

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, May 5, 2008  
**Presiding Officer:** Richard Clucas  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Accetta, Agorsah, Ames, Angell, Arante, Baccar, Balshem, Barham, Bielavitz, Black, Blazak, Brodowicz, Burns, Chaille, Charman, Chrzanowska-Jeske, Clucas, Coleman, Collins, Devletian, Fallon, Farahmandpur, Farquhar, Farr, Feng, Flower, Fountain, Fritzsche, Gilliland, Hickey, Hines, Hook, Jacob, Jagodnik, Jhaj, Ketcheson, Kim, Korbek, Lafferrière, Livneh, Luther, Maier, Meinhold, Mercer, Mussey, Palmiter, Patton, Paynter, Perlmutter, Powers, Rectenwald, Reder, Reese, Rhee, Sheble, Squire, Stovall, Talbot, Thao, Thompson, Tolmach, Toppe, Watanabe, Wattenberg, Welnick, Wetzal, Wollner, Works, Zelick.

**Alternates Present:** Ruben for Caskey, Zelick for Bodegom, Kenreich for Brenner, Smith for Cress, Nishishiba for Gelmon, Pejcinovic for Morris, Teller for Wahab, Harris for Wallace,

**Members Absent:** Anderson-Nathe, Bleiler, Medovoi, D. Brown, K. Brown, Cotrell, Dickinson, Dill, Fuller, Garrison, Hansen, Hoffman, Jiao, Dav. Johnson, Kapoor, Khalil, Knights, Labissiere, LePore, Liebman, Magaldi, Messer, O'Connor, Padin, Ramiller, Ruth, Ryder, Sussman, Weingrad, Walton,

### **Ex-officio Members**

**Present:** Andrews-Collier, Carter, Cornett, Desrochers, Feyerherm, Fung, Gough, Gould, Gregory, Kaiser, Koch, Loney, Mack, Nelson, Ostlund, Reardon, Sestak, Smallman, Spalding.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE APRIL 7, 2008, MEETING**

The meeting was called to order at 15:08. The minutes were approved with the following corrections:

- Welnick and Livneh were present; Sestak was not present.
- The IFS Report was omitted from the meeting; the minutes are available at <http://darkwing.uoregon.edu/~ifs/ifs.html>

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

#### **Changes to the Day's Agenda**

Delete President's Report. Add Provosts Report

Correction: Item G-6 Teacher Education Committee Annual Report, page 2, new para. 2 line 3, insert after "content knowledge to teach,.." "*dual credit high school/community college*)"

### **Provost's Report**

KOCH reported that three PSU programs were approved at the April 3, 2008 OUS Provosts Council Meeting, PhD in MME and Master of Architecture, and Graduate Certificate in Public Management. They will be placed on the June Board agenda.

KOCH reported that for faculty enrolled in the Optional Retirement Plan, there would be an adjustment in the contributions. From December 2007 through April 2008, the contributions were too large; therefore a letter is forthcoming, explaining this and how the adjustment will be made.

KOCH reported that the Chancellor made significant comments relative to the revised revenue forecast at meetings held in conjunction with the OSBHE meeting on Friday. He noted that a portion of the budget associated with salaries will continue to be withheld by the legislature until at least after the May forecast, and budget reduction scenarios have been requested of the OUS campuses for 2008-09.

### **Nominations for Presiding Officer of the 2007-08 PSU Faculty Senate:**

WETZEL/FLOWER nominated Robert Mercer.

Hearing no other nominations, the Presiding Officer reminded that nominations will be closed at the June 2, 2008 Senate meeting, at which time elections will be conducted.

### **D. UNFINISHED BUSINESS**

None.

### **E. NEW BUSINESS**

#### **1. Curricular Proposals Consent Agenda – Ostlund and Gould**

REDER/WETZEL MOVED THE SENATE APPROVE "E.1. Consent Agenda with the exception of E.1.c.1. Proposal for the Minor in Secondary Education."

THE MOTION PASSED by unanimous voice vote.

GOULD/WETZEL MOVED THE SENATE APPROVE "E.1.c.1. Proposal for the Minor in Secondary Education."

MUSSEY noted she requested this item be excepted from the Consent Agenda because the program electives apparently recognizes racial and ethnic diversity but not other differences, for example, gender identity and sexual orientation.

MERCER stated that the main thrust of this minor, which is not required to enter a Secondary Education program, is around a few particular issues. Some of the goals of the minor are to try to strengthen the pre-service opportunities for students, and the primary motivation for the particular diversity electives included were mostly identified because as we see a changing demographic in Oregon students of struggling minority students. There are probably a lot of other things that could be part of this.

MUSSEY reiterated that particularly for students this age group, gender identity and confusion, and sexual orientation are important issues, for example, Portland has a notably visible urban Trans community. It would improve this program if courses such as Intro to Queer Studies were included as it would get people to look at the assumptions they have about who people are in terms of the sexual orientation and gender identity. It isn't clear that these issues are being represented here, for example, do courses cover differential treatment around boys and girls - where we enforce gender roles in educational settings. Teachers need to deal with a wide variety of differences, not just different communities.

GOULD stated that he totally agreed, but reminded that there are only 2 elective classes in the minor, and noted the Electives list also cites in closing, "Or advisor approved electives." He queried if this objection was sufficient to obstruct the proposal. MUSSEY stated it is important to list choices so that students will think about how diversity is being defined. MERCER queried if the senate could make an amendment to add some of these courses.

MUSSEY/BALSHEM MOVED TO AMEND THE MOTION, by adding to the Electives "WS 301 Gender & Critical Inquiry or WS 360 Introd. To Queer Studies.

THAO noted that there is no course in Asian-american studies. WETZEL queried if we have a course. MAIER noted that there is a Minorities course in the core listings.

THAO/SMITH MOVED TO AMEND THE MOTION, by adding a course in Asian-american studies is included.

CARTER reminded that this is a curricular matter and these items would have to be viewed as friendly amendments by the people who proposed this minor.

MERCER asked if there is a course that would satisfy this motion. ARANTE stated that two English faculty teach Asian-american literature. AMES noted that Anthropology has a course entitled "The Asian experience in America."

HINES reminded that what we want to accomplish with this elective choice is to introduce in our students some idea of the variety of experiences that are different than our own, and listing categories rather than courses would help to define that diversity.

RUBEN reminded that this is a minor only, and the issues being addressed here are included in the graduate teacher education program.

THE QUESTION WAS CALLED.

THE AMENDMENT TO INCLUDE A COURSE IN ASIAN-AMERICAN STUDIES FAILED, by hand vote, 25 in favor, 9 against, 27 abstentions.

THE AMENDMENT TO ADD ELECTIVES. WS 301 or WS 360, PASSED by majority voice vote.

THE MOTION TO APPROVE E.1.c.1. AS AMENDED PASSED by unanimous voice vote.

## **2. Motion to Form an Ad Hoc Committee to Evaluate Search Processes**

BURNS withdrew the motion, stating that the Chancellor has requested the OUS Search Committee conduct their own review.

## **F. QUESTION PERIODs**

There were no questions.

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

### **1. Annual Report of the Academic Requirements Committee**

HICKEY presented the report for the committee and took questions.

The Presiding Officer accepted the report for the Senate.

### **2. Annual Report of the Advisory Council**

FLOWER presented the report for the committee and took questions.

The Presiding Officer accepted the report for the Senate.

### **3. Annual Report of the General Student Affairs Committee**

BLAZAK presented the report for the committee and described in brief the Campus Safety Forum scheduled for May 22.

The Presiding Officer accepted the report for the Senate.

### **4. Annual Report of the Library Committee**

DAVIDOVA presented the report for the committee and took questions.

ZELICK queried if the committee would make a recommendation on improving the budget. REDER asked if data trends cited in the report could be compared with national data. SPALDING stated the Library would look into this. BRODOWICZ asked if the committee would make a recommendation on staff workload. DAVIDOVA stated, no, the comment in the report regarding workload was made with respect to security issues, not faculty/staff workload.

The Presiding Officer accepted the report for the Senate.

#### **5. Annual Report of the Scholastic Standards Committee**

GOUGH presented the report for the committee and took questions.

There was some discussion about the change in the "X" grade policy. LUTHER commended the committee for changing the "X" grade policy, as it's liberal application by some faculty has caused considerable problems for international students since the institution of Homeland Security regulations.

The Presiding Officer accepted the report for the Senate.

#### **6. Annual Report of the Teacher Education Committee**

RUBEN presented the report for the committee and reminded of the addition to the report, cited in the announcement period of the meeting.

CARTER commended the addition of the language, citing the 700-800 dual enrolled students we have taught successfully for decades in the region, and accusations from other institutions, in particular UO, that these courses are not college level. He noted that a state task force has reaffirmed that they are, and the biggest obstacle is the licensure rules, which discourage teachers from acquiring the appropriate credentials. RUBEN added that dual credit courses tend to be richer in content than AP or IB courses, which are taught to a test.

