment must be requested in writing on a Course Section Maintenance (CSM) form and submitted by the departmental scheduling coordinator.

It is important that such changes be input into the BANNER scheduling system in order to avoid double booking of space, so that classes may be located in event of an emergency, and so that buildings and doors may be opened on weekends.

***After a class has been assigned to a general pool room, requests to change a room assignment (meeting times stay the same), will be made if appropriate space is available. Admissions & Records will not move other classes to accommodate such requests unless the department scheduling coordinator has negotiated a room exchange. Such changes must be confirmed to Admissions & Records by submitting CSM forms.***

In the event of an emergency evacuation of a classroom or building, Admissions & Records or Extended Studies will attempt to relocate classes to temporary meeting rooms if needed.

### ***Accommodations for Disabled Students and Instructors***

Classroom assignments may be changed when a room is determined to be inadequate for a disabled student or instructor. Admissions & Records works closely with the Coordinator of Disability Services and will make every effort to relocate the class to an appropriate classroom.

### ***Room Size & Configuration***

Seating capacity for each classroom is determined by Facilities in accordance with the state and city fire and safety regulations. Departments or faculty may not over-enroll students beyond the maximum classroom size. Before the instructor accepts additional enrollment beyond the scheduled room capacity, the departmental scheduling coordinator should contact the Office of Admissions & Records to determine if alternate space is available.

### ***Classroom Maintenance***


Facilities is responsible for routine maintenance of classrooms. Reports of damaged lighting or seating, requests for lecterns, podiums, or additional tables, and concerns about cleanliness, chalk, markers, and erasers should be addressed to Facilities Department at 725-3738.

Instruction and Research Services is responsible for maintenance and repair of non-operating overhead projectors, VCRs, monitors, projection and other instructional equipment. Contact IRS at 725-9100 for assistance.

Furniture and equipment such as overheads, chairs, and tables should not be removed or, exchange from one room to another. If a room does not have enough seating to meet the scheduled maximum enrollment, contact Facilities at 725-3738 for additional seating.

December 10, 2001

MEMORANDUM

To: Faculty Senate 

From: Bob Eder, Chair, Graduate Council

RE: I. Recommended for approval by the Faculty Senate:

- A. SPED New Course Proposals and Course Changes (Graduate School of Education)
- B. MA / MS in Interdisciplinary Studies: New Degree Program Proposal (Office of Graduate Studies)

II. Informational items for Faculty Senate:

- A. "Credit distribution and limitations for master's degrees"
- B. "5XX courses from departments without graduate degrees"

**A. SPED New Course Proposals and Course Changes (Graduate School of Education)  
(Special Education Program)**

New Courses: The following new course proposals provide discrete course numbers to courses taught as 510s and are in response to internal curriculum review and the Oregon Teacher Standards and Practices Commission (TSPC). No additional faculty resources are required.

**SPED 526 Instructional Methods I: Literacy (Elementary) (3)**

The course is designed to help preservice teachers learn methods and curriculum for teaching reading and language arts skills to children with special needs.

**SPED 527 Instructional Methods II: Math (Elementary) (3)**

Students will examine curriculum and learn explicit methods for teaching mathematics concepts and skills to children with special needs.

**SPED 528 Instructional Methods I: Literacy (Middle / Secondary) (3)**

The purpose of this course is to develop knowledge and practices for teaching reading, writing, and other literacy skills to middle and secondary students with high incidence disabilities. Curriculum and instructional methods for students who are emergent, developing, and fluent readers and writers are addressed. The development of student's use learning strategies to become more independent and effective learners is described.

**SPED 529 Instructional Methods II: Math and Content Instruction (Middle / Secondary) (3)**

The purpose of this course is for preservice and practicing educators to develop the knowledge and skills to effectively teach mathematics and other content area subjects to students with mild disabilities in middle / secondary schools. Educators will learn how to use instructional methods and content enhancement devices to make curricular content more accessible for students with disabilities. Strategies for promoting retention, application, and generalization of content learning will also be examined.

**ED 511 Reading / Language Arts PreK-12 (3)**

This course provides an overview of language development and general education literacy instruction from pre-kindergarten to 12<sup>th</sup> grade. Age-appropriate methods for literacy instruction at each grade level are discussed and evaluated with respect to the exceptional learner.

**SPED 520 Collaboration I: Families and Community - EL and EI/SE (3)**

This course is designed to develop knowledge in the areas of family systems theory, strengths-based model, information gathering techniques, and collaboration techniques with families and professionals. Information related to cultural competence is infused throughout the course. In addition, students receive information on grief related to having a child with a disability and the death of a student. Students are required to participate in a Family Conversation Project to identify family strengths, concerns and resources with a family who has a child with special needs.

**SPED 522 Collaboration II: Inclusion Strategies (ECE / Elementary) (3)**

The course is designed to help preservice teachers learn collaboration strategies that facilitate the inclusion of students with disabilities into the general education program.

**SPED 523 Collaboration I: Work Based Learning (Middle / Secondary) (3)**

The course is designed to help preservice teachers learn collaborative strategies that facilitate the inclusion of students with disabilities in the areas of career development and transition planning.

**SPED 524 Collaboration II: Schools and Inclusion Strategies (Middle / Secondary) (3)**

This course is designed to help preservice teachers learn collaborative strategies that facilitate the inclusion of students with disabilities into the general education program.

**SPED 483 / 583 Communication: EI/SE (Early Intervention / Early Childhood Special Education) (3)**

This course is designed to provide information about typical and atypical communication development, birth through early childhood. In addition, information will include strategies for EI/SE to promote communication development for all children.

**SPED 584 Assessment: EI/SE (3)**

This course provides an overview of assessment procedures in the field of Early Intervention / Early Childhood Special Education. These procedures include screening and testing using norm-referenced, criterion-referenced, curriculum-based, and observational methods. Reliability and validity of assessments are discussed in relation to standardized testing. Learners have the opportunity to observe and record the behaviors of young children. Assessment strategies such as arena assessment, play-based assessment, parent reporting and family interviewing are studied and demonstrated in class. Throughout the course, an emphasis is placed on the assessment process for the young child and the family's role in the assessment of the young child with developmental delays or disabilities.

