1-2-2003

Faculty Senate Monthly Packet January 2003

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 January 6, 2003, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
*B. Approval of the Minutes of the December 2, 2002, Meeting

C. Announcements and Communications from the Floor
   President’s Report
   Chancellor’s Report

D. Unfinished Business
   *1. Proposed Amendment to the Constitution, Art. IV, m)
   *2. Vision, Values and Priorities Recommendations

E. New Business
   *1. Graduate Council Course and Program Proposals – Koch
   *2. Curriculum Committee Course and Program Proposals – Elteto

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

G. Reports from Officers of the Administration and Committees
   Provost’s Report
   1. Library Committee Progress Report – Walton and Pfingsten
   *2. IFS Meeting of Dec 5-6 - Burns
   *3. President’s Initiative Timelines - Lieberman

H. Adjournment

*The following documents are included with this mailing:
B. Minutes of the December 2, 2002 Meeting
D1 Constitutional Amendment, Art. IV., m)
D2 Vision, Values and Priorities Recommendations
E1 Graduate Council Course and Program Proposals
E2 Curriculum Committee Course and Program Proposals
G6 Report of the IFS Meeting of Dec. 5-6, 2002
G7 President’s Initiatives Timelines

Secretary to the Faculty
andrewscolliers@pdx.edu • 341CH • (503) 725-4416/Fax5-4499
2002-03 Roster: FACULTY SENATE

**** '02-03 SENATE STEERING CMTTEE. ****
Presiding Office: S. Gelmon
Presiding Officer Pro tem: C. Shinn
Steering Committee: J. Rueter, P. Wetzel, C. Wollner & Jian Wang (Comm on Comm Chair) Ex officio

****** '02-03 PSU FACULTY SENATE ***

All Others
Franz, Sandra HS 2003
Glanville, Kimberly IASC 2003
Hagge, Tim CAPS 2003
Ketcheson, Kathi OIRP 2004
Thompson, Dee COMP 2004
Gregory, Mark IASC 2005
Barham, Mary Ann CAPS 2005
Collie, Samuel FA 2005
Collins, Mary Beth OMB 2005
Wanjala, John

Business Administration
Cabelly, Alan SBA 2003
Philbrick Donna SBA 2003
Pfeiffer, William SBA 2004
*Raffo, David (for Bizjak) SBA 2004
Andres, Hayward SBA 2005
Brown, Darrell SBA 2005
Kretovich, Duncan SBA 2005

Education
Chenoweth, Thomas ED 2003
Falco, Ruth SPED 2003
Cress, Christine ED 2004
O'Connor, Sorca ED 2004
Temple, Jacqueline ED/CI 2004
Allen, Janine ED 2005
Carr, Carolyn EPFA 2005
Caskey, Micki ED/CI 2005

Engineering and Computer Science
Daasch, W Robert ECE 2003
Lall, Kent CE 2003
Casperson, Lee ECE 2004
Hall, Douglas ECE 2004
Brown, Cynthia CMPS 2005
Morris, James ECE 2005
Spokek, Craig ME 2005

Extended Studies
*Harmon, Steven (for Feeney) XS-SS 2003
Robinson, Rebecca XS-IS 2004
Corman, Patricia XS 2005

Fine and Performing Arts
Foosque, Walton ART 2003
Knights, Clive ARCH 2004
Kristof, Jane ART 2004
Agre-Kippenhan, Susan ART 2005
Wattenberg, Richard TA 2005

Liberal Arts and Sciences
Ames, Kenneth ANTH 2003
Bleiler, Steven MTH 2003
*Brower, Barbara (for Gilbert) GEOG 2003
*Fischer, William (for Holloway) FLL 2003
*Haaken, Janice (for Reece) PSY 2003
*Hillman, Stan (for Adajian) BIO 2003
*Luckett, Tom (for Bjork) HST 2003
Mercer, Lorraine ENG 2003
Palminter, Jeanette MTH 2003
Rosengrant, Sandra FLL 2003
Rueter, John BIO 2003
Shusterman, Gwen CHEM 2003
Agorsah, E. Kofi BST 2004
Arante, Jacqueline ENG 2004
* (for Biolsi)
Burns, Scott GEO 2004
*Weasel, Lisa (for Greco) BIO 2004
*Jacob, Greg (for Millner) ENG 2004
*Rhee, Ma-Ji (for Perrin) FLL 2004
*Reder, Stephen (for Liebman) LING 2004
Wetzel, Patricia FLL 2004
St. John, Primus ENG 2004
Butler, Virginia ANTH 2005
Farr, Grant SOC 2005
Hickey, Martha FLL 2005
Johnson, David HST 2005
King, Mary ECON 2005
Liebman, Robert SOC 2005
Mandaville, Jon (for K.Brown) HST 2005
Miller-Jones, Dalton SOC 2005
O'Halloran, Joyce MTH 2005
Walton, Linda HST 2005

Library
Wang, Jian LIB 2003
* Hendricks, Arthur (for Hixson) LIB 2004
Peigahi, Hamid LIB 2005

Other Instructional
* (for Labissière) UNST 2003
Wollner, Craig IMS 2004
*Dillon, Grace (for Balshem) UNST 2005
Wheeler, Lawrence HON 2005

Social Work
Hunter, Richard SSW 2003
Talbott, Maria SSW 2003
Lehman, Constance SSW 2004
Nissen, Laura SSW 2004
*Jivanjee, Pauline (for Friesen) SSW 2005
Nash, James SSW 2005

Urban and Public Affairs
Brodowicz, Gary PHE 2003
Shinn, Craig PA 2003
Gelmon, Sherrill PA 2004
Jolin, Annette JUST 2004
Gelles, Erna PA 2005
Seltzer, Ethan IMS 2005
*Prince, Tracy (for Michael) UPA 2005

Interim appointments indicated with an asterisk
December 12, 2002
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 2, 2002
Presiding Officer: Sherril Gelmon
Secretary: Sarah E. Andrews-Collier


Alternates Present: Ott for Mandaville, Cotrell for Talbott.