The Presiding Officer accepted the report for the Senate.

### **H. ADJOURNMENT**

The meeting as adjourned at 16:14.

**Scholastic Standards Committee**  
**2007-2008 Report to the Faculty Senate**  
*(submitted to the Steering Committee April 14, 2008)*

**Co- Chair:** Liane Gough (UASC) and Polly Livingston (DRC/UASC)

<b>Faculty:</b>	Scott Burns (GEOL) Margaret Everett (ANTH) Andrew Flight (MTH) Don Frank (LIB) Mario Garza (UASC) Gerardo Laferriere (MTH) Jennifer Loney (SBA) Randy Miller (CUPA) Radu Popa (BI) Serge Preston (MTH)	<b>Students:</b> None	<b>Consultants:</b> Shawn Smallman, OAA Veda Kindle, ARR
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**Committee Responsibilities:** The Scholastic Standards Committee is charged with recommending academic standards that maintain the reputation of the undergraduate program of the University. It advises the Admissions, Registration & Records Office in academic matters concerning transfer students or students seeking reinstatement after having had academic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request retroactive addition or withdrawal of courses, tuition refunds, retroactive changes in grading option, and completion of incompletes after one year.

**Committee Activities:** The SSC met bi-weekly throughout the year (including summer term) to review student petitions and to discuss policy issues. The co-chairs wish to take this opportunity to thank all of the committee members for their hard work in keeping up with the flow of student petitions and also in their success with several critical changes to the administrative policies this year.

**1) Policy Changes during 2007-08 accepted by Faculty Senate**

*Changes in Registration deadlines:*

- Drop w/out a “W” deadline changed from the end of week four to the end of week two
- Add w/ instructor approval changed from the end of week four to the end of week two.
- Withdraw w/ a “W” (without instructor approval) deadline changed from the end of week five to the end of week seven
- No withdrawals are allowed after week seven.

**2) Discussions for the coming year:**

The SSC has been asked to evaluate and make recommendations on the following two issues.

- Re-evaluate the use and value of the “X” grade. There are numerous implications for a change in our grading system and the SSC will thoroughly look at how the “X” is being used or misused and the impact it has on student’s records, Financial Aid, International Student status, etc (the issues are extensive)
- In regard to academic progress- currently there is no mechanism to catch students that are struggling academically until their PSU cumulative GPA falls below a 2.00 (for some students who start off strong, this could take years of spiraling downward). Should PSU put into place some kind of intervention or tracking mechanism to identify students who are consistently not earning GPA's at all (getting I, X, W, NP term after term) or are otherwise not making adequate progress by failing classes?

**3) Petitions:**

The SSC saw a small increase in petitions this year at 1,004 petitions up from 923 petitions during 2006-2007 (an 8% increase). Listed below is a breakdown and comparison to 2006-07:

Petition Type	Total 07-08	% change from 06-07	Granted	Denied	Pending
Reinstatement	106	- 3%	65 (61%)	36 (34%)	5
Add/Drop	523	13%	413 (79%)	56 (11%)	54
Inc. Extension	97	- 33%	77 (79%)	4 (4%)	16
Grade Option Change	121	22%	94 (78%)	19 (16%)	8
Refunds	400	15%	309 (77%)	45 (11%)	46

***Note: If you add the total petitions column, you will see it does not add up to 1,004. This is because many of the refunds are also included in the drop column but are not counted twice.***

The committee would like to acknowledge and thank Veda Kindle and Jenny Koivisto (ARR) for their hard work and diligence in keeping the committee organized and productive.

May 12, 2008

**Ad Hoc Committee to Assess Faculty Participation and Empowerment  
June 2008 Progress Report**

**Committee Members:** Joe Ediger, Michael Flower (Chair), Maude Hines, John Rueter, Linda Walton and Craig Wollner

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**Motion of February 5, 2008:** The committee will field a survey, hold focused conversations with faculty, staff, and administrators, and research shared governance at other institutions, with attention to how institutions have accommodated growth similar to ours. On recommendation by the Senate Steering Committee, the committee will consist of representatives from the Committee on Committees, the Educational Policy Committee, the Advisory Council, Senate Steering Committee, and other faculty and administrators knowledgeable about university governance. The survey and conversations will be designed to determine faculty and staff satisfaction with participation and shared governance at PSU; what obstacles, if any, are currently in the way of faculty and staff governance; and ideas for increasing participation in governance.

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The Committee has met weekly and has made the following progress to date; more detailed information can be seen by visiting the Committee's website:

- A website was set up to provide access to its deliberations. The URL is: <http://homepage.mac.com/flowermj/governance/index.html>
- The Committee is working in collaboration with EPC, the latter carrying out an examination of the relevant recent literature on faculty governance (particularly as it bears on the growth of institutions and the changing mix of tenure-related, fixed term, and adjunct faculty).
- Beginning this summer the Committee is planning to gather information from interviews, focus groups, and general discussions as part of the process for devising a governance/participation survey of all Senate-eligible individuals to be administered early fall term and analyzed winter term.
- Discussions to date lead the Committee to anticipate that its investigation of faculty governance and participation is likely to require a comprehensive review and potential revision of the faculty constitution.

**MEMORANDUM**

Date: May 15, 2008

To: Faculty Senate

From: DeLys Ostlund, Chair, Graduate Council

Re: Charge from Faculty Senate regarding 500- and 600-level courses

Addressing Senate Charge to “clarify who is qualified to teach at the . . . 500 and 600 levels” and to “consider ways to determine if departments are in compliance.” GC reviews faculty qualifications at the time of new course proposal approvals. The expectation is that all those teaching courses taught at the 500 and 600 levels should hold the terminal degree in their field. In those cases when the proposed instructor either does not hold said degree or is not a tenure-line faculty member, we ask for a CV and a justification from the department. GC does not monitor which faculty members are teaching courses after they are approved, and the consensus was that long-term monitoring of which faculty members are teaching courses after initial course approval should not be GC’s role. A review of the courses for Fall 2007 showed no real areas of concern; for the most part courses taught by Adjunct or Fixed-Term faculty are topics courses, where area of specialization is clearly a factor. The consensus of the members of GC is that department chairs are the most qualified to determine appropriate credentials for their instructional faculty.

**MEMORANDUM**

May 13, 2008

TO: PSU Faculty Senate

FROM: Robert Gould, Chair, Undergraduate Curriculum Committee

RE: Response to Senate Charge Concerning Teaching Qualifications

The Undergraduate Curriculum Committee was asked by the faculty senate to “consider ways to determine if departments are in compliance with their decisions” concerning “who is qualified to teach at the 100, 200, 300, 400, 500, and 600 levels.” (Andrews-Collier, 2008)

One possible step to check whether departments are in compliance with their policies on hiring adjuncts with the proper credentials is to ask departments to have a written policy and explain their internal compliance procedure.

We have reviewed data supplied by ORIP and analyzed by John Rueter. This analysis shows that we do not have easily accessible information on our large number of adjuncts (585 different people, fall term). “[T]he number of adjunct faculty teaching in 500 and 600 level courses is smaller and potentially more of an issue.” (Reuter, 2008)

As a second step, a recommendation could be made that the “entire university have a directory of all instructors' with access information and qualifications, which includes their name, departmental affiliation, courses they teach, campus address, phone number, email address, and credentials or statement of qualification.” (Reuter, 2008)

May 7, 2008

TO: Faculty Senate

FROM: DeLys Ostlund  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

## **Interdisciplinary Studies**

### **New Programs**

#### E.1.a.1

- Graduate Certificate in Sustainability [two-page summary attached]

## **College of Liberal Arts and Sciences**

### **New Programs**

#### E.1.a.2

- MFA in Creative Writing [two-page summary attached]

### **Change to an Existing Program**

#### E.1.a.3

- MA/MS Economics  
Added core course, addition of coursework-only option

### **New Courses**

#### E.1.a.4

- ESR 588 Environmental Sustainability , 4 credits  
Sustainability in natural and human-influenced ecosystems, with a focus on processes of regeneration, maturity, collapse and renewal. Topic areas include natural provisioning of ecosystem services, processes of change in ecological systems, interactions among ecological and social systems, economic valuation of ecosystem services, and ecosystem management.

#### E.1.a.5

- SOC 588/688 Social Sustainability Theory and Practice, 4 credits  
Healthy families; healthy communities; healthy democracies; economic, gender and racial equity; and social justice are all factors of social sustainability. This course will examine how to measure and how to reach these goals, by examining models locally, nationally and internationally. We will look at best practices of city, state and national governments, businesses, unions, and NGOs. We will also examine the relationship between economic, environmental and social sustainability.

