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Faculty Senate Monthly Packet December 2001

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on December 3, 2001, at 3:00 p.m. in room 53 CH.

AGENDA

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

A. Roll Call
*B. Approval of the Minutes of the November 5, 2001, Meeting
*C. Discussion Item - Markers For The Baccalaureate Degree (Moderator: S. Burns)

E. Unfinished Business

F. New Business
   *1. Graduate Council MPH Course and Program Proposals & MS Statistics Course and Program Proposals - Eder

G. Announcements and Communications from the Floor
   President's Report
   Provost's Report

H. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

I. Reports from the Officers of Administration and Committees
   *1. Curriculum Committee Annual Report - Fuller
   *2. Graduate Council Annual Report - Eder
   3. Library Committee Annual Report - Anderson
   *4. Scholastic Standards Committee Annual Report - Dieterich
   *5. President’s Advising Initiative Update - Lieberman
   6. ASPSU Report - Cunningham

J. Selection of Discussion Item for January 2002 Meeting

K. Adjournment

*The following documents are included with this mailing:
   B Minutes of the November 5, 2001, Senate Meeting
   C Discussion Item: Baccalaureate degree requirements
   F Graduate Council MPH Course and Program Proposals & MS Statistics Course and Program Proposals
   H Curriculum Committee Annual Report - Fuller
   I2 Graduate Council Annual Report - Eder
   I4 Scholastic Standards Committee Annual Report - Dieterich
   I5 President’s Advising Initiative Update

Secretary to the Faculty
(503)725-4416/facs5-4499 • 341CH andrewsi1pdx.edu
Minutes: Faculty Senate Meeting, November 5, 2001
Presiding Officer: Scott Burns
Secretary: Sarah E. Andrews-Collier


Members Absent: Bjork, Bizjak, Burns, Carter, Chaile, Chapman, Enneking, Falco, George, Hall, Heying, Kenny, Kiam, Lall, L. Mercer, Nissen, Palmier, Pfeiffer, Rogers, Sussman, Wosley-George.


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

A. ROLL CALL

The meeting was called to order at 3:07 p.m.

B. APPROVAL OF THE MINUTES

The minutes of the October 1, 2001, meeting of the PSU Faculty Senate were approved with the following corrections:
• Robinson, SES was present.

BRIEF ANNOUNCEMENTS

The following changes in committee and senate appointments since October 2001 have been entered into the minutes of this meeting:
Steven Harmon, SES representative to the Faculty Senate, has replaced Patrick Feeney in the Senate, due to Feeney's concurrent resignation from the Senate and the university. Jeanne Enders, SBA representative to the Faculty Development Committee, has resigned from the committee.

Special Assistant to the President Diman previewed the NCAA Accreditation Team Visit. DIMAN noted that the accreditation team will visit the PSU campus December 4-6, 2001, and are scheduled to meet with several specific faculty groups, including the Presiding Officer of the Faculty Senate, the Chair of the IAB, the coaches, people from the booster club, Director of Athletics, the NCAA athletic representative, the steering committee that prepared the report, and other people on campus. The five areas of interest are: governance, rules compliance, academic integrity, fiscal and finance, and equity and welfare. There will be ample opportunity for others to talk to representatives on the team at some point during their visit. There is a copy of the self-study in the Reserve Library, and Senators are also welcome to call (5-5271) to obtain a personal copy until they are gone.

C. DISCUSSION ITEM - Intellectual Property

DAASCH introduced the item, reviewing issues listed in "D1," what is it, who owns it, how are we going to use it, who is going to fund the distribution of it, and what are the emerging issues and disputes. Vice Provosts Feyerherm and Pratt have been asked to discuss the issue, and hopefully, address the five questions above in the process.

PRATT took the floor to review the administrative rules and internal management directives with respect to intellectual property. The objective is to develop but not keep it. What you do is owned by the Board of Education. There are three steps. The person with the property who wants to protect it has to disclose it to the university, through the Office of Graduate Studies and Research. Graduate students employed by us, are also covered by the same rules, by the way. It must be disclosed to the technology transfer officer on a standard form. A decision is then made as to whether we have an equity interest in the property, whether the property is developable and who should undertake that development. Once into the development phase, it becomes fairly complex as to who is the developer. The disclosure step is confidential and there is some counseling that goes on. We don’t want to release things that have value until we are ready to release them. The decision making step determines who has the equity interest, ______________. The focus of everything we do and policy developed have been for patent protection, as opposed to copyright protection. Inventions that are not considered work for hire, that is, not done by university assignment, are not considered for this type of protection. Things done in the context of sponsored agreements, e.g. sponsored research, are considered to be work for hire. Copyright materials have become more complex. These types of materials are considered work for hire if done in an assignment, but not if there is minimal university oversight. Therefore, if the university expends considerable resources, then it is work for hire.
Other things, like modules in courses posted on the web, are considered to be things where the rights are ceded to the author like textbooks, etc. The rules are in division 43 of the OARs, in an extensive list of internal management directives.

REDER asked ___________. PRATT stated if the university asks, assigns and supplies resources, that is work for hire, but if you do it on your own because you thought it a useful thing to do in the context of a course, those rights are ceded to you as the author or developer. The rule says these types of educational materials, if copyrighted at all, should be so in the name of the author.

DAASCH asked for a clarification of the apparent contradiction between disclosure and research, as research usually means something is being developed. PRATT stated that at some point in the research you may discover something which may be patented, and it is at that point that you are obligated to disclose that, so it can be protected for the university. There are two layers, our own state rules, and federal rules. Industrially sponsored research is the tricky part. Almost all of those agreement are idiosyncratic, and almost always in the industrial context, the people ask us to do something with their intellectual property but they almost always want to extract an agreement that the outcome is theirs.

FEYERHERM noted that one of the stickiest issues is how we deal with for-profit entities. The university system has come up against an IRS rule regarding private use of public facilities, including those related to tax exempt bonds, which states that private use of a public facility in excess of 10% makes that facility private, in other words taxable. There are a number of ways around this, for example, some things the IRS calls “safe harbors.” However, there are a number of relationships defined as one on one between the investigator and the company, and there are problems with those. There are ways around these, but they are all idiosyncratic. The issue of commercialization and tech transfer is the second issue, especially since the retirement of Bill Savery, who was an expert on this. PSU has entered into a relationship with OHSU, who has an office of at least eight individuals and can evaluate the development.

DAASCH asked if OIRP also oversees education and teaching issues, such as distance learning. FEYERHERM stated that a policy is being developed by a team in the office, including Barbara Sestak, which can facilitate the appropriate determination.

RECTENWALD asked if all these issues are on the State Board’s radar screen. FEYERHERM stated, yes, and there was a recent full afternoon meeting with respect to finding a solution. They are looking to individual campuses for a solution to the copyright issue to emerge.

BRENNAN asked where distance learning educational materials are currently considered to reside. FEYERHERM stated that for the time being they are copyright
(not patent) issues. It should work out that most things will belong to the faculty member who developed them, but at the moment it is a work in progress.

ARANTE asked where ownership lies if a department chairs asks faculty to develop web-based materials but provides no resources or release time. FEYERHERM noted that copyright occurs as soon as the item is on the medium, but the standards are still in development as regards ownership. Most likely if there is minimal university involvement, the ownership will be the faculty member's, but that is conjecture at this date.

HAAKEN noted that the blurred boundaries between public and private ownership of knowledge indicates a worrisome national trend. FEYERHERM agreed. The university, however, must work under the Board rules, and hopefully it will turn out that the Board rules will accommodate the reasonable and legitimate needs of faculty.

