

SELF-STUDY REPORT

presented to the

**Commission on Colleges,
Northwest Association of
Schools and Colleges**

**University of Portland
Portland, Oregon**

October, 2001

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PREFACE

The University of Portland: Teaching, Faith, and Service

The University of Portland opened its Centennial year in May of 2001, a celebration that will conclude in May of 2002. The highlight of the Centennial Year was a campus-wide celebration on September 21, 2001, marking the September opening of the University one hundred years ago, when the University had but eight professors and 52 students.

The University was founded by the Archbishop of Portland, Alexander Christie, who wished initially to establish a college for Catholic boys in Oregon. He was advised and supported in this effort by a nationally known priest-scientist named Father John Zahm, C.S.C., provincial superior of the Congregation of Holy Cross. Zahm, head of the Catholic order of priests and brothers that had founded and is still affiliated with the University of Notre Dame, helped pay for Christie's new school, and in 1902 he sent Holy Cross priests and brothers to Oregon. Along with lay women and men, they still serve today as administrators, faculty, and staff.

The University was initially called Columbia University, for the nearby river. At first it was more of a high school than a college, but by 1929 it had graduated its first six undergraduates. In 1935 it changed its name to the University of Portland. After the Second World War it began years of remarkable growth that have yielded a modern comprehensive university. Today the University of Portland has nearly 3,000 undergraduate and undergraduate students, 166 professors, five academic units (the College of Arts and Sciences, and professional schools of business, education, engineering, and nursing), and 31 buildings on a 130 acre campus.

The University has set an ambitious goal: to become the premier Catholic teaching university in the West. The three tenets of the University's Mission—*teaching, faith, and service*—are widely known on campus and provide direction for all programs. Excellent teaching, informed by scholarship, is practiced by the faculty, which has won awards including U.S. Professor of the Year from the Carnegie Foundation for the Advancement of Teaching. The University embraces its Catholic identity, but all are welcome to be a part of this academic community. Service is highly valued, as a method of teaching and learning, and as an expression of faith in action.

The Self-Study Process

This report has been prepared for use by an evaluation team from the Northwest Association of Schools and Colleges (NASC). They will visit the campus on October 15-17, 2001. The self-study was based on the *Accreditation Handbook* (Bellevue, WA: Commission on Colleges, 1999). Numbers in parenthesis within the report (e.g. 3.D.13) refer to specific sections of the Handbook.

Five University representatives participated in the 1999 and 2000 accreditation workshops presented by the Northwest Association of Schools and Colleges. Father David T. Tyson, C.S.C., president, asked Brother Donald Stabrowski, C.S.C. academic vice president, to oversee the process and named Dr. Michael Connolly, associate professor of music, to serve as chair. Dr. Connolly was given partial release from teaching duties during the course of the study. In Fall 1999, the president appointed a steering committee, which studied the accreditation process and recommended committee appointments to the chair. Committees, comprised of representative faculty, staff, and students, were established for each of the nine standards, with subcommittees as necessary. In addition, all faculty were involved in the self-study through their academic programs. By the end of the first year of the study, it became apparent that the 18-member steering committee was too large to be effective. In Spring 2000, the chair appointed a six-member executive committee to oversee the process and finalize the report.

Because the Mission is the foundation of the University's work and the basis for judgment in the self-study, Standard 1 was examined first. The Standard 1 draft was discussed in January, 2000 at a well-attended University-wide forum, led by the president, who chaired the drafting committee. Participants supported amending the Mission to add the words that had already become widely used to summarize the University's work: *teaching, faith, and service*. The change was subsequently approved by the Board of Regents.

The first drafts of the other eight standards were completed on April 7, 2000 and reviewed by the steering committee and executive committee in June, 2000. A report on the status of the self-study was presented at the May, 2000 faculty development workshop, and the University community was updated regularly in the faculty/staff newsletter, *upbeat*, and on the self-study's web site: www.up.edu/intranet/academics/self-study. The drafts were thoroughly revised and resubmitted on February 2, 2001. Open information sessions on Standards 2, 3, and 4 were held the following March and April.