Ex-officio Members

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The minutes of the PSU Faculty Senate Meeting of November 4, 2002, were approved with the following corrections, received prior to the meeting:

- Members Present: Grace Dillon was present on November 4, 2002.
- Alternates Present: Spelling corrected for AO alternate “Gough.”
- Page 15, para. 1, after PALMITER: strike “supported passage at the meeting” and replace with “supported delaying the vote.”
- E.4., Para. 5, line 2-3, strike through: “…when referring to persons accused of crimes which involve no injury or loss of life.”

DAASCH asked if the motion just mentioned was publicly circulated without the correction. GELMON stated that Mary King circulated the correct version, and a copy of what she circulated will be provided to Senators via the listserv.
CLAS and OI Caucuses were reminded that they are underrepresented on the Committee on Committees, as they have not selected representatives to replace Tableman and Labissière, respectively.

Senators were reminded to submit the name of his/her alternate.

Senators were reminded of the schedule for submitting proposals for Senate Agenda items, which is before the Senate Steering Committee meeting, the second Monday of the month during the academic year (see PSU Faculty Governance Guide, page 13, for dates).

RHODES, at the conclusion of the Senate meeting, was recognized by the Presiding Officer to review for Senators the state regulations regarding public meetings as they apply to the Faculty Senate and university committees.

Additions/changes to today’s Agenda:

D. Unfinished Business:
- Added: “D.3. Report from Mary King regarding the dissemination of her motion since the November 4, 2002, Faculty Senate Meeting”

G. Reports:

President’s Report

BERNSTINE noted that at two meetings he recently attended, the annual Campus Compact meeting in Providence and NASULGC in Chicago, PSU was a topic of conversation.

BERNSTINE stated, the likelihood that the January special ballot measure will not be approved has occasioned the administration to discuss the need for serious budget cuts in the near future. Excom is contemplating a recommendation to the Council of Academic Deans that notice of non-renewal be sent on a campus-wide basis to all fixed-term unclassified employees not on multiple year contracts. They understand the seriousness of this action, and have been working hard to minimize the budget crisis as much as possible, and continue what would be our normal trajectory.

BERNSTINE yielded to Devorah Lieberman, for her report on the President’s Diversity Initiative. LIEBERMAN noted that Dr. Yvette Webber-Davis from OUS visited the campus last week, and indicated she observed substantial positive improvement from her first visit with us four years ago. LIEBERMAN also noted
that Senators should contact her if they are interested in service on the Diversity Action Council or its sub-committees. LIEBERMAN reviewed work on the four goals in the Diversity Action Plan ("C").

CRESS asked if the Diversity Action Council would look at the impact on diversity of the new entering GPA, with respect to getting in and staying in PSU. LIEBERMAN stated she would bring this concern back to the Council, and yielded to Kofi Agorsah, Co-chair of the Diversity Action Council. AGORSAH stated that one of the sub-committees would be looking at this issue. TETREAULT stated that the proposal to increase the GPA for admissions would go to the Academic Council this month and to the Board next month.

RUTER asked, regarding goal #2, how are the proportions determined for increases in underrepresented groups. LIEBERMAN stated that regional population in the Pacific Northwest determines proportions. ALLEN noted that historically underrepresented groups don’t match regional demographics in the lower age ranges.

LIEBERMAN noted that among other things, concerns about certain classroom incidents in recent months, has prompted the CAE to establish a Faculty in Residence for Diversity. Announcements for this position are available at the door.

D. UNFINISHED BUSINESS

1. Amendment to the Constitution, Art., IV., m)

GELMON noted that the Advisory Council has not responded to the Secretary, as specified in the Constitution, and asked if there was a member present who could comment.

KETCHESON stated that the Advisory Council discussed the amendment. They felt that the committee should be reconstituted, but that it retain its current name, and that it follow the model that the Budget Committee currently follows, wherein members of the administration involved with planning issues work with the chair to bring issues to the committee for consideration. They felt that one reason it was unsuccessful in the last few years was that there was nothing to do; now there is a planning initiative underway. Additionally, they propose moving part #4. to first place.

ANDREWS-COLLIER noted that debate and voting on the item is not in order, until the Advisory Council replies to the Senate according to their charge in PSU Faculty Constitution Article VIII. Amendments.

BLEILER/REDER moved to table the item.

THE MOTION PASSED by unanimous voice vote.
2. Vision, Values and Priorities Recommendations

BURNS reported for the Ad Hoc Committee after the Provost’s Report, with a proposal for a motion and proposed changes to the statement (attached).

BURNS/CCRESS MOVED THE SENATE ADOPT the Vision and Values statement as presented to the Faculty Senate by Provost Tetreault on November 4, 2002.

THE MOTION TO ADOPT THE VISION AND VALUES STATEMENT PASSED by unanimous voice vote.

BLEILER/REDER MOVED the committee’s proposals for changes in “Institutional Priorities” be treated item by item.

THE MOTION TO DIVIDE PASSED by unanimous voice vote.

Note: recorded transcript resumes here.

BURNS/AMES MOVED THE SENATE APPROVE Priority #1 with the addition specified by the committee and the addition of “among other actions” between “adding by” and “achieving.”

THE MOTION TO APPROVE PRIORITY #1 etc. PASSED BY UNANIMOUS VOICE VOTE.

BURNS/BLEILER MOVED THE SENATE APPROVE Priority #2 with the replacement specified by the committee and the addition of “such that the proportion of tenure track faculty is increased.”