#### E.1.a.6

- WR 521 MFA Core Workshop in Fiction, 4, credits  
The graduate workshop in fiction focuses on the writing, revision, and critical discussion of student short stories and chapters from novels. Students' critical analyses of their peers' work are informed by their study of published fiction in

the texts, supplemented by lectures clarifying technical strategies in the writing of fiction. This course is restricted to graduate students admitted to the writing program.

E.1.a.7

- WR 522 MFA Core Workshop in Poetry, 4 credits

The graduate workshop in poetry focuses on the writing, revision, and critical discussion of student poems. Students' verbal and written critical analyses of their peers' work are informed by their reading of published poems representing a range of formal strategies and historical and cultural contexts, and by their reading in prosody and poetics. This course is restricted to graduate students admitted to the writing program.

E.1.a.8

- WR 523 MFA Core Workshop in Nonfiction Writing, 4 credits

This course, restricted to graduate students admitted to the writing program, will concentrate on elements necessary for writing successful nonfiction prose—including structure, voice, dialog, characterization, and point-of-view—with a primary emphasis on the in-class workshop and peer review of student pieces. Nonfiction models, both short pieces and book-length, will be read and discussed, and students will write critical responses regarding those models. Instructor approval required.

### **Graduate School of Education**

#### **New Courses**

E.1.a.9

- CI 591 Action Research Implementation, 3 credits

Implementation of action research project designed in CI 590. Discuss issues related to implementation of action research project designed in CI 590. Learn skills to analyze data collected during implementation of action research proposal from surveys, interviews, focus groups, observation, journaling writing and concept maps. Develop critical thinking abilities to analyze, synthesize and evaluate research results. Present final project in written paper. Prerequisite: CI 590 Action Research project.

#### **Change to Existing Courses**

E.1.a.10

- CI 560 Action Research, 3 credits – change course number to CI 590, change title and description.

E.1.a.11

- CI 573 Assessment in Early Childhood Education, 3 credits – change title to Assessment and Technology in Early Childhood Education, change description.

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

#### **Change to Existing Program**

E.1.a.12

- MFA in Studio Arts

Change name to MFA in Contemporary Art Practices, update curriculum to address contemporary theories and practices, establish discrete numbers for core courses.

## New Courses

### E.1.a.13

- ART 580 Studio Practices: Directed Studies, 4 credits  
Tutorial and directed study in studio production with a supervising faculty member. In-depth discussions and assessment of graduate student's studio work-in-progress in relation to contemporary art practices and criticism, historical practices, technical and formal concerns and/or related interdisciplinary interests. Directed assignments and course of study will be given as appropriate. May be repeated for credit. Maximum credits 40. Required for MFA. Prerequisite: graduate standing. Letter grade

### E.1.a.14

- ART 581 MFA Graduate Seminar I: Special Topics in Contemporary Art, 2 credits  
Examines selected issues in contemporary art and culture. The given instructor's current research interests determine course material. Examples of topics include: post-colonialism and Diaspora; issues in feminism; gender and queer studies; modernisms and modernity; new technologies and digital culture; autobiography and memoir; cultural production and censorship; globalism and new economies of art. Course format consists of assigned readings, discussion and a writing component. Field trips, student presentations, screenings and assigned lectures may also be included. May be repeated for credit. Maximum credits 4. Required for MFA. Prerequisite: graduate standing. Letter grade.

### E.1.a.15

- ART 582 MFA Graduate Seminar II: Writing and Research, 2 credits  
Explores the role of writing and research in contemporary art practice. Course materials include library research and developing bibliographies relevant to students' studio practice, discussion of methodologies and practices of contemporary art production. Preparatory course for written component of the MFA exhibition project: second-year students are expected to develop an abstract and outline for their exhibition project. May be repeated for credit. Maximum credits 4. Required for MFA. Prerequisite: graduate standing. Letter grade.

### E.1.a.16

- ART 583 MFA Graduate Seminar III: Teaching Visual Culture, 2 credits  
Explores teaching at local and national institutions as preparation for teaching in higher ed. This seminar includes curriculum development, syllabi development, assessment, educational objectives reading and discussion of post-modern theory and other matters in the area of art education and visual culture. Required for MFA. Maximum credits 2. Prerequisite: graduate standing. Letter grade

### E.1.a.17

- ART 584 Social Practice: Directed Studies, 4 credits  
Tutorial and directed study in social practice production with a supervising faculty member. In-depth discussions and assessment of graduate student's work-in-progress in relation to contemporary art practices and criticism, historical practices, technical and formal concerns and/or related interdisciplinary interests. Directed assignments and course of study will be given as appropriate. May be repeated for credit. Maximum credits 20. Required for MFA. Prerequisite: graduate standing. Letter grade

E.1.a.18

- ART 586 Visiting Artist Program/Group Critique, 2 credits  
A critique-based course focusing on the studio production of the individuals enrolled. Students are expected to help foster and develop an environment for serious and sophisticated peer review. The work of visiting artists will be presented. Visiting artists participate in group critiques, as well as conduct individual studio critiques. May be repeated for credit. Maximum credits 12. Required for MFA. Prerequisite: graduate standing.

E.1.a.19

- ART 587 Exhibition Project  
Tutorials and directed study in developing a final MFA exhibition project. Conduct supporting research and studio production with approval of the students' individual MFA advisor, Exhibition committee chair and committee members. Required for MFA. Maximum credits 4. Prerequisite: graduate standing. Letter grade.

E.1.a.20

- ART 598 Social Practice: Workshop, 2 credits  
This course is a co-requisite to Art 584 Social Practice: Directed Studies. In this workshop the focus will be on the creative aspects involved in social practice rather than theory. Formulate and work on collaborative public projects, discuss the creative aspect and practical application of art and social practice. May be repeated for credit. Maximum credits 20. Required for MFA. Prerequisite: graduate standing. Letter grade

E.1.a.21

- ART 599 Exhibition Critique, 2 credits  
Public presentation of MFA exhibition project and MFA exhibition lecture; production of written MFA exhibition statement with the student's individual MFA advisor, graduate faculty and graduate program coordinator. Required for MFA. Prerequisite: graduate standing. Maximum credits 2. Letter grade.

E.1.a.22

- TA 580 Film Theory, 4 credits  
A survey of film theory and criticism from their inception to the present day. Students are introduced to key concepts and major figures from Classical Film Theory (Eisenstein, Arnheim, Bazin) through Structuralism, Semiotics, Psychoanalysis, Feminism, and Cognitive Studies. Pre-req: TA 131 and Junior standing, or consent of instructor.

### **Change to Existing Courses**

E.1.a.23

- ART 585 Professional Practices in Studio Art, 2 credits – change title to MFA Graduate Seminar IV: Professional Practices, change description

### **Maseeh College of Engineering and Computer Science**

#### **New Programs**

E.1.a.24

- Graduate Certificate in Energy Systems [two-page summary attached]

PROPOSAL FOR  
**GRADUATE CERTIFICATE IN SUSTAINABILITY**

**Summary**  
Portland State University

**Office of Graduate Studies**

Academic Sustainability Programs, Center for Sustainable Processes and Practices

**College of Urban and Public Affairs**

School of Urban Studies and Planning, Hatfield School of Government

School of Community Health

**College of Liberal Arts and Sciences**

Environmental Sciences and Resources Program

Department of Economics, Department of Sociology

**College of Engineering and Computer Science**

Department of Civil and Environmental Engineering

**School of Business Administration**

**Graduate School of Education**

*Need*

The proposed Graduate Certificate in Sustainability will help meet the rapidly growing demand for rigorous education in sustainability in Portland and beyond. This demand parallels a number of trends in the region, including the integration of sustainability at a core tenet of the Oregon Business Plan, the exponential growth in the green building industry in the region, the rapidly emerging industries around clean and renewable energy, the growth trends in membership in the Oregon Natural Step Network, and the recently established International Society for Sustainability Professionals based in Portland.

The demand for more education in sustainability reflects in part the fact that many initiatives to foster more sustainable development have met with mixed success. The Graduate Certificate is designed to equip students with theoretical knowledge and practical training that involves all dimensions of sustainability and that provides an understanding of how a systems approach can be applied to develop sustainable solutions. This Certificate program will help prepare students to assist public and private organizations in addressing their sustainability goals through rigorous classroom training and exposure with innovative project applications. The annual enrollment in the program is estimated to be between 15-25 students, although this estimate may be conservative.

*Objectives*

The overarching goal of the Graduate Certificate in Sustainability is to offer university instruction to post-baccalaureate students that gives them an understanding of the multidisciplinary concepts and practice integral to sustainable development, and that ensures systematic and rigorous training in all of sustainability's dimensions. The Certificate's two primary educational objectives are to educate students in a balanced and rigorous manner about the various concepts, theories and methods related to sustainability in the professional literature and to build students' capacities to analyze the practice of sustainability programs in the field and to relate those experiences back to the theory and concepts from the literature.