**SPED 585 Intervention Strategies I: EI/SE**

Develops knowledge and practices for teaching and facilitating development of children with special needs, birth through the primary grades. Builds upon the student's knowledge of child development and developmentally appropriate practices. Focuses upon the design of individually appropriate practices, principles of applied behavior analysis, activity-based intervention, naturalistic teaching strategies, discrete trial teaching, and positive behavioral supports. Develops knowledge and skills for curriculum-based assessment, design of individual program plans, and use of data collection systems to monitor child progress.

**SPED 586 Instructional Strategies II: EI/SE**

Develops advanced knowledge and practices for teaching and facilitating development of children with special needs, birth through the primary grades. Builds upon the student's knowledge of individually appropriate practice, applied behavior analysis, and design of

individual and group plans for instruction. Develops knowledge and skills for implementation of specific strategies supported by current research and recommended practices, including strategies to support early relationships, peer interaction, social-emotional development, cognitive development, and early literacy.

Course Changes: In addition to administrative changes in the updating of course titles and descriptions of other existing courses (e.g., replacing "handicapped" with "disability"), the following courses are proposed for conversion from 3 to 4 credit hours.

SPED 532 Functional Assessment and Curriculum I (conversion from 3 to 4 credits)

SPED 534 Functional Assessment and Curriculum II (conversion from 3 to 4 credits)

Rationale: This two-course eight-credit sequence replaces the three-course nine-credit sequence (532, 534, 535). SPED 535 is dropped.

**B. MA / MS in Interdisciplinary Studies: New Degree Program Proposal  
(Office of Graduate Studies)**

See attached summary.

**II. Informational items for Faculty Senate:**

**A. "Credit distribution and limitations for master's degrees"**

[current policy, pg. 60 n 2001-2002 PSU Bulletin, with additions in **bold**]

Limitations are placed on the use of credits in 501, **502**, 503, **504**, 505, 508, and 509 courses. In a 45-credit program, the limits are as follows: a maximum of 12 credits in 501, **502**, and 505 combined; a maximum of 9 credits in **504**, 508, and 509 combined; a range of 6 to 9 credits in 503. **Courses numbered 6XX are included in these limitations.**

*[Note: 501 Research, 502 Independent Study, 503 Thesis, 504 Internship, 505 Reading & Conference, 508 Workshop, 509 Practicum]*

Rationale: To place more uniform restrictions on all omnibus-numbered courses (courses not subject to University curriculum review). There is no change on the use of 507 and 510 courses. Affected programs are being contacted to clarify their degree requirements under this revised policy.

Approved by Graduate Council 10-0-0 at its November 28 meeting.



**B. "5XX courses from departments without graduate degrees" (new policy)**

The Graduate Council will consider, on a case by case basis, proposals for discretely numbered 500-level courses from departments that do not have specific graduate degree programs, to serve specific needs in the university community and usable in other department's master's and/or graduate certificate programs. Emergency approval for 510 courses from such departments could be given by the Vice Provost for Graduate Studies and Research when time constraints make regular Graduate Council approval processes impossible. This emergency approval would allow the course to be offered no more than twice and during a single academic year only. Further offerings would require regular Graduate Council approval.

Rationale: This permits departments without approved graduate degrees to offer a 510 graduate course, subject to Graduate Council review, to serve another department's degree requirements while testing the department's ability and student interest in offering graduate coursework. The emergency provision of this policy was implemented this academic year to permit the International Studies department to offer 510 courses related to international terrorism. The department is awaiting formal OUS approval of their proposed Masters in International Studies.

Approved by Graduate Council 10-0-0 at its November 28 meeting.

# Master of Arts / Master of Science in Interdisciplinary Studies

## Proposal Summary

Office of Graduate Studies<sup>1</sup>  
Portland State University

**Overview:** This program provides highly motivated students the opportunity to develop with an advising committee, an individualized, interdisciplinary program for graduate study, in which approved courses in the humanities, sciences, social sciences, and the professional schools are combined to create a cohesive program not otherwise available on campus. Each student's course of study will involve a minimum of two and a maximum of three academic disciplines.

PSU currently offers some specified interdisciplinary degrees (e.g., Environmental Science, Systems Science, Conflict Resolution, Urban Studies). Perhaps one of the better examples is the MAT/MST programs in Arts and Letters, Science, and Social Science, each requiring nine credits of Education. Although a few students currently use these options to fashion interdisciplinary degrees, they are not the best answer for students who are requesting a designated interdisciplinary studies degree, particularly those who may not have any intention of entering the teaching profession. Both the University of Oregon and Oregon State University offer interdisciplinary masters degrees.

The Office of Graduate Studies and the advising office of the College of Liberal Arts and Sciences receive numerous inquiries each year from both our current undergraduates anticipating their graduate study options and from community members who received their undergraduate degrees elsewhere. Many of these potential students are mature and capable of exercising considerable direction in the graduate work that such an interdisciplinary program would require.

**Need:** The program is designed to serve a small number of students with specific, well-articulated goals that cannot be achieved within existing graduate degree structures. Students whose intellectual interests and career goals do not fit into existing graduate programs and masters degrees and who need to, or wish to, obtain training in more than one discipline are requesting that such a degree be available in the Portland area. It is also intended to serve students who work at the intersections of disciplines, whether as the basis for further graduate study, for career enhancement, or for personal enrichment.

Many complex current issues need consideration from a variety of perspectives. Providing this interdisciplinary graduate-level opportunity will enhance the intellectual and economic viability of students' lives and the vitality of their communities. The MA/MS will allow the university to provide greater access to quality graduate programming within the metropolitan community. This degree will support the urban mission of the University by training graduate students to approach complex problems from an interdisciplinary perspective. This approach is also in line with the interdisciplinary nature of our undergraduate curriculum.