KING stated that the current balance of tenure-line versus fixed-term faculty is in question so we need to be more specific about the growth we want. TETREAULT stated that the committee notes we have lost the appropriate balance, but perhaps that is not clear in the language. ARANTE stated regarding Priority #1 and #2, these are issues subject to negotiation, and ________

WETZEL proposed that the word “ensure” be replaced with “pursue” to help articulate intention. LEHMAN stated she agreed. TETREAULT stated that the committee recently proposed replacing “ensure a balanced” with “Balancing the” relationship. DAASCH stated ______. FALCO stated ______. RUETER stated ______ and that what he wants to see is more tenure-line faculty. BLEILER asked if it would be clearer if “enrollment growth” were replaced with “enrollments.”
FI SCHER stated he didn't see the relationship of enrollment growth and increasing the percentage of tenure-line faculty. Even if enrollment weren't growing, tenure lines should be appropriate to the vision of the university.

CARTER stated that a reasonable interpretation of the term “balance” is 50%, but that is not a reasonable goal. We need to replace ensure with “define and pursue a reasonable balance.”

TOULAN stated that the balance should be between the number of tenure track faculty we hire and the number of students we enroll. TETREAULT agreed.

LUCKETT asked if breaking Priority #2 into 2 priorities would clear up the confusion.

KING reiterated that we need a clear statement that tenure lines need to be increased, for example, by adding, “such that the proportion of tenure related faculty be increased.”

THE MOTION TO APPROVE PRIORITY #2 etc. PASSED by majority voice vote.

BURNS/C.BROWN MOVED THE SENATE APPROVE Priority #3 with the substitution specified by friendly amendment of Wattenberg.

BROWER asked if there is enough interest in markers to include them here. AGRE-KIP PENHAN noted that the markers issue is homeless, in part because the University Planning Council is not functioning. WETZEL noted that when Academic Requirements worked on the issue, there was lots of response to the markers on campus and not as much off campus. RHODES agreed that reconstituting the UPC would help in this area, and the issue is still emerging in the Assessment Initiative.

WATTENBERG suggested the language be replaced with “Develop, adopt and implement the markers for baccalaureate graduates.”

RUETER called for a quorum. A quorum was present by one vote.

THE MOTION TO APPROVE Priority #3 etc. PASSED by majority voice vote.

BURNS/ MOVED THE SENATE ADOPT the priorities, except #2, which was introduced today.

ROSENGRANT stated she would prefer to adopt the entire package in one vote.

BLEILER/ROSENGRANT MOVED TO TABLE the item.
THE MOTION TO TABLE PASSED by 30 in favor, 18 against.

BURNS concluded the report by reviewing the committee comments under item #4). Item c) was from a department engaged primarily in undergraduate education.

3. Report from Mary King regarding the dissemination of her motion since the November 4, 2002, Faculty Senate Meeting

KING stated that very little has happened. It was forwarded to ASPSU with a request for endorsement, and they are still discussing it. It was forwarded to the Mayor and city commissioners. It was forwarded to the press, and has seen some response in the Vanguard and the Willamette Week, but no response from the Oregonian or the Tribune.

DAASCH asked if the text that was distributed was correct. KING stated it was, to the best of her knowledge.

E. NEW BUSINESS

None

F. QUESTION PERIOD

1. Question for Administrators

None.

2. Questions From The Floor For The Chair.

DAASCH asked, regarding Mary King’s resolution, what is the procedure regarding dissemination of Senate minutes. GELMON noted that minutes are distributed to Senators in their mailing packet for the following meeting and they are not adopted until such time as the Senate approves them. ANDREWS-COLLIER noted that minutes are sent for duplication on the second Thursday after a Senate meeting and are put in campus mail on the second Monday after a Senate meeting. The minutes were requested by Willamette Week, and they are public record. After appropriate consultation the minutes were forwarded to Willamette Week at about the same time as they were sent for duplication.

DAASCH stated he had no objections to someone sitting in the hall taking notes, but asked if Senate minutes are the property of the Senate at least until they are approved. GELMON asked the Provost or the President to respond if they could. BERNSTINE stated that once a document is prepared, draft or otherwise, it is public and subject to being used by the press.
ARANTE asked, given that pay, promotion & tenure committees have been struggling with Article 18 of the collective bargaining agreement, and given that the 1996 P&T Guidelines are found wanting regarding their application for fixed-term faculty, and given that they have other inadequacies as well, if the Senate can charge the University Planning Council or an ad hoc committee with revising the Promotion & Tenure Guidelines.

GELMON stated the Steering Committee would discuss this question at their next meeting, including consulting with each party, and return their findings to the January Senate meeting.

FISCHER asked if a proposed resolution could be considered for the January agenda. Copies are available at the door. GELMON noted the Steering Committee will review the proposal, and instructed Fisher to post the proposed resolution on the Senate listserv and take any feedback on the proposal that Senators would like to give.

G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Provost’s Report

TETREAULT reported on the deliberations of the Senior Enrollment Management Team (see attached overheads). She noted these projections represent changes in the institution and need discussion.

Note: there is no recorded transcript from here.

SCHUSTERMAN

WETZEL asked if our relationship is changing to the community colleges? RHODES

DAASCH asked for a clarification on the number of graduate students listed. KETCHESON stated that it includes non-admitted graduate students. DAASCH noted that there is a correlation between retention and selective admissions. KETCHESON

NISSEN asked what is to be the role of on-line curriculum. TETREAULT noted this is under discussion. GELLES asked if adjunct faculty are compensated better at the community colleges. Responses from the floor indicated that they are in general.

GREGORY asked, regarding historical changes in enrollments, does the enrollment projection take into account market, economic, etc. forces. TETREAULT noted that it does not at present.
1. Faculty Development Committee Semi-annual Report

KETCHESON presented the report. The RFP went out November 15 and is due on January 17. Two workshops will be held on how to prepare the budgets, and dates will be available on the OGSR web page. The form has been revised in PDF format and will do the calculations necessary.