DAASCH summarized what he heard as the answer to the five questions: 1) disclosure leads to decision leads to development; 2) the terms "work for hire" and "under supervision" gives a better feel for who owns the property; 3) users fall under two rubrics, copyrights and patents, both of which are in flux here and elsewhere; 4) distribution of funds is a hopeful area at present, and the real goal of the university ought to be to make somebody a millionaire and then worry about their cut later; and, 5) emerging issues and disputes vary from local to global and we must remain vigilant to developments.

D. BRIEF ANNOUNCEMENTS

KETCHESON made some announcements after "B. Roll Call (see above)."

Gina Greco has resigned from the Committee on Committees. The CLAS Caucus is requested to meet and provide the Secretary with the name of her replacement.

Commencing 5 November 2001, meetings of the PSU Faculty Senate will be Voice-streamed.

   The Web address for Live is www.media.pdx.edu/ch53stream.asx
   The Web address for Archives is www.media.pdx.edu

The Faculty Governance Guide, Fall 2001, PDF version is on-line at www.pdx.edu/fgg and is indexed on the OAA web page under Reference Documents.

Anyone who would like to serve as Senate Parliamentarian for 2001-02, please contact the Presiding Officer or the Secretary to the Faculty.

E. UNFINISHED BUSINESS
F. NEW BUSINESS

G. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

President's Report

BERNSTINE noted that the Executive Committee is working very hard on the 2-10% budget reduction scenarios requested by the Governor by way of the Chancellor, with the objective of preserving the vitality of academic programs. Preliminary figures have been reached and they will be shared with the Budget Committee and the Advisory Council. PSU is trying not to be put in the position of bailing out any sister institutions.

DAASCH asked for what period the 2-10% cuts are to be applied. BERNSTINE stated they are for this budget year, as well as the second of the biennium, so we need to make savings immediately.

Provost's Report

TETREAULT reported that enrollment is up which is helpful in counteracting budget cuts. In the 4th week, we have a headcount of 18,620. Increases include a 13.1% increase in Freshmen, a 13.1% increase in Sophomores, which suggests good retention. There is an increase in post baccalaureate students of 23.9%.

TETREAULT reported the Executive enrollment management group has met this term. The group includes Provost Tetreault, Vice Provost Samuels, Vice President Pernsteiner, Dean Edmundson, and Dean Kaiser. They are engaged in two activities, modeling of the RAM to include the budget climate, enrollment growth, the value of the cells, tuition rates, etc., and finalizing a recommendation to the Academic Requirements Committee to raise the GPA for admission. They have also agreed to undertake discussions with respect to desirable enrollments at specific levels, and the appropriate overall size and composition of the student body. They expect to enlist an implementation committee which will be assigned some of these tasks, most likely the enrollment management committee of last year. TETREAULT noted that the other thing happening as a result of enrollment increases is the ability to take some of our access dollars and allocate that money towards fixed term and tenure track faculty lines (those decisions should be completed by November 15) so that certain searches can get underway.

TETREAULT distributed the membership roster of the ad hoc Great City - Great University planning committee which includes on the reverse the tasks identified for this term (attached). Institutional transformation is scholarly work, that is to say, we don’t shrink from questions for which there may not be wide consensus. The planning process will be enhanced by the Urban Portfolio, and the committee progress will be
posted there. This will be a new way of what we know, what we think, and how we communicate with each other.

TABLEMAN asked who, with respect to the proposal to increase the entering GPA, is included in the proposal. TETREAULT noted that this proposal is targeted at students entering from high schools. TABLEMAN asked how this would affect the freshman and sophomore enrollment patterns indicated above, and how will returning students be protected. TETREAULT noted that there would be various allowances for special admits and appropriate dissemination of that information. TABLEMAN noted that we should keep in mind some of the other variables, such as students with GEDs, or those such as the returning woman in “Educating Rita.”

TABLEMAN requested a conversation of our "becoming" include consideration of a separate graduate school and dean, if we are going to become a research institution.

ARANTE asked why the makeup of the planning committee includes all constituencies except long time fixed term faculty, and why access money is being used to add more fixed term faculty. TETREAULT noted that access money is being used to respond to enrollment increases, and that there was no rationale for omitting fixed term faculty.

H. QUESTION PERIOD

1. Questions for Administrators

FOSQUE asked for a clarification regarding student housing, with respect to discussion at the previous Senate meeting, specifically, would the project to cap the I-405 freeway be an option for increasing the availability of building sites. PERNSTEINER stated that he could speak to this issue first hand, having been a city administrator. There are several problems that go along with the proposal, including special ventilation and seismic demands, which make construction more costly than normal. Until the land surrounding the freeway becomes very expensive, it is not realistic to consider the option.

I. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Interinstitutional Faculty Senate, Meeting of 5-6 October 2001

WOLLNER presented the report ("I-1") which is included with today's Senate Agenda. He noted in particular that the meeting included an extensive seminar on how to generate more support for higher education, although discussion results were not very hopeful. Additionally, he noted that the new PEBB package eliminates cashback.
WOLLNER reported that subsequent to the IFS meeting of 5-6 October, he submitted testimony to the State Board on October 19, 2001 (http://darkwing.uoregon.edu/~ifs/Wolner19Oct01.htm) with respect to the absence of faculty representation on the Chancellor Search Committee. As the Chancellor Search is currently outlined, it will be an internal Board activity exclusively. The IFS is requesting the OUS faculty senates endorse a resolution, and noted that one has already been passed, each, at University of Oregon and Oregon State University.

WOLLNER/TALBOTT MOVED:

WHEREAS the principle of shared governance is no less critical to the successful administration of the Oregon University System than it is to the successful administration of the individual campuses;

WHEREAS the Oregon State Board of Higher Education has outlined a search process for the next Chancellor that does not include formal faculty and student participation; and

WHEREAS such participation is imperative to ensure a selection process and a result that enjoys the full support and confidence of the OUS faculties and other constituencies of the next chancellor;

THEREFORE, be it resolved by the Portland State University Faculty Senate that President VanLuvanee and the Directors of the Oregon State Board of Higher Education should create a new process that specifically includes formal participation by representatives of OUS faculty and students in the evaluation of candidates and the selection of the new chancellor.

TALBOTT asked if there is any sentiment on the board in favor of including faculty in the search. WOLLNER stated that certain board members are in favor of wider representation, and feel that this action would help, and he can provide the names and addresses of those individuals.

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

2. Report of the Advisory Committee on Academic Computing

DRISCOLL AND RHODES, outgoing and incoming chairs, presented the report. DRISCOLL outlined the committee’s activities with overheads (attached), including the “SWOT” planning process which was assisted by Alan Zeiber, CAE. DRISCOLL noted he will add relevant materials to the OIT web page.

RHODES reviewed a list of the concrete changes implemented as a result of committee recommendations last year, with overheads (attached). RHODES noted the committee also worked on some of the web page development issues referenced in the discussion item on Intellectual Property earlier in the meeting.
FOSQUE noted that Art submitted a technology proposal two years ago, and it is not in this list. DRISCOLL recommended that Art get in touch with Mark Gregory, OIT Director, to find the proposal.

3. President's Diversity Initiative Update

LIEBERMAN reviewed progress on the initiative, outlined in “I-3.”

RUETER asked for a clarification of definitions. LIEBERMAN noted that for hiring, the groupings are principally ethnic, but that for internal initiatives such as professional development, there are other groups identified.

