5-1-1991

Faculty Senate Monthly Packet May 1991

Portland State University Faculty Senate

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The Faculty Senate will hold its regular meeting on May 6, 1991, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

B. Approval of the Minutes of the April 1, 1991, Meeting

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators
   Question for Morris Holland, submitted by the Steering Committee—See over.

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

1. Annual Report, Budget Committee—Ellis
2. Annual Report, University Athletics Board—Jones
3. Annual Report, University Honors Program Board—D. Johnson
4. Annual Report, Teacher Education Committee—Pollock
5. Spring Term Registration Update—Tufts

F. Unfinished Business

1. Budget Review Reports—Holloway, Brennan, Lall, Ellis

G. New Business

1. Proposed Constitutional Amendment, Article IV, 4, 1, n, o, —A. Johnson
2. Report on Strategic Planning Process, PSU Mission Statement—Kocaoglu
3. Proposal to Establish Institute of Portland Metropolitan Studies—Lall

H. Adjournment to Reception at K-House

*The following documents are included with this mailing:

B Minutes of the April 1, 1991, Senate Meeting*
E Annual Report, Budget Committee**
E Annual Report, University Athletics Board**
E Annual Report, University Honors Program Board**
E Annual Report, Teacher Education Committee**
G1 Proposed Constitutional Amendment*
G2 Strategic Planning Process, PSU Mission Statement*

**Included for Senators and Ex-officio Members only.
Question to Morris Holland, submitted by the Senate Steering Committee:

1. What was/is the total Office of Student Affairs (OS) FTE (staff and unclassifieds) and their titles for the following periods of time:
   
   a. 1988-89
   b. 1990-91
   c. proposed positions for the reorganized OSA?

   Please indicate the amounts of funding for each of these positions for the three periods of time coming from: General Education Fund, Incidental Fees, Student Health Fees, and other sources.

2. Are student health premiums being raised in spite of approximately $189,000 rebates during 1989-91? What are those rebates being used for? Did students have a say in these decisions? Did the General Student Affairs Committee?

3. What proportional cuts has OSA taken in the proposed reductions, given the reduced number of projected students? What services and number of students are being served by the various programs and offices, and what are the results?
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 6, 1991
Presiding Officer: Sheldon Edner
Secretary: Ulrich H. Hardt


Members Absent: Finley, Duffield, R. Johnson, Lutes, Manning, Tuttle.

Ex-officio Members Present: Davidson, Erzurumlu, Frank, Hardt, Holland, Laguardia, Mackey, Pfingsten, Ramaley, Reardon, Schendel, Sheridan, Sivage, Toulan, Ward.

Faculty Senate Meeting, May 13, 1991


Alternates Present: Amato for Burns, Dusky for McKenzie.


Ex-officio Members Present: Erzurumlu, Frank, Hardt, Reardon, Sheridan, Sheridan, Sivage, Toulan.
APPROVAL OF THE MINUTES

The minutes of the April 1, 1991, meeting were approved with the following corrections: Brennan and Brenner had both been present. The Bowlden/Weikel motion (p. 36) regarding the careful review of program and staff reductions and their effect on gender and ethnicity was passed.

PRESIDENT'S REPORT

President RAMALEY reported that the Ways and Means Committee was hard at work shaping the budget. Favorable new economic forecasts are expected, but we will not know anything definite until after the middle of May. Prospects look good for some restoration of funds; the chancellor is working on a $56-57M package. Faculty salaries and the Portland agenda will have high priority. PSU has met with Vera Katz to discuss her education reform bill. There are still many concerns that need to be dealt with, but PSU is at the table and effectively involved. The University is in general well situated to deal with many of the pressing challenges of the state, since PSU is the University with the "people agenda" in such schools as Education, Social Work, Business, and Urban Affairs.

ANNOUNCEMENTS

1. EDNER announced that there would be a reception at the K-House following today's Senate meeting.

2. COOPER made the following motion, congratulating the Vanguard on garnering so many commendations and awards in the 1991 Oregon Collegiate Press Contest:

"The Faculty Senate of Portland State University congratulates the editor and staff of the Portland State University Vanguard and Lois Breedlove, their adviser, for their having won seven first-place commendations and three awards of merit at the 1991 Oregon Collegiate Press Newspaper Contest in Salem. To have achieved these honors in the first year in which the paper has produced a daily edition is particularly impressive and reflects well on the intelligence of the students, their capacity for hard work, and professionalism of the advice that they have received."

The motion was passed unanimously.

3. Liz KONSELLA announced the May 14 "Forum on Homophobia/Hate Crimes" in SMC Ballroom, 12:00-3:00 p.m., and she urged faculty to attend and to promote the meeting.
4. A. JOHNSON reported that the Committee on Committees was working on administrative committee nominations for next year. The Committee is also recommending the elimination of six committees and the merger of three. Details will be available later.

QUESTION PERIOD

HOLLAND responded to the spirit of the questions posed and invited interested persons to go to him for further information. He also distributed the Student Affairs Budget summary (see attached) which shows how Student Affairs has responded to the reorganization. B.M. 5 has effected all, he said. HOLLAND pointed out that PSU has the FTE of 9,000 students, but in actuality deals with 37,000 different students every year, because of the high percentage of part-time students. That fact puts a strain on many offices, like registrar, student financial aid, etc. There is growing demand for child care, parenting help; the needs are great, the resources slim. PSU is doing heroic things given our graduation rate of 20 percent. Yet we must focus on doing a better job.

HOLLAND said there have been three different reviews and intense discussions of OSA: spring 1989, spring 1990, and winter/spring 1991. Three goals have been identified

- enrollment management (recruitment/admissions, financial aid, registrar's office)
- doing a better job with information and support services in one place--created one large department from five smaller ones
- strengthening the on-campus community and create a student center or union.

Each of these changes will have a benefit on the services provided to students, HOLLAND said. He also talked about the reduction of administrative overhead from eleven to seven. The total permanent cut in OSA has been 6.5 percent or $129,000, which translates to six positions.

Students will pay $47.50 in health fees next year, $2 more than this year. $18 is a mandatory fee, considered low, because it is 40 percent less than at OSU or UO. HOLLAND acknowledged the $189,000 rebates during 1989-91 but said that the insurance carrier does consult with the General Student Affairs Committee and ASPSU each year. Because there were no catastrophic illnesses, the insurance company has given the refund. A new X-Ray machine has been bought with this money, and other medical equipment will be replaced. The rebate will also supplement student health fees so they don't have to be raised.
REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. ELLIS submitted the annual report of the Budget Committee. KARANT-NUNN asked if the committee had met recently to review the budget cuts. ELLIS said no, since the committee had had hearings earlier. He did distribute, for the first time, the committee's written report to the Transition Team (dated February 6) which contained the recommendations made following the hearings.

2. JONES presented the annual report of the University Athletics Board. He said that PSU women's basketball and volleyball had recently been invited to join the Continental Divide Conference. The UAB will recommend that basketball join the conference. DAILY asked how the budget compared to previous budgets. JONES said that there were slight increases of 3 to 5 percent for personnel costs. OGLE asked if NCAA allows different levels of participation for men and women. JONES didn't know but said there was a lack of evenness. He thought football and basketball had to be played under the same division.

3. D. JOHNSON submitted the annual report of the University Honors Program Board. He said that a proposed constitutional amendment regarding the make-up of the board will be submitted.

4. POLLOCK presented the Teacher Education Committee annual report.

5. TUFTS reported that spring term registration was down very slightly in headcount but was even with a year ago in SCH. He also said that 1870 students had already registered for Summer Session, 90 percent of them via the new touchtone telephone system.

UNFINISHED BUSINESS

1. HOLLOWAY reported on the Curriculum Committee's investigation of the Transition Team decision regarding program cuts and reductions. He acknowledged that the situation is still in flux and therefore was difficult to dealt with; however, the written report distributed outlined a number of points where the committee disagreed with the team, particularly in decisions to suspend the bachelor degrees in philosophy, physics, and health.

A. JOHNSON/WEIKEL moved "that the Senate adopt the recommendations by the Curriculum Committee (on pages 3 and 4 of their report) regarding the reinstatement of philosophy, physics and health."

COOPER said he agreed with these recommendations but wanted to know which other programs should be cut if not these. HOLLOWAY said that the suspension of these three programs resulted in no savings, therefore the committee was puzzled by why the deci-
sions were made to begin with. A. JOHNSON added that no budget was being given back; the programs would carry on effectively, albeit with a smaller faculty. WEIKEL said she had heard from philosophy that they would be able to operate within the budgetary constraints. LENDARIS wanted to know what the effect of voting yes on this motion was. EDNER explained that the constitution charged the Senate with voting on curricular matters and changes; therefore the Senate would go on record with its opinion. BRENNAN wanted to know the process of lifting suspensions. RAMALEY said the provost would make a recommendation to her after he was satisfied with program strength; admissions to the program would then resume. BRENNER asked if the Curriculum Committee recommendations were consistent with those of the other three committees doing reviews and was told yes, but HOLLOWAY said he had never received the Budget Committee report of February 6.

The motion to accept the Curriculum Committee recommendations was passed.

2. BRENNAN made the report for the Graduate Council investigation of the Transition Team decisions. Among other points, the Council felt that a grievous mistake was made in the elimination of the graduate degrees in exercise science and sports studies. The Council supported the Transition Team decisions regarding the elimination of the Ph.D. options in criminal justice and in electrical engineering, and the elimination of the MAT/MST in physics.

A. JOHNSON/BRANNAN moved "that the reinstatement of the MA/MS and MAT/MST in health education, the MA/MS in political science and in sociology, and the MFA in art be recommended."

The motion was passed.