The committee notes there is some perception that this grant program favors proposals that are research and/or science oriented and wants to dispel that notion and encourage proposals from across campus.

The travel subcommittee is responsible for awards totaling $40,000, or approximately $10,000 per term. In Fall 2002, 32 applications requested $24,078. and $11,809. was appropriated.

KING asked why course releases and computers are excluded from proposals. KETCHESON stated yes, unless there is really good justification. Hardware is not perceived as central to professional development, and that with respect to release time, requests for summer release time are the problem.

JACOB asked, regarding faculty vitality grants, how are we defining vitality. KETCHESON stated that her committee is not responsible for that program. TETREAULT stated it has to do with faculty feeling energized around their work. AGRE-KIPPENHAN stated that the focus of for faculty time spent where they want to spend it.

The Presiding Officer accepted the report for Senate.

2. Report on the Shared Governance Conference

BRODOWICZ presented the report and an announcement (attached).

H. ADJOURNMENT

The meeting was adjourned at 5:02 p.m.
• Implement targeted recruitment plans for underserved populations.

• Implement a plan to increase enrollment of high-achieving students.

• Develop strategies to provide access to adults seeking life-long learning opportunities.

• Develop new programs or support for students transferring from community college.

• Develop strategies to achieve undergraduate retention and graduation rates above the mean of our peer institutions.

• Develop and support recruitment and retention strategies in graduate programs.

• Increase graduate education support infrastructure, including library, facilities, faculty, and stipends.

Attract and retain a student body that is excellent and diverse.

• Increase total end-of-term headcount enrollment to 35,000 by 2012.

• Enroll approximately two-thirds undergraduate (23,000) and one-third graduate students (12,000).

• Increase percentage of international students to 7% of total enrollment.

• For undergraduates, enroll 65% Oregon residents (14,950), 35% non-residents (8,050).

• Enroll a freshman class of 3,500 students.

• Enroll 5,000 students in PSU courses on community college campuses.

• Recruit and retain graduate students to achieve a mix of 8,300 masters, 3,000 post-baccalaureate, and 700 doctoral students.

• Achieve a ranking in at least 12 graduate areas among the top 50 percent of similar programs, or by other means of achieving distinction.

• Implement a plan to have a diverse student population with percentages reflective of at least a group's representation in the metropolitan area.
### Fall 2002 Enrollment Summary

#### Fall 4th Week 2002 Enrollment

21,841

(Includes Continuing Education)

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>11,924</td>
<td>54.6%</td>
</tr>
<tr>
<td>Part Time</td>
<td>9,917</td>
<td>45.4%</td>
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<tr>
<td>Undergraduate</td>
<td>15,808</td>
<td>72.4%</td>
</tr>
<tr>
<td>Graduate</td>
<td>6,033</td>
<td>27.6%</td>
</tr>
<tr>
<td>Resident</td>
<td>18,465</td>
<td>84.5%</td>
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<tr>
<td>Non-Resident</td>
<td>3,376</td>
<td>15.5%</td>
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#### Ethnic Origin

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<tr>
<th>Ethnic Group</th>
<th>Total</th>
<th>Percentage</th>
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<tr>
<td>White</td>
<td>14,512</td>
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<tr>
<td>Unknown</td>
<td>2,264</td>
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<tr>
<td>Asian</td>
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<tr>
<td>African American</td>
<td>587</td>
<td>2.7%</td>
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<tr>
<td>Hispanic</td>
<td>834</td>
<td>3.8%</td>
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<tr>
<td>Native American</td>
<td>257</td>
<td>1.2%</td>
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<tr>
<td>Multiple Ethnicity</td>
<td>214</td>
<td>1.0%</td>
</tr>
<tr>
<td>International Students</td>
<td>1,201</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

### Fall 2002 4th Week Compared to 2012 Goals

#### Total Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>21,841</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>35,000</td>
</tr>
</tbody>
</table>

#### Undergraduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>15,808 72.4%</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>23,000 65.7%</td>
</tr>
</tbody>
</table>

#### Graduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>6,033 27.6%</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>12,000 34.3%</td>
</tr>
</tbody>
</table>

#### International Students

<table>
<thead>
<tr>
<th>Year</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>1,201 5.5%</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>2,450 7.0%</td>
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#### Resident Undergraduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident Undergraduate</th>
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</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>13,600 86.0%</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>14,950 65.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2002</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Non-Resident Undergraduates</td>
<td>2,208</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>14.0%</td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
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<tr>
<td>Fall 2002</td>
<td>2,491</td>
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<tr>
<td>2012 Goal</td>
<td>3,500</td>
</tr>
<tr>
<td>Master's</td>
<td></td>
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<tr>
<td>Fall 2002</td>
<td>3,436</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>56.9%</td>
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<tr>
<td>Post-Bacc</td>
<td></td>
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<tr>
<td>Fall 2002</td>
<td>636</td>
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<tr>
<td>2012 Goal</td>
<td>10.5%</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
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<tr>
<td>Fall 2002</td>
<td>415</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Metro Area Population Estimates
(In thousands)
EOT Enrollment - Main Campus

Source: PSU OIRP Statistical Portrait 2001-02, pp. 53
AAUP/PSU Faculty Senate Shared Governance Conference (November 15)

Jane Buck—President of the National AAUP—gave the keynote address, entitled, “Can Shared Governance Be Saved?” She was introduced by Jennifer Ruth, who provided an enlightening overview of a conference she attended in Atlanta on shared governance. This was followed by Dr. Buck’s address, which included a session of questions from the audience.