The first full draft was compiled in May, 2001. At a University-wide forum on May 8-9, nearly 200 faculty, staff, and students received copies of the draft, examined it during briefing sessions, and discussed it in small groups. Twenty-five pages of comments were compiled and posted on the web site. In July, 2001, the president and vice presidents of the University met and reviewed the report in detail. Brian Doyle, of the University's Public Relations staff and editor of the University's *Portland Magazine*, assisted with editing. All of this input was used to inform the final edition, which was completed by the executive committee in September, 2001. Jerilyn Prescott provided technical assistance in the preparation of the final manuscript.

The University of Portland customarily uses fixed data, as of September each year, for reporting purposes. Therefore, most figures in this report, such as numbers of students and faculty, are from September, 2000. If more recent data was available, it was incorporated when possible.

The University of Portland is grateful to the people, listed below, who were members of self-study committees. They represent virtually every endeavor on campus. In addition, all faculty and many staff members took part in the self-study through their individual programs.

Executive Committee: Michael Connolly (CAS, chair), Sr. Maria Ciriello, O.P. (Dean, Education), Linda Mantel (Computer and Technology Services), Marlene Moore (Dean, CAS), Paul Myers (Health Center), Br. Donald Stabrowski, C.S.C. (Academic VP)

Steering Committee: Annie Buell (Regent), Sr. Maria Ciriello, O.P. (Dean, Education), Michael Connolly (CAS, chair), John Goldrick (VP Student Services), Roy Heynderickx (VP Financial Affairs), Fran Hicks (Nursing), Richard Hines (Library), Sr. Sandra Lincoln, S.H.C.J. (CAS), James Male (Engineering), Gary Malecha (CAS), Marlene Moore (Dean, CAS), Paul Myers (Health Center), Karen Nelson (Registrar), Todd Shank (Assoc. Dean, Business), Elayne Shapiro (CAS), Br. Donald Stabrowski, C.S.C. (Academic VP), Fr. David T. Tyson, C.S.C. (President), Alex Coverdill (student)

Standard 1: Institutional Mission and Goals. Fr. David T. Tyson, C.S.C. (chair), John Soisson (Assoc. VP), Brian Doyle (Public Relations), Kathleen Regan (CAS), Jonathan Reitzenstein (student)

Standard 2: Educational Program and its Effectiveness. Br. Donald Stabrowski, C.S.C. (Chair), Sr. Maria Ciriello, O.P. (Dean, Education), Ronald Hill (Dean, Business), Terry Misener (Dean, Nursing), Marlene Moore (Dean, CAS), Zia Yamayee (Dean, Engineering), Department Chairs in CAS and Engineering, Jennifer Belknap (student). Resource: Committee on Curriculum and Academic Regulation. All academic units and departments participated in the development of Standard 2.

Standard 3: Students. John Goldrick and Paul Myers (co-chairs) divided this into six subcommittees:

Purpose and Organization/General Responsibilities (all of 3.A and 3.B). Thomas Greene, chair (Education), Rev. Arthur Wheeler, C.S.C. (CAS), Ardys Dunn (Nursing), Mark Meckler (Business), Robert Albright (Engineering), Brenda Greiner (Res. Life), Marty Kovach (Res. Life), John Garner (Public Safety), Jeanette Heli (student), Don Peck (student)

Academic Credits and Records (all of 3.C). Patricia L. Chadwick, chair (Academic VP office), James Stemler (CAS), Buzz Stroud (Athletics), Roberta Lindahl (Registrar), Linda Mantel (Computer and Technology Services), Jason McDonald (Admissions), Rev. Jeff Cooper, C.S.C. (CAS/Student Services), Marcia Parker (Disability Services), Scott DeBerard (CAS), Michael Watson (student), Julie Cortez (student)

Admissions, Financial Aid, and Marketing (3.D.1,2,6,7,8 and Policy 3.1). Rev. John Donato, chair (Campus Ministry), Monica Linde (Business), Laura Genik (Engineering), Terry Favero (CAS), Rita Lambert (Financial Aid), James Lyons (Admissions), Debra Miller-Carter (Public Relations), Jeff Kerssen-Greip (CAS), Millie May (Education), Becky Gannon (student), Shawn Weidman (student).