Furthermore, the MA/MS is designed to respond to faculty-driven initiatives in emerging fields of study, providing an avenue for faculty from different disciplines to collaborate in graduate

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<sup>1</sup> This program proposal was initially written by Robert Mercer, Senior Academic Adviser in CLAS, and submitted by CLAS. It has been substantially changed in several ways as a result of discussions and consultation with other PSU faculty members, and in consideration of how other Western Association of Graduate Schools (WAGS) institutions offer the degree.

education. Some scholars argue that today's local, national, and global problems will more likely be solved by integrating traditional disciplines in an interdisciplinary approach. This program will allow faculty in the liberal arts and sciences and the professional schools to come together in areas of intellectual interest where specific graduate programs do not yet exist.

**Course of Study:** The degree is intended to allow students, in collaboration with graduate advisers, to structure a coherent program from the approved graduate courses of at least two, and no more than three, separate academic disciplines. It requires 54 credits including a culminating activity (thesis or project):

- If two departments: 48 credits in two participating graduate programs with a minimum of 20 in each department, and an additional 6 credits of Thesis (IST 503) or Project (IST 506).
- If three departments: 48 credits in three participating graduate programs with a minimum of 15 in each department, and an additional 6 credits of Thesis (IST 503) or Project (IST 506).

The following additional requirements apply to both options:

- All university requirements apply. All courses in each department must be approved by the faculty adviser in that department. All credits must be 500- or 600-level.
- Students earning the M.A. degree must pass the current Foreign Language Requirement for M.A./M.A.T. students before any final examination can be given and before a Graduate Office Representative for the thesis/project committee can be approved.
- Of the 54 credits applied to the degree, students must take a minimum of 36 credits at Portland State after admission to the graduate degree program.
- A maximum of 12 credits total of 501 (Research), 502 (Independent Study), and 505 (Reading and Conference) combined may be applied toward the 54 required credits. No 508 (Workshop) credits can be applied to the degree. A maximum of 6 credits of 509 (Practicum) and/or 504 (Internship) combined may be applied toward the degree. A total of 16 credits of 501, 502, 504, 505, and 509 combined may be applied toward the degree. (Courses numbered at the 600-level still must fit within these limits.)
- All students will be required to pass a final oral examination. For both thesis and project students, this will be a presentation of and oral examination on the thesis or project, in keeping with university requirements for master's final oral examinations, and including a representative from a different department selected by the Office of Graduate Studies to complete the final oral examination committee.

**Admission requirements:** Students must meet all requirements for university admission. Admission will be selective, based on completed graduate coursework (if applicable), appropriate undergraduate course work, grades, particular departmental requirements, letters of recommendation, and a statement of purpose regarding the intended fields of study. In addition, each student must obtain the consent of an eligible tenured or tenure-track faculty adviser in each of the two or three intended departments, indicating willingness to serve on the student's advisory and final examination committee and acceptance of the general plan of study and intended outcome. One of these faculty members will be designated as chair. One faculty adviser (in a two-department program) or two faculty advisers (in a three-department program) should have experience as chair of a master's or doctoral committee in which the degree was granted within the past three years. Each faculty member may have only two appointments to MA/MS interdisciplinary Studies committees at any one time. Changes to the advising committee or the plan of study must be approved in advance by the Office of Graduate Studies.

Admission decisions will be made by a committee composed of the Coordinator of Graduate Studies, the Senior Academic Adviser in Liberal Arts and Sciences, and two Graduate Council members. This committee may choose to include additional departmental or Graduate Council members in assessment of individual application files, when appropriate.

**Resources:** Faculty will be drawn from teaching faculty in current graduate degree programs. The program is dependent on the willingness of faculty to agree to advise a student choosing to pursue the MA/MS in Interdisciplinary Studies degree. No additional resources for facilities, equipment, or technology are necessary to offer this program, beyond existing graduate program resources.

**Graduate Council Recommendation:** The Graduate Council voted 9-1-1 at its November 28 meeting to recommend Faculty Senate approval of the degree proposal for a MA/MS in Interdisciplinary Studies. The Council views the degree as a complementary offering, designed to meet the unique graduate education needs of a small number of highly-motivated students each year. Admission standards and degree completion requirements are equal to or greater than those of existing masters degree programs. The Office of Graduate Studies in consultation with the Senior Academic Adviser in Liberal Arts and Sciences and the Graduate Council will provide consistent program oversight. An additional benefit of the MA/MS degree may be its ability to serve as academic "incubator" for the early identification of new specific interdisciplinary fields of study and research worthy of institutional development and support.

## MEMORANDUM

DATE: December 10, 2001

TO: Faculty Senate

FROM: Beverly Fuller, Chair, **University Curriculum Committee**  
 Members: Martha Balshem, Mary Ann Barham, Joel Bluestone, Emily de la Cruz, Sharon Elteto, Margaret Everett, Doug Hall, Geraldo Lafferrière, Yves Labissière, Rebecca Robinson, Gwen Shusterman, Jan Semenza, Steve Walton, Keyoshia Vaughn (student representative), and Consultants: Terry Rhodes, Kathi Ketcheson, and Linda Devereaux.

RE: **Proposals for Program and Course Changes**

The following new course and course change proposals as well as program changes have been reviewed by UCC and are recommended to the Faculty Senate for approval.

**I. PROGRAM CHANGES (Also, repeated with the course changes):**

**College of Engineering and Computer Science**

Minor change in BS in **Computer Engineering** to keep up with the changes required by the Engineering Accreditation commission/Accreditation Board for Engineering and Technology (EAC/ABNET).

Minor change in BS in **Electrical Engineering** to keep up with the changes required by the Engineering Accreditation commission/Accreditation Board for Engineering and Technology (EAC/ABNET).

**College of Liberal Arts and Sciences**

Minor change in the Minor for **Chemistry**; to reduce the requirement for a Minor that better reflect the needs of the minor and distinguish it better from the Major.

Minor change in the Major for **Chemistry** (BS/BA); the proposed program is academic sound, curricula materials are developed, and budgetary support, faculty and other resources are available.

**School of Business Administration**

Minor change in the Bachelor's degree in **Business** requiring two new courses.

Minor change in the Bachelor's degree in Business with a **Finance Option** for two new courses.