After a 15-minute break, Gerry Sussman moderated a panel discussion. The panel consisted of Provost Tetreault, Professors Charles Heying, Sherril Gelmon, and Duncan Carter. The panel responded to audience questions about tenure, faculty governance, state support of higher education, and the role of fixed-term faculty. For much of the two-and-a-half-hour conference, there were about 50 individuals in attendance.

An event such as this could serve as a springboard for future discussions about shared governance on this campus, including the respective roles that the PSU Faculty Senate and PSU-AAUP play in determining the extent to which faculty are involved in planning PSU’s future.

Sherril Gelmon and the PSU-AAUP office (Julie Schmid and Susan Cerasin) should also be commended for their hard work in organizing this important event.

Speaking of the PSU-AAUP office...

Many of you know that our PSU-AAUP Chapter Coordinator, Julie Schmid, will be leaving PSU for a position with the National AAUP in mid-January. Although we are proud of her for successfully landing an opportunity to be an advocate for higher education faculty on a much larger scale, we are also saddened by her seemingly premature departure from this campus. She has done a lot for us during her short stay with us.

There is little we can do to adequately show our appreciation to Julie for her work in the short time she’s been here. Sherril and Provost Tetreault agreed that PSU Faculty Senate recognition was appropriate, so immediately after this meeting we will be raising wine glasses as we extend our best wishes to Julie. Please join me in thanking Julie for her work on behalf of the PSU Faculty through the PSU-AAUP.
Proposed Amendment to the Constitution
Of the PSU Faculty
(underlined text added, deleted text struck out, italics text moved)

Article IV., m) University Planning Council. Educational Policy Committee. The University Planning Council Educational Policy Committee shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council Committee shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council Committee. The chairperson (or a designated member) shall serve on the Budget Committee.

The Council Committee shall:

1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.

2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.

3) Receive and consider proposals from appropriate administrative officers or faculty committees for 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.

4) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.

5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.

6) Form subcommittees as needed to carry out its work.

7) Report to the Faculty Senate at least once each term. [END]

Faculty Senate Meeting
November 4, 2002
AD HOC COMMITTEE ON VISION, VALUES AND PRIORITIES FOR PSU
(as amended in Faculty Senate, December 2, 2002)
Additions in italics, deletions lined-out, changes underlined.

1) Committee: Scott Burns (convenor), Alan Cabelly, Ethan Seltzer, Christine Cress and Cynthia Brown.

2) Motion: The Faculty Senate adopt the vision and values statement as presented to the Faculty Senate by Provost Tetreault on November 4, 2002.

3) Motion: The Faculty Senate adopt the Institutional Priorities (presented on November 4, 2002 by Provost Tetreault), except priority #2, with the following changes:

   a) Priority 1: “Continue to address issues of faculty compensation and rewards”. Possibly strengthen this by adding “by among other actions achieving parity with our comparator institutions”.

   b) Priority 2: “Ensure a balanced relationship between enrollment growth and tenure-track positions”. Strengthen to Replace with: “support aggressive hiring of tenure track faculty commensurate with enrollments-enrollment growth” such that the proportion of tenure track faculty in increased.

   c) Priority 3: “Implement a plan to ensure the markers of our baccalaureate graduates”. Maybe, “Implement a plan to develop the markers of our baccalaureate graduates and adopt such a plan”. Replace with: Develop, adapt and implement the markers for baccalaureate graduates.

   d) Priority 4: “Increase revenue from research and sponsored projects to a total of $50 million/year by 2007.”

4) Future: The “Vision, Values and Priorities” statement says nothing about strategy and priorities. Two questions:

   a) What is our strategy for using the vision, values and priorities? What are we going to do and what are we not going to do? Will the faculty senate be involved?

   b) When will the priority setting step begin and will the faculty senate be involved in setting those priorities?

   c) Consequences of shift in focus to graduate education and research from departments involved mainly in undergraduate education. Will these programs lose or be denied additional resources to cope with expanding undergraduate enrollments?
December 9, 2002

MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re: Recommended for approval by the Faculty Senate:

The Graduate Council submits the following program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses are on the attached listing.

College of Liberal Arts and Sciences

Changes to existing programs

MA Anthropology – addition of a non-thesis option. The Anthropology faculty seek to add a non-thesis option to the MA program. The non-thesis track is designed “to prepare students for professional employment related to applied anthropology.” Students in this track would complete an internship, an internship paper and 8 additional hours of course work, in place of a thesis.

New Courses and changes to existing courses

SOC 430/530 Hate Crimes, 4cr - new course
SOC 441/541 Population and Society, 4cr - new course
SOC 460/560 Youth Subcultures, 4cr - new course

College of Engineering and Computer Science

New Courses

ECE 559 Genetic Algorithms, 4cr - new course

School of Fine and Performing Arts

New Programs

MA Art History – Noting that among the top 25 most populous cities in the nation, Portland is the only one without graduate level degree program in art history, The Art Department proposes such a program. Requiring a minimum of 48 credit hours of course work including a thesis requiring an original contribution to the field of Art History. A detailed summary of the proposed program is attached.
New Courses and changes to existing courses

Art History

ARH 500 Art History Methods and Practice Seminar, 4cr – new course
Proposal for a Masters Degree in Art History at Portland State University

Summary

Context: The last decade has witnessed a burgeoning interest in the visual arts across the United States. In our region, this enthusiasm is reflected in the expansion of the Portland Art Museum (2000) and the rapid increase of its collections; new construction such as the Bellevue Art Museum (2001), Museum of Glass/International Center for Contemporary Art (Tacoma, 2002), and Tacoma Art Museum (2003); and additions to the Schneider Museum of Art at Southern Oregon University in Ashland (1997) and the University of Oregon Museum of Art (2003). Commercial galleries in Portland have grown in number and in the influence they exert on the community; indeed, according to the Oregon Arts Commission, 25% of the 396 art galleries and museums in the state are located in Portland. Supporting this growth is an economic force that includes substantial and committed patronage for the arts.