A secondary objective of the program is to assemble a core of instructors who can share their disciplinary perspectives on sustainability in an integrated manner to improve PSU's educational offerings in this area. Another objective of the program is to increase the opportunities to integrate the experiential knowledge of community partners more fully into PSU's instructional, research and outreach programs. This builds directly on PSU's commitment to engagement with the community, and recognizes that learning is a two-way street when it comes to understanding sustainability in practice.

### ***Course of Study***

The proposed graduate certificate program offers an integrated series of post-baccalaureate courses that comprise a multidisciplinary study of the environmental, social and economic dimensions of sustainability. Students receiving the certificate will complete 6 linked classes totaling a minimum of 22 credits:

- Environmental Sustainability (ESR 588, 4 credits, in process of approval)
- Social Sustainability: Theory and Practice (SOC 588/688, 4 credits, in process of approval)
- Economics of Sustainability: Theory and Practice (ECON 522, 4 credits, approved)
- Integrating Sustainability Using Case Analysis (USP 588/688, 4 credits, existing course, in process of revision).
- 2 focus electives (3 or 4 credits each, minimum 6 credits total) from list of approved electives (*Similar discrete-numbered courses relevant to this topic area may be substituted for the elective courses with prior approval of the program Director*)

### ***Learning Outcomes***

The students will gain an understanding of the major theories and concepts related to the key dimensions of sustainability, as well as case analysis experience with applications to private and public projects.

### ***Cost***

Given the capabilities of existing faculty who are actively involved in graduate instruction related to the three dimensions of sustainability, additional faculty members are not necessary to teach these courses. However, PSU's initiative to hire additional faculty in the sustainability arena will enhance the faculty resources relevant to this effort. The courses will be included in the course load expectations of faculty within their home departments. In cases where multiple faculty members from different departments or programs share in the instruction of a core course, the student credit hours and resources generated by the course shall be apportioned on the basis of the each instructor's relative contribution to the core course.

The Program Administrator for the Center for Sustainable Processes and Practices would take on the approximately 0.1 FTE needed in administrative support for the program as part of that position's existing FTE. An estimated \$4000 is needed for the expansion of library resources in the first year of the program, and approximately \$6000 would be needed in years 1-4 for supplies and services.

## **Proposal for an Instructional Program Leading to the Master of Fine Arts in Creative Writing**

### **Summary**

The proposed program leading to the MFA in Creative Writing within the Department of English will offer graduate level study in writing fiction, poetry, and nonfiction. Under this plan, the Department would partially replace the existing MA in Writing (fiction, nonfiction, and poetry writing strands), with the MFA. The MA/MS in Writing tracks in professional/technical writing and book publishing would remain as they are. During the transitional period, students enrolled in the fiction, nonfiction, and poetry strands would be given flexibility so that those who wanted to complete the MA in Writing could do so, and those who wished to transfer to the MFA in Creative Writing—with its additional degree requirements—would have that option.

The MA in Writing program was a priority for the College of Liberal Arts and Sciences in the University's recent five-year capital campaign. The MFA has been a priority in the University's strategic program, and one of the graduate programs spotlighted in the CLAS Planning Framework, with the strong support of Dean Marvin Kaiser (CLAS). Support of this program should have no adverse impact on any other OUS programs.

Portland is known nationwide as a literary center, an attractive city for writers to live and work in, so it is surprising that it lacks a residency MFA program in creative writing. Instituting such a program at PSU would help fill a significant gap in Portland's cultural and economic life and would continue to serve students who desire guidance and training as part of a stimulating writing community. The program is also consistent with PSU's mandate to serve our city by helping to develop writers who can join Portland's burgeoning creative class. The terminal degree will enhance our graduates' opportunities to step into leading positions with art and civic organizations, in the business sector, and in education. The substantial community support for an MFA in Creative Writing at PSU is evidenced by letters of support from leaders of many of Portland's creative services industries and arts establishments. In addition, students, faculty, and alumni have expressed strong and consistent support for the program. A June 2007 poll of current and graduating PSU MA in Writing students in fiction, nonfiction, and poetry showed a nearly unanimous (29 of 30 respondents) desire to institute an MFA. A significant majority (77%) would be more likely to recommend the program to others if it offered the MFA, and a majority (57%) have considered transferring to another university because PSU lacks an MFA, with many respondents noting that family and work commitments in Portland prevent their enrollment in MFA programs elsewhere in the state.

The primary objective of the MFA program is to provide students within the field of creative writing with the fundamental skills and experience they need to succeed as writers of fiction, poetry, and nonfiction. Because the MFA is a terminal degree, graduates would also have the minimal qualifications necessary to teach at four-year colleges and Ph.D. granting universities.

Proposed curriculum:

- 48 quarter/term hours of coursework;
- The completion of a creative thesis of high literary merit;
- A written examination, based on the thesis and an advisor-approved list of 30-40 texts studied during graduate coursework, in which students will be asked to address specific questions of literary history, theory, craft, and technique;
- An oral examination in defense of the written examination and creative thesis.

	Credits
WR 521, 522, or 523 MFA Core Workshops (4,4,4)	12
WR Seminars (4,4)	8
Pre 1900 Literature (4)	4
Literature of Genre (4)	4
Elective in Literature, Critical Theory, Rhetoric and Composition (4)	4
Writing Electives (4,4)	8
(one of these courses must be a workshop or seminar in the program)	
Thesis (8 credit hours to be arranged)	8
Total	<hr/> 48

Coursework and requirements are design to help students complete a creative thesis of high literary merit. Students will gain mastery of techniques and issues specific to their chosen genre; develop a strong cohort of writers with a shared purpose who understand creative writing not just as a mode of personal expression, but as a communal, public activity and a profession; deepen and broaden their understanding of particular sub-genres or topics; and better understand their own work in the context of literary history. In MFA programs in crea-tive writing, the courses students take, in particular the workshop and seminar, and the exam-ples set by mentors and other professors, provide the necessary models for students who may want to teach. Students who successfully complete the program will have the skills and experience that prepare them to enter the creative field as contributors to American letters.

We will request a tenure-track hire in the fiction strand in the first year, and a tenure-track hire in the poetry strand in the second year. These hires would be at the level of assistant professor and they are in the budget. The new fiction hire is among the list of CLAS priorities in the 2008-2009 budget submitted to OAA. We will request two additional GAships per year in each of the first three years. GA stipends represent a reallocation of monies currently used to appoint GAs in the MA (Writing) program and those used to hire adjunct instructors. By the fourth year, we expect to be raising funds privately, with the goal of providing a GA or other form of financial assistance to every student entering the program. The MFA program in Creative Writing would be a rearrangement of courses already being offered. Library and Department resources are already in place and adequate. The American Library Association has not issued a list of recommended texts or resources for programs in creative writing.

Thank you.

PROPOSAL FOR  
GRADUATE CERTIFICATE IN ENERGY SYSTEMS

**Summary**

Portland State University  
Maseeh College of Engineering and Computer Science  
Electrical and Computer Engineering Department

***Overview:***

The present energy crisis demands new skills to solve the problems of dwindling resources, environmental restrictions, and increasing demand. New technologies such as electric and hybrid vehicles, wind generation, solar cells, and other renewable energy sources mandate specialized engineering skill sets, which this graduate certificate provides.

The proposed energy systems certificate is comprised of existing graduate courses focused in the area of energy systems. For individuals who already have a degree in electrical engineering and are employed as engineers, which is the target audience, the courses in this graduate certificate inculcate special skills needed for the energy industries, especially electric and gas utilities.

There is no other similar program of this kind in the Oregon University System.

***Objective of the Program:***

The objective of the program is to prepare graduates to analyze the development and implementation of traditional and of non-traditional energy systems for a sustainable, renewable society.

***Evidence of Need***

Qualified engineers are in demand as the retirement of experienced engineers accelerates. Indeed, the 2007 Workforce Survey Report from the Center for Energy Workforce Development estimates roughly 46% of engineering jobs could become vacant by 2012. Need has been based on discussions with Bonneville Power Administration, Pacific Gas & Electric and PacifiCorp. Several other companies, such as Intel, have requested information on the program when it becomes available.

***Course of Study:***

Required Courses:

ECE 541 Transmission Operation/Control  
ECE 542 Generation Operation & Control

Elective Courses (select two from the following list):

ECE 547 Energy Economic Systems  
ECE 548 Power System Protection

ECE 641 Power System Planning  
ECE 642 Energy System Capital Budgeting  
ECE 643 Sustainable Energy Systems

ECE 555 AI: Neural Networks I  
ECE 556 AI: Neural Networks II  
ECE 559 Genetic Algorithms  
Emgt 530 Decision making in Engineering and Technology Management  
Emgt 540 Operations Research in Engineering and Technology Management  
Emgt 535 Engineering Economic Analysis  
Emgt 565 Research Methods for Engineering and Tech. Mgmt.  
Emgt 571 Expert Systems in Engineering

***Learning Outcomes;***

Students will be able to model and analyze energy system operations under various business conditions from traditional resources in a regulated environment to renewable and sustainable resources in a competitive environment. Student will also learn how to design and plan such systems if the planning sequence is chosen.