LATZ asked if the Graduate Council had taken into consideration frozen positions and early retirements. BRENNAN replied that the council dealt only with the information they had and of course would not know about early retirements. All programs recommended for reinstatement could be covered by current faculty. LENDARIS wondered if early retirements could result in frozen positions. Provost FRANK said not necessarily. RAMALEY added that the provost would know during spring where these positions are and would develop a strategy of filling them. It will not be a random process.

3. LALL presented the EPC report of its investigation. While they felt that the Transition Team did a reasonably good job given the tight schedule, the committee made several recommendations.

A. JOHNSON/ENNEKING moved "that an accelerated review of all suspended programs in general and BA/BS in Philosophy in
particular be carried out. It is also recommended that until the status of departments with suspension of degrees is resolved, these departments be eligible for consideration for additional positions if and when funding becomes available for those now frozen."

Because Senators had many specific questions about the EPC report and recommendations, a motion to table until the June 3 meeting was passed.

4. ELLIS distributed the February 6 Budget committee report to the Transition Team and pointed out that the committee disagreed with the team's report on a large number of programs. He said the Budget Committee would now meet again to consider the recommendations from these three committees and coordinate them. There is no movement on frozen positions, he said, and we don't know about early retirements yet. However, the Budget Committee could now talk to the provost and could consolidate information for the Senate. He promised that the committee will have recommendations for the June 3 Senate meeting. KARANT-NUNN observed that the committee did take very constructive action in February and urged the committee to now bear in mind what needs to be done now, in May.

FRANK pointed out that several things are still up in the air; e.g., the move of some education programs from UO and OSU to PSU. He said that Representative Katz wants PSU to take leadership with regard to her programs and initiatives, the workforce and at-risk agendas. It is very difficult to figure out what will happen. ARICK asked if UO faculty moving to PSU would be considered new faculty or replacing positions. He said the SOE is losing five positions. FRANK said they should be considered new faculty. This led to a discussion of the reduction of 6,000 students in the system and the need for legislative fiscal support if numbers of students are not to be reduced.

BOWLDEN asked why the Budget Committee had not made a recommendation regarding physics. ELLIS said physics had not asked for a hearing initially. However, there have been subsequent meetings with the dean and departmental faculty. FRANK said that we are moving as quickly as we can to have external reviews of programs. It is possible that we may lose a round of student admissions while programs are suspended.

NEW BUSINESS

1. A. JOHNSON explained that the Committee on Committees was asked to discuss the possibility of merging the EPC, Budget Committee, and the UPC into one constitutional committee which conforms to
the form and organization of all the other constitutional committees. He proposed a constitutional amendment of Article IV, 4, 1, n, o.

WEIKEL had questions about the workload of this new super committee and wanted to know which "the appropriate Faculty committees" were with whom the council would consult. JOHNSON thought they might be administrative committees. WEIKEL wondered who would choose faculty members to serve on subcommittees. Would the Committee on Committees? JOHNSON didn't think so. WEIKEL asked how the chairpersons of the effected committees felt. ELLIS was ambivalent but thought the Budget Committee still had an important function. MANDAVILLE felt uncomfortable personally, though the UPC as a whole seemed to favor the proposal, but not unanimously. LALL felt that there needed to be a permanent subcommittee to deal with program reviews. KARANT-NUNN generally favored fewer committees, but recent program suspensions and reductions made her think differently. KOSOKOFF had two reasons for sharing Ellis' ambivalence: a) it is the identical proposal made by Nat Sicuro, and b) it takes some time to become an expert in reading budgets, and now we're talking of giving that task to another committee which already has heavy assignments. He suggested that standing subcommittees be used.

Attempts were made at amending the proposal, but these were not successful.

EDNER adjourned the meeting until the following Monday.

MINUTES OF THE CONTINUED MEETING--MAY 13, 1991

1. GOSLIN/KOSOKOFF presented a motion folding together the EPC and UPC but leaving the Budget Committee as a separate committee. (See the complete proposal attached).

There were arguments for and against the motion. In the end, the vote to approve the motion was 19 to 15.

ENNEKING offered a friendly amendment "that the chair (or a designated member) of the UPC serve on the Budget Committee." The amendment was accepted.

2. In Kacaoglu's absence, GRUBB and MANDAVILLE reported on the Strategic Planning Process and its progress. They distributed the attached papers containing the timeline and said that the draft document would be available and sent to all Senators around May 20. Senators are urged to give input at that time. KARANT-NUNN wanted to know if the mission statement, distributed earlier, was discussable now? She had a statement to distribute, and EDNER urged her to pass it out so people could reflect on it. She did. (See attached). ENNEKING wanted to know if
the Senate would have time to discuss the plan. Would there by a July Senate meeting? EDNER said the Senate Steering Committee would discuss a summer meeting for June or July.

3. LALL proposed the establishment of the Institute of Portland Metropolitan Studies for which the city has already provided $100,000.

A. JOHNSON/STERN "moved the acceptance of the proposal as presented."

COOPER inquired about funding, observing that the proposal specifies that $5M will eventually be needed. He asked what kind of assurances there were that this will not drain PSU resources. LALL said the Institute will only work with outside funds. TOULAN reviewed the history of the planning which began in 1974 under President Blumel. B.M. 5 has created new problems; however, the community is committing finances to the project, and we can't stop them. A number of influential people from the private sector are promising financial support. He said the proposal has many benefits for many different departments. The Institute is housed in UPA because Toulan developed the plan for it. WRIGHT asked if accepting private support will allow us to be neutral. TOULAN answered that we will not accept money for pre-determined results. PSU will act as a neutral agent, just as we now do for grants and other research.

The motion was passed.

ADJOURNMENT

The meeting was adjourned at 15:50.
May 6, 1991

STUDENT AFFAIRS BUDGET

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April 5, 1991

To: Faculty Senate

FR: Walt Ellis, Chair
   Budget Committee

Re: Annual Report to Senate

The Budget Committee has undertaken the following activities during academic year 1990-91:

1. liaison with President's Transition Team--Chairperson of Budget Committee;

2. liaison with President's Administrative Council--Chairperson of Budget Committee;

3. Budget Committee helped draft the Criteria for the Allocation of New Resources, Reallocation of Existing Resources and Reduction and Elimination of Programs used by the Transition Team in making budget reductions for 1991-92 budget period;

4. conducted 10 hearings during the month of February, 1991, with departments/schools identified for program elimination and/or degree suspension, with report to Transition Team;

5. is currently preparing for additional hearings with departments faced with degree suspensions;

6. is currently monitoring budget implications resulting from freeze on vacant positions within academic departments.

Committee Members:

James Ashbaugh  GEOG  Roy Koch  CE/SSEC
Charles Becker  HPE  Nina Lowry  SFPA
Mary Cumpston  AO  Jonathan Pease  FL
Jonny McMullen  ASPSU  Teresa Seibel  ASPSU
Grant Farr  SOC  John Settle  BA
Rick Hardt  ED  Larry Steward  SP
Robert Holloway  SW  Robert Westover  LIB
Ansel Johnson  GEOL  Walt Ellis, Chair  PA
Robert Jones  PSY

E_
To: Faculty Senate

From: University Athletics Board
   Alan Cabelly
   Robert Jones, Chair
   Steve Kosokoff
   Linda Neklason
   Morris Weitman
   Student Members
   Antonio Brady
   Vanita Harrington
   Richard Sowers

I wish to express my gratitude and appreciation to the faculty and student members of the University Athletics Board and ex-officio members, Charles Becker, Bob Lockwood, Roy Love, Sylvia Moseley, Craig Nichols, Gary Powell, and Jack Schendel for their work and advice during the year.

1990-1991 ACTIVITIES

1. The UAB met with Mr. Bernie Fagan to hear his proposal to add women's and men's soccer as NCAA sports. The UAB approved Mr. Fagan's proposal in principle and referred the proposal to President Ramaley for her consideration. Currently, Mr. Fagan is coaching PSU's Club Sports soccer teams and the final decision on whether to add these as Division II competitive teams has been postponed until external funding is obtained.

2. UAB received and reviewed budget proposals from Club Sports, Student Recreation, Intramurals and the Athletics. After consultation and adjustments final budgets for these programs were adopted and submitted to the Incidental Fee Committee. The budgets submitted and the amounts tentatively approved are listed in the table below. I should point out that the requests for Intramurals, Student Recreation, and Club Sports have been "approved, but frozen" pending review of the role of these programs for the future.

<table>
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<th>Program</th>
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<th>IFC Recommendation</th>
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<td>Intramurals</td>
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3. Several policy changes were made by the NCAA at its 1991 convention which will have a substantial impact on Portland State. The NCAA took steps to prevent institutions from competing at more than one division level simultaneously. One rule change prevents PSU Women's Basketball team from competing at Division I while all...
other women's sports compete at Division II. Efforts are being made to find a Div. II league and/or move to phase in a schedule of predominately Div. II teams.

The new regulations will impact the football program also. That is, Cal. State, Northridge, Sacramento State, Santa Clara, and Southern Utah, members of our conference, all compete at the Division I level in basketball. Thus, these institutions will be forced to make a choice at which division level to compete. Santa Clara has announced that it will drop football and our present football conference will dissolve at the end of the 1991 season.

Men's baseball will be allowed to continue to compete at the Division I level.

4. The following are agenda items remaining for the year.
   a. A consideration of a request to move Women's Basketball to Division II.
   b. A review of the procedures developed for monitoring academic progress and graduation rates for PSU athletes.
   c. A review of the status of the budget deficit carried forward from prior years and present plans for reducing the level of indebtedness.
During this academic year, the University Honors Program continued into its second year the alumni-sponsored internship program in Washington D.C. Six Portland State University students completed one-term internships at the Wilson Center, National Portrait Gallery, Museum of American History, and Common Cause. The 1990-91 interns were Sirena Foley, Drake Hood, Carol Lucier, Aaron Nawrocki, Jennifer Oberst and Daniel Warner. Given continuing interest among PSU alumni, and the high praise these students (and their predecessors in 1989-90) received from their supervisors, the internship program will be expanded to include nine students in 1991-92. Beginning in 1991-92, the internship program will be opened to all University students; requests for nominations have been distributed to the faculty.