Need: Despite these developments, there has been no comparable expansion of the educational opportunities in art history for residents of the area. Between the University of Washington, Seattle and the University of Oregon in Eugene, there is no institution that offers a graduate degree in this field. In fact, among the top twenty-five most populous cities in the U.S., Portland is the only one without a graduate program in art history. For training as future art historians, arts administrators, museum professionals, and critics who will staff the region's arts institutions, or for the personal enrichment that comes from higher education and life-long learning, Oregonians have limited options. The increasing vigor of the cultural scene challenges PSU to fulfill its stated promise to “let knowledge serve the city.” To this end, the art historians in the Department of Art, with the support of the Dean of the School of Fine and Performing Arts, propose a Master of Arts program in art history.

Potential Student Body: The program is conceived to serve students in the immediate area who cannot or do not wish to travel or relocate for advanced study in art history. Potential students may include those who wish to prepare for or advance in administrative or curatorial positions in museums, galleries, corporate collections, or state agencies, as well as those aspiring to become freelance writers or critics. Already educated and degree-holding individuals may seek a greater variety of upper-division courses in art history. Such students, not bound for the Ph.D. but still wishing to enhance their understanding of art, would profit from an M.A. program offered in the Portland metropolitan area.

Community Support: Data collected from educators and cultural leaders in the community and from potential students indicate strong support for the plan. Faculty at Lewis and Clark College, Pacific Northwest College of Art, and Portland Community College have submitted supporting letters, as have the director of the Oregon Council for the Humanities and owners of commercial galleries in Portland. The Portland Art Museum (PAM) director and board of trustees unanimously endorse the concept of an M.A. program in art history at an institution of higher learning just blocks from the museum. Curators at PAM, the Portland Institute for Contemporary Art, and the Maryhill Museum of Art join in this support. In letters and surveys, more than twenty individuals have expressed immediate interest in applying to the program should it gain formal approval; ten indicate possible interest in the future.

Curriculum: The program will offer students a thorough grounding in the history and theories of the visual arts, as well as in techniques of interpretation and research methods. Seminars will address the discipline of art history critically by means of recent developments in such fields as feminism and gender studies, postcolonial theory, communication theory, and socio-political critiques. Students will thus be exposed to a selection of strategies for research and analysis, and encouraged to formulate approaches to art history based upon a mature awareness of the various possibilities open to them. Because art history has increasingly embraced interdisciplinary approaches, students will also be
encouraged to take courses in such departments as Anthropology, English, History, Music, Philosophy, and Women's Studies. Within the program, subspecialties may eventually include the history of prints and/or the book, Islamic art, or Native-American art, as well as all our present specialties: Medieval, Italian Renaissance, Baroque, nineteenth-century, modern, American, Asian art, and Women in the Visual Arts.

Requirements: The course work, thesis, comprehensive exam, and language requirements of the proposed program are described below. Two sample curricula, one for a student specializing in medieval art, one in Women in the Visual Arts, are appended to this summary.

1) A minimum of 48 credits, at least 36 of which must be taken within the art department. These will include:

- A methodology seminar taken during the first year, ArH 500 Art History Methods and Practice Seminar 4 cr. hrs.
- At least one course taken in three of the following four areas: Ancient/Medieval; Renaissance/Baroque; 18th-20th century European and American art; Native-American, Asian, or another non-Western art; 12 cr. hrs.
- At least 8 credit hours of guided thesis research that will yield a scholarly, original contribution to the field of art history, ArH 503 Thesis; 8 cr. hrs.
- At least 2 credit hours of internship/practicum, ArH 504; 2 cr. hrs.
- At least 10 credit hours of graduate-level electives taken within the department 10 cr. hrs.
- Graduate-level electives taken within or outside the department, selected in consultation with the adviser; these might include courses in anthropology, history, literature, philosophy, or a myriad of other possibilities. 12 cr. hrs.

Total 48 cr. hrs.

Because our course offerings are already numerous, we will in fact be adding only two new courses, the methods class (ArH 500) and thesis (ArH 503), to create the M.A. program. The menu of graduate-level course offerings will be enriched in the future.

2) All entering students must pass a comprehensive examination in the general history of art based on the introductory survey (ArH 204, 205, 206) during their first term; any deficiencies must be compensated for by course work recommended by the adviser within the student’s first year.

3) Language Requirement: All degree candidates must satisfy the university’s graduate foreign language requirement for M.A. students in the language most germane to their area of research. Depending on the student’s particular subspecialty, French, German, Chinese, Japanese, or another language as decided by the adviser may be appropriate. The graduate foreign language competency requirement can be met in one of several ways described in detail on pp. 53-54 in the Portland State University Bulletin.

Budget: The dean of FPA has agreed to launch an energetic fundraising campaign for the program should it be approved. Already, $50,000 is pledged from a private donor, which will more than cover the first two years of the program’s operation.
Course descriptions for proposed new courses

College of Liberal Arts and Sciences

Soc 430/530
Hate Crimes (4)
Hate crimes as a social issue. Central themes: the role that gender plays in the commission and awareness of hate crimes and the mainstreaming of bias crimes and the ideology behind them. Includes analysis of propaganda and coded language in the popular media and the Internet, analysis of the grass-roots response in the popular media and evaluation of their effectiveness. Prerequisite: Soc 200. [NEW]

Soc 441/541
Population and Society (4)
Survey and analysis of population dynamics (births, deaths, migration) and society. Examination of demographic concepts, theories, data and measurements, and research. Role of population processes on social life and public policies are highlighted, including population aging, economic development and the environment, urbanization, health and health care, race and ethnicity, and government/social/business planning. Prerequisite: Soc 200. [NEW]