The core courses define models and solutions for deterministic energy system analysis. Both electric and fuel grids are included in the analysis. The elective courses offer the students the choice of direction to develop algorithms, models, risk assessment and risk management techniques needed to solve challenging problems in the evolving energy crisis.

***Cost***

The courses included in the certificate program are courses that are currently taught as part of the MS in Electrical and Computer Engineering. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

# E-1. b.

May 12, 2008

TO: Faculty Senate

FROM: Robert Gould  
Chair, Undergraduate Curriculum Committee

DeLys Ostlund  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

## **College of Liberal Arts and Sciences**

### **New Courses**

#### **E.1.b.1**

- SPAN 430/530 Major Topics: Ibero-American Film, 4 credits  
Study, analysis, and critique of films from Ibero-America on such topics as national film traditions, Cinema Novo, Third Cinema, violence, migration, gender studies, and globalization. Course may be repeated for credit when topics vary. Taught in English.  
Recommended prerequisites: at least 8 credits of Span 341, 342, or 343.

### **Change to Existing Courses**

#### **E.1.b.2**

- EC 480/580 Mathematical Economics – change prerequisites.

May 12, 2008

TO: Faculty Senate  
FROM: Rob Gould  
Chair, Undergraduate Curriculum Committee  
RE: Submission of Undergraduate Curriculum Committee

The following proposal has been approved by the UCC, and is recommended for approval by the Faculty Senate.

## Graduate School of Education

### New Courses

#### E.1.c.1.

- SpEd 417 Introduction to Special Education (4)  
Provides an introduction to the field of special education and the use of evidence-based teaching practices in special education. Students explore particular career options of interest and participate in a community-based learning experience in public school settings with learners who are at-risk or have special education needs. Recommended prerequisite (or concurrent enrollment): Psy 311, SpEd 418.

#### E.1.c.2.

- SpEd 419 Principles of Special Education (3)  
Prepares students entering special education with basic knowledge, skills, and values necessary for future success in their profession. Major overview of theory and research underlying delivery of special education services in the public schools. Intensive study of career planning, graduate writing and research, information systems, current legislation, teaching and learning theory, curricular models, and professional ethics and standards. Recommended prerequisites (or concurrent enrollment): Psy 311, SpEd 418. [Adding UG section to SpEd 519 and existing course.]

## College of Liberal Arts and Sciences

### Change to Existing Program

#### E.1.c.3.

- BA/BS in Economics  
Changes minimum total of Economics 300- and 400-level coursework from 24 to 28 credits.  
Changes total number of credits required in other fields from 16 to 12 (removing Stat 366 as a requirement). Maintains the total credits required at 60.

## College of Urban and Public Affairs

### New Courses

#### E.1.c.4.

- USP 386 Portland Past and Present (4)  
Begins with the geological/geographical foundations of Portland then briefly explores Portland's original inhabitants, early exploration and commercial growth. Particular attention is paid to the 20th century and the plans and projects that have guided Portland's development over the past 100 years. Considers the shaping of Portland as a regional city, examining the evolving cityscape, architecture, land use, and transportation, and its development from political, social, economic, and cultural perspectives.

May 9, 2008

TO: Faculty Senate Steering Committee  
FROM: Michael Flower, Chair, Educational Policy Committee  
RE: Proposal for a program name change

The department of Engineering and Technology Management has asked to change the name of its M.S. in Engineering Management to an M.S. in Engineering and Technology Management so that the degree title is consistent with the departmental name. Dunder Kocaoglu, Professor and Chair of the department, advanced the request following a vote of the departmental faculty. The requested change was approved by Dean Robert Dryden on April 24, 2008.

EPC finds the rationale for this small change to be a sensible one. It recommends approval of the change.

**PROPOSAL TO AMEND THE CONSTITUTION OF THE PSU FACULTY**

**May 12, 2008**

(items to be deleted ~~struck-out~~, items to be added underlined, items to be move *in italics*)

**ARTICLE IV. ORGANIZATION OF THE FACULTY.**

**Section 4. Faculty Committees**

**g) Faculty Development Committee.** This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two from the Library, and, as consultants, the following, or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. The Committee shall:

- 1) Establish subcommittees and working groups as needed to carry out the committee functions.
- 2) Establish policies, in consultation with administrative officers, as to the allotment of whatever institutional sums have been granted or appropriated for Faculty research, multi- or interdisciplinary ventures, Faculty development, ~~and~~ Faculty improvement or evaluation of teaching, and Peer Review.
- 3) Encourage Faculty scholarship and teaching by eliciting proposals for projects.
- 4) Recommend to appropriate administrative officers the distribution of institutional research funds.
- 5) Keep records of research fund distributions and endeavor to record their subsequent history.
- 6) ~~Advise and assist faculty members in developing and obtaining invention and copyright protection, as well as in determining equities and interests of all parties concerned with such protection.~~
- 7) ~~Facilitate the interchange among faculty members and between Faculty and students of ideas and suggested procedures to promote effective teaching.~~
- 8) ~~Keep the Faculty informed of developments in teaching.~~
- 9) ~~Work closely with University development committees.~~
- 10) Report to the Senate at least twice each year.

**Faculty Budget Committee Annual Report: 2007-08**  
**May 9, 2007**

Chair Person: Cheryl Livneh, GSE

Faculty:

Mark Fishbein, Biology  
 Michael Flower, Chair, Educational Policies Committee  
 Karen Gibson, Urban Planning  
 Stephenie Jahnke, Conflict Resolution  
 James McNames, Engineering  
 Amanda Newberg, Student  
 Thomas Seppalainen, Philosophy  
 John Settle, SBA  
 W. Smith, student  
 Richard Wattenberg, Theater Arts  
 Claudia Weston, Library  
 James Woods, Economics (dropped off the committee spring term)

Consultants:

Lindsay Desrochers, Vice President for Finance and Administration  
 Roy Koch, Provost  
 Carol Mack, OAA  
 Kathi Ketcheson, OIRP  
 Michael Fung, FADM

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

The Budget Committee has focused on two major initiatives this year:

- 1) Providing input and feed back to the PSU Budget Team (R. Koch, C. Mack, L. Desrochers, and M. Fung) on a variety of issues
- 2) Identifying the role of the budget committee within the context of the changes PSU has undergone in strategic planning and the alignment of the budget process

**Providing Input**

The Budget Committee was consulted and provided input on the following issues:

- 1) Academic investments for the 2007-09 biennium (the two initiatives to hire tenure track faculty—one based on SCH generation and number of fixed term faculty and sustainability positions) in several iterations
- 2) Tuition and resource fees (e.g., rolling resource fees into tuition and resulting differentiated tuition)
- 3) The potential new budget model—Portland State Budget Allocation Model (PBAM) providing input at several appropriate intervals (e.g., underlying principles, criteria to be used to determine funding, roll out time line, how to fund nonrevenue generating units, implementation, decision to delay implementation and present idea in principle to the new PSU president)

- 4) Whether or not the current budget model is flawed or sufficiently flawed to transition to a new budget model
- 5) The actual 2008-09 budget process (e.g., data to be included, time line, faculty productivity survey, actual memos distributed to deans and what was requested)
- 6) One time investment proposals
- 7) Hybrid/self support courses and programs
- 8) 2008-09 Budget Principles and Strategies in light of the potential state reduction in previously allocated salary increase dollars

**Role of the Budget Committee**

- 1) To understand the current budget situation as it changed over the year (e.g., the initial budget enhancements, the Oregon financial forecast, the OUS memo requested scenarios for 50% and 100% cuts in the salary increase dollars).
- 2) The Budget Committee worked with Michael Fung to develop a web-based tutorial for new people joining the budget committee and a refresher for people returning. It can be found at [http://www.pdx.edu/budget/senate\\_resources.html](http://www.pdx.edu/budget/senate_resources.html).
- 3) Developing a clear sense of the role of the budget committee in the new environment, where the budget is following strategic planning.

**Budget Work in Process**

- 1) Provide input on principles and strategies for potential 2008-09 budget reductions at the end of May.
- 2) The Budget Committee is working with Carol Mack and Michael Fung to develop a listing of all potential financial activities that the Budget Committee might be involved in, when they occur, if the budget committee has a role, and what that would be.