ROBINSON asked if we have data to illuminate this activity. KETCHESON referred Senators to the OIRP web page, and the President’s Home page, under his initiatives.


HOFFMAN reviewed the report (“I-4”) attached to today’s Agenda, which was placed on the Senate Agenda with respect to last month’s discussion item: Student Housing.

COLLIE asked who made the decision that Brian Chase, Director, Facilities, be an Ex officio member of the CHNW Board.

R.MERCER asked if these findings were shared with College Housing Northwest and Facilities, and if so, what were their responses. HOFFMAN stated the information was shared and was freely available to all parties.

5. ASPSU Report

CUNNINGHAM reported on ASPSU’s initiatives for 2001-02. They commenced the year by registering 800 voters this fall, in spite of the fact that it is not a major election year. They have three campaigns for the year: 1) regulation of predatory credit card vendors; 2) reinstatement of a diversity requirement in the curriculum; and, 3) improving communications with respect to on-campus student health care (Health Services).

JACOB asked if recycling was one of ASPSU’s projects. CUNNINGHAM stated that it has been in the past. Additionally, they are working on hiring a sustainability coordinator.
J. SELECTION OF DISCUSSION ITEM FOR DECEMBER 2001 MEETING

KETCHESON noted there are no formal proposals, but two topics have been forwarded, Scheduling and Markers for the Baccalaureate degree. After some discussion of the options, Markers for the Baccalaureate degree was selected by a simple vote of hands.

K. ADJOURNMENT

The meeting was adjourned at 5:08 p.m.
• Goals of Planning Process
  o Principles
    ▪ 3-5 year lifetime
    ▪ Driven by ACAIT
  o Objectives
    ▪ 2 year lifetime
    ▪ Driven by ACAIT
  o Operational Plan
    ▪ 1 year lifetime
    ▪ Driven by OIT
• Planning Process
  o Situational Analysis
    ▪ TOWS
    ▪ Technology Trends
    ▪ “Demographic” Trends
    ▪ Infrastructure
  o Values are the driver

Draft Hypothesized Values
• Student Learning/Development
  o Better learning
  o More students learning
  o Different types of students
  o Different ways of learning
• Community Connection
  o Let knowledge serve the city
  o Great city – great university
• Scholarship
  o Traditional and non-traditional
  o Involving students
  o Involving the community
• Diverse and Growing Funding
• Reputation in the large and small
• Innovation and decentralized risk
• Partnerships as a means to an end
Some Key Issues

- Research Computing Support
- Distance Education
- Differing Expectations/Preparation for Technology
  - Students
  - Faculty
  - Staff
- Growing/Changing Population
- New Competition and Collaboration
- Technological Changes
  - Equipment is
    - Cheap
    - Powerful
    - Outdated
  - People
    - Are costly
    - Need appropriate support
    - Are critical to achieving PSU goals

Research Recommendations

- Invest in self-support tools
- Don’t require budgeting of direct-cost grant dollars for support
- PSU should provide computer hardware to supported unfunded faculty research
- Establish and disseminate a service-level agreement.
- Disseminate a support priority and expected response time list for various types of support.
- Establish a research council to advise OGSR

Needing further study:

- How to distribute funds to support research computing
- How to support non-funded and exploratory research.
Portland State University
Office of Information Technologies

Highlights of FY01 Technology Classroom Projects and plans for FY02

FY01 Technology improvement projects for academic areas – highlights:

- New workstations in – General Access Student labs (about 15% increase in workstation), University Studies – all GA labs within 30 months old
- More Hours – In Library Lab 24 hours, On help desk (Saturday & Sunday)
- New Labs in – Physics, Biology, Psychology/Sociology/Women’s Studies
- Lab expansion in – FPA lab, Social Work lab
- New Technology for – Geology (projectors), Geography (GIS software), UPA 250, equipment for education
- New classroom technology – 6 new classrooms with full suite (414 ED, 158 CH, 247 SBH, 71 CH, 212 SH, Cinemas)
- Other – On-line grading, DARS system, Internet2 partnership with OGI and OHSU, campus network upgrades

Completed in FY 2002

1. Cramer Hall 401
2. Neuberger Hall 462 (Primarily funded with Art Department Grant)
3. Science Building 1 – 107 (Winter Term)

Data/video production, projection screen, VCR, audio amplifier, computer, podium, classroom control system, campus data and video networks.

11-05-01

Advisory Committee on Academic Information Technology

Next Steps

I. Complete draft Plan for Technology

II. Work with Deans and Office of Research to implement Research recommendation

III. Work with OIT to continue to upgrade and replace equipment in classrooms

IV. Develop Distributed Learning Values Statement
   - Values for PSU Distributed education
   - Strategy to encourage and support individual faculty and program delivery
   - Criteria for focusing resources
November 13, 2001

Proposed Markers
of the Portland State University Baccalaureate Graduate

Few universities have dared to define what they believe their students should know and be able to do when they graduate from the institution -- the markers of an undergraduate graduate. Fewer yet have dared to construct their curriculum in a manner that explicitly and intentionally teaches to these markers of the baccalaureate graduate.

The expectations or markers of the PSU baccalaureate graduate along with disciplinary learning outcomes would encompass the entire undergraduate curriculum. We have taken the goals that were adopted by the faculty in 1994 for the general education program, parsed the sub-goals into more publicly articulated statements, and added the main BA/BS principles into a more extensive list of abilities expected of baccalaureate graduates of PSU. The abilities were then compared to various national efforts to identify baccalaureate abilities, and lists of abilities from employers and graduate schools for consistency in addressing common expectations.

The assumption is that the abilities expected of a PSU graduate are suffused throughout the curriculum, and in some manner throughout every degree-related course offered at the University. Students obtain the abilities explained below through the entire curricular experience of a student at the University regardless of major or point of entry into the University. With this in mind:

All Portland State University Baccalaureate Graduates Will

Develop the Following Transferable Abilities:

1. Oral Communication -- the ability to articulate meaning to others through verbal medium

2. Written Communication -- the ability to articulate meaning to others through written medium

3. Quantitative Reasoning and Representation -- to deepen understanding of the value and need for this type of reasoning, the ability to understand the graphical presentation of data, and to transform information into quantitative and graphical representations

4. Use of Technology -- the ability to use computers and related technologies to achieve desired ends

5. Critical Inquiry and Dialog -- the ability to ask important questions and to engage in critical conversation with others
6. Understanding the Variety of Human Experience -- the ability to know and interact with people of diverse backgrounds as part of a global community

7. Ethical Reasoning -- the ability to make decisions founded upon values and ethical principles

8. Social and Civic Responsibility -- the ability to engage in actions that strengthen democracy and the community

9. Problem-solving -- the ability to use information and reason to discover solutions to problems

10. Analytical Thinking -- the ability to determine the value and usefulness of information

11. Creative Synthesis -- the ability to create anew out of existing knowledge, material and imagination

12. Collaboration and working in teams -- the ability to reach desired outcomes through cooperation with others

13. Importance of a sustainable environment -- the ability to understand the interdependence of the global environment and humanity

And Engage with Important Areas of Investigation

- Human imagination, expression, arts and culture
- Means of modeling the natural, social, and technical worlds
- The values and experience underlying American society
- Global and cross-cultural communities
- Mutually supportive theory and practice

How Will We Know Students Exhibit the Markers?