The University Honors Program again requested that the chairs of all academic departments in the University provide the name(s) of faculty members responsible for advising student majors enrolled in the University Honors Program. Those departments that have not provided this information are (again) urged to do so.

Along similar lines, the University Honors Board urges ASPSU to expedite the appointment of student members to the Honors Board. For at least the past two years, student appointments have come late in the fall term or beginning of the winter term. Furthermore, this year only one student was appointed.

Following up on work begun in 1990-91, faculty committees have continued development of proposals for interdisciplinary programs in Classical Studies and the Humanities, Science Studies, and Professional Cultures. Grant applications to fund a pilot program in Science Studies have been submitted to the National Science Foundation. Grant applicants in the other areas will be submitted to appropriate agencies in 1991-92.

The Honors Program continues to sponsor visiting lecturers to complement seminars and colloquia offered in its curriculum. Symposia on mental illness (fall) and the reinterpretation of western American history (spring) are scheduled for 1991-92. Among the lecturers who will visit the University are:

**Fall 1991**
Professor Nancy Andreas, Psychiatry, University of Iowa  
Professor David Rothman, History and Medicine, Columbia University  
Professor John Searle, Philosophy, University of California, Berkeley

**Spring 1992**
Professor Anne Butler, History, Utah State University  
Professor Richard Maxwell Brown, History, University of Oregon  
Professor Albert Hurtado, History, Arizona State University
In 1990-91 no student appeals were submitted to the University Honors Board. Sixty students were admitted to the program; eleven students received degrees in Fall and Winter terms; eight have applied for Spring graduation. Upwards of two hundred students are active in the program.

Respectfully submitted,

David A. Johnson, Chair

University Honors Board members: Carl Abbott (USP); Malgorzata Chrzanows- Jeske (EE); Robert Shotola (SOC); Leonard Swanson (MATH); Steven Ki (Student Rep.)
REPORT TO THE FACULTY SENATE
TEACHER EDUCATION COMMITTEE

MAY 6, 1991

MEMBERS: Chairperson, Carl Pollock, Business Administration; William Tate, Theater Arts; Joan McMahon, Speech; David Krug, Special Education; Ron Babcock, Music; Dorothy Williams, Mathematics; Carol Burden, Counselor Education; David Cox, Teacher Education; Dawn Graff-Haight, Health & Physical Education; Elaine Limbaugh, English; Cathy Smith, Social Sciences; Richard Thoms, Sciences; Rita Rose Vistica, Foreign Languages; Emily Young, Art; David Bunnell, Student; Jodi Arms, Student; Ex-officio members: Robert Everhart, Dean of School of Education; Ulrich H. Hardt, Assistant Dean of School of Education and secretary to the committee; Kathleen Greey, Education Librarian.

The following report summarizes the activities of the Teacher Education Committee during 1990-1991. Actions by the committee during the year included the review and recommended acceptance of:

--- The Student Teacher Summary Report Manual. The manual provides background information and specific instructions for university supervisors and cooperating teachers to use in evaluating student teachers in Oregon teacher education institutions;

--- The proposed program change in the School Counseling Specialization master's degree program. The changes were required of the University to be in compliance with the Council for Accreditation of Counseling Related Educational Programs standards;

--- The School of Education Mission Statement. The statement identified six guiding principles to meet the lifelong educational needs of diverse urban communities;

--- The Teacher Standards and Practices Commission approval of the Progress Report on Portland State University's fifth year education program;

--- The concept paper Promoting Improvement in Oregon Teacher Education: Partnerships for Professional Preparation and Practice. The premises of Professional Development Centers (PDC) and the involvement of Portland State University were reviewed;

--- The dean's proposal, supported by the PSU Consortium, not to initiate the four-year program due to the budget restrictions imposed by Measure 5;
The draft copy of knowledge bases for professional Education. The emphasis of the review related to the School of Education Program Model that depicts the School of Education overall mission; the School of Education goals; the School of Education personnel preparation categories; the School of Education beliefs about education; and individual program objectives, essential practices, program knowledge bases, and program beliefs.

The Teacher Education Committee has had an on-going involvement in the preparation for the NCATE/TSPC accreditation visits (November 17-20, 1991).

Respectfully submitted on behalf of the committee by

Carl H. Pollock, Chairperson

CHP: mw
Portland State University is more than an institution of higher learning located in a city; it is a truly urban university in that its student body is overwhelmingly drawn from the locale and remains to live and work here. PSU thus has by the nature of its clientele a responsibility to the city and a valuable opportunity to assist in shaping our common community. It declares its intention to interact dynamically with its immediate environment, to the benefit of both Portland and itself. To the extent of its ability, it holds out its resources to all who have need of them.

Its mission is to respond sensitively, energetically, and creatively to the many-sided requirements of this community. It is committed to drawing all who come through its doors, whether as students, faculty, staff, neighbors, or other participants in its life, toward free debate of the great, ongoing questions confronting humankind; toward greater intellectual acuity and critical awareness in analyzing those questions; toward the expansion of the human capacity and wisdom. It is dedicated to the preservation, increase, and imaginative application of knowledge. It aspires to excellence in every endeavor.
The following recommendations pertain to those academic units of the University that requested a hearing before the Senate Budget Committee. Other units affected by the University's provisional budget for the 1991-1993 biennium that did not request a hearing were not reviewed.

1. **Accounting**

   **Proposed Action:**
   - Merge with Department of Finance

   **Budget Committee Recommendation:**
   - Go forward with proposed consolidation
   - Retain 1 FTE from proposed reductions for extra sections

2. **Anthropology**

   **Proposed Action:**
   - Merge with Department of Sociology
   - Suspend MA degree
   - Eliminate 1.33 FTE

   **Budget Committee Recommendation:**
   - Go forward with proposed consolidation
   - Remove 1.33 FTE
   - Do not suspend MA degree

3. **Art**

   **Proposed Action:**
   - Eliminate MFA degree
   - Consider move to CLAS
   - Eliminate 2.77 FTE
   - Freeze 1 FTE

   **Budget Committee Recommendation:**
   - Retain MFA degree
   - Eliminate 2.77 FTE
   - Freeze 1 FTE
   - Guarantee funds for wage sections to retain classes
4. **Dance**

Proposed Action:
- Merge with Theater Department
- Enhance office facilities

Budget Committee Recommendation:
- Do nothing to impair the department's autonomy, image & existence
- Merge with music

5. **Education**

Proposed Action:
- Consolidate department of Special Education & Counselling with Curriculum & Instruction
- Eliminate 4-year education program
- Eliminate Standard Teacher Certification program
- Reduce MA/MS in all three departments
- Eliminate 5 FTE
- Review enrollments in Educational Policy & Leadership program

Budget Committee Recommendation:
- Consolidate education departments
- Eliminate 4-year education program
- Phase over a 5-year period the elimination of Standard Teacher Certification program
- Eliminate 5 FTE
- Review enrollments in Education Policy & Leadership program
- Manage MA/MS enrollments

6. **Health & Human Performance**

Proposed Action:
- Eliminate School
- Suspend BA/BS, MA/MS in health
- Consider possible relocation of Center for Public Health Studies
- Eliminate BA/BS, MA/MS in Human Performance & Exercise Science

Budget Committee Recommendations:
- Re-instate the BS and MS degrees in health studies, including health and fitness promotion option
- Maintain the health studies faculty as a unit and incorporate into it the exercise science faculty who teach the fitness related courses included in the health and fitness promotion curriculum
- Attach the Special P.E. Activities Program (self-support) to the health studies unit
- Retain the athletic training minor and move it to the health studies program as an allied health activity
- Where possible suspend programs, instead of eliminating them, since there will no doubt be demands for these programs in the future.
7. **Philosophy**

Proposed Action:
- Suspend degrees
- Reduce faculty by 2.33 FTE

Budget Committee Recommendation:
- Eliminate 2.33 FTE
- Do not suspend degrees
- Consider possible consolidation with another department

8. **Sociology**

Proposed Action:
- Merge with Department of Anthropology
- Suspend MA/MS degrees
- Reduce 3.0 FTE over time

Budget Committee Recommendation:
- Go forward with proposed consolidation
- Reduce 3.0 FTE over time
- Do not suspend degrees

9. **Systems Science**

Proposed Action:
- Eliminate Electrical Engineering option
- Review all options

Budget Committee Recommendation:
- Retain the Electrical Engineering option

10. **Urban and Public Affairs**

Proposed Action:
- Consolidate departments of Public Administration and Administration of Justice
- Eliminate Criminal Justice Option in Urban Studies Ph.D.
- Eliminate 2.22 FTE

Budget Committee Recommendation:
- Continue discussion on appropriate structure of school

May 5, 1991
BUDGET COMMITTEE MEMBERSHIP 1990-1991

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<td>Mary Cumpston</td>
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The Faculty Senate’s charges to the Committee

Our understanding of the Senate’s charge to our committee is that we are to:

1. Evaluate the implications of recent cuts and proposed restructurings on the undergraduate curriculum "as contained in the budget proposal sent to the chancellor on February 8, 1991" (letter from Sheldon Edner delivered Feb. 19);

2. Consider the impact of all currently proposed eliminations, reductions, suspensions, and consolidations on the undergraduate curriculum in order to advise the Senate on whether such actions should be supported by the Senate;

3. Consider "the [undergraduate-curricular] impact of proposed budget cuts on all women, minorities, and other members of the PSU community who may be disproportionately affected" (Senate, April 1).

(We have also been told at different times both (a) to consider eliminations and reductions now approved by the State Board, and already submitted; and (b) not to consider them. We have chosen to consider their potential impact to the extent we could find sufficient information to do so.)