**Issues for the 2008-09 Committee**

- 1) Clarifying the appropriate role and responsibilities of the budget committee and submitting an amendment to the Constitution if necessary.
- 2) Continue to assist the University in determining if the current budget allocation system is flawed. If it is, provide input on the development of a new system.
- 3) In the case of a continued poor economic forecast and, therefore, necessary permanent and one-time cuts, provide input into that process.
- 4) Determine a way to ensure greater dissemination of information from the Budget Committee to faculty university-wide and greater input from faculty into the issues the Budget Committee is discussing.

**Committee on Committees**  
Portland State University

Report to Faculty Senate, June 2, 2008

Members: Judy Patton (FPA), Chair: Gary Brodowicz (UPA), Chair Elect; Susan Reese (LAS), Linda Walton (LAS), Robert Fountain (LAS), Martha Works (LAS), Randy Zelick (LAS), Mary Ann Barham (AO), Ann Marie Fallon (OI), Jana Meihnhold (SSW), Neil Ramiller (SBA), Miki Caskey (GSE), Jack Devletian (ECS), Vincent Frische (XS), Robin Paynter (LIB).

The C on C met at the end of the September Senate meeting and is scheduled to meet this Wednesday, May 14, to take care of its central responsibility, to staff the Faculty Senate committees. The committee conducted the majority of its business during the year through email.

In the fall, C on C had to attend to 17 committees which either did not have a chair, complete membership or both. Work on membership has continued throughout the year.

In the fall, the Senate discussed a concern about the amount of paperwork on certain committees that was viewed as administrative. Given the difficulty of staffing this year, there has not been time to address that concern. The committee will forward that issue to the 08-09 C on C.

The Chair for the next academic year is Gary Brodowicz (UPA).

Respectfully submitted  
Judy Patton, Chair

May 13, 2008

To: Faculty Senate  
From: Robert Gould, Chair, Undergraduate Curriculum Committee  
Re: 2007-2008 Annual Report to Faculty Senate

Chair: Robert Gould, CLAS (CR)  
Chair Elect: Joan Jagodnik, SA

Members: Darrell Brown, SBA  
Christiane Carney, Student  
Joe Ediger, CLAS (Mth)  
JR Estes, UNST  
Sam Gioia, SSW  
Martin Lafrenz, CLAS (Geog)  
Anne McClanan, FPA (Art)  
John Reuter, CLAS (ESR)  
David Sailor, ECS (MME)  
Robert Schroeder, LIB  
Elizabeth Wosley-George, GSE (SPED)  
Hormoz Zareh, (Interim Member), ECS (MME)

Consultants: Cindy Baccar, ARR  
Shawn Smallman, Vice Provost for Instruction, OAA  
Steve Harmon, OAA

Committee Charge:

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

8. Advise the Senate concerning credit values of undergraduate courses.
9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

**Curricular Proposal Review:**

In 2007-08 the Committee convened 16 times to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee. The Committee recommended approval of:

- 63 new courses (59 in 06-07)
- 25 existing courses changed (14 in 06-07)
- 2 dropped courses (4 in 06-07)
- 3 new majors (6 in 06-07)
- 8 existing majors changed (7 in 06-07)
- 2 new minors (3 in 06-07)
- 1 new certificate (1 in 06-07)
- 10 courses added to UNST clusters (17 in 06-07)
- 10 courses dropped from UNST clusters (3 in 06-07)

**Policies and Procedures:**

1. We decided to have two readers for each proposal, who would be required to report on the proposals at our next scheduled meeting. Every committee member would continue to have the responsibility of reviewing each proposal.
2. We decided to invite the author of proposals, a curriculum chair or a representative from the appropriate dean's office to answer questions on proposals, as they are considered.
3. We decided to fix minor grammatical and formatting problems on proposals to prevent delays caused by returning them to departments.
4. We continue to note omnibus courses being offered more than three times. We continue to notify departments and deans offices of this concern.
5. We made minor changes to the course proposal form.
6. We considered requested changes reflecting assessment activities, but did not decide on whether to implement these changes until more clarity is given on who will be overseeing assessments.
7. We welcomed the first student committee member to be assigned to the UCC in some time.
8. We reviewed our responsibilities when considering program proposals that entail off-campus sites.

9. We reviewed our responsibilities when we are asked to critique proposals from programs that appear to have no regular PSU faculty or departmental oversight, such as the Gold Program that offers Military Science courses.
10. We answered the Faculty Senate's charge concerning teaching qualifications. The following is a summary of this discussion:

The Undergraduate Curriculum Committee was asked by the faculty senate to "consider ways to determine if departments are in compliance with their decisions" concerning "who is qualified to teach at the 100, 200, 300, 400, 500, and 600 levels." (Andrews-Collier, 2008)

One possible step to check whether departments are in compliance with their policies on hiring adjuncts with the proper credentials is to ask departments to have a written policy and explain their internal compliance procedure.

We have reviewed data supplied by ORIP and analyzed by John Rueter. This analysis shows that we do not have easily accessible information on our large number of adjuncts (585 different people, fall term). "...[T]he number of adjunct faculty teaching in 500 and 600 level courses is smaller and potentially more of an issue." (Reuter, 2008)

As a second step, a recommendation could be made that the "entire university have a directory of all instructors' with access information and qualifications, which includes their name, departmental affiliation, courses they teach, campus address, phone number, email address, and credentials or statement of qualification." (Reuter, 2008)

**Staff Support:**

At the request of Robert Gould, Chair of the Committee, Steve Harmon, Curriculum Coordinator in the Office of Academic Affairs, agreed to provide limited staff support to the Committee.

As part of the ongoing support for the Committee a website was established in which the Committee members could electronically access all program and course proposals submitted for consideration. The UCC membership roster, meeting minutes, the PSU Faculty Governance Guide, the UCC Handbook, and some curricular policies were also posted on the website.

May 12, 2008

**Education Policy Committee (EPC)  
Spring 2008 Annual Report**

**Committee Members:** Ben Anderson-Nathe, Mirela Blekic, Michael Bowman, Alan Cabelly, Duncan Carter, Caitlen Cramer (student), Michael Flower (Chair), Darlene Geiger, Brad Hansen, Cheryl Livneh (Chair, Budget Committee), Alan McCormack, Bee Jai Repp, and Jennifer Ruth

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

- 1) Serve as the advisory board to the President and to the Faculty Senate on issues of policy and planning for the University,*
  - 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate,*
  - 3) Receive and consider proposals from appropriate administrative officers or faculty committees for establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities,*
  - 4) In consultation with appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University,*
  - 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.*
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The EPC has generally met bi-weekly, and conducted the following business during 2007-08:

- A website was set up to provide access to current and (recent) past EPC Minutes and Reports. The URL is: <http://homepage.mac.com/flowermj/epc/index.html>
- During fall term EPC began a discussion of concerns brought to the Committee by its members and a number of faculty about the continuing growth in numbers of fixed term as compared to tenure track faculty, and what consequences follow from this trend.
- Early winter term discussions turned to the question of whether the growth in size of PSU, growing emphasis on research and scholarship, and the growing number of contingent faculty and academic professionals has produced a situation such that the governance structure of PSU is not adequate to the governance issues at hand.
- During the spring term EPC has begun to work closely with the Ad Hoc Committee to Assess Faculty Participation and Empowerment. EPC members have begun investigating the recent literature on faculty governance and providing summary comment to the Ad Hoc Committee. Further collaborative work, extending to next year's EPC, is anticipated.

- About the middle of spring term the Committee received a proposal for the creation of a School of the Environment within the College of Liberal Arts and Sciences. It also received a request to create a new department of Counselor Education and to rename the Special Education and Counseling Department. The Committee has just begun its consideration of those proposals.
- The Committee approved two name changes: (1) Environmental Programs **changed to** Environmental Science and Management Programs; (2) Educational Policy, Foundations, and Administrative Studies **changed to** Educational Leadership and Policy; and (3) before the Senate at its June, 2008 meeting, M.S. in Engineering Management **changed to** M.S. in Engineering and Technology Management.