In the past there has not been faculty or administrative support for standardized testing of students or exit examinations. Through the president's Assessment Initiative, academic units already have been developing student learning outcomes. Many of the departmental learning outcomes parallel the markers. One way to communicate our intentions to our students is through clearly identifying for students the markers that are addressed in a particular course, and how the markers will be addressed. This approach both makes our curriculum more intentional while repeatedly informing our students of what the faculty has determined to be important for students at Portland State. The approach does not require additional testing expenses or time, nor does it require changing courses beyond what individual faculty chose to do. (there is no presumption that every course would contain all markers or even very many of them as substantial learning goals of the course)
November 13, 2001

MEMORANDUM

To: Faculty Senate
From: Bob Eder, Chair, Graduate Council
RE: 1. Recommended for approval by the Faculty Senate:
   A. MPH HEHP New Course Proposals (School of Community Health - CUPA)
   B. MPH HEHP Program Revision (School of Community Health - CUPA)
   C. New Course Proposals in Statistics (Math Dept - CLAS)
   D. MS Statistics: New Degree Program Proposal (Math Dept - CLAS)

II. Informational item for Faculty Senate:
"Policy on graduate credit earned through interinstitutional agreements"

A. MPH HEHP New Course Proposals (School of Community Health - CUPA)
The following two elective courses are part of the new configuration of specializations in the MPH HEHP program. Both have been taught as PHE 510.

PHE 414 / 514 Physical Activity Today
Overview of topics relevant to the study of physical activity in the United States. Topics: review of physiological alterations related to physical activity; historical background of physical activity recommendations; measurement issues; community-based approaches to increasing physical activity; school-based physical activity programs; older adults and special populations; work site and health care settings. Prerequisites: PHE 250 / 295 or equivalent.

PHE 552 Women's Health
This course will focus on constructions of gender and sex and their implications for understanding determinants of population health, developing health promotion programs, and creating healthy public policy. The course will emphasize the importance of the social, political, and economic context for women's health. Topics covered in this class include epidemiology of women's health; diversity and health issues; reproductive health and sexuality; health care and access to health services; violence; mental health and emotional well-being; aging; lesbian health; and research in women's health. Course learning will be synthesized through a community-based learning experience involving working with a community organization to evaluate women's health needs in Portland.

B. MPH HEHP Program Revision (School of Community Health - CUPA)
(Master of Public Health degree in Health Education / Health Promotion offered in cooperation with the Oregon Health & Sciences University and Oregon State University)

The proposed revision includes the addition of two required courses: PHE 517 Community Organizing, just approved last month, and PHE 511 Foundations of Public Health, an existing elective course. This raises the required credit hours to 42 out of the 60 credit hours required for the degree, and reduces elective hours by six. Furthermore, the current required choice between either the Community Health or the Exercise and Risk Reduction track is replaced by the requirement that each student complete a minimum of 15 credit hours in one of seven specialties: (1) Aging; (2) Advocacy & Social Change; (3) Health Behavior; (4) Media, Health & Communication; (5) Physical Activity and Risk Reduction; (6) Urban Health; (7) Women's Health. The depth and variety of these specializations is made possible through the hiring of four new faculty members over the past three years. No additional budgetary support is required to support this program revision.
C. New Course Proposals in Statistics (Math Dept - CLAS)
All of these proposed courses have been taught as STAT 510 courses. They are being converted to courses with discrete numbers as part of the elective offerings for the proposed MS in Statistics.

STAT 571 Applied Multivariate Statistical Analysis (3)
Introduction to techniques and methods of multivariate statistical analysis. Deals with vector-valued data generated on individual experimental units. Applies the methods of vector analysis and matrix algebra to statistical problems of estimation and hypothesis testing, based primarily on the multivariate normal distribution. Computing to be an integral part of the course. Calculations will be done using a software package such as SAS or SPSS.

STAT 573 Computer Intensive Methods in Statistics (3)
Resampling methods in statistics using empirical data, programming with statistical software; review materials (sampling distributions, hypothesis testing, confidence interval construction, and design of experiments), resampling version of review materials, and applications.

STAT 576 Sampling Theory and Methods (3)
Introduction to the theory and methodology of random sampling. Includes stratified, cluster, systematic, and multi-stage sampling. Applications include sampling design and analysis, as well as sample weighting and sampling with unequal probabilities.

STAT 578 Survival Analysis (3) (cross-listed with PHM 535: Survival Analysis - OHSU)
Time-to-event data subject to random and/or deliberate censoring. Specialized models and procedures that accommodate censoring are presented. Parametric models and methods, including accelerated failure time models, the Kaplan-Meier estimate of survival, Cox proportionate hazards model, the extended Cox model, and frailty models. Software package such as S-PLUS is used. Prerequisite: STAT 522 or equivalent.

STAT 577 Categorical Data Analysis (4) (cross-listed with PHM 527: Biometry III - OHSU)
Topics include cross-tabulation statistics, statistics for matched samples, and methods to assess confounding and interaction via stratified tables. Students explore logistic regression in some detail, and relate results back to those found with stratified analyses. Topics for logistic regression will include parameter interpretation, statistical adjustment, variable selection techniques and model fit assessment. Statistical software is used. Prerequisite: STAT 552 or equivalent.

D. MS Statistics: New Degree Program Proposal (Math Dept - CLAS)

See attached summary.
II. Informational item for Faculty Senate: "Policy on graduate credit earned through interinstitutional agreements"

The University has a number of interinstitutional agreements where students are able to take courses at another institution as part of the required course work to complete a PSU graduate degree. However, there has been no uniform way of recording on the PSU transcript the exact course number or location where the course was taken. Often, the course is simply listed as JC 510, or as XXX 510 suggesting the course was taken at PSU when it was not. Furthermore, the Faculty Senate voted last year to restrict a course cross-listing between two or more departments to its original limited intent and to eliminate the unilateral use of XXX 510 by a department to generate student credit hours for a course taught by another department or at another institution.

Effective AY 2001-2002, the JC 510 listing for interinstitutional agreement courses is to be replaced with XXX 699, which is treated as "defacto" residence credit. Next to this course number will be the title of the actual course and institution where the course was taken. Each use of XXX 699 will require Office of Graduate Studies approval, consistent with current interinstitutional agreement and degree program approval.

On October 17 the Graduate Council voted to approve the use of this method for interinstitutional graduate degree programs.
Master of Science in Statistics

Proposal Summary
Department of Mathematical Sciences
Portland State University

Overview: Statistics is currently a discipline within the Department of Mathematical Sciences with its own STAT prefix. Students may now receive a Master's degree in Mathematical Sciences with a Concentration in Statistics as the only degree option for students interested in statistics. Statistics has consistently been a popular discipline among graduate students in the Department. The Master of Science in Statistics is proposed for those individuals interested in doing applied work in statistics, teaching statistics at the community college level, or pursuing a Ph.D. in statistics. The proposed change will better reflect the distinction between this program and those in Mathematics and Mathematics Education. There is ample faculty strength within the Department to initiate such a program at this time and the degree name will better reflect the program of study for the students.

Need and employment opportunities: Statistics trained graduates from the Department of Mathematical Sciences are in high demand. Studies, surveys, experiments, and other forms of generated data are ever present in virtually all aspects of education, industry, and government. Understanding and interpretation are critical to effective management in the presence of such information. Oregon profits by having managers and leaders able to make critical judgments based upon correct statistical analysis when appropriate or necessary. Graduates of the proposed program will have had statistical training to provide their employers in particular and Oregon in general with expertise in the interpretation and application of statistical information.