Orientation, Advising, and Counseling (3.D.3-5, D.9-12). Khalid Khan, chair (Engineering), Kristine Henderer (Nursing), Thomas Judson, (CAS), Mary LaBarre (Education), Bahram Adrangi (Business), Adonica DeVault (Career Services), Rev. Claude Pomerleau, C.S.C. (CAS), Pete Morones (Health Center), Elizabeth Docken (student), Eric Mashia (student)

Life on “The Bluff” (3.D13-19). Susan Moscato, chair (Nursing), Robert Peterson (Business), Mick Mulcrone (CAS), Rev. John Dougherty, C.S.C. (Admissions), Kristin Anderson (Res. Life), Bill Reed (University Events), Erin Duffy (Intramurals), Kirk Mustain (Food Service), Mike Driessen (student), Daoud Chaaya (student)

Intercollegiate Athletics (all of 3.E). Joseph Gallegos, chair (CAS), Todd Shank (Business), Regina Largent (AROTC, Shepard Freshman Resource Center), Dan Reilly (Admissions), Sr. Maureen Schaukowitz (Athletics/Academic VP), Joe Etzel (Athletics), Chris Sperry (Athletics), Dawn Baker (Athletics), Rick Schindler (Res. Life) Luke Murphy (student), K. T. Lamb (student-athlete)

Standard 4: Faculty. Fran Hicks, chair (Nursing), Amy Ahern-Rindell (CAS), Chris Kodadek (CAS adjunct faculty), Howard Feldman (Business), Ming Hsu (Engineering), Moira Fallon (Education), Deana Julka (CAS), Herman Asarnow (CAS), Kathy Robb (Academic VP)

Standard 5: Library and Information Services. Richard Hines, chair (Library), Linda Mantel (Computer and Technology Services), Alex Casareno (Education), Joe Hoffbeck (Engineering), Todd Easton (Business), Mary Waldo (Nursing), James Moore (CAS), Norah Martin (CAS), Karl Wetzel (CAS), Susan Hinken (Library), Caroline Mann (Library), Heidi Senior (Library), Chris Dotsen (student)

Standard 6: Governance. Gary Malecha, chair (CAS), divided this into three committees:

Standard 6A-C: Fr. David T. Tyson, C.S.C. (chair), Jim Kuffner, Al Corrado (Chair, Board of Regents), Annie Buell

(Regent), Gary Malecha (Chair, Academic Senate), and Jerry Carleton (student body president).

Standard 6D: Academic Senate Executive Committee: Gary Malecha, chair (CAS), Will Deming (CAS), Martin Monto (CAS), Fran Hicks (Nursing), Mark Kennedy (Engineering), Jack Kondrasuk (Business), Thompson Faller (CAS). Resource: Jim Kuffner

Standard 6E: Lois Geib (chair), Michele Kapitanovich (Student Activities), Julie DeBord (student), Jerry Carleton (student body president) See also 3.B.2.

Standard 7: Finance, Roy Heynderickx (Financial Vice President, chair; replacing John Cebula, who was Controller until 2000), Amparo Moon (Controller, 2000-), Thomas Freiberg (Volunteer Services), James Stemler (CAS), Pat Sweeney (Athletics), James Driscoll (Development), Zia Yamayee (Dean, Engineering), Charles Beck (student), Kathleen O'Reilly (faculty), Ellen Arwood (faculty)

Standard 8: Physical Resources, James Kuffner, chair (Personnel/Administrative Services), Terry Misener (Dean, Nursing), Paul Luty (Physical Plant), Fr. David Sherrer, C.S.C. (CAS), Adonica DeVault (Career Services), Linda Mantel (Computer and Technology Services), Jason Cash (Physical Plant), Karen Lee (Library), Jim Seal (Business), Steve DeKlotz (Residence Life), Michelle Zimmerman (Physical Plant), Ron Sherman (student)

Standard 9: Institutional Integrity. Sr. Sandra Lincoln, chair (CAS), Elise Rodriguez (Admissions), Annie Buell (Regent), Amparo Moon (Controller), John Garner (Public Safety), Fr. David Sherrer, C.S.C. (CAS), Karen Nelson (Registrar), Anita Lee Wynne (Nursing), Tracy Reisinger (Financial Aid), Louis Masson (CAS), Brian Doyle (Public Relations), Ned Freed (Business), Allison Burzio (student). Resources: James Lyons, James Kuffner

INTRODUCTION

Summary of the Self-Study

Mission, Goals, Planning, and Effectiveness. The Mission is the driving force and rationale for all programs of the University of Portland. This statement was approved after wide consultation in 1989 and amended in 2000 to add the words that have come to summarize the University: *teaching, faith, and service*. The Mission has both formed and reflected a revitalization of the University's Catholic identity.