Minor change in the **Food Industry Management Certificate Program** in the School of Business Administration that adds two new courses and corrects a prior mistake.

Minor change in the Bachelor's degree in Business with a **Supply and Logistics Management Option** adding electives and repackaging others.

Minor change in the Bachelor's degree in Business with an **Information Systems Option** changing hours, adding electives and repackaging others.

Minor change in the Bachelor's degree in Business with an **Advertising Management Option** changing hours and title of a course.

### **School of Fine and Performing Arts**

Minor changes in the BA and BS concentrations in **Art and Art History** and **minor in Art History** to reflect more concentrations in drawing/painting/printmaking, graphic design, and sculpture and art history.

Minor change in **BM with Jazz Emphasis** that drops two required courses and adds two electives to keep the total required hours unchanged.

## **II. COURSE CHANGES**

### **COLLEGE OF ENGINEERING AND COMPUTER SCIENCE**

#### **Program Changes**

Minor change in BS in **Computer Engineering** to keep up with the changes required by the Engineering Accreditation commission/Accreditation Board for Engineering and Technology (EAC/ABNET).

Minor change in BS in **Electrical Engineering** to keep up with the changes required by the Engineering Accreditation commission/Accreditation Board for Engineering and Technology (EAC/ABNET).

#### **Course Changes**

##### **Civil Engineering**

**CE 362** Hydraulics (4); change description.

**CE 464/564** Hydrologic and Hydraulic Modeling (4); change description.

##### **Computer Science**

**CS 202** Programming Systems (4); change prerequisites.

**CS 305** Social, Ethics, and Legal Implications (3); new course with material from other courses, but main focus is in this course.

**CS 442/542** Advanced Artificial Intelligence: Combinatorial Games (4,3); new course, offered prior, that looks deep into an interesting and fruitful subdomain that spans AI, theory of computation, and software engineering.

**CS 443/543** Advanced Artificial Intelligences: Combinatorial Search (4/3); new course, offered prior, that looks more deeply into an interesting and fruitful subdomain that spans AI, theory of computation, and software engineering.

**CS 452/552** Building Software Systems with components (4,3); new course to convert special topics course into bulletin.

**CS 491/591** Introduction to Computer Security (4,3); new course that revamps computer security curriculum.

##### **Electrical and Computer Engineering**

**ECE 222** Introduction to Continuous Time and Discrete Time Systems (4); change in title and description

**ECE 223** Signals and Systems (4); new course because students need to be familiar with various time series presented here.

**ECE 311** Feedback and Control (3,1); change number (prior 223), hours, and prerequisites.

**ECE 351** Hardware Description Languages and Prototyping 4); new course to offer what is expected by industry expects of new graduates.

**ECE 371** Microprocessors (4); change description.

**ECE 372** Microprocessor Interfacing and Embedded Systems (4); new course requested by industry.

**ECE 485/585** Microprocessor Systems Design (4); change description.

### **Mechanical Engineering**

**ME 449/549** Thermal Management Measurement (4); new course, offered prior, with requests from industry for the course.

## **COLLEGE OF LIBERAL ARTS AND SCIENCES**

### **Course and Program Changes:**

#### **Chemistry**

Change in the **Minor for Chemistry**, Actually reduces the requirement for a Minor to reflect better the needs of the minor and distinguish it better from the Major.

Minor change in the **Major for Chemistry (BS/BA)**; the proposed program is academic sound, curricula materials are developed, and budgetary support, faculty and other resources are available.

**CH 412/512** Advanced Inorganic Chemistry (4); Change prerequisites because CH 411/511 no longer to successfully complete the course.

### **Course Changes:**

#### **Anthropology**

**ANTH 330** Anthropology (4); new course for the bulletin, but has been offered under an omnibus number.

#### **Applied Linguistics**

**Ling 480/580** Bilingualism (4); new course which complements and supplements other first and second language acquisition.

**Ling 482/582** Pidgins and Creoles (4); new course which complements and supplements other first and second language acquisition.

#### **Biology**

**Bi 343** Genes and Society (4); new course that provides bioethics components for majors

**Bi 414/514** Ornithology (6); change in course description and change in distribution of hours between lecture and lab by increasing lab hours by 1 credit.

#### **English**

**Wr 115** Introduction to College Writing (4); Change description to reflect that the course will prepare students who need additional writing, reading, and study skill practice for FRINQ, rather than as a companion course to it.

**Wr 121** College Writing (4); Change title, hours, and description because this course is no longer required for first-year students, the content and credit hours have been increased (by 1 credit hour) to serve a variety of needs: freshman and sophomore student who elect to take it, lower division transfer and ESL students needing additional practice; and the course links better to lower division content courses in other disciplines.

**Wr 323** Writing as Critical Inquiry (4); Change title, hours, and description -- the rationale for this course is the same as for Wr 121.

### **Foreign Languages and Literatures**

**FLL 101-103** First-year Ancient Greek (4,4,4); New course, but taught in the past as a special studies course; this proposal has the course being included in the bulletin on a permanent basis both to enhance the department's course offerings, and to increase student awareness of the possibility of studying ancient Greek.

**Lat 330** Roman Culture (4); New course to promote Latin studies at PSU and the Portland community and to add a Roman component to the existing Ancient Greek Civilization cluster.

**Lat 331** Early Medieval Civilization (4); New course being proposed to promote Latin studies at PSU and the Portland community with an opportunity to fulfill requirements in the Medieval Studies cluster.

**Lat 341** Roman Literature (4); New course because there is no course that surveys Roman literature in depth independently as well as in the Ancient Greek Civilization cluster.

### **History**

**Hst 424U/524** Topics in Chinese Thought and Religion (4); change in title and description to give students a clearer idea of kinds of topics covered.

**Hst 425/525** Modern China (4); change in title and description to cover the imperial system through the founding of the People's Republic of China 1949.

**Hst 462** Amazon Rain Forest (4); New course to complement other Latin American courses that focus on specific nations by offering a course focused on a broader region.

**HST 463** Modern Brazil (4); New course to introduce students to the experience of Portuguese America rather than Spanish America as other courses do.