The work of a statistician may range from the theoretical to the applied. Regardless of the areas in which they work, statisticians need a strong background in mathematics and computer use. Because uncertainty and data arise in many settings, statisticians have the opportunity to work on a myriad of projects for industry, government, and education. Statisticians serve in medicine, natural and social sciences, engineering, business, education, and other fields where modern research techniques are used. This diversity of application is an exciting aspect of the field and is one reason for the continuing strong demand for well-trained statisticians.

For verification of compelling need and employment opportunities for master's level and above statisticians in regional and/or national arenas, one needs only to access the following web sites:
(i) http://stats.bls.gov/oco/ocos045.htm
(Bureau of Labor Statistics: Nature of the Work | Working Conditions | Employment | Training, Other Qualifications, and Advancement | Job Outlook | Earnings | Related Occupations, ... )
(ii) http://www.amstat.org/careers/COPSS
(The Committee of Presidents of Statistical Societies (COPSS) Presents Careers in Statistics: Included here is the Statistics Job Site link.)
(iii) http://www.stat.ufl.edu/vlib/jobs.html
(iv) http://www.stat.ufl.edu/vlib/jobs
(v) http://www.imstat.org/resources/jobs
(vi) http://www.ams.org/employment
EIMS-Employment Center

Note: Sites (i) and (ii) demonstrate the need and wide range of careers. Sites (iii) to (vi) provide listings of the actual statistics related job openings as of November 2001.
In addition to direct professional application with an M.S in Statistics, several students, trained under the statistics concentration program, have pursued recently their Ph.D.s in Statistics at world-renowned schools such as University of Washington and Carnegie Mellon University.

This proposed degree program serves community-based and related academic needs unique to the missions of OHSU and PSU, and should not adversely compete with or duplicate the M.S. in Statistics, currently offered by Oregon State University.

Faculty resources and ample opportunity for collaboration: Our Statistics faculty and graduate students are currently collaborating with faculty members at OHSU, performing joint research and mutually participating in the Applied Statistics Seminar Series held biweekly at PSU and in the grand rounds held at OHSU. Beginning Summer Session 2000, PSU and OHSU has been cross-listing several Statistics and Public Health graduate level course offerings.

The following faculty will be directly involved in the proposed program: Jagdish AHUJA (Adjunct Professor); Farag A. ATTIA (Adjunct Professor); Dongseok CHOI; Bradford CRAIN; Eugene A. ENNEKING; Robert L. FOUNTAIN; Jong Sung KIM; Jodi LAPIDUS (OHSU); Motomi MORI (OHSU); Mara TABLEMAN

Admission Requirements and Course of study: The admission requirements to the program are the same as for the MA/MS program in mathematical sciences. A bachelor’s degree in mathematics is not required. Students may be admitted, conditional on completion of any undergraduate mathematics deficiency.

Degree candidates must complete an approved 45-credit program including at least 30 credits in courses with the STAT prefix. These requirements must include:
- The 9-credit sequences: STAT 561,2,3 and STAT 564,5,6.
- One 9-credit sequence chosen from STAT 661,2,3 or STAT 664,5,6 or MTH 667,8,9.
- 3 credits of STAT 570: Topics in Statistical Consulting and STAT 501: Statistical Literature and Problems (3 credits).
- 12 elective credits. These elective credits may include program-advisor-approved courses in mathematics or program-advisor-approved courses in departments from outside the Department of Mathematical Sciences.
- Successful completion of two examinations, one in Mathematical Statistics and the other in Applied Statistics.

Resources needed: No new resources are needed to initiate the program. It is expected that student enrollment growth may necessitate the hiring of one additional Mathematics / Statistics faculty member by the fourth year of program operation. It is also expected that a modest amount of new technological support (including, but not limited to: Unix workstations, statistical software upgrades, and extension of computer lab hours) will be needed. However, the department expects needed technological support will primarily come from industry partners.

Graduate Council Recommendation: The Graduate Council voted at its October 31 meeting to recommend Faculty Senate approval of the proposal for a Masters of Science in Statistics. The proposed degree builds upon growing faculty expertise, complements related successful graduate programs in mathematics and makes a strong contribution to the University’s graduate offerings.
November 13, 2001
TO: Faculty Senate
FROM: Bob Eder, Chair of Graduate Council
RE: 2001 Graduate Council Annual Report
(Council Actions Dec 2000-November 2001; Petition Actions AY 2000-2001)

Appreciation is extended to the members of the 2001 Graduate Council:
  Michael Bowman, Andy Fraser, Mary Gordon-Brannan (Donna Baudreau – Fall term),
  Harold Briggs, Roy Koch, Herman Migliore, Gerard Mildner, Steve Reder, Shelley Reece,
  Michael Shaughnessy, Richard Wattenberg, and Sandra Wilde

We gratefully acknowledge the participation of our consultants and staff:
  William Feyerherm, Maureen Orr Eldred, and Linda Devereaux

ROLE OF THE GRADUATE COUNCIL
The Graduate Council is established by the Faculty Constitution and is charged with the duties
outlined on page 110 of the 2001-2002 Faculty Governance Guide. These duties include the
development and recommendation of University policies; establishment of procedures and
regulations for graduate studies; adjudication of petitions regarding graduate regulations;
recommendation of suitable policies and standards for graduate courses and programs; coordination
of graduate activities with regard to requests for substantive changes in existing courses, requests
for new courses and programs, and changes in existing graduate programs.

POLICY DEVELOPMENT
The Graduate Council has advised the Office of Graduate Studies on clarification of procedures for
validating out-of-date graduate credit and the recording of graduate credit earned through
interinstitutional agreements. (See October and December Faculty Senate materials, respectively,
for more detailed information.) The Graduate Council has also built upon its previous work in
developing a Mission Statement on Graduate and Professional Programs by identifying suggested
characteristics or criteria the University could use to identify and promote graduate and professional
programs of distinction.

MISSION STATEMENT: GRADUATE AND PROFESSIONAL PROGRAMS

Preamble

Graduate and professional programs have a distinctive and critical role to play within the University’s overall mission. Portland State’s reputation depends predominantly on the quality of its graduate and professional programs, which attract students, faculty, and external resources. Graduate education fosters communities of scholarship and professional practice, creating the new knowledge that keeps both instruction and related service activities at the cutting edge. Through graduate and professional programs the scholarly activities of faculty and students are connected with innovations taking place regionally, nationally and internationally. This, in turn, connects Portland State University and its external community to new knowledge. When carefully targeted to issues of particular importance to Portland State University’s regional and urban community, graduate education provides the intellectual connections and collaborations that otherwise are not possible.

Mission Statement for Graduate and Professional Programs

Graduate and professional programs at Portland State University will respond to evolving social, ecological and technological challenges and enhance the intellectual, civic, commercial and aesthetic context of urban life. In selected areas graduate and professional programs will be nationally and internationally recognized. In these fields, Portland State University will be considered a leader in graduate education.

Determining Areas of Distinction in Graduate and Professional Programs

All graduate and professional programs at Portland State University are expected to be of high quality, efficiently managed, and achieving their stated program goals. Consistent with the recently approved mission statement in selected areas graduate and professional programs should strive to be nationally and internationally recognized. The following are offered as suggested characteristics or criteria that should be employed when determining areas of distinction in graduate and professional programs. These criteria are clustered around strategic perspectives of "quality", "fit / synergy", and "feasibility".

There is no a priori rank order to these criteria, nor would each criterion receive the same weight of importance when applied to a particular graduate or professional program. These criteria are

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1 Approved by Graduate Council 04/25/01 and endorsed by Provost Tetreault after consultation with the Council of Academic Deans.

intended to be equally applicable for graduate and professional program decisions that result in bold new investments or incremental investments of institutional resources, and for disinvestment decisions in existing programs that are no longer viewed as areas of distinction. The Graduate Council in consultation with the Provost offers this list of decision-making criteria as a first step in building a consensus within the University community for the strategic development of graduate and professional programs of distinction.