Data used, and data unavailable, for this report

We have reviewed the data made available to us, consisting solely of (1) single-page statistical summaries used by the Transition Team for each department and (2) the proposals submitted to the Chancellor Feb. 8 as updated Feb. 27. We have sought additional data, especially statements of impact from affected departments, with partial success.

However, we lack the following types of data which are necessary to satisfactorily address the issues charged to us:

1. The Administration has declared "proprietary" self-evaluations and related materials submitted to it by department heads. With little time and no staff, we could not re-create the valuable context such campus-wide information might have provided.

2. Statistical information indicating curricular trends and levels of offering were consulted using Statistical Portrait and the Fall Fact Book. We have no criticism of the skill with which OIR has reported the data it is normally asked to publish; we are concerned, however, with the kinds of data regularly reported and, apparently, relied on heavily in the Feb. 8 decisions. These statistics, it seems to us, do not provide consistent information for...
the planning and evaluation of curricular offerings, in spite of the apparently heavy reliance of the Transition Team on these types of data.

(a) Department Heads, it appears, have considerable autonomy in assigning FTE to legitimate non-instructional uses (research, administration, etc.); FTE figures are thus unreliable for gauging commitment of "instructional" resources to actual course offerings. There are, in short, no University-wide, consistently available data reporting budget or expenditure for classroom instruction per se, hence no overall accountability or policy guidelines for maintaining, reporting on, or gauging development of the undergraduate curriculum.

(b) Many crucial courses are dependent on "soft money" and fixed-term or part-time hiring. These include crucial "service" courses -- those required for graduation or for majors outside the host department, or as prerequisites for courses in other programs. In other cases, such as Fine and Performing Arts, some major options are staffed almost entirely with adjunct and part-time appointments. We could not secure and analyze in time for this report specific data on how general reductions will apply to soft-money sections, and hence what the particular or potential impacts of these reductions might be. We have nevertheless noted our concern in areas where such impact, if not carefully controlled, threatens massive damage to the integrity of the curriculum and the access of students to essential courses.

3. Some of the Feb. 8 proposals have since been modified; the budgetary situation itself is in constant flux. We choose to respond to our best understanding of current budget and restructuring proposals. Unable to survey the entire undergraduate curriculum for possible cuts, enhancements, or restorations, we have focused on (1) proposed eliminations, suspensions, reductions, and restructurings; and (2) areas where possible constriction of soft-money funds raise special concerns.

General UCC Considerations bearing on affected programs.

1. What proposals or actions should be rescinded when or if such is possible?
2. What are implications of current or planned budget/restructuring actions for undergraduate education at PSU?

In answering these questions for affected curricula, we have considered to the extent possible the general criteria listed in the introduction to the Feb. 8 proposals (* items apply especially to the Committee's jurisdiction):

* quality
* centrality to the mission of PSU
* demand for the program
  * equity in workloads
* responsiveness to societal needs for access to education
  * potential for generating external support

U Curr Comm: Report to Faculty Senate, 6 May 1991  page 2
SUSPENSION OF THE BA/BS IN PHILOSOPHY (and reduction in faculty)

The Committee recommends this suspension be canceled immediately, with an external review to emphasize accommodating both a major and appropriate (if reduced) service to other programs and to general education requirements.

We find it difficult to conceive of a respected liberal arts university which does not offer an undergraduate philosophy degree. Its courses in traditional, business, medical and environmental ethics, for example, are integral to the cohesiveness and viable expansion of a large urban community and essential to PSU's urban mission. Continued offering of a full major program is possible even with reduced resources; suspending or abandoning it will reflect negatively on PSU's status as a university, "urban" or not. In addition, it should be mentioned that the only Mellon Fellowship in Oregon last year was granted to a PSU Philosophy major, Anne Tarver.

The philosophy department has determined that it can, by scheduling advanced courses in alternate years, continue to offer an array of courses sufficient to constitute an appropriately varied program for majors, even without the restoration of two apparently frozen positions. We concur with their assessment. (This view is also supported in comments the Committee has seen from a member of the outside team who earlier evaluated Philosophy.)

Restoration of the major program would itself have no budgetary effect; it would diminish somewhat the department's ability to meet the full demand for introductory and survey courses as components of the general education requirement. But this raises a further problem: In discussing cuts, the Transition Team argued that simply taking advantage of vacant positions as targets of opportunity would lead to inequitably destructive effects for small departments; it appears contradictory to do just that for Philosophy.

We are not persuaded by those rationales available to us for suspending the major. We do not find a count of one year's majors can validly be taken as reason to drop the major. Its curriculum has strong demand commensurate with its size; its resources are adequate for quality; its mission is central to PSU's status as a university; loss of credibility for PSU, in suspending the major, might well outweigh in national embarrassment the advantages of "possible reinvestment" of such limited resources elsewhere in the university.

SUSPENSION OF THE BA/BS IN PHYSICS (and reduction in faculty)

The Committee recommends this suspension be canceled immediately, with an external review to emphasize accommodating both a major and appropriate (if reduced) service to other programs and to general education requirements.

We are concerned that failure in the surrounding urban/technical community to note the technical distinction between suspension and elimination may already be causing damage. It is difficult to see how a university claiming commitment to liberal arts and sciences can be taken seriously if it suspends the major in Physics and thus puts into question the integrity of its commitment to the field in particular and science education in general. We note that this suspended major is the only affordable way for low-income
students to obtain a Physics degree in the Portland area. We are convinced that a viable, quality Physics major remains both necessary and possible, even within current budget constraints.

In particular, Physics is a crucial core science indispensable to a university promoting interdisciplinary science study. Already its courses serve a wide number of other programs including high school science education, math, and engineering—all programs essential to PSU's urban mission. Its undergraduate program is a crucial route of entry into Environmental Sciences and Resources (ESR), a program highlighted for enhancement. 30% of the Ph.D.'s for ESR had entered the program via PSU Physics major. To "enhance" a program by further crippling one of its most crucial constituent parts is not wise. (We refer to the Graduate Council for further consideration of this suspension on the ESR graduate program.)

The Department is, regretfully, staffed thinly; a major portion of the its FTE confined to vulnerable fixed-term appointments. Nevertheless, we are not persuaded by those rationales available to us for suspending the major. The number of B.S. degrees, though small, is in keeping with realistic national expectations for programs in comparable universities; nor do we find a count of average-year majors a valid reason to drop the major, especially given the extensive use of the department's courses for other programs.

We fear damage to the long-term ability of other science-based curricula, quality of hiring, competitiveness for grants, and recruitment of qualified students if this suspension continues.

SUSPENSION OF THE BA/BS IN HEALTH

The Committee recommends this suspension be canceled immediately. Its curriculum, thoroughly reviewed by the Curriculum Committee in November 1989, has been scrupulously updated to meet or exceed national standards. Its constituent programs are Community Health Education, and Health and Fitness Promotion—both related to the physical and emotional health of the population, both urban and state-wide.

We understand, and are relieved, that core faculty are to be retained; so too should the major. Its faculty/teacher ratio is exceptionally strong; but students are already leaving with word of this suspension. Its graduates crucially staff and support vital urban programs relating to health problems of children, preventative health education and mitigation of work-related stress and injury.

We are aware (as the Feb. 27 update on Feb. 8 budget decisions mentions somewhat obscurely) that programs are to be "reviewed and reconfigured in Center for Health Studies in context of on-going discussion of collaborative degree in Physical Therapy and Public Health"; the Chair of the department hopes that overall enrollments can remain high as a result of such restructuring. Sufficient faculty will be retained for HPE 298. But we find the suspension of the major to be a danger to the interim credibility of this strong program, unnecessarily placing the program in jeopardy while such restructuring is explored.
ELIMINATION OF THE BA/BS IN EXERCISE SCIENCE AND SPORTS STUDIES
(and related reductions in faculty and elimination of courses)

We deeply regret the elimination of this exceptionally strong program and hope that its curriculum can be effectively restored within the restructuring of Public Health and related programs currently contemplated. The rationale provided us for its elimination is as follows: "less central to mission, further investment would be required to enhance or maintain quality." We find no support for this explanation. By national norms it is a program of very high quality. In the past five years, 95% of its students passed the national Health/Fitness Instructor Exam; in the last ten years, 100% have passed the National Teachers Exam in Physical Education.

As with Health, its curriculum has been updated, with recent review and approval by the Curriculum Committee. Its full range of programs (including athletic training) is not available elsewhere in the metropolitan area. Its students are vital contributors to the urban community, serving in schools, fitness centers, and worksite on-the-job promotion programs. With restructuring, a few of its courses might eventually be restored by moving them to Health Studies. But it is expected that courses will no longer be offered in basic kinesiology, motor development, motor learning, coaching methodology, analysis of movement and performance, adapted (special populations) physical education, urban recreation programs, and various activities such as life-saving, water safety instruction, racket sports, selected team sports, and other skill-performance activities.

The BA/BS degree for this program should not have been eliminated.

SCHOOL OF BUSINESS ADMINISTRATION: Restructuring and eliminations

The entire School of Business is in the middle of major curriculum revision. Formal proposals, we expect, will soon be reviewed by the Curriculum and other faculty committees. We do note the possible elimination of part-time/fixed-term positions plus the apparent freezing of seven full-time positions: three in Accounting, one in Finance Law, and three in Management. The Feb. 8/27 budget proposes two program eliminations: the planned elimination of Operations and Materials Management option (because of low demand and lack of central importance to the program), and a phase-out of the Law Course sequence and selected finance electives (because "not central to SBA program requirements").

Management: The Department anticipates no courses will be removed at this time, pending curriculum revision. At least four ISQA courses will be offered on reduced alternate-year schedules with the planned elimination of the Operations and Materials option, with reduction of 80-120 SCH; the Department anticipates students will continue to take courses in this area. The major enrollment impact, estimated at 6000 SCH, will result from eliminating part-time/fixed-term positions and not filling frozen positions.