### **Mathematical Sciences**

**Stat 451/551 and 452/552** Applied Statistics for Engineers and Scientists I, II (4, 3); New course that augments other statistics courses so that beside probability models, other basic statistical models are presented.

### **Philosophy**

**Phl 455/555** Morality and Health Care (4); Change in title and description to reflect the focus on clinical health care, biomedical and behavioral research, and public policy; offered in cooperation with the Program for Ethics, Science and the Environment at OSU.

**Phl 481-3/581-3** Biomedical Ethics (4, 4, 4); New three-term sequence that provide a practical bioethics education in clinical health care, biomedical and behavioral research, and public policy.

## **COLLEGE OF URBAN AND PUBLIC AFFAIRS**

### **Course Changes**



## **Community Health**

### **PHE 444 Global Health (4)**

Critically explores global public health issues as they pertain to different populations throughout the world, such as global disease eradication initiatives, environmental and infectious diseases from an international perspective, and discusses health needs of special populations. Prerequisite: upper division standing. [NEW]

### **PHE 451/551 Women and Holistic Health (4)**

Exploring the intersection of three fields--allopathic medicine, women's health, and complementary therapies--the course examines the emerging field of integrative medicine, highlighting the contributions that women care givers and healers have made to its development. An overview of common women's health concerns provides the opportunity to compare and contrast essential elements of holistic treatment approaches with those of allopathic medicine. Prerequisite: upper division standing, PHE 295 or WS 101. [NEW]

### **PHE 452 Gender, Race, Class and Health (4)**

Emphasizes how the gender-, race-, and class-based organization of society affects the health of our communities. Covers an introduction and historical framework for social inequities in health; describe disparities in health by gender, race, and class; and explore the interplay between these major social forces and the biological mechanisms that influence the occurrence of disease. Prerequisite: upper division standing, consent of instructor. [NEW]

### **PHE 455 Film and Health**

Critically explores public health issues as they are portrayed in popular films and discusses the scientific, social, and political underpinnings of the public health issues portrayed in these movies. Covers diseases such as AIDS, hemorrhagic fever, MS, cancer, leukemia, and multiple chemical sensitivity from both biomedical and social perspectives. Guest speakers from the community will contribute to the discussion. Prerequisite: upper division standing. [NEW]

## **Urban Studies and Planning**

**USP 446/546 Real Estate Development II (3)**; new course intended for upper division undergraduates in community development and for graduate students in the business administration and urban studies and planning programs

**USP 498/598 Introduction to Finance and Real Estate (3)**; new course for those who wish to pursue the Real Estate Development Certificate Program

**USP 499/599 Real Estate Finance and Investments (3)**; new course to be integrated into the Real Estate Development Certificate Program

## **SCHOOL OF BUSINESS ADMINISTRATION**

### **Program Changes**

Minor change in the Bachelor's degree in **Business** requiring two new courses and new prerequisites for others.

Minor change in the Bachelor's degree in Business with a **Finance Option** changing titles and adding two new courses.

Minor change in the **Food Industry Management Certificate Program** in the School of Business Administration that adds two new courses and corrects a prior mistake.

Minor change in the Bachelor's degree in Business with an **Information Systems Option** changing hours, adding electives and repackaging others.

Minor change in the Bachelor's degree in Business with a **Supply and Logistics Management Option** adding electives and repackaging others.

### **Course Changes**

**BA 301** Research and Analysis of Business Problems (4); new course required of majors that satisfy needs identified by the business community that include identifying problems, researching and developing solution alternatives, analyzing alternatives and communicating solutions to the various stakeholders.

**BA 495** Business Strategy (4); change in description and prerequisites; this course will now serve as the capstone course for the SBA.

**FIN 419** Intermediate Financial Management (4); change prerequisites.

**FIN 449** Analysis of Financial Performance (4); change prerequisites.

**FIN 452** Investments (4); change title.

**FIN 456/556** International Financial Management (4); change in the prerequisites to separately list the prerequisites for undergraduates and graduates.

**FIN 457/557** Real Estate Finance and Investments (3); change course description, prerequisite, hours and now cross listed with USP; this course is redesigned to cooperate with UPS in offering a graduate certificate in Real Estate Development.

**FIN 465** Finance Topics and Cases (4); change in prerequisites to reflect the change in the prerequisite structure in the finance option.

**ISQA 360** Business Computing Fundamentals (4); change in prerequisites.

**ISQA 380** Data Communications (4); change laboratory hours to lecture hours.

**ISQA 415** Database Management (4); change in prerequisite.

**ISQA 418** Client-server Application Development (4); change to correct error in bulletin listing.

**ISQA 419** Web Application Development (4); new course, offered prior under an omnibus number, now a part of the regular option.

**ISQA 420** Systems Analysis and Design (4); change in prerequisites.

**ISQA 421** Object-oriented Design and Programming (4); change to correct error in bulletin.

**ISQA 424** LAN Management (4); change description, hours increase by 1 credit, and prerequisites.

**ISQA 454** Supply and Logistics Negotiation (4); new course, offered prior under an omnibus number, is now an elective in the option.

**ISQA 458/558** Purchasing and Logistics within the Food Industry (4); new course, offered prior under an omnibus number, required in the Certificate in Food Industry Management.

**MKTG 340** Advertising (4); change description and increase hours by 1 credit.

**MKTG 435/535** Consumer Package Goods Marketing (4); new course offered before under an omnibus number; this course is required for the Food Industry Management Certificate Program.

**MKTG 436/536** Global Business Issues (3); new course, offered prior under an omnibus number, now offered as a discrete number.

**MKTG 441** Media Strategy (4); change description.

**MKTG 442** Creative Strategy (4); change title and description.

**MKTG 443** Advertising Campaigns (4); change description.

**MKTG 444-6** Advertising Account Management I, II, III, (3,3,2); new courses, offered prior under an omnibus number, is a regular part of the electives in the Advertising Management Program.

**MKTG 447** National Student Advertising Competition (2); new course, offered prior under an omnibus number, is a regular part of the elective in the Advertising Management Program.