**Quality: The ability of a program to achieve prominence.**

**Reputation Building.** Is likely to produce a graduate or professional program of high caliber, garnering national or international reputation within its field. Typically, this directly reflects the ongoing collective scholarly accomplishments of the faculty directly involved in the program and the subsequent demand for and success of the program's graduates.

**Creates Visibility for PSU as a Leader in Graduate Education.** Is likely to create high visibility and recognition for the University as a leader in graduate education. Typically, this would be accomplished either by (1) launching new professional and graduate programs that are non-traditional, cross-disciplinary, or part of an emerging development in graduate education, or by (2) delivering traditional or mainstream professional or graduate programs that are widely regarded as leading programs.

**Fit / Synergy: The ability of a program to address an important need within the University's graduate offerings.**

**Advances PSU Mission.** Advances the University's unique urban mission, including the potential problem-solving application of the new knowledge created by the program, and the opportunity for the program to foster new and strengthen existing community partnerships.

**Creates Program Synergy.** Complements and / or enhances existing core disciplines and programs, creating synergy across programs, faculty interests and / or facilities.

**Addresses Deficiencies.** Addresses a deficiency in graduate offerings that is inconsistent with PSU's urban mission, as suggested by the "benchmarking" of current graduate offerings against comparator institutions.
Feasibility: The University's capability to launch and sustain a program of distinction in this area.

Financial Viability. Potential for external funding and/or financial self-sufficiency; takes into consideration the initial and continuing investment requirements to maintain a program of distinction.

Leverages Resources. Builds on and reinforces existing expertise, facilities, and faculty interests, particularly where a marginal increase in institutional resources would likely produce the necessary critical mass to generate higher proportional financial and programmatic returns.

Is Market Responsive. Possesses a coherent curriculum and delivery structure that responds to a specified market demand for graduate education and that meets or exceeds existing national standards. This is particularly important for professional programs of distinction.

In the forthcoming year, the Graduate Council plans to work with the Director of Graduate Studies to formulate a program review procedure that would assist the Graduate Council in recognizing degree programs that have excelled and for identifying programs that are falling short of their goals to render assistance and encourage program revision.

ACTIONS
Graduate Petitions
The Chair continued the procedure of appointing subcommittees, headed by the Council Chair, to read student petitions submitted to the Graduate Council. During the 2000-2001 academic year, the Graduate Council acted on 79 petitions, which is a decrease of 23 from the previous year's total of 102 petitions. Overall 78% of the petitions were approved, which is a decrease from the previous year's 92% approval rate. A total of 61, or about 77% of all petitions, requested a waiver of the one-year deadline for removal of an incomplete, an extension of the seven year limit on course work for a master's degree, or a waiver of the course transfer limit. Typically, the approval of a time extension includes the condition of a new performance deadline. The results of the petition activity for the year are attached.
New Programs Approved
The Graduate Council approved the following proposals for new degree programs:

Ph.D. in Mathematical Sciences (CLAS)
M.S. in Statistics (Department of Mathematical Sciences – CLAS)

The Graduate Council approved the following proposals for new Graduate Certificate programs:

Certificate in Systems Engineering Specialization in Logistics Engineering (CECS)
Certificate in Substance Abuse Counseling (Graduate School of Education)
Certificate in Real Estate Development (CUPA: Urban Studies and Planning in collaboration with the School of Business Administration)

Program Change Approvals
The following program changes were approved by the Graduate Council:

M.S. Computer Science (CECS)
A reorganization of courses around new concentrations: Database systems, programming languages, software engineering, operating systems, networks and theory.

M.A. / M.S. Health Studies (School of Community Health – CUPA)
Program redesign to provide a more research-oriented masters degree program than either the current M.A./M.S. in Health Education or the MPH in Health Education / Health Promotion. Degree program increased from 45 to 47 hours, selection of one of two 18 credit hour concentrations in either Mindbody Health or Physical Activity/Exercise, and 9 hours of thesis (project option dropped).

Masters and Ph.D. in Urban Studies (CUPA)

Both the proposed M.U.S. and Ph.D. programs begin with the same 17 credit hours of required courses with an integrated focus on developing the student's research competencies. Students are introduced to the basic ideas, concepts, and theories regarding urban development and urban life to assist students to position their own interests within the larger field of urban studies. Core courses also introduce students to the range of research methods appropriate to the field and serves as a starting point from which M.U.S. and Ph.D. students are expected to take advanced courses in quantitative and qualitative methods. The Urban Studies Seminar, typically taken in the beginning of the second year, engages the student in hands-on social science research, producing a research design proposal appropriate for the student's interests and degree.
MA / MAT (Department of Foreign Languages - CLAS)

The M.A.T. w/ Initial License in Foreign Languages adds Japanese to its existing language offerings in French, German, and Spanish. The M.A. in Foreign Literature and Language added Chinese as a secondary language.

MA / MS (Department of Geology - CLAS)

Minor "clean-up" changes on MA/MS program requirements and course prerequisites due to substantial course revisions and additions approved the previous year.

MA / MS (Counseling – Graduate School of Education)

Degree modified from a 73 to a 72 credit hour program to accommodate three separate tracks of students: (1) students with at least 2 years of prior teaching experience, (2) students with no prior teaching experience, and (3) students seeking licensure only. In addition to a common core of 54 credit hours, students choose from four distinct specializations (18 credits) to complete their degree programs: Community Counseling; Couples, Marriage and Family Counseling; Rehabilitation Counseling; School Counseling.

MPH HEHP (School of Community Health - CUPA) (Master of Public Health degree in Health Education / Health Promotion offered in cooperation with the Oregon Health & Sciences University and Oregon State University)

Adds two required courses, raising the required credit hours to 42 out of the 60. Choice of two tracks is replaced with a required completion of one of seven specializations: Aging; Advocacy & Social Change; Health Behavior; Media, Health & Communication; Physical Activity and Risk Reduction; Urban Health; Women's Health.

New and Revised Course Proposals

Finally, in the past twelve months the Graduate Council has recommended Faculty Senate approval of 120 new or revised course proposals, not including dropped courses.
STATE OF GRADUATE AND PROFESSIONAL PROGRAMS

Did you know?

- As a percentage of the OUS total in 1999-2000, PSU awarded the most graduate degrees of any OUS institution (see attached graph); PSU awarded 33% (UO 26%) of all OUS graduate degrees.

- According to the OUS Profile for Fall 2000, PSU accounted for 47% of the total OUS masters and postbac headcount (UO 22%) and 39% of all OUS graduate headcount.

- In 2000-2001, PSU graduate degrees increased by over a hundred (+ 10%) from the previous year to 1237; four out of five PSU graduate degrees were awarded by the professional schools (i.e., CECS, CUPA, ED, SBA, and SSW).

- Over the past nine years at PSU, annual graduate degrees awarded as a per cent of total degrees awarded went up from 32% in 1991-1992 to 36% in 2000-2001. See attached graph.

- Over the same time period at PSU, annual undergraduate degrees awarded increased 16% (1886 to 2195) while annual graduate degrees awarded increased by over 40% (879 to 1237); on average, 80% of students who begin a graduate or professional degree program earn that degree.

- Currently (Fall term 2001), approximately one out of every four students enrolled at PSU is a graduate student (G 5,019; UG 13,601).