Finance and Law: We were assured by the Vice Provost of Academic Program Operations that no current Finance Law faculty were to be removed as a result of the proposed phase-out of Finance Law courses. In the absence of such a
compelling budgetary reason, this long-term change should have followed the normal course of review by Department faculty and appropriate committees rather abruptly listing it as an imminent "elimination." Because of lack of information, we were unable to assess the rational for and impact of this decision. We do not know, for example, for how long the phase-out is planned. (Students should be able to know such information themselves for their curricular planning.) The Curriculum Committee might itself wish to amend this statement if it receives more information.

ELIMINATION OF BA/BS IN APPLIED SCIENCE

The rationale for elimination is "low demand"; we find this confirmed by the fact that a total of only four students in five years have graduated with this degree. We do not have information to report further at this time.

SCHOOL OF FINE & PERFORMING ARTS: Reductions & elimination of Art: Ceramics

There is potential for serious curricular damage affecting most SFFA programs, depending on how to budget related issues are resolved. (1) The overriding factor affecting curricular impact is the uncertainty about how part-time/wage section money is allocated. Many of the arts are taught by specialists with specific skills who are hired fixed-term; the interrelated and interdependent nature of artistic presentation requires a team of experts with such particular skills. To curtail such hiring not only would affect enrollment; crucial segments of the curricula would not be taught.

Art is scheduled for cuts of 2.77 FTE in tenured faculty, with an additional 1.0 FTE frozen (as of March 8), with possible additional losses of all TBN section money. If these cuts are carried out, it expects to lose the following: seven courses in the concentration area of Painting, one course in Art History (which, because of retirement, leaves a major subject within Art History uncovered); three courses (leaving only three) in sculpture; the suspension of teaching assistantships; and, finally, the announced elimination of the entire Ceramics option. The Chair estimates that present enrollments of about 1500/term will be cut in half.

The Feb. 8/27 proposals called for consolidating Dance and Music. Dance anticipates no lost courses because of the consolidation itself. Loss of wage-section money would, according to the Chair, drastically cut the crucial student performance component. Cuts in wage-sections would seriously cripple the ballet program as well. Music as well, though expecting no regular position cuts, would be severely damaged by loss of wage-section money for at least ten important courses, plus losses including instructors for private lessons in voice and an accompanist essential to the Opera Program.

COLLEGE OF LIBERAL ARTS AND SCIENCES: Restructuring and reductions

Anthropology and Sociology: The Feb.8/27 proposals call for merging these two departments and possible course reductions in Sociology pending a review. We understand that the proposal to combine departments has been
withdrawn. We do not have sufficient information to report on possible undergraduate reductions in either program.

Biology has lost four faculty since 1987 with no replacements, with negative effects on Physiology and, especially, Molecular/micro-biology Biology. The Department's curriculum committee finds absence of in-depth expertise in the important modern fields of Molecular Genetics and Microbial Physiology a special handicap for students. Vertebrate Endocrinology and Mammalian Physiology will likely face reduced frequency of offerings. With fewer faculty, less time can be allotted to advanced courses in order to cover basic courses. In spite of more limited ability to cover the breadth of the discipline, the Chair finds the department still able to offer a sound education of acceptable quality in Biology.

Economics: The department already has had very high faculty/student ratio. We are concerned that three of its searches were frozen (although our information might be dated).

Foreign Languages has several unfilled positions and a heavy reliance (for first- and second-year languages) on both TA's part-time/fixed-term instructors. As of April 23 its FTE was reduced by two. It faces possible cuts of nine mostly upper-division courses each in French and Spanish. If present levels prevail, it faces cancellation of 20 language sections/term. We are concerned too that, because all BA degrees require two years of a foreign language, difficulties in obtaining such instruction constricts student opportunity to earn this liberal arts degree basic to all respectable universities. Lack of range and availability also would have serious negative implications for the enhancement of International Studies Programs which the Report to the Chancellor supports. (These constrictions pose difficulties for long-sought, badly needed, recently approved MA’s in French and Spanish.)

English: Professional Writing. This program emphasizes effective written communication and document design for professional, business, media-related, and technical contexts. Three English searches have been frozen, including two replacements for this program, which now has no regular faculty assigned to it. As a result the Department cannot offer the whole range of courses in the program. These courses are in heavy demand, both in and out of CLAS. They are required for most Engineering and Computer Science majors. Their availability is a requirement for continued accreditation of the Engineering program itself. Some of the program's courses carry graduate credit; all apparently must now be staffed on a fixed-term basis, or made available only through Extended Studies. We are concerned about this important program and suggest that its status be reviewed by the EPC or outside evaluation.

English: Composition. Composition, especially Wr 323, largely staffed by part-time appointments, was hard hit during last year's retrenchment, helping drop Department enrollments by over 20%. We are concerned that future cuts in TBN money will disadvantage students even more severely.

Speech: We note here also the extremely heavy reliance on fixed-term appointments to staff a wide range of speech and communications courses, many of them required by other programs.
General conclusions:

As we reviewed the implications of recent budget changes on PSU's undergraduate curriculum, several main themes emerged in our discussions:

1. The Undergraduate Curriculum is PSU's broadest interface with the population of the Portland Metropolitan Area. Our credibility as an institution deserving state and community support depends very much—perhaps too much, and often too exclusively—on how well we are perceived to be meeting the needs of undergraduates for knowledge and training to meet the demands of a complex and changing world.

2. The curriculum's most crucial and central "foundation" courses (required courses, surveys, pre-requisites, etc.) must be planned and funded on a more stable basis. Overwhelmingly these depend on unbudgeted, TBM, soft-money arrangements which are the first to crack in periods of budget instability. (The same holds true for many courses in the arts and professional programs, which are most effectively taught by professionals in the field without full-time academic appointments.) No final solution is possible; but a higher priority still must be placed on relatively more stable funding for required undergraduate courses. We will pay a cruel price if the surrounding population of voters and taxpayers decide, however unfairly, that we can't deliver on even the required courses in our programs.

3. In the course of our review, we certainly acquired a heightened respect for the efforts of the original Transition Team in spite of our disagreements with some of its conclusions. Our own labors reminded us constantly of how much wider was scope of their task was, how much shorter their time—and how relatively open and responsive they still managed to keep the process of their own review.

4. We did not find (nor did we expect to) wasteful programs whose demise would improve the curriculum while reducing expenditures. We found already-lean programs, deserving to grow, struggling with already uncertain budgets, striving to serve both their students and their disciplines. An assessment of implications for new cuts and new uncertainties thus could not avoid an assessment of damage, both real and potential, to undergraduate instruction at PSU. It was important for us keep in mind the positive side: we regret the damage because we see the real achievement, energy, and promise in these programs. And that is what will survive as the foundation for a stronger, more flourishing future.
REPORT TO THE FACULTY SENATE
ON IMPACT OF BUDGET ADJUSTMENTS ON GRADUATE PROGRAMS

On January 18, 1991, the Faculty Senate Steering Committee requested that the Graduate Council initiate a review of the implications of the Portland State University budget proposal which was sent to the Chancellor. Particularly, the Graduate Council was charged with conducting this review to examine the implications for graduate education of the program eliminations, suspensions, reductions, and consolidations.

The Council agreed to take up this charge, provided that satisfactory information was made available so that a careful review could be conducted. Documents were to be placed in the reserve library by the Transition Team which would assist in the review. Upon examination of the documentation made available by the Transition Team, the Council found that it was inadequate to conduct an informed review. Therefore a formal request was made in writing to the Transition Team, the Strategic Planning Committee, and the Senate Budget Committee for documents which could serve as a basis for the review. However, the committees did not provide any further documentation as a result of this request, except for four memoranda supplied by the Budget Committee which dealt with the Physics, Philosophy, Sociology, and Political Science departments. The Council chair was advised by the Committee chairs to ask departments affected to provide information directly to Council members. This was done through a formal memorandum on March 25.

Upon the receipt of responses from affected departments, members of the Council agreed to conduct this review, recognizing that information upon which the crucial budgetary decisions were made is inaccessible to us. The implications for this review are obvious. The Council must base its review upon data which do not permit the across-university comparisons which are paramount in this type of budgetary decision. Therefore we are focusing the review on three major questions:

First, is there evidence that graduate programs which were negatively affected by the budget proposal should be returned to their former status?

Second, what are the implications for graduate education at Portland State University of the budget actions taken by the University?

Third, what is the probable effect on graduate programs of the freezing of positions and faculty turnover through retirements, non-renewal of contracts, or resignations?

In this report, these questions will be addressed through an examination of each graduate program which is now known to be affected by the budget proposal. Programs which have been restored through later transition team actions will not be considered. Finally, a statement concerning the implications of faculty reductions in departments not targeted for budget action will be offered as part of this report, since the Council believes that such personnel actions will have a substantial impact on graduate education at the University.
Elimination of the MAT/MST and MA/MS in Exercise Science and Sports Studies

The stated rationale for the elimination of these programs was:

"Less central to mission, further investment would be required to enhance or maintain quality."

Regarding the issue of centrality to PSU's mission:

There is no evidence to substantiate this assertion. This program responds in an important way to the needs of the community. There are no comparable graduate programs in the Portland metropolitan area. There are currently 286 graduate students admitted to the program. Over the past 4 years the program has graduated 30 or more masters students (and 50 or more undergraduate students) per year with 12.15 faculty FTE. The program ranks high (within the top 3) in the university in terms of graduates per faculty FTE, which we interpret as a central element of PSU's graduate mission.

Regarding the issue of further investment to enhance or maintain quality:

The data available indicate a quality program especially in relation to the high production of graduates and undergraduates per faculty FTE. Ninety percent or more of those graduates who have taken standardized accreditation exams have passed. Recently hired faculty are productive researchers/scholars. No data were presented indicating a lack of program quality or lack of community support. To the contrary, evidence indicates very high community involvement and support.