**MKTG 461/561** E-marketing (4); new course to train for new business environments.

## **GRADUATE SCHOOL OF EDUCATION**

### **Course Changes**

**Coun 431/531** Foundations of Substance Abuse Counseling (3); new course that models and theorizes addictive behavior that professional counselors need to understand.

**Coun 432/532** Assessment and Diagnosis of Substance Abuse (3); new course that focuses on the assessment and diagnosis of psychoactive substance use disorders.

**Coun 437/537** Current Issues in Addiction Counseling (3); new course that emphasizes new knowledge from research and current trends in the treatment of chemical dependency and mental health.

**EPFA 429/529** Principles of Training and Development (3); new course for the bulletin, but has been offered as part of the Training and Development series by Continuing Education/Graduate School.

**EPFA 430/530** Course Design and Evaluation (4); new course for the bulletin, but has been offered as part of the Training and Development series by Continuing Education/Graduate School.

**EPFA 431/531** Contemporary Issues in Training and Development (3); new course for the bulletin, but has been offered as part of the Training and Development series by Continuing Education/Graduate School.

## **SCHOOL OF FINE AND PERFORMING ARTS**

### **Program Change**

Minor change in the BA and BS concentrations in **Art and Art History** and **minor in Art History** to reflect more concentrations in drawing/painting/printmaking, graphic design, sculpture and art history.

### **Course Changes**

#### **Art**

**ArH 204-6** History of Western Art (4,4,4); change description and hours by 1 credit to align with other foundation courses in the department and with greater emphasis on analytical and verbal skills of articulation within various disciplines of the arts.

**ArH 207** History of Western Art: The Modern World (3); course dropped and material added to the 204-6 sequence.

**ArH 437/537** Nature into Art (4); new course that connects the historical study of art with environmental concerns.

**ArH 449/549** Methods in Art History (4); new course that hones the student's understanding of his/her field from a broad methodological basis.

**Music**

Program Change in BM with Jazz Emphasis that drops two required courses and adds two electives to keep the total required hours unchanged.

*2001 UCC Recommendations for Consideration on February 4, 2002***MEMORANDUM**

DATE: December 10, 2001

TO: Faculty Senate

FROM: Beverly Fuller, Chair, **University Curriculum Committee**  
Members: Martha Balshem, Mary Ann Barham, Joel Bluestone, Emily de la Cruz, Sharon Elteto, Margaret Everett, Doug Hall, Geraldo Lafferriere, Yves Labissière, Rebecca Robinson, Gwen Shusterman, Jan Semenza, Steve Walton, Keyoshia Vaughn (student representative), and Consultants: Terry Rhodes, Kathi Ketcheson, and Linda Devereaux.

**The UCC requests that the Faculty Senate adopt the following recommendations:**

1. That all 400-level courses have prerequisites such as
  - Specific courses
  - Specific class standing
  - Number of credit hours earned
  - Instructor approval
  - Relevant experience
2. That students cannot use courses from their primary major departments to satisfy UD cluster requirements.
3. Given that cluster courses should not have prerequisites (other than SING) and, that in reality many do (although the prerequisite issue may not be so large a problem),
  - Clusters should rely less on 400-level course, such that no more than 50% of each cluster is at the 400 level; and
  - Clusters courses with prerequisites should be flagged in the time schedule with a notation that refers to the catalog or the department for prerequisite information.
4. That UCC members be appointed for the academic year, not for the calendar year.

**Interinstitutional Faculty Senate (IFS) Meeting at PSU**  
**7-8 December 2001**

**Friday, 7 December 2001**

**President Dan Bernstine** greeted senators and discussed budgetary and tax revenues in Oregon. He said his guiding principles in dealing with budgetary challenges were to maintain student access for Oregon undergrads with high quality, continue investments in technology, maintain collaborations with community colleges, preserve viable resources, and cut research and public service programs first if necessary. He noted that we need sacrifices from the Oregon public as well as from our universities.

**Debbie Murdock, Government Relations** for PSU, discussed the special session of the Legislative Budget Committee Meeting scheduled for the week of 10 December. She said the role that higher ed can play in the hearings process is in the public's participation in the process. Higher ed needs to have real citizens show up on its behalf.

**Lesley Lehman, Chair, Strategic Planning Committee of State Board of Higher Ed** was the next speaker. She noted that it (the board's concern) is really about students, despite the seemingly overriding concerns about budgets. She said of faculty: we know that you are under-compensated and we'd love to be able to do something about that. The goal of fully funding the "model" slipped when the legislature became over-enamored with some pet projects such as boosting technology funding, etc. Somehow the Board has given the impression that it's okay, that "we'll muddle through," and now it's time to speak out more assertively.

She further noted that the Board has been going through some self-examination. They want to get a handle on the relationship between higher ed, the economy, and the workplace. She also observed that higher ed should clarify how much to be involved in individual universities' decision making progress regarding their own program and other initiatives. Higher ed should also take a hard look at alternative funding models and alternative governance structures that might be more effective?

On the chancellor search, she said it was Board's intent to solicit input from universities regarding the Chancellor search. "You have been heard," she asserted.

**Vice Chancellor Diane Vines** accompanied Ms. Lehman and gave her own views. At some point, OUS will have to limit access because it can't keep adding students with no additional funding. In fact, OUS will be talking to the legislature about raising tuitions and/or limiting enrollments in some areas.

Town meetings, facilitated by the Board, are planned on individual campuses; they'd like faculty input and participation.

The first series \* winter/spring \* to hear about the needs of campus people from all over the state. Over the summer, the Board will digest the information, and this input will help drive the budget planning process for the next biennium.

In the Fall series, OUS will take a budgetary strategic plan to the public forums to get feedback.

She also said that there is a lack of a good accountability system to follow money allocated to specific programs \* from OUS to the campuses, and even within the campuses.

Across the board, the general fund constitutes about 16-20% of the total budget. It's questionable that the source of those funds should be able to dictate all the programs where those funds are sent.

**Betsy Johnson, State Rep, Scappoose**, spoke candidly about her views on higher education. Regarding the difficulty of the RAM model: "I couldn't explain the RAM model to anyone. I don't believe anybody could explain the RAM model."