Source: Office of Instructional Research & Planning; Office of Graduate Studies & Research

I believe it is safe to say that this remarkable growth in graduate and professional programs over the past decade came during a time when the institution's attention and resources were focused on undergraduate rather than graduate programs. Even the Chancellor's Office has tried to discourage graduate program growth by capping graduate reimbursement --- and yet, PSU growth continues to be disproportionately fueled by the growth in its graduate programs. The Graduate Council is appreciative that Provost Tetreault recently commented before the Faculty Senate that perhaps it is time to devote greater strategic attention to the needs of PSU's graduate and professional programs.
Future Challenges

The following are some of the major challenges facing graduate education at PSU:

1. Consistent with national trends, the percentage of instructional faculty who are on tenure-track is in decline, as universities make greater use of fixed term faculty to generate SCH. Yet, the very quality of graduate and professional programs is closely linked to the collective ongoing scholarship of tenure-track faculty. As graduate and professional programs grow, the faculty load for delivering graduate and professional programs is falling on an ever-shrinking plurality of faculty. At some point, these opposing trends may reach a critical juncture. The Graduate Council, in particular, will need to give greater attention to the adequacy of the committed faculty resources needed to deliver each graduate degree program it reviews.

2. As the University engages in systematic program review, the Graduate Council will continue to advocate that graduate and professional programs be evaluated separately on criteria relevant to advancing graduate education, not as a subset or extension of an undergraduate program review.

3. According the University of Nebraska 1999-2000 national survey of graduate stipends, RA / TA stipends nationwide averaged around $8,000, ranging from a low of $6,932 for TAs in professional fields to a high of $11,954 for the biological sciences RAs. At PSU, comparable figures for 2000-2001, compiled by the OGSR, indicate that the PSU RA / TA stipend averaged around $6,000, ranging from a low of under $3,000 for FPA TAs to a high of just under $10,000 for CECS RAs. On average, research and teaching assistantship stipends at PSU are 33% below national levels, in an urban location with an above average cost of living. More systematic efforts need to be coordinated across campus to expand assistantship funding.

For the most part, the increase in the quantity and quality of graduate and professional programs is the direct result of faculty initiative and commitment -- thank you. Over my three-year tenure as Graduate Council chair, PSU faculty have approved four new Ph.D. programs (Computer Science, Civil Engineering, Technology Management and Math), four new Masters level programs (Systems Science, International Studies, Financial Analysis, and Statistics), and eleven graduate certificate programs. Furthermore, graduate degree program revisions and upgrades have been approved by nearly every major department, school and college. Over 200 new graduate course proposals have been approved. Each year the Graduate Council has been busier than the last year; I see only continued acceleration in the collective faculty desire to advance graduate education at PSU.
## 2000-2001 Graduate Council Petition Summary

### CODE EXPLANATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Explanation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Waive one year deadline for incompletes</td>
<td>76%</td>
</tr>
<tr>
<td>B1</td>
<td>Waive seven year limit on coursework</td>
<td>67%</td>
</tr>
<tr>
<td>B2</td>
<td>Waive seven year limit on transfer courses</td>
<td>67%</td>
</tr>
<tr>
<td>C3</td>
<td>Change from P/NP to letter grade retroactively</td>
<td>100%</td>
</tr>
<tr>
<td>C6</td>
<td>Change from X to AU retroactively</td>
<td>100%</td>
</tr>
<tr>
<td>D1</td>
<td>Rescind Disqualification</td>
<td>67%</td>
</tr>
<tr>
<td>D2</td>
<td>Extend probation</td>
<td>0%</td>
</tr>
<tr>
<td>D3</td>
<td>Readmission after one year disqualification</td>
<td>100%</td>
</tr>
<tr>
<td>F1</td>
<td>Accept more transfer hours than allowed</td>
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</tr>
<tr>
<td>F4</td>
<td>Accept non-graded transfer or reserve credit</td>
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</tr>
<tr>
<td>H3</td>
<td>Retroactive withdrawal</td>
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<td>H7</td>
<td>Retroactive option change</td>
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</tr>
<tr>
<td>K5</td>
<td>Waive University foreign language requirement for MA</td>
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</tr>
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<td>K7</td>
<td>Waive university limits on 508/509</td>
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</tr>
<tr>
<td>N4</td>
<td>Remove course from university records</td>
<td>0%</td>
</tr>
<tr>
<td>N5</td>
<td>Waive reserve graduate cr policy w/in 45 cr of BA</td>
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### Grad Degrees Awarded

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<tr>
<td>1988-89</td>
<td>702</td>
</tr>
<tr>
<td>1987-88</td>
<td>687</td>
</tr>
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</table>

### Number of petitions in Previous Years

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<td>94</td>
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<td>1988-89</td>
<td>108</td>
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<tr>
<td>1987-88</td>
<td>146</td>
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</tbody>
</table>

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PSU-OGS/moe 11/15/01
2001 Graduate Council Annual Report to the Senate - attachment
Graduate Degrees as Per Cent of Total Degrees Awarded

- 1991-92: 29%
- 1992-93: 30%
- 1993-94: 31%
- 1994-95: 32%
- 1995-96: 33%
- 1996-97: 34%
- 1997-98: 35%
- 1998-99: 36%
- 1999-00: 37%
- 2000-01: % of total

OGSR/bp 11/8/01
Graduate Degrees Awarded

Academic Year

Sheet1 Chart 2

OGSR/bp 11/8/01
Committee Responsibilities: The Scholastic Standards Committee (SSC) is charged with recommending academic standards that maintain the reputation of the University, assisting undergraduates having difficulties with the scholastic regulations, adjudicating undergraduate petitions requesting a waiver on suspensions, and providing advice to the office of admissions and records on matters concerning transfer students or students seeking readmission after having had scholastic deficiencies.

Committee Activities: In light of these responsibilities the SSC has met regularly throughout the year (including summer term) to expedite the processing of petitions and to discuss policy issues. The chair wishes to thank all committee members for their diligence in keeping up with the flow of student petitions.

This year few policy issues have come before the committee. Last January, at the request of the Faculty Senate, we redesigned the (yellow) transcript-change petition form, so that instructor recommendations could be sent to the SSC confidentially, on a separate page from the student’s petition. The new forms are now being distributed to petitioners.

Between January 1, 2001 and October 31, 2001 the committee made the following decisions in regard to student petitions. For comparison, we have included figures for January through October of 2000.

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
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<tbody>
<tr>
<td>Petitions for reinstatement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granted:</td>
<td>122</td>
<td>214</td>
</tr>
<tr>
<td>Denied:</td>
<td>101</td>
<td>172</td>
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<tr>
<td>Pending:</td>
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<td>41</td>
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<td></td>
<td>1</td>
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</tbody>
</table>

We call attention to the large reduction in petitions for reinstatement—presumably the result of this year’s implementation of a three-term academic dismissal policy.
### Petitions for transcript changes:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
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<tbody>
<tr>
<td>Grade Option Changes:</td>
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<td>122</td>
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<tr>
<td>Granted</td>
<td>77</td>
<td>94</td>
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<tr>
<td>Denied</td>
<td>29</td>
<td>28</td>
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<tr>
<td>Pending</td>
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<tr>
<td>Add/Drop Requests:</td>
<td>520</td>
<td>440</td>
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<tr>
<td>Granted</td>
<td>458</td>
<td>392</td>
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<tr>
<td>Denied</td>
<td>57</td>
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<tr>
<td>Pending</td>
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<tr>
<td>Refund Requests:</td>
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<td>248</td>
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<tr>
<td>Granted</td>
<td>256</td>
<td>227</td>
</tr>
<tr>
<td>Denied</td>
<td>33</td>
<td>20</td>
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<tr>
<td>Pending</td>
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</tr>
<tr>
<td>Incomplete Extensions:</td>
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<td>101</td>
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<tr>
<td>Granted</td>
<td>103</td>
<td>98</td>
</tr>
<tr>
<td>Denied</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Pending</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Submitted by the Scholastic Standards Committee:

- Thomas Dieterich, chair
- Angela Garbarino
- Kim Hills
- Candyce Reynolds
- Laura Shier
Daniel O. Bernstine

Report to the University Community: A Model for Academic Advising at Portland State University

SAAC Meeting Summaries - 2000
SAAC Meeting Summaries - 2001

Student Advising Implementation Team

Student Advising Action Council (SAAC)

PSU students should have a clear and simple means of accessing the information needed to plan and complete a successful university experience. The information should be accurate, consistent, up-to-date and easy to understand. Academic advising at PSU should meet student needs at all levels.