**Faculty Development Committee Report  
2007-08**

**Members:**

Chair: Fall, 2007: Kathi Ketcheson, Chair: Winter and Spring, 2008: Candyce Reynolds, UNST, Luis Ruedas, Biology, Julie Rosenzweig, Social Work, Sarah Tinkler, Economics, Linda Walton, History, Roberto De Anda, Chicano/Latino Studies, Kerry Wu, Library, Bernadene Pilip, Graduate Studies, Scott Cunningham, Criminal Justice, Linda Absher, Library, Steven Harmon, OAA, Janet Hamilton, School of Business, Karin Magaldi, Theater, Shilini Prasad, ECE, Helen Young, Education

**Activities for the Year:**

Travel Grants: \$250,000 available (\$90,000 available for the Fall and Winter cycles)  
For next year: maximum amount allotted for travel will increase from \$1250 to \$1500

Fall	43 applications	Total: \$28,933
	8 fully funded	
	29 partially funded	

Winter:	33 applications	Total: \$20,395
	1 fully funded	
	24 partially funded	

Spring:	44 applications	Total: \$41,721
	44 fully funded	

Summer:	Available: \$88,280
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***Decision:** Travel Grant Deadlines will be changed to allow faculty to plan their trips better. Applications will be due the term before travel is to occur. Currently, travel requests are due during the term that travel is to happen.*

Faculty Enhancement Grants: \$400,000 available  
For next year: maximum amount allotted will increase from \$10,000 to \$12000

80 applications  
38 fully funded  
28 partially funded  
14 not funded

Peer Review: \$50,000 available per Article 16 in the AAUP contract

28 applications  
21 partially funded

7 not funded

*Suggestion: Applicants and their chairs and deans should review Article 16 before forwarding applications. The application should include: a professional development plan, vita. Funds for travel for presentations should be requested through the travel grant program.*

Other

In reviewing the charge for the Faculty Development Committee, the committee recommends that the Faculty Senate revise the charge of the committee. We have agreed that charges 6,7,8, and 9 should be removed from the charge and the review of Peer Review applications should be added.

## MEMORANDUM

Date: May 7, 2008

To: Faculty Senate

From: DeLys Ostlund, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2007-2008 academic year

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

<b>MEMBER</b>	<b>Years Served</b>	<b>Academic Unit</b>
Richard Beyler	07-08	CLAS
Joel Bluestone	05-08	FPA
Christopher Borgmeier	06-08	ED
Eileen Brennan	05-08	SSW
Virginia Butler	04-08	CLAS
Marek Elzanowski	07-08	CLAS
David Maier	07-08	MCECS
Doug McCartney	05-08	AOF
Gerald Mildner	07-08	UPA
DeLys Ostlund	04-08	CLAS
Candyce Reynolds	06-08	OI
Gretta Siegel	03-08	LIB
Sully Taylor	06-08	SBA
Alan Yeakley	05-08	CLAS
<b>Student Member:</b> Mehmet Vurkac	07-08	

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

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

## **I. Graduate Policy and Other Council Activity**

Graduate policy and other council activity included:

- Ongoing discussion of the university-level requirements for doctoral degrees, which have not been updated since doctoral degrees were established at PSU. GC members reviewed the policy statement from the Council of Graduate Schools (CGS) regarding the Ph.D. degree; of particular concern are the issues of age of courses and time to degree. As per CGS, current emphasis is that time to doctoral degree needs to be short (e.g. 3-5 years, especially in the sciences) if universities are to remain competitive, and that anything beyond 10 years is not acceptable. There is currently no university-enforceable deadline regarding total time to a doctoral degree at PSU. (The only university time limit is a minimum of four months to a maximum of five year from advancement to candidacy to graduation.) In order to facilitate this discussion, OGS staff created a matrix of current doctoral program requirements. Among the possibilities being discussed are to have multiple sets of deadlines to accommodate the nature of the different doctoral programs on campus.
- Decision to monitor items that appeared could be in violation of the campus copyright policy in new course and program proposals, such as over reliance on handouts in class. It was also suggested that information about the policy be included in the instructions for new course proposals.
- As GC reviews new program proposals, an area of particular concern is the documentation of need. Although the instructions do not specifically state as much, our experience is that evidence of community support – in the form of signed letters on letterhead from local and/or regional agencies or businesses in the field – is particularly valuable as proposals make their way to OUS. Our recommendation is that all programs for new graduate certificate programs include a minimum of 5 letters of support and all new graduate degree programs include 8 letters.
- In the GC 2005 Annual Report, we expressed concern about the increasing number of graduate programs without a corresponding increase in faculty. The increase in workload of faculty involved in graduate education continues to be an area of concern.

## **II. New Programs and Program Changes**

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

**Table 1. New Programs**

<b>Title</b>	<b>Unit</b>
MBA in Health Care Management (joint with OHSU)	SBA
MFA in Creative Writing (June FS agenda)	CLAS
Graduate Certificate in Sustainability (June FS agenda)	IST
Graduate Certificate in New Product Development	MCECS
Graduate Certificate in Energy Systems (June FS agenda)	MCECS

**Table 2. Program Changes**

<b>Program</b>	<b>Change</b>	<b>Unit</b>
MA Anthropology	Provides allowance for core course substitution with adviser approval, addition of policy paper, internship research conducted after policy paper	CLAS
MA/MS Communication Studies	Change name to MA/MS in Communication, provides allowance for core course substitution with adviser approval, addition of policy paper, internship research conducted after policy paper	CLAS
MA/MS Economics (June FS agenda)	Adds core course, addition of coursework-only option	CLAS
MA/MS Geography	Specify minimum undergraduate prerequisites; increase the number of required Geography credits for both thesis and non-thesis students; change non-thesis option from 2 papers to 1 paper/project option; clarify committee structure for non-thesis students.	CLAS
MA/MS Education: Counseling	Increase total credits in order to align with licensure requirements	ED
MFA in Studio Art (June FS agenda)	Change name to MFA in Contemporary Art Practices, update curriculum to address contemporary theories and practices, establish discrete numbers for core courses.	FPA
Graduate Certificate in Teaching Adult Learners	Two additional options for culminating activity (internship or seminar)	ED
Graduate Certificate in Student Services	Two additional options for culminating activity (internship or seminar)	ED

Graduate Certificate in Real Estate Development	Adds additional electives, changes program's administrative procedures for course waivers.	UPA
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### **III. Course Proposals**

Table 3 provides information regarding the number of new courses and course changes submitted by the various units. A total of 66 new course proposals were reviewed and recommended to the Senate for approval, along with another 25 course change proposals. Many course proposals were returned to the proposing unit for modifications during the review process, most of which were received back and processed during the year.

**Table 3.** Summary of Proposals related to courses

Unit	New Course Proposals				Course Chg. Proposals
	1 Credit	2 Credits	3 Credits	4 Credits	
CLAS	1			29	7
ED			3		6
SBA				1	5
FPA	3	8		5	6
SSW			3	1	
MCECS			7	2	
UPA			3		1

### **IV. Petitions**

Teams of Graduate Council members issued 55 petition decisions. The distribution of these petitions among the various categories is presented in Table 4. The approval rate during the past year was consistent with previous years. As in past years, the most common petition was the extension of the 1-year limit on incomplete grades; about two-thirds of these were approved.

The total number of petitions is a decrease from recent years. Last year Graduate Council addressed the overuse of graduate petition with Faculty Senate, and it would seem that the decrease in petitions is due at least in part to this action. We would again encourage units to support only those graduate petitions which are necessitated by genuine extenuating circumstances as opposed to being used to remedy poor advising or poor planning.

**Table 4.** Petitions acted on by the Graduate Council during the 2007-2008 academic year (decisions since the last Annual Report May 2, 2007) and the results of that action.

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
<b>A</b>	<b>INCOMPLETES</b>					
A1	Waive one year deadline for Incompletes	26	21*	5	47%	81%
<b>B</b>	<b>SEVEN YEAR LIMIT ON COURSEWORK</b>					
B1	Waive seven year limit on coursework	8	5*	3†	15%	63%
B2	Waive seven year limit on Transfer courses	1	0	1	2%	0%
<b>C</b>	<b>CREDIT LEVEL/GRADE MODE</b>					
C3	Change from P to letter-grade retroactively	2	0	2	4%	0%
C6	Change from Incomplete to letter-grade retroactively	1	0	1	2%	0%
<b>D</b>	<b>DISQUALIFICATION</b>					
D1	Rescind disqualification	3	2	1	5%	67%
D5	Allow readmission while on academic probation	5	5	0	9%	100%
<b>F</b>	<b>TRANSFER CREDITS</b>					
F1	Accept more Transfer or Pre-Admission credit than allowed	6	4*†	2	11%	67%
F4	Accept non-graded Transfer or Reserve credit	1	1	0	2%	100%
<b>H</b>	<b>REGISTRATION PROBLEMS</b>					
H1	Retroactive registration	1	1	0	2%	100%
<b>K</b>	<b>UNIVERSITY LIMITS ON COURSE TYPES</b>					
K6	Waive university limit on 800-level courses	1	0	1	2%	0%
	<b>Total</b>	<b>55</b>	<b>39</b>	<b>16</b>		<b>71%</b>

\*includes partial approvals

†indicates more than one request category on a single petition; total reflects 55 decisions on 54 petitions

**Table 5.** Historic summary of number of petitions, approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent approved	Grad Degrees Awarded
2007-08	54	71%	[not yet available]
2006-07	75	69%	1675
2005-06	86	71%	1494
2004-05	71	72%	1565
2002-03	56	93%	1331
2001-02	78	81%	1218
2000-01	79	78%	1217
1999-2000	102	92%	1119
1998-99	84	77%	1088
1997-98	70	80%	998
1996-97	75	91%	1019
1995-96	61	87%	936
1994-95	66	87%	884
1993-94	65	82%	839
1992-93	90	83%	838
1991-92	70	89%	879
1990-91	71	89%	672
1989-90	94	83%	681
1988-89	108	83%	702