We further conclude these graduate programs are of good quality, central to our mission, in extremely high demand, and clearly responding to societal needs for access to education. Since these are the criteria established for evaluating programs, a grievous mistake has been made in eliminating these programs.

Elimination of Criminal Justice PhD Option, School of Urban and Public Affairs

This program has essentially no demand and was being phased out by the School of Urban and Public Affairs. Its elimination appears to be consistent with the wishes of the School and the demands of the students.

Elimination of Electrical Engineering Option, Systems Science PhD Program

We found no compelling information that argues that this program should be eliminated in the materials provided the committee.

- There appear to be no dollar savings.
- While student demand is low, faculty (Systems Science) are interested in maintaining and building the program.

However, committee members agree that, given the limited amount of Systems Science faculty resources, the program should devote more time/resources to those program options in which student demand is greater.
Elimination of the MAT/MST in Science: Physics

The subcommittee reviewed the materials provided to us, including the memo of March 26 from the department chair to the Graduate Council. This memo does not oppose vigorously the elimination of the degree. The elimination of this degree affects only a small number of students; on the other hand, the degree posed a relatively small burden on departmental faculty and resources. Furthermore, any students who take a masters degree with the intention of teaching high school physics are sorely needed. In connection with these points, the committee has the following comments:

- To say the elimination affects a small number of students is putting it mildly. Apparently there have been no MAT/MST graduates in physics for the last five years. The point about the need for high school physics teachers is a good one, but somewhat moot in light of the absence of any graduates at all.

- Beyond the department chair's comment that the degree posed little burden on the department, we received no information at all on the financial impact of the elimination of this degree. How much money, if any, is being saved by this elimination?

- In the Graduate Council meeting of April 3, it was pointed out that the MAT/MST degrees in physics, biology, geology, and chemistry are not really separate departmental degrees. Rather, since Fall 1983, they have been a single degree, listed as MAT/MST Science: ___ (with the specific discipline appended). Furthermore, the other three options, like the physics option, have apparently had few graduates in the last five years. Yet the physics version of this degree alone was eliminated. We do not understand the rationale for eliminating this one degree option and leaving the other three in place.

With the preceding reservations, the Council supports the elimination of the degree.

Suspension of the MA/MS and MAT/MST in Health Education

The faculty in the Department of Health Studies, is composed of productive teachers/scholars/researchers. With 6 FTE faculty plus part time staff, the department produces approximately 10 graduates (plus 20-25 undergraduates) per year. Prior to suspension of the degrees, the curriculum underwent extensive revision to bring it in line with current national standards. The degrees responded to some but not all of the professional needs of individuals in the allied health professions in the Portland metropolitan area.

In light of the ongoing needs of students desiring graduate programs in allied health education, the MS degree in Health Education should be reinstated in keeping with the talents of those faculty who remain in the Health Studies Unit, including those from other departments who may join this unit. Efforts should continue to begin offering the MSPH degree through the Center for Public Health Studies, an entity within the department. The MSPH degree has already received approval within PSU. Discussions regarding an MPH "without walls" degree (in collaboration with OSU and OHSU) should continue, as should discussions about a Physical Therapy degree in collaboration with OHSU and Pacific University.

The MAT/MST in Health Education was in the process of being phased out at the time of suspension. Final admission of students to this degree will take place in Spring term of 1991.
Suspension of the MA/MS in Political Science

Historically, this degree has been granted to an average of two students per year for the past five years. This production rate appears to be an anomaly in light of the fact that the Political Science Department has averaged about 700-800 graduate student credit hours per year for the past five years, which is equivalent to 60 FTE graduate students. Apparently, most of the graduate courses were being taken by students who were either majoring in another department or were not pursuing a graduate degree. Based on the low productivity of MA/MS degrees in the Political Science Department, the Transition Team's recommendation for suspension of this degree appears logical.

Apparently the Political Science Department made a conscious decision to revamp the masters program so that these graduate credits were serving more of their students. Preliminary results of this reorganization indicate success: 41 students are enrolled as graduate majors this year, and ten MA/MS degrees are being projected for the first year with comparable numbers for successive years. (These data were unavailable to the Transition Team.) This level of degree production should reduce the Transition Team's concerns over low demand. Furthermore, this degree output would be essential for the feedstock into a joint PhD degree program in Political Science that is being explored with Oregon State University.

The budget implications of the suspension of the MA/MS degree in the Political Science Department are not clear. The department is currently using its resources to support teaching assistants who are pursuing the MA/MS degree; the savings from these positions would be minor, if any. Resources currently exist to support these degrees since about 60 FTE graduate students are currently being served. Even if departmental cuts were to affect the graduate course offerings, it would appear that sufficient resources would still exist to support the degree.

Based on these facts, we recommend the reinstatement of the MA/MS degree in the Political Science Department. Perhaps a monitoring program to check the productivity of the degree program could be instituted for three years to assure that the recent increase in degree output is a real and sustaining rate.

Suspension of the MA/MS in Sociology

We found no compelling evidence that the programs should be suspended. The following reasons argue for maintenance of these programs:

- There appear to be no dollar savings.

- The program serves as a feeder program for the Systems Science/ Sociology PhD Program. Classes that support both masters and PhD level students provide synergy and economies of scale (more students per class) that serve both student needs and teaching efficiency.

- The Sociology masters program supports other graduate programs on campus. This provides PSU students greater opportunity for interdisciplinary work. There are currently 39 sociology graduate level majors enrolled in the program.

- We found no evidence that these programs do not support the University's urban mission.

Based on these facts, the Graduate Council recommends the reinstatement of the MA/MS in Sociology.
Suspension of the MFA in Art

Suspension of the MFA in Art, on the basis of information compiled, appears inappropriate. Evidence indicates that no cost reduction occurs, demand and standards are such that only one in ten applicants is selected for admission, and it is the only such program in the Portland metropolitan area. It appears to be a quality program accomplished by faculty overload, with all program instructors teaching three undergraduate sections per term in addition to teaching studio and advising graduate students. The program is central to the University's mission and compatible with the decision to retain a professional school of Fine and Performing Arts; without it, the only professional degree in this entire unit is the Bachelor of Music. When restructuring or new development occurs, the department's plan for a cooperative and extended program with Reed College and the Oregon Art Institute should be considered.

Impact on Graduate Programs of Personnel Actions Due to Budget Adjustments

While applauding the efforts of the Portland State University administration to retain as many faculty members as possible, the Council feels that we must report grave concern as to the impact of personnel actions which have not been taken according to planned rescissions of programs. We are concerned that, at least in the short run, graduate programs will suffer unintended negative consequences as a result of the freezing of vacant positions, of retirements, and of other sources of unfilled faculty lines.

The Office of Academic Affairs provided a list of "frozen" faculty vacancies on March 6, 1991. This list revealed that there were 27 positions frozen at that time, many of which had accompanying descriptions of duties involving graduate education. In many cases, the positions that were frozen had no connection with programs which were targeted for budget reductions. It should also be noted that some of the positions were clustered in particular academic areas (three in economics, two in foreign languages, three in accounting). Additionally, we have found that this list is not exhaustive of all of the positions which are presently frozen, and this heightens our concern.

Given the unfavorable fiscal climate of higher education in Oregon, we are also anticipating that there will be a larger amount of faculty turnover this year due to resignations. It is our understanding that openings due to resignations and unfavorable personnel reviews will also be frozen, adding more uncertainty to the staffing of graduate programs.

Finally, it should be noted that projections of retirements are not currently available, since final actions on retirement packages have not been taken. It is therefore difficult to project the impact of retirements which may be decided upon late in this academic year.

The latest information available to the Council on the return of frozen positions to departments for recruiting action is that these returns will not be made before June or July, making planning at the program level very difficult.

Upon these bases, the Council would like to register its concern about the impact that these personnel actions may have on graduate education at this university. As Portland State University strives to fulfill our mission to serve the urban area, we believe that the weakening of graduate programs at this university should be avoided. We recommend that short-term reallocation of resources to shore up graduate faculty should be studied by the Budget Committee and the Transition Team as a possible way to offset these personnel actions which have the unintended consequences of weakening graduate programs.
In reviewing its charge as given by the Senate, the Educational Policies Committee arrived unanimously at the following guidelines:

1. The Transition Team did a reasonably good job within the tight schedule and that there was no need to re-visit the entire process of budget recommendations and program actions.

2. It was important to move on to the next step of determining priorities for reviewing suspended and other programs.

3. Faculty Governance Guide specifically directs Educational Policies Committee to "Receive and consider proposals... for the establishment, abolition, or major alteration of the structure ..., so far as such changes primarily involve educational policy rather than current or budgetary considerations...", and therefore, the Committee should look at the educational and programmatic impact of the recommendations.

Thus the Educational Policies Committee accepts, with misgivings, the financial constraints that forced program eliminations and reductions for the 1991-93 biennium. After reviewing the proposed budget, we are concerned about its negative impact on both short and long-term educational policies in the following areas:

* Student Access
* Program Diversity
* Sufficient Base for Degree Program

**Student Access:**

Portland State University is distinguished from Oregon’s other state universities in that it serves a primarily resident student population tightly integrated into a metropolitan area through family, employment and community ties. Our student base is largely place-bound, older than their counterparts at other public four-year institutions, and over fifty percent part-time, hence our special responsibility to provide accessible quality education is even
greater. Furthermore, access is related to the educational experience of the students at the institution. While the tuition increases and program reductions negatively impact cultural diversity in the student populations as well as in academic programs, these actions deprive potential students of an educational experience. Reduced programs, fewer courses and sections, and enrollment caps all contradict P.S.U.'s core mission as the sole public university serving Oregon's major metropolitan population. These conditions make it more difficult for part-time students to expedite a planned course of study while remaining gainfully employed and/or fulfilling family obligations. P.S.U. graduates primarily transfer students (a "net transfer institution"). Reduced programs and courses lower the transfer student's ability to apply previously earned credits toward a degree.