Charge

* Review student advising data and alternative advising models.
* Define academic advising models for all students, with particular attention to needs of diverse students.
* Provide a strategic plan for achieving stated advising model objectives.
* Focus first on undergraduate advising followed by graduate education advising.
* Design a strategy to assess the success of the implemented model.

SAAC Members 2000-2001
Janine Allen, ED, Co-Chair
Cathleen Smith, PSY, Co-Chair
Susan Agre-Klppenhan, ART
Karen Devoll, XS
Rod Diman, PO
Walt Ellis, UPA
Dick Forbes, BIO
Dan Fortmiller, IASC
Leslie Gilderson, SBA
Bryan Johanson, MUS
Marlene 'Bar' Johnson
Risa Klam, SSW
Mary Kinelick, ED
Deborah Lieberman, CAE
Taalib Madyum
Robert Mercer, CLAS
Maureen O'Connor, SBA
Dick Pratt, OAA
Sandra Rosengrant, FLL
Nole Stark, SP
Mary Kay Tetreault, Provost
Michelle Toppe, SA

This page maintained by: birds@pdx.edu
Last modified: November 16 2001
# Student Advising Implementation Team 2000-2002

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<th>Proposed SAIT Timeline 2001-2002</th>
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<tr>
<td><strong>Fall 2001</strong></td>
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SAIT webpage: [http://www.president/pdx.edu/Initiatives/advising/SAITHome.phtml](http://www.president/pdx.edu/Initiatives/advising/SAITHome.phtml)

Questionnaire webpage: [http://www.president/pdx.edu/Initiatives/advising/questionnaire.phtml](http://www.president/pdx.edu/Initiatives/advising/questionnaire.phtml)
To: Scott Dawson, Dean  
School of Business Administration  

From: Daniel Bernstine  

Date: November 7, 2001  

RE: Student Advising Implementation Team Pilot Program  

I appreciate your participation in the Student Advising Implementation Team (SAIT) Pilot Program this year. The focus of the this year's pilot program is on undergraduate students. Last year, the Student Advising Action Council (SAAC) compiled an extensive report with recommendations for the campus (herein called the SAAC Report). The report is posted on the President's Corner website at http://www.president.pdx.edu/action-councils/SAACReport.html. A successful student advising system should strive to reflect those practices that have been shown to lead to student success and retention. The literature strongly asserts that successful student advising:

- Is holistic rather than fragmented. In other words, it goes beyond the selection of courses in the major to integrate all components of the curriculum (e.g., BA/BS requirements, general education), the student's career and life goals, and noncurricular experiences and supports.
- Creates experiences that increase student commitment to the institution and to the department. The SAAC feels strongly that students who connect early and frequently--in a substantive way--with their academic department will feel a greater sense of self-efficacy and inclusion, i.e., a sense of community within their academic discipline.
- Addresses the needs of the diverse constituency of current and future students.

Attached to this memo is a pilot questionnaire. Completing this questionnaire will help to ascertain the advising activities current and needed in your department, and also help us to better refine the questionnaire for use later with other departments. As you take the time to answer the questionnaire, please keep the above aspects of successful advising in mind and mention any additional factors (in the "other" categories at various points in the questionnaire) that you see as central to a successful advising system for your students.

Individuals from the SAIT will serve as consultants to each department. Your consultants will be:  

Maureen O'Connor, 5-4728, maureen@sba.pdx.edu  
Devorah Lieberman, 5-5642, lieberman@pdx.edu  

They will be contacting you shortly to answer questions or to assist you in filling out this questionnaire. Please complete the questionnaire by Friday, November 30th.
2001 Library Committee Report

1. The committee recognizes that the PSU Library has undergone significant revision and changes. These changes are ongoing and therefore make it difficult to assess improvement but efforts are being made to address material utilization which was described as an area of potential concern in the report from the 2000 Faculty Library Advisory Committee. The 2002 Library Committee should revisit this to examine how the changes in the library have affected service by repeating the comprehensive survey of the faculty.

2. The committee believes that it is an important function for the Library Committee to provide an independent evaluation the performance of the PSU Library. The services provided by the library are critical to the missions of the University but are difficult to evaluate relative to other units on campus. Therefore, the 2001 Library Committee recommends that the Library Committee continue to periodically survey faculty regarding the perceived performance of the library and to benchmark the PSU Library to other similar university libraries serving similar communities. These studies do have some costs for duplication and access to benchmark data. It is recommended that a modest budget be provided for these costs so that the Committee can conduct these independent evaluations.

3. The Library Committee is a calendar year committee but most university committees are academic year committees. The Library Committee was based on a calendar year so as to be compatible with budget cycle considerations. The Library Committee recommends that the Faculty Senate consider changing to an academic year schedule so that it is more compatible with other faculty schedules.

Tim Anderson, ETM
2001 Library Committee Chair
DATE: November 12, 2001

MEMO TO: Faculty Senate

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

RE: Annual Report

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

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

1. Minor changes in BS/BA in Biology among the various options; rationale reflects change in faculty, consolidation of curricular offerings, and new developments in the field of biology and technology which allows for students to pursue more focused academic plan of study, adding 1 credit hours.

2. Minor changes in the Minor in Biology among the various options; rationale reflects change in faculty, consolidation of curricular offerings, and new developments in the field of biology and technology which allows for students to pursue more focused academic plan of study, no change in credit hours.

3. Minor changes in BS/BA in Chemistry with an increase in 1 credit hour for required courses and a decrease in 1 credit hour for the elective courses.

4. Minor change in BS/BA in Environmental Studies that creates three distinct laboratory courses to cover the appropriate field and laboratory experiences.

5. Minor changes in BS/BA in Geology resulting in course reorganization because of faculty expertise, organizing courses by systems, and adding new technological advancements, 1 extra credit hour required.

6. Minor changes in the Minor in Geology resulting in course reorganization because of faculty expertise, organizing courses by systems, and adding new technological advancements, 1 extra credit hour required.

7. Minor changes in BS in Physics; substitution of one math course for another because of different career orientation of its majors.

8. Change in BS/BA in Health Education to BS/BA in Health Studies; rationale reflects change in School faculty, consolidation of curricular offerings, and changes in the study of human health; allows for students to pursue more focused academic plan of study.
Oregon University System

November 20, 2001

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

Dear Ms. Andrews-Collier:

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

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

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

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

Sincerely,

Joseph W. Cox
Chancellor

cc: Members, Board of Higher Education Institution Presidents