Soc 460/560
Youth Subcultures (4)
Youth as crisis and in crisis. Focus on methodology, ethnomethodology, and field experience; students will create ethnographs. Examination of the science of semiotics to understand subcultural style as language. Prerequisite: Soc 200. [NEW]

College of Engineering and Computer Science

ECE 559
Genetic Algorithms (4)
Theory and applications of genetic algorithms. Study of the Schema and No Free Lunch theorems. Techniques for using genetic algorithms to solve multi-objective and NP-hard optimization problems from physical science, natural science, engineering and mathematical fields. Investigation of game theory problems, co-evolution problems, and constrained parameter optimization problems. Introduction to classifier systems. Survey of current technical literature in evolutionary computation. Prerequisite: CS 163. [NEW]

College of Fine and Performing Arts

ArH 500
Art History Methods and Practice Seminar (4)
Introduces major methodological approaches of art history as well as research tools necessary for later work on the master’s thesis. It is intended for new or recently entering graduate students in art history. [NEW]
Dec. 9, 2002

Memorandum

TO: Faculty Senate
FROM: Chair, University Curriculum Committee
RE: Proposed Program and Course Changes

I. The UCC has reviewed and approved the following proposals:

School of Fine and Performing Arts

- Art 115. Two Dimensional Design (4). [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION, DELETE SEQUENCE]
- Art 116. Color Theory (4) [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION, DELETE SEQUENCE]
- Art 117 Basic Design (3) [DELETE COURSE]
- Art 118. Introduction to Communication Design (4). [NEW]
- Art 120. Computer Graphics for Art and Design. [NEW]
- Art 131, 132. Introduction to Drawing I, II (4, 4). [CHANGE CREDIT HRS FROM 3, 3, 3 TO 4, 4, DESCRIPTION, DELETE 133]
- Art 224, 225. Communication Design Studio I, II (4, 4). [CHANGE TITLE, CREDIT HRS FROM 3, 3, 3 TO 4, 4, DESCRIPTION, PREREQUISITES, DELETE 226]
- Art 227, 228, 229. Computer Graphics II (3, 3, 3) [DELETE COURSES]
- Art 230. [CHANGE DESCRIPTION, PREREQUISITES, DELETION OF SEQUENCE]
- Art 254. Typography I (4). [NEW]
- Art 300. Digital Page Design. [NEW]
- Art 310. Digital Imaging and Illustration II (4). [NEW]
- Art 320, 321. Communication Design Studio III, IV (4, 4). [CHANGE TITLE, CREDIT HRS FROM 3, 3, 3 TO 4, 4, DESCRIPTION, PREREQUISITE, DELETE 322]
- Art 326, 327, 328. Computer Graphics II (3, 3, 3) [DELETE COURSES]
- Art 341, 342. Interactive Media I, II (4, 4). [NEW]
- Art 354. Typography II (4). [NEW]
- Art 391. Alternative Drawing II (4). [CHANGE NUMBER FROM 231, DESCRIPTION, PREREQUISITE]
- Art 440. Interactive Team (4). [NEW]
- Art 460. Digital Media Practicum (4). [NEW]
- Art 466, 467, 468. Graphic Design III (3, 3, 3) [DELETE COURSES]
• Art 469. Communication Design Internship (4). [CHANGE TITLE, DESCRIPTION, PREREQUISITES]
• Art 470. Communication Design Portfolio (4) [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION, PREREQUISITES]
• Art 471. Communication Design Seminar (4). [NEW]
• ArH 208. Introduction to Asian Art (4). [NEW]
• ArH 290. History of Modern Design (4). [CHANGE NUMBER FROM 490/590, DESCRIPTION, DELETE PREREQUISITES]

Program changes:
• Approved Art History curricular change. [change in requirements: at least one non-western art history class and the art history methodology seminar].

College of Liberal Arts and Sciences

• CFS 490. Sex and the Family. [NEW]
• Eng 304. Critical Theory and Cinema. [NEW]
• FR 303. Third-year French. [NEW]
• Phl 303. Critical Thinking. [CHANGE NUMBER FROM Phl 203 to Phl 303, DESCRIPTION, DELETE PREREQUISITES]
• Psy 362 Organizational Psychology. [NEW]

Program changes:
• Approved: Initiation of a new instructional program leading to the minor in Mathematics for Middle School Teachers.

II. Changes approved last year by UCC but not by Faculty Senate:
• Drop Mus 110
• New course: Mus 101-103- Basic Materials

The complete listing of proposals being recommended to the Faculty Senate for approval by the UCC is attached.
Art 118
Introduction to Communication Design (4)
Applies the fundamental design principles covered in Art 115 and 116 to typography and the visual language of communication design. Methods, strategies, and processes for thinking creatively and solving communication design problems are investigated. Projects address the formal concerns of communication design with an emphasis placed on typography as medium. Skillful use of materials and tools used in communication design. Prerequisites: Art 115, 116. [NEW]

Art 120
Computer Graphics for Art and Design (4)
Introduction to computer graphics as a technical and creative medium for art and design. Concurrent enrollment in lecture, lab, and studio is required. Lectures introduce concepts of vector and raster graphics, including digital type, image and device resolution, electronic color theory, file formats, and digital print technologies. Labs assist with fluency in computer graphics applications. Studios apply concepts and applications to creative projects. Prerequisites: Art 115, 116. [NEW]

Art 200
Digital Page Design I (4)
Studio course introducing concepts, applications, and projects in page composition, document design, and color pre-press. Text processing, typesetting, image capture, color correction, page layout, and pagination. Emphasis is placed on workflow and project management for production of documents in print and electronic media. Prerequisite: Art 120. [NEW]