Since 1990, planning and measurement of effectiveness has become standard on campus. The faculty, administration, and professional staff at the University expect that this is a shared responsibility. There is now a demonstrated connection among planning, decision making, and positive changes. The first Strategic Plan, of 1992, was updated in the Strategic Plan for 1998-2003. This document, based on the Mission, sets priorities for all programs. It is reviewed annually, within all parts of the University as part of the annual evaluation and planning for each program, and progress is documented in a written report.

Resources are allocated based on the Mission and Strategic Plan. The budget planning schedule was revised, enabling allocations to reflect more clearly the connection between the Mission and programs.

A comprehensive capital campaign, the *Defining Moment Campaign*, links the Mission and Strategic Plan to specific fund-raising goals. The campaign will conclude in May, 2002. As of Summer 2001, over \$97 million had been donated in cash and pledges toward a campaign goal of \$75 million.

Key Recommendations:

- The Mission will continue to be the driving force and standard justifying the University's programs and directing its resources.
- The University will continue to refine systematic planning and evaluation, and make it more consistent across campus.

Educational Program and Its Effectiveness. Planning, based on the assessment of outcomes, is infused in academic programs, from courses to programs, and from the four professional schools and College of Arts and Sciences to the entire Academic Division. Annual planning is based on the University Mission and the mission of the program. In addition, academic programs have undergone a detailed program review on a regular

schedule, about every six years. These reviews have involved both internal personnel and outside evaluators and have resulted in substantial and meaningful changes in nearly every program.

The University is currently engaged in an extensive study of the core curriculum, which has been in place since the 1970's. In the past two years, the current 48-unit core was evaluated and a set of goals for the core was developed. Departments that offer core courses then submitted detailed descriptions of how their current or proposed courses would meet one or more of the goals. The revised core will be implemented in Fall 2002.

Key Recommendations:

- The completed work of the Core Evaluation Team will result in a revised core curriculum.
- Program reviews, which will serve as the basis for short- and long-term planning within units, will continue on a regular schedule in all academic units of the University.

Students. The University of Portland student body is now at a record high, both in numbers and in quality, as measured by the SAT and GPA. Retention and graduation rates have risen steadily. Increased financial aid, including unfunded aid, which has risen from 15% in 1989 to 36% in 2000, is one factor in recruiting and retaining qualified students. The University is emphasizing a four-year, residential experience, based on the Holy Cross religious community's tradition of education of the heart as well as the mind. Three new residence halls have been built since 1998 and the number of resident students has risen 40% since 1995. These increases are challenging the capacity of some facilities, including the Commons and intramural recreation building.

Key Recommendations:

- The University will continue to seek to admit students who meet the University's increasingly high academic expectations and come from geographically and culturally diverse backgrounds.
- The offices of Financial Aid and Admissions will review and implement appropriate recommendations from an external consultant's current study on financial aid and its effect on admissions.
- The University will continue the commitment to the mission of residentiality in the Holy Cross character, in the tradition established at the University since its founding.

Faculty. The highly-qualified faculty is sufficient to fulfill the educational goals of the University. The number of full-time faculty has increased from 118 in 1990 to 166 in 2000, while the number of adjunct faculty declined. The faculty is active in academic planning and University governance. While the standard faculty workload is still four courses per semester, the practice is now to assign three courses per semester, with the remaining time devoted to scholarship and service. This self-study includes a

comparison of faculty salaries with data from the College and University Personnel Association (CUPA). As a result of the comparison, faculty salaries have been adjusted for 2001-02. The administration, faculty, and Committee on Rank and Tenure of the Academic Senate have clarified the procedures and discipline-specific standards for the evaluation of faculty for tenure, promotion, and periodic review. The faculty are engaged in more scholarship, supported in part by the Butine Faculty Development Fund, founded in 1993, a result of the first Strategic Plan.

Key Recommendations:

- The deans will continue to review and assess their faculty's workloads according to the University's Mission as well as the Strategic Plan, emphasizing the improvement of teaching, scholarly activities, and service.
- Rewards for faculty will reflect their workload, including salary, promotion, course reductions, and awards.
- The deans will continue to monitor salary distribution within their units, using CUPA data, and provide appropriate distributions to faculty in senior ranks, especially where irregularities presently exist.
- Academic units will move toward discipline-specific processes that include clear procedures for peer and administrative evaluation.