**Program Diversity:**

Eliminations and reductions pose a potentially greater threat to programs not perceived as 'mainstream', which are precisely the programs offering elements of diversity desirable in a broad university curriculum. Courses with specialized interests and relatively low enrollments are more vulnerable than those with mass appeal, and should be considered for protection in order to maintain the diversity appropriate to an urban university. A regular program review is essential to maintaining consistency in recommending program actions. In addition to monitoring all programs on a seven year cycle, it may be necessary to give special attention to those which are newer, smaller or potentially diminishing in size. All new programs should be introduced for a limited period of time, such as seven years, and may be continued only after a careful review. Any program graduating less than five students, for example, for three consecutive years should be reviewed with a view to evaluating its basis for continuation. Reinstatement of a program as a minor in related areas should be encouraged.

**Sufficient Base for Degree Programs:**

Limited resources force us to consider creative alternatives for supporting degree programs that may have low enrollment, but are necessary for the quality and status of a university. Departments affected by eliminations and reductions should consider suggested restructuring or pursue other forms of restructuring, which must be established through justification of educational objectives and marketing potential. One option is to offer degrees with broader scope, e.g., a humanities degree. This would allow transfer students to apply transfer credits toward a degree more easily, but might also lead to ill-formed programs. Another option might be to streamline departmental degree requirements and to allow more flexibility in fulfilling requirements through other departments' offerings. This is an incentive for interdisciplinary cooperation, one of the university's central goals. It also can provide a high-quality program even with the limited resources any single department might possess. A third option would be to consolidate small departments into larger grouped departments while still retaining discreet degree programs, e.g. Department of Music & Dance offering B.A. in Dance, the B.M. in Music, etc.
A final comment:

During periods of economic crisis and retrenchment it is especially important to focus on the central mission of the university and to maintain those program components crucial to the essential nature of the institution. Some programs which meet the requirement of centrality to mission may have small numbers of degrees granted and student credit hours generated. Responsiveness to educational needs cannot be measured by numbers, but rather, by how we provide access for our socially diverse "student body", the population of the Portland Metropolitan area.

It is hoped that most of these issues would be resolved as the Strategic Plan takes shape and the mission is redefined. The Educational Policies Committee recommends an accelerated review of all suspended programs in general and B.A./B.S. in Philosophy in particular. It also recommends that until the status of departments with suspension of degrees is resolved, these departments be eligible for consideration for additional positions if and when funding becomes available for those now frozen.
Proposed Constitutional Amendment March 26, 1991

Replace the following three sections:

Section 4 Faculty Committees.

4) Standing Committees and Their Functions.

1) Budget Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one representing All Other faculty, two students, and, as consultants, each of the following or his/her representative: the Vice President for Finance and Administration, the Provost, and the University Budget Director. The Committee shall:

1) Consult with the President and make recommendations for the preparation of the annual and biennial budgets.
2) Recommend budgetary priorities.
3) Analyze budgetary implications of new academic programs or program changes.
4) Consult regarding changes from budgets as prepared.
5) Review expenditures of all public and grant funds.
6) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
7) Report to the Senate at least once each year.

n) Educational Policies Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one representing All Other faculty, two students, and as consultant, the Provost or his/her representative. The Committee shall:

1) Serve as the faculty advisory body to the president and to the Faculty Senate on matters of educational policy, broadly considered, which are not already assigned to other committees by this Constitution, but which shall include such matters as long-range educational policies and priorities, the impact of these on physical planning, educational policy guidelines for the University, and the like. The Committee's consideration of these and such related matters as may come within its purview, subject to the limitations expressed above, may be undertaken on its own initiative, may be referred to it by the President or his/her designated administrative officers, or may be brought by faculty committees or the Faculty Senate. In any event, the Educational Policies Committee shall not subscribe to nor promulgate any substantive declarations or decisions on policy without due and timely consultation with or recommendation to the faculty Senate.
2) Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities, so far as such changes primarily involve educational policy rather than current or budgetary considerations only; and make appropriate and timely reports or recommendations thereupon to the Faculty Senate. The Educational Policies Committee may also take notice of developments leading to such changes on its own initiative, again with timely report or recommendation to the Faculty Senate. Finally, the Educational Policies Committee shall ensure that proposals for the sorts of changes outlined above are presented in timely and well-ordered fashion for the Faculty Senate's due consideration, with appropriate consultation where necessary, with other interested faculty committees.

3) Determine which matters of consideration and proposals fall within its purview as defined in sections one and two, subject of review by the Senate.

4) Coordinate or consult with the chairpersons of the Curriculum Committee, Graduate Council, Budget Committee, or other appropriate faculty committees, on matters of mutual concern, especially when educational policy broadly considered relates to curriculum, budget, and the like.

5) Report to the Faculty Senate at least once each year.

0) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on planning for the University. Membership of the Council shall be composed of the Provost, the Vice President for Finance and Administration, two deans, five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the professional schools, one faculty member from the Library, one faculty member representing All Other faculty, one classified person, two students (one undergraduate and one graduate), and the chairpersons of the budget and Educational Policies Committees. The two Deans serving on the Council shall represent their academic units; therefore the Council will consist of twenty members. A representative from the Office of Institutional Research and Planning and the Director of Planning shall serve as consultants to the Council. The Council Shall:

1) Initiate and facilitate the discussion of plans and policies that have broad significance for the University and coordinate the orderly review of proposals that emerge from this discussion.

2) In consultation with the appropriate Faculty committees, recommend long-range plans, policies, and priorities.
3) Determine the appropriate implementation of such recommendations.

4) Review and advise on capital facilities requests, including those for new facilities and for major remodeling projects.

5) Review and advise on facilities planning, including development and maintenance of the campus plan.

6) In consultation with the Educational Policies Committee and the Budget Committee, review the implications of plans on budgetary allocations and on the structure and educational function of programs, schools, colleges, or other significant academic entities.

7) Coordinate and consult with the President's external advisory board.

8) Refer issues to appropriate University committees, and communicate ongoing Council activities to the Faculty Senate at least once a term.

with the following:
University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies, planning and budgetary matters for the University. Membership of the Council shall be composed of five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the professional schools, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing unranked faculty, one Management Services person, one classified person, and two students (one undergraduate and one graduate). The Chair shall be selected from the membership by the Committee on Committees. The Provost, the Budget Director, two deans and a representative from the Office of Institutional Research and Planning shall serve as consultants to the Council.

The Council shall:

1. In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the university.
2. Review and advise on proposals for capital facilities, including plans for new facilities and major remodeling projects.
3. Consult with the President, analyze budgetary implications from academic program changes, and make recommendations for the preparation of the biennial budget.
4. Recommend to the President and to the Senate policies to be followed for any significant budget reductions or in implementing any declaration of financial exigency.
5. Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and guidelines for the University.
6. Undertake matters falling within its competence either on its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
7. Form subcommittees as needed to carry out its work.
8. Report to the Faculty Senate at least once each term.
9. Coordinate and consult with the President's external advisory board.

Rationale: The three committees have evolved over years under various administrations. The faculty input into the governance process can be better obtained if educational, planning, and budget matters all are focused in one committee.

Specific Changes to the University Planning Council make it conform to other constitutional committees in its composition, fold in the functions of both the Educational Policies Committee and the Budget Committee, and give the committee the flexibility to form its own working committees and subcommittees for specific tasks.
May 7, 1991

TO: The Faculty Senate
FROM: Dundar F. Kocaoglu
SUBJECT: Strategic Planning Process

Enclosed please find the outline of the forthcoming activities in the strategic planning process. The SPC is making a major effort to get as much input into the strategic plan as possible. The departmental self-assessments, the feedback from the units, faculty and deans, the eight workshops in January, and the input from external groups have been incorporated into SPC's work.

The remaining steps in this participative process are outlined on the attached schedule. We would like to receive comments and suggestions from faculty, staff and students, both individually and formally. The draft of PSU's mission statement, the annotation to mission, and the definition of the urban university concepts were sent to the Senators earlier. The SPC will distribute the first draft of the initial plan in about two weeks. Please provide your comments.

The Senate meeting on June 3rd will provide an opportunity for general comments. In addition, please participate in discussions in the departments and other units of the university.

The organizational structure of the SPC is also attached. If you have any specific comments please send them to the SPC, either through a member of the committee or by a note to me at Engineering Management Program (mail code: EMP, e-mail address: d6emp).

Attachments
### PARTICIPATIVE PROCESS FOR STRATEGIC PLANNING

<table>
<thead>
<tr>
<th>Input to SPC from</th>
<th>SPC outputs</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 90</td>
<td>Environmental assessment</td>
<td>Summary to Departments, Deans and Vice Presidents</td>
</tr>
<tr>
<td>Dec. 90</td>
<td>PSU's strengths</td>
<td>Members of the Senate, Deans, and VPs, Pres.'s Council &amp; external groups, PSU Currently</td>
</tr>
<tr>
<td>Jan. 91</td>
<td>SPC subcommittee reports</td>
<td>Mission, Vision, Objectives, Strategic Issues</td>
</tr>
<tr>
<td>Feb. 91</td>
<td></td>
<td>Draft Plan</td>
</tr>
<tr>
<td>Mar. 91</td>
<td></td>
<td>Final Draft</td>
</tr>
<tr>
<td>Apr. 91</td>
<td></td>
<td>President</td>
</tr>
</tbody>
</table>

#### Address for individual inputs:

Strategic Planning Committee  
c/o Engineering Management Program (Mail Code: EMP)  
E-Mail: d6emp
PSU'S MISSION

Portland State University is an urban university located in a large, vital and growing metropolitan region. Its mission is to provide nationally and internationally recognized leadership as a major university integrated into the urban environment, and to maintain standards of excellence and quality of scholarship in research, teaching and service. PSU achieves this mission by drawing upon the richness and diversity of the urban environment, and by supplementing that richness with its own strengths and involvement.