"The State is \$720M upside down and falling. I heard the word "billion" used the other day. When we meet, we might be dealing with a shortfall as high as \$900M."

"We're looking at 5 days of grueling negotiations beginning Monday."

She observed that a number of legislators who are not supportive of higher ed have perpetuated a myth that higher ed is populated by a "bunch of whiners." Some believe that we are over-funded, and simply not frugal nor efficient with money. Other potential funding sources: tobacco money, Medicaid extra money \* one-time money.

A questioner asked, Why does K-12 get positive support from the State while higher ed does not? Shouldn't we see education as a seamless process from P through college? Rep. Johnson responded that the legislators see a "different face" from K-12 than from higher ed. The children's faces, the overcrowded classrooms, etc. vs. presidents of universities in a competitive stance.

On another matter she asserted that she would support having periodic "special" sessions of legislature to do incremental adjustments to budget rather than trying to overhaul the entire thing at once.

**Bob Bruce, Chancellor's office**, spoke next, discussing the town hall meetings mentioned earlier by Vice Chancellor Vines. The meetings' priorities include asking citizens how higher ed can be more effective with economic and workforce issues, and work better with K-12 and private education entities.

We've not been very good about talking to Oregonians about these issues, which is the purpose of the town hall meetings.

There will be twelve meetings, January through April, 3 per month, including Hillsboro, Bend/Redmond, Coos Bay, and they hope to invite community leaders, business leaders, a variety of individuals. OUS will also invite all participants to continue to engage in an electronic dialogue.

Besides this OUS also hopes to educate the public about what we do in higher ed. They hope for another round of town halls from Sept. 2002 through January 2003 to feed back to them, and solicit their support for, the budget initiatives for the 2003-2005 biennium.

There are coordinators on each of the campuses.

He admits there have been no initiatives to utilize mass media such as TV to educate the public or appeal to rural, Native American, and other hard-to-reach segments of the population.

**Roger Bassett, new member of State Board**, was the last speaker on Friday. He has been in higher education policy work a long time, serving as Education Advisor to three governors as well as Commissioner of Community Colleges.

In his remarks Director Bassett observed that a fundamental underpinning to all of our concerns is that several of the public's general perceptions, expectations, or beliefs are predicated on the view that their tax dollars should come back to them in one way or another. Any surplus in the state budget is nothing but "fat." He also asserted that to many, public education is just another public service. The terms "public" and "public education" have lost their tread, he said. Therefore, the public would need to see a "hook" to get them behind higher education. Institutions that do not have something of value do not receive support or end up on the chopping block. All of these are the subjects of a string of "issue papers" the Board is contemplating, asking such questions as "How do we position ourselves?"

Director Bassett observed that it's not enough to do forums, conversations, etc. to make ourselves more visible. We must, as it were, "run higher ed for statewide office." In other words, we have to do all of those things that a gubernatorial election campaign does with the deadly seriousness of a statewide race: tons of cash, frequent appeals, radio, television, face-to-face, etc.

On the chancellor search, Director Bassett described these qualities as being paramount for the candidates to address:

- the job should be statewide educational leader.
- needs skills to "ride herd" on the campuses.
- must be able to play a rock & hard place role (between the Legislature and the constituencies of higher ed).



**Saturday. 8 December**

There was discussion on the changing membership on the Board. There is a seat on the Board that can be filled by a faculty member, but is not dedicated to faculty membership. The Governor can choose whether to appoint faculty to the Board. Geri Richmond currently holds that seat, her term is up this year, and that seat may not be refilled with a faculty member. We should be vigilant about how this position is filled.

There was also discussion on OUS Budget Cuts. Peter Gilkey shared a 3-point letter from Nathan Tublitz, President of the OSU University Faculty Senate, asking that IFS urge the State Board not to attempt a fiscal bail out of OSU as that would likely have budgetary implications for the other OUS institutions.

Gary Tiedeman stated that it's not that OSU is "in the hole" but has a \$19M shortfall, and must make cuts by a particular date in order to not remain indebted.

A member of IFS, Bruce Sorte, has been elected as President-elect of the Faculty Senate at OSU.

OSU's plan to deal with the shortfall currently stands as follows:

- redesign the OSU campus structure. One idea was to hand the redesign of the academic portion 100% to the Faculty Senate.

- The remainder of this year to be devoted to dealing with immediate budget concerns vis-à-vis the state system.

- Next academic year will be devoted to the redesign process, which will be completely influenced by the faculty at OSU.

- OSU must address the \$19M PLUS the state mandate of the 2% minimum reduction that all institutions are having to deal with.

There was discussion around the reasons for the shortfall. OSU may have continued its expenditure patterns and even added expenditures (e.g., scholarships, other enhancements, etc.) while other campuses may have begun to reduce costs in advance.

On the chancellor search, there was also considerable discussion. The fact remains that there is no known written document that lays out the protocol for a Chancellor search.

The Board is not obligated to canvass the faculty or anyone else in their decision making process, yet politically and diplomatically it might be wise.

The next opportunity for us to comment on this process publicly will be at the December 21st Board meeting. IFS will draft a letter to the Board explaining why there

has been concern about faculty and student input, to educate or remind them about what the history of faculty governance is all about and how it benefits the system and the state at large. Ann Tedards, UO, volunteered to take the lead on the draft, and will send it to Craig to integrate the Chancellor characteristics listed below, then submit it to the IFS ListServ for our review.

We are used to another kind of search process, one that is commonly used for other institutional administrative positions, e.g., deans, provosts, presidents, etc. OUS, on the other hand, is coming from a different perspective and it seems inconsistent with the more pervasive model.

There is historical precedent for a more inclusive process; some have been done that way and some have not.

The question arose: what are faculty most concerned about in this issue? The answers included the following:

- A Chancellor who would run OUS like a corporation - focus on efficiency, profitability at all costs.

- A Chancellor who would not acknowledge the diversity within the system \* who would try to set policy as a "one size fits all" approach.