**V. Items In Progress (might be approved for Senate consideration in Fall 2008)**

Review of the following proposals is in progress:

Ph.D. in Physics

**VI. Future Graduate Policy and Other Activity**

- Continuing review of PhD policies and procedures, which will include input from affected departments

## Report of the University Studies Council to the Faculty Senate

Prepared by M. Paul Latiolais, Chair

**Council:** Devon Allen, Mary Ann Barham, Darrell Brown, Heather Campbell, Mitch Cruzan, Sharon Elteto, Michael Flower, Jeff Gerwing, Kim Heidenreich, M. Paul Latiolais, Leslie McBride (co-Chair), Carol Morgaine, Betsy Natter, Vicki Reitenauer, Robert Schroeder, Dannelle Stevens, Michael Toth **Ex-officio:** Sukwhant Jhaj, Shawn Smallman

The culminating work of the council this year was to approve a set of seven recommendations for changes to the University Studies curriculum for disseminated for discussion, revision and action. Our goal with these recommendations is to continue to move forward on suggestions proposed by the 2006 summary report of the Ad-hoc UNST Review Committee and the 2007 report of the UNST Council to the PSU faculty Senate. The specific recommendations are:

**Recommendation 1:** Define 5 – 10 “Big Questions” that would provide focus for the University Studies curriculum and guide program development.

**Recommendation 2:** Articulate, and where needed, develop explicit student learning objectives, and means to assess those objectives, for each level of the University Studies program.

**Recommendation 3:** Redesign Sophomore Inquiry as gateways to disciplines. Create a two-year sequence of lower division UNST courses by redefining the goals of Sophomore Inquiry, renamed Advanced Inquiry, as advancing the learning objectives of Freshman Inquiry while providing students with introductions to potential majors via departmentally-taught inquiry courses.

**Recommendation 4:** Count Freshman and Advanced Inquiry courses towards PSU’s BA/BS requirements.

**Recommendation 5:** Improve the coherence, and increase opportunities for students’ timely completion of their course requirements, in the upper-division cluster portion of the program.

**Recommendation 6:** End Transfer Transition requirement for Freshman transfer students. Add a new 2 – credit Transfer Transition requirement (hybrid online course) for transfer students with > 90 credits

**Recommendation 7:** Encourage faculty to propose Capstone courses which have a clear disciplinary connection and which may require specified expertise.

Other work of the 2007-08 UNST Council included:

- We unanimously endorsed the Foreign Languages proposal for a Flagship Language Program in Russian, which would involve University Studies,
- We unanimously endorsed the English Department proposal for additional writing placement,
- We determined that the change in the ESR cluster mentor role to the same role as in the

NSI cluster was within the authority of the cluster coordinators, and that council approval or senate approval was NOT required, and

- We approved a “Friendly Resolution of Support” for the Mentor Advocacy Committee (MAC).

Final Remarks. In our 2007 report, we unveiled a framework for reconfiguring University Studies (ref [http://homepage.mac.com/flowermj/unst\\_reform/](http://homepage.mac.com/flowermj/unst_reform/)). We saw our primary task this academic year as the implementation of that framework with the caveat that much of what the framework recommended was not in the purview of the council. It became immediately apparent that the University Studies Council has limited power and authority to make the changes required to implement the framework. At best, we can only facilitate and promote the development of these changes. Most of the fall quarter was spent trying to figure out who the responsible parties are and how to promote, monitor and facilitate changes in the implementation of the framework.

We noted in our 2007 report that staffing was not the responsibility of the council, but responsibility of the administration. That point came under contention when the proposal for 25 shared tenure track lines came to the attention of the co-chairs. It was my opinion, and that of my co-chair, Leslie McBride, that the proposal directly addressed the faculty participation component of the framework and that the council was advisory in this area. Consequently, we agreed that the Council of Academic Deans would be an appropriate next step before going to the council with the proposal. Some council members took issue with that decision, after the fact. There was much consternation and discussion. A subcommittee worked on the issue, but was also conflicted. Recommendations were discussed in the subcommittee, but no specific recommendation was formally proposed to the council. At the center of the contention is the issue of core faculty. The original University Studies plan did not envision a core faculty. A core faculty arose out of need, as departments reduced their participation. Reconnecting academic departments to University Studies de facto moves away from a core faculty model. This has created tremendous fear that we will lose many of the pedagogical successes developed over the history of the program. Complicating the matter was the emotional component of losing fixed-term faculty whose contracts were not renewed as a consequence of the first phase of the implementation of the proposal.

The issue of a core faculty has yet to be resolved. The University Studies Review committee expressed support for a core faculty to maintain the program. The council has been more ambivalent on the issue. The administration’s commitment to re-connect the departments works against a large core faculty. The biggest challenge for the council for the next year will be the creation of mechanisms to ensure a quality program as we re-connect to the disciplinary departments.

Lastly, it is at this point that I normally thank the council for their hard work. Indeed, the council has worked hard and I do thank them. But the council would like me to use this time to express its thanks to another group. Those are the hard-working dedicated faculty in UNST whose contracts were not renewed. We would like the senate to formally recognize and thank those faculty.

**Intercollegiate Athletic Board (IAB)**

Portland State University

**Report to Faculty Senate, June 2, 2008**

(As of May 8, 2008)

Members: Pat Squire (ALUM), Chair; Salahudin Ali (student); David Burgess (OIRP); Charles Dunn (Alumnus/community member); Walt Fosque (Art); Greg Jacob (English); Duncan Kretovitch (SBA); Heather McClain (student), Karin Zimmer (student). Ex-Officio: Torre Chisholm (AD); Barbara Deering (Asst. AD Business Affairs); Debbie Kirkland (FADM); Bob Lockwood (Faculty Rep for Athletics); Teri Mariani (Asst. AD); Chris Moore (Asst. AD, Compliance).

The IAB has met twice since the March 3 report to Faculty Senate. We did not meet in March due to the men's basketball tournament in Portland and the NCAA tournament in Omaha.

As requested by members of Faculty Senate, the committee is working on research that will address the value of athletics at Portland State, and that research will be presented when it is completed, probably at a fall Senate meeting.

**Highlights of the athletic program this spring:**

- The men's basketball team won the Big Sky Conference Season Championship for the second time, and went on to win the Big Sky Championship Tournament for the first time ever, which PSU hosted at the Rose Garden. The Championship put Portland State into the NCAA Tournament, also for the first time ever. This event brought PSU press coverage from around the world, and great coverage in Oregon. While PSU lost in the first round, it lost to the eventual winner of the tournament, Kansas, by a respectable score.
- The women's golf team won the Big Sky Season Championship, and is playing in the NCAA tournament in Sacramento (at this writing).
- A number of student athletes have achieved significant academic awards. Examples include Delaney Conway, a senior on the women's basketball team, who was named an Academic All-American, one of five in the country; and Caressa Sims, a senior on both the indoor and outdoor track teams, who has made the Big Sky All-Academic team all four of her years at Portland State. Delaney is in pre-med, and Caressa is doing a double major in accounting and supply and logistics.
- Comcast NW is featuring a 20-week series on the Vikings called "Camp Glanville: Tackling PSU Football". Airing on Mondays at 6:00 p.m., it follows the Viking team's preparation from the start of spring practice, through the summer, to the first game.

- An event recognizing excellence in athletics will be held at Northwest Natural (sponsor) on Friday, May 30 at 5:00 p.m. Faculty are invited to attend and may respond by calling the athletic department.

**Committee work this spring:**

- The committee is conducting research, including reports from the NCAA, information from other institutions, and data from Portland State, in response to Faculty Senate questions about documenting the value of athletics at Portland State. That report will be completed this summer.
- The committee met with Kim Hottel, Athletic Academic Advisor, to discuss the Academic Performance Program at Portland State. The program includes a complicated measurement system that looks at student athletes' progress at the institution by sport, and also has a system of rewards and penalties. If PSU students are not making adequate progress, scholarships can be eliminated.
- The committee studied PSU's Academic Progress Rate (APR) as compared to other Big Sky institutions and PSU is in the middle of the pack; well above in some sports, and a little below in others.
- Kim reviewed her academic performance improvement plan and is working with coaches and students to develop new strategies. The plan looks at everything from admission of prospective student athletes, to tutoring and study hall programs.
- Kim also reported on the Academic Progress Task Force, and academic reform, as outlined by the NCAA.
- The Committee heard from Teri Mariani through Pat Squire, about the progress and tasks ahead for the Gender Equity Task Force and PSU's adherence to Title IX, the Federal law prohibiting sex discrimination in education programs that receive Federal funds.

Psquire/IAB Report/May 8, 2008