ANNOTATION

Historically, great universities have been located in large cities as much as they have in small towns. In most parts of the world urban centers and universities have been inseparable. Intellectual, cultural, commercial, industrial, and educational interrelationships are traditional in Europe, Asia, Africa, Australia and the Americas. Today, however, the opportunities for interrelationship of the university and the urban center are not only greater, they are of critical importance to the future of all citizens. Now is the time for the urban university, potentially the most fruitful time ever for institutions of higher learning located in large cities to lead the way in higher education for generations to come.

The urban university has an expanded mission beyond that of the traditional university. While it maintains a commitment to scholarship in research, teaching and service, its setting provides both the opportunity and obligation to project substantial portion of its energies beyond institutional walls, into the community and on the community's problems. It must therefore be responsive to the ideal that respects the values and standards of the traditional university as well as the special role that it must play in its urban setting.

The urban university is a major university integrated into its urban environment in a way similar to the land grant university integrating itself into the agricultural environment. It forms strategic alliances with the socio-economic institutions and industrial organizations in the urban environment. In a symbiotic relationship, the urban university utilizes the strength of the urban system, while simultaneously contributing to that strength.

As an urban university, PSU has a unique mission to respond to the educational, cultural, social, industrial, technological,
ANNOTATION (cont.)

BUSINESS, AND INTERNATIONALLY ORIENTED NEEDS OF THE METROPOLITAN POPULATION. THIS MISSION IS A FORMAL COMMITMENT TO ADDRESS BASIC URBAN ISSUES THROUGH APPLICATION OF ITS SCHOLARLY EXPERTISE IN RESEARCH, TEACHING AND SERVICE. THE UNIVERSITY SERVES AS A CATALYST FOR INTERACTION AMONG TRADITIONAL DISCIPLINES, AND AREAS OF RESEARCH AND PROBLEM SOLVING. IT IS BOTH TRADITIONAL AND GROUND-BREAKING IN ITS OUTLOOK AND ITS ACTIVITIES.

ALTHOUGH PSU DIRECTLY SERVES A SPECIFIC GEOGRAPHIC AREA, IN REALITY IT HAS A MUCH GREATER CONSTITUENCY. IT SERVES A STUDENT BODY AND A GENERAL PUBLIC DISTINCT FROM THOSE IN NON-URBAN SETTINGS. ITS PROGRAMS AFFECT STATEWIDE, NATIONAL AND INTERNATIONAL CONSTITUENCIES. IN ESSENCE, THE URBAN SOCIETY IS AN OPEN LABORATORY FOR PSU IN THE CONTINUOUS DEVELOPMENT OF ITS EXCELLENCE AND THE ESTABLISHMENT OF LEADERSHIP AT THE NATIONAL AND INTERNATIONAL LEVELS.
April 8, 1991

President Judith A. Ramaley
Portland State University

Dear President Ramaley:

I am pleased to present to you the PSU mission statement and its annotation along with the definition of the Urban University concept. These have been developed by the Strategic Planning Committee and approved by the SPC Steering Committee to be submitted to you with the recommendation that they be adopted.

Sincerely,

[Signature]

Dundar F. Kocaoglu
Chair, Strategic Planning Committee

Enclosure

xc: SPC Steering Committee
    Beatrice Oshika

DFK:aw
URBAN UNIVERSITY

* **Links itself with the urban environment**

* **Projects energies beyond the institutional walls, into the community**

* **Utilizes the strength of the urban system and contributes to that strength**

* **Forms strategic alliances with the socio-economic institutions and industrial organizations**

* **Develops scholarship in research, teaching and service as an integrated continuum**

* **Beyond serving the needs of the students, also responds to the educational, social, cultural, industrial, technological, business and international needs of the metropolitan population**

* **Benefits from the metropolitan area as a laboratory for the development of nationally and internationally recognized programs**
Title of the Institute: the Institute of Portland Metropolitan Studies.

Locus within the OSSHE's organizational structure:
co-sponsored by Portland State University and Oregon Health Science University, and administratively located within PSU's School of Urban and Public Affairs.

Objectives, functions, and activities of the proposed Institute: The decade of the eighties is known, among other things, for the serious challenges faced by local governments in their effort to maintain and fund the type and level of services desired by the public. The tax revolt that started in the late seventies and continues through the present is forcing state and local governments to reexamine their obligations and carefully reassess their priorities. The problems are further compounded by the changing role of the federal government which is adding burdens and responsibilities to already underfunded state and local governments.

This same adverse environment is forcing major institutions of higher education to rise to the challenge. The university, whether it is an urban university like Portland State or a traditional university in an urban setting like Columbia or Pennsylvania, is reaching out to help by enhancing ties to local government, particularly in the areas of research, information dissemination, policy analysis, and technology transfer. Public service neglected by academics for too long is finally gaining acceptance and respectability on many campuses.

In this metropolitan area, interactions between local governments and Portland State University go back to the mid sixties, but have produced mixed results. It is clear that to succeed in bridging the gap that separates town and gown, bold steps must be taken to institutionalize a research and public service connection. The proposed Institute of Portland Metropolitan Studies is a step toward achieving this objective and is the product of a three-year on-going dialogue between government officials, civic leaders, and PSU representatives. Its principal function would be to identify and coordinate the use of academic resources at PSU, OHSU, and other institutions of higher education to help resolve governmental issues identified by a governing board of civic and governmental leaders, by:

1. sponsoring and funding public service research,

2. facilitating exchange of information and transfer of knowledge, and

3. providing a forum for public officials and citizens to discuss policy issues.
Public service research requires the application of objective and professional analysis to complex policy issues. Public agencies are neither staffed to perform these tasks, nor able to provide the independent perspective necessary to produce acceptable results. The School of Urban and Public Affairs and other units of PSU and OHSU, as well as other similar institutions in the metropolitan area, have the required expertise and objectivity. The proposed Institute would offer a process that would identify these capacities and coordinate the use of their unique problem-solving abilities. It would coalesce and focus these resources and provide an identifiable point of access for public officials.

This research would involve: (1) identification of specific issues and projects by the governing board of the proposed Institute, (2) solicitation of external funding, and (3) sponsoring research conducted by faculty. Examples of issues that might be addressed are:

- governance options for the metropolitan area
- regional criminal justice services
- tax base sharing
- land use and urban growth management
- health care and delivery
- environmental management

Information exchange and transfer of knowledge activities would address the problem facing all public agencies of piecemeal acquisition of information on alternatives to deal with policy issues. The proposed Institute would offer seminars and public lectures, and disseminate the results of research, both sponsored by the Institute and conducted by other organizations across the country.

Public forums would provide a credible and objective regional environment within which the problems of public agencies could be considered and possible solutions identified. Existing public and private organizational structures often hamper the development of collective and productive responses, despite shared concerns across many policy issues.

4. Resources needed:

a. The proposed Institute would have a minimal permanent staff, using faculty and students from PSU and other institutions of higher education as they are needed to conduct sponsored activities.

A 1.00 FTE academic would be responsible for the directing the ongoing affairs of the proposed Institute. This Director will have appropriate academic qualifications, successful experience in public service programs and community relations, and academically report to the Dean of the School of Urban and Public Affairs. To facilitate the identification of
academic resources, the Director will work with designated liaison officers from PSU and OHSU. Similar officers could be designated by other institutions if the need arises in the future.

A 1.00 FTE office specialist would be necessary to conduct routine secretarial tasks and staff the office.

b. The proposed Institute would require at least two adjoining offices, equipped with appropriate furniture, telephone, and personal computers.

5. Funding requirements and sources: Initial funding will be from sources outside the OSSHE. In its early stages, the proposed Institute would be able to operate with an annual budget of about $500,000. Several government bodies have already indicated willingness to provide a significant portion of that amount. However, the proposed Institute should not be dependent on voluntary subscriptions alone. It should be possible to seek private and corporate assistance in building a $5 million endowment that will reduce reliance on governmental sources for financial support. While this may appear to be a large amount, it should not be difficult to justify. The benefits that will accrue to the region and the prominent influence of the bodies supporting the Institute should easily generate enthusiasm among the private sector.

6. Relationship of the proposed Institute to PSU’s mission: The Institute is being developed to create an entity that bridges the gap between higher education and local government. The idea emerged as a result of the experiences of the School of Urban and Public Affairs at PSU in its dealings with local government. Discussions over the past year involved the three metropolitan counties, METRO, the city of Portland, Oregon Health Sciences University, and Portland State University. The idea of the Institute has already been approved by the governments involved, and has received initial support from the two universities. Nothing can demonstrate commitment to building bridges to the community better than what is being proposed.

7. Long-range goals and plans for the proposed Institute: So far the establishment of the Institute is being greeted by an unusual degree of enthusiasm in the community. The type of research that the Institute will be expected to sponsor is so broad that its growth potential could only be limited by the ability to raise money to support that research. Ideally, however, a one million dollar annual budget will be the target. It should be noted however that growth in funded research by the Institute does not necessarily imply additional staff—such staff will be needed only if the functions of sponsoring policy seminars and dissemination of information expand rapidly. Nevertheless the whole idea of the Institute is based on the concept of creating an endowed entity that as time passes will become financially independent.
8. **Relationship of the proposed Institute to programs at other institutions in the state:** This Institute has the potential of becoming the first truly inter-institutional entity in the state of Oregon. It does not duplicate anything that is currently in existence and even though it is co-sponsored by PSU and OHSU, it is designed to utilize resources not only in those universities but in all other institutions in the Portland metropolitan area as well as those in the rest of the OSSHE.

Request prepared by ___________________________ Date 

Approved by College/School Dean ___________________________ Date 

Approved by Provost ___________________________ Date 4/29/91 

Approved by President ___________________________ Date

March 29, 1991