Library and Information Resources. Many resources of the library are now online, including the catalog and numerous data bases. The availability of print materials has improved through the Orbis and PORTALS consortia. Inflation is a challenge to the acquisitions budget, especially for serials. The library's physical facility has not kept pace with improvements in the program.

Computers are now in place in all faculty and administrative offices. The administrative software Banner has made record keeping more consistent. Banner data, while controlled for confidentiality, is now more widely and easily available via the web. A strategic plan for computing is in place.

Key Recommendations:

- The librarians will work with faculty to integrate information literacy instruction into the curriculum, optimally as part of the core curriculum, which is currently being restructured.
- The academic units and Computing and Telecommunications Services will facilitate the integration of computing with the teaching/learning process.

Governance. The University of Portland's system of governance allows for broad participation of students, faculty, staff, administration, and the board. A 47-member Board of Regents has stable, active leadership and membership. The president has served for 11 years, all of the vice presidents have been at the University at least 5 years, and the president is aided by a special assistant, the former executive and financial vice president, who has 43 years of experience at the University. The Academic Senate and its

committees are composed of representatives from the faculty, students, and administration. The senate of the Associated Students of the University of Portland (ASUP) is the primary means of student governance. One of the governing documents, the *Articles of Administration*, does not accurately reflect current policies and procedures.

Key Recommendation:

- The Academic Senate will complete the current review of its effectiveness so that it can better fulfill its responsibilities.
- The Office of Student Activities will provide more orientation for the ASUP executive board and student senate regarding their relationship with the University and the student government's role, authority, and responsibility.
- The *Articles of Administration* will be revised as a result of a process currently underway.

Finance. The University has adequate financial resources to fulfill the Mission. However, the Strategic Plan envisions new and expanded expressions of the Mission, which will be supported in part through the ongoing comprehensive capital campaign.

Key Recommendation:

- The University will concentrate on stemming its current reliance on endowment earnings in the budget beyond the spending rate.
- The University will create a capital budget.

Physical Resources. Adequate facilities and resources are available to support the Mission and current programming. A Master Plan for land use planning and an amended, updated plan were approved by the City of Portland in 1994 and 1999, respectively. The Master Plan is based on the Strategic Plan, under which University decisions are made. The approval of the Master Plan allowed the University to expand the campus to 130 acres, including what is now called University Village, across Portsmouth Avenue from the former campus boundary. Since 1995 six new buildings have been erected on campus: two academic facilities, a building for the Health Center and Career Services, and three residence halls. Other buildings have been substantially remodeled.

Key Recommendation:

- The University's Strategic Plan will be used to determine priorities for funding of physical resources.

Institutional Integrity. The University of Portland emphasizes ethics in its Mission. This is manifested in clear, published policies and procedures; in required coursework; in a new Code of Academic Integrity; and in the endowment of a new faculty chair in ethics. While policies are in place, at times they are difficult to access.

Key Recommendation:

- A comprehensive policy book will be developed and made available to all members of the campus community.

Eligibility Requirements

The University of Portland is eligible for accreditation according to the following criteria below. Supporting documents are listed in parenthesis.

- The University has formal authority from the State of Oregon to grant degrees.
- A Board of Regents has authority to carry out the Mission of the University. The Board includes 47 members, a large majority of which have no contractual or employment interest. None has a financial interest. (*Restated Article of Incorporation, University Deed and Trust Agreement, Bylaws of the University, Statutes of the University*).
- While the University defines itself as Catholic, it is owned and operated independently from the Catholic Church and has appropriate provisions for academic freedom in official documents (*Restated Articles of Incorporation, University Deed and Trust Agreement, Articles of Administration, Article IV: Faculty, Section 8: Academic Freedom and Responsibility*).
- The president devotes full-time service to the University.
- The University's Mission and Goals were developed by the administration, faculty, and staff, and were approved by the Board (*Bulletin, Strategic Plan 1998-2003*).
- The University serves the interests of students and devotes all of its gross income to support the Mission.
- Faculty, students, administrators, and regents are involved in the formulation of institutional policies (*Restated Articles of Incorporation, Deed and Trust Agreement, Statutes of the University, Constitution of the Academic Senate* [which includes faculty, administrators, and students]).
- The University's primary programs lead to bachelor's and master's degrees that have titles understandable within the