The characteristics faculty would most like to see in the next chancellor included the following:

- Someone who understands the diversity of the system--one size doesn't fit all.
- Someone with the clear ability to work with the legislature.
- Public relations ability.
- Significant academic background.
- Rich understanding of history and mission of higher ed in Oregon.
- Long range vision, particularly in planning ahead for changing biennia.
- Consensus builder.
- Ability to articulate a collaborative relationship with entire educational system of Oregon.
- Leadership qualities sufficient to facilitate collaboration with university Presidents.
- Ability to see Oregon Higher Ed as part of a national mission.
- WOU Strike issue \* 215 faculty members at WOU, not all of whom are members of the union. Negotiations are continuing between union and administration. Deadline supposed to be beginning of Winter quarter.

Senators also discussed a long term strategy for the organization in the coming year. The components included

- reiteration of the desire for inclusiveness in the Chancellor search process.

--Applaud the strategy at OSU to have faculty and presidents take the lead in reconfiguration of their own campus. This could be a good model for OUS to consider in other campus-specific issues.

For future goals over the next year:

- perhaps rather than being so reactive to issues, we could be more proactive.
- But perhaps it is part of our role to be there to monitor issues within the system and attempt to influence their progress.
- We could respond to Roger Bassett's suggestion that we change the way we "sell" higher education to the state. We could take a lead role in ideas for that.

The last item of business was the election of Officers.

The nominated slate included  
Elaine Deutschman, OIT, President  
Bill Danley, SOU, Vice President (president-elect)  
Marc Levy, SOU, Secretary  
Bob Turner, WOU, Academic Council Representative

There was a unanimous vote of approval of the slate.

Craig Wollner continues as Past-President.

Submitted by,

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**Faculty Development Committee  
Report to Faculty Senate  
January 2002**

**Members:**

Kathi A. Ketcheson, Chair  
 Martin Streck, CLAS  
 Jun Jiao, CLAS  
 Sharon Lee, CLAS  
 Cynthia Sloan, CLAS  
 Thomas Kindermann, CLAS  
 Oren Ogle, LIB  
 Gretta Siegel, LIB  
 Thomas Luba, SES  
 Joan Strouse, GSE  
 Sue Taylor, SFPA  
 \_\_\_\_\_, SBA  
 Alvin Buffonge, CUPA  
 Ann McClanan, OI  
 Wendelin Mueller, CECS  
 \_\_\_\_\_, SSW

**Faculty Enhancement Awards.** The committee met on October 15 to review the "Call for Proposals" and discuss the review process for 2002-03 awards. The "Call for Proposals" has been available on the Office of Research and Sponsored Projects Web site (<http://www.gsr.pdx.edu/rsp/intfunding/fdcann01.html>) since November 15. The deadline for applications is **January 14, 2002 at 5:00pm**. This year, \$140,000 is available for faculty enhancement grants. Proposal reviews will begin in Winter Term.

**Professional Travel Grants.** The Faculty Enhancement Committee agreed to appoint two subcommittees to review applications for 2001-02 professional travel. The Winter Term subcommittee met on December 5 to review the "Call for Proposals" and to discuss the review process for winter 2002. A second subcommittee will convene for Spring Term. This year, \$40,000 is available for faculty travel grants; \$10,000 of this was distributed during Fall Term for travel that occurred between September and December 2001. The subcommittee agreed on the following travel periods and deadlines for the remainder of the year:

<u>Term</u>	<u>Deadline</u> <u>(5:00pm)</u>	<u>Travel Period</u>
Winter 2002	February 1	January 1 through March 31
Spring 2002	April 1	April 1 through June 30
Summer 2002	July 1	July 1 through September 30

The "Call for Proposals" has been available on the ORSP Web site since December 7 (<http://www.gsr.pdx.edu/rsp/intfunding/fdgtrav01.html>). Although they agreed to set February 1 as the deadline for Winter Term travel applications, the subcommittee will reimburse successful applicants who travel during January.

OIRP:kak  
 attachment  
 12/12/01

**Internationalization Working Group**  
**DRAFT**  
**December 2001**

### **International Vision**

Portland State University's future will be guided by the understanding, belief and commitment that our students will enter the 21st century as leaders in an emerging global community. The University **understands** that internationalization must become integral to the fabric of everything that we do. The University administration, faculty, academic professionals and staff **believe** that we must prepare our students to be not only globally aware but also globally active. The University demonstrates, on a daily basis, its firm **commitment** to our international mission. Through the integrated efforts of the administration, faculty, academic professionals and staff, we will internationalize our culture to the point that international is no longer something added to the university's mission, but is seamlessly woven throughout the fabric of our campus. PSU will provide every PSU student with the highest quality international education possible within the limits of fiscal responsibility.

### **International Goals**

1. Increase opportunities for every PSU student to have meaningful contact with other cultures through: (a) our academic curriculum, (b) study abroad opportunities, (c) distance learning through the use of technology, (d) international students, (e) faculty visiting our campus and (f) all other aspects of the campus environment.
2. Develop university priorities, policies and procedures that encourage leadership and innovation in the creation and delivery of a world class international education. These priorities should include the formation of a permanent council to address internationalization issues campuswide .
3. Increase opportunities for PSU faculty, academic professionals and staff to incorporate international dimensions into their teaching, scholarly agendas, programs and professional development.
4. Build on the Pacific Northwest's emerging sense of itself as a place with an international character and critical links with the rest of the world. Articulate the international dimension of Great City, Great University.
5. Strengthen PSU's ties with its international alumni to develop their support of our international vision, mission and goals.

These goals will be the basis for the Internationalization Council's work.

#### **Internationalization Website:**

<http://www.president.pdx.edu/Initiatives/international/internationalhome.phtml>

## **PSU's Internationalization Council 2001-2002**

Kim Brown	International Affairs
Duncan Carter	CLAS
Doug Hall	Electrical & Computer Engineering
Devorah Lieberman	Vice Provost & Special Assistant to the President
Jon Mandaville	History
Christine Menzies	Fine & Performing Arts
Pamela Miller	Social Work
Sandra Rosengrant	Foreign Languages & Literatures
Dick Sapp	Business Administration
Judy Van Dyck	Extended Studies
Dawn White	International Education Services