Art 210
Digital Imaging and Illustration I (4)
Studio course in digital image creation with an emphasis on photo-illustration, vector illustration, and hybrid illustration techniques. Image capture, compositing, retouching, stylistic treatments, shading, typography, and simulated three-dimensional imagery. Workflow and production issues, including color pre-press and digital formats appropriate to multiple media. Prerequisite: Art 120. [NEW]

Art 254
Typography I (4)
First course in a sequence on typography. Builds on the principles introduced in Art 118. Projects focus on typography as medium and message. Typographic history, including the history of letterforms and the construction and use of grids. Design projects range from purely textual to problems that require the successful integration of typography and image. Conceptual solutions are emphasized. Prerequisites: Art 118, 120. [NEW]

Art 300
Digital Page Design II (4)
Studio course in print design with an emphasis on digital pre-press. Creative projects with an emphasis on typographic solutions are developed through all stages of design and production and completed in a press run. Industry standards for design and production practices are examined. Prerequisites: Art 200, 210. [NEW]
Art 310
Digital Imaging and Illustration II (4)
Studio course in advanced composition using photo-illustration, vector illustration, and
hybrid illustration techniques. Emphasis is placed on a conceptual approach to composition
and creative process exemplified in the content, style, and execution of illustration
projects. Prerequisite: Art 210. [NEW]

Art 341, 342
Interactive Media I, II (4, 4)
A two-term studio sequence in design for interactive media. Art 341: Interactive design
for the Web focusing on information architecture, navigation systems, and visual
interface. HTML markup and the use of visual design tools. Creation and optimization of
graphics in compressed formats. Experience with Web production workflow through
development of site projects. Topics include usability and the aesthetics of web media.
Prerequisites: Art 120, 210. Art 342: Interactive design enhanced through the
integration of animation, video, sound, and other media. Critical analysis of work in the
field establishes vocabulary and principles for effective design, usability, and
interactivity. Animation developed in vector, bitmap, and video formats. Technical
standards for delivery of audio, video, and animation. Prerequisite: Art 341. [NEW]

Art 354
Typography II (4)
The second course in a sequence on typography addressing more complex communication
problems. An emphasis is placed on developing strong conceptual solutions and integrating
text and image. Design, art and literary theory is introduced and applied to the problem-
solving process. Continued emphasis is placed on understanding design within a historical
context. Projects to include large, multiple page formats, such as books, editorial design
and annual reports. Prerequisites: Art 200, 254. [NEW]

Art 440
Interactive Team (4)
Interactive media design and development for internal and external community clients.
Design solutions are presented, critiqued, and revised based on initial and ongoing client
contact. Sites are developed, deployed, tested, and maintained on web servers. Team-based
design and development process is coordinated through project management practices.
Emphasis is placed on strategic and tactical design process, industry standards, usability
studies, business proposals, design documents, and other professional practices.
Prerequisites: Art 341, 342. [NEW]

Art 460
Digital Media Practicum (4)
Advanced topics in digital media are explored through individual research and design
projects implemented through a teaching assistantship for digital media courses. Projects
include, but are not limited to, the design and development of learning resources in a
variety of digital and online formats. Topics include: graphic design as applied to the
objectives of instructional design, information architecture and sequencing, and effective
instructional formats, such as interactive media, animation, and streaming video.
Prerequisite: senior standing, completion of at least one upper-division digital media
elective, and permission of instructor. [NEW]
Art 468
Contemporary Design Projects (4)
Required for all design majors in their senior year. Students pursue their own body of work with a focus on the development of independent mechanisms for generating design problems and solutions. Emphasis is placed on accessing independent modes of analysis. Students learn to clarify concepts and execution methods in a sustained and integrated body of work that demonstrates refinement of visual and verbal communication ideas. The role of theory and criticism is emphasized. Prerequisites: Art 321, 354. [NEW]

Art 471
Communication Design Seminar (4)
Concentrated visual exploration of current topics in contemporary design, such as cross-cultural communication or environmental graphic design. Topics are supported by investigation of theoretical and critical issues. Projects focus on demonstrating a nuanced and multi-faceted investigation of the topic. Prerequisites: Art 321, 354. Maximum 8 credits. [NEW]

ArH 208
Introduction to Asian Art (4)
Historical survey of the visual arts in Asia from prehistory to 1900. Selected works of painting, sculpture, architecture and ceramics from India, China, Japan, Korea, Southeast and Central Asia are studied in relation to the religions and cultures producing them. [NEW]

CFS 490
Sex and the Family (4)
Explores how responses to sexuality are influenced by family and other social systems including culture, gender, economics, and religion. Family systems theory will be used to evaluate family relationships. Prerequisite: junior standing. [NEW]

Eng 304
Critical Theory of Cinema (4)
Outlines the central elements of cinema criticism, including interpretive theories and approaches. Begins with an outline of critical approaches, including critical history. Moves to contemporary criticism, including feminist, structuralist, sociological, and psychoanalytic analyses. Includes discussion of film as a cultural commodity. [NEW]

Fr 303
Third-year French (4)
Development of speaking, listening, reading and writing skills and a review of grammar through study of appropriate texts, conversation, activities, and written assignments. Prerequisite: Fr 302. [NEW]

Psy 362
Organizational Psychology (4)
Overview of the scientific study of people in work settings, including work motivation, leadership, organizational change and development, group processes, work and family issues, stress, job attitudes, and occupational health psychology. Course contains a substantial component focused on applications such as community-based learning or class projects. [NEW]

Mus 101, 102, 103
Basic Materials of Music (4, 4, 4)
Basic course in the theory, structure, and literature of music, requiring no previous musical experience. Includes basic sight-singing, music reading and writing, score analysis and composition in a variety of musical styles. For non-majors and preparation for students for enrollment in Music Theory I. [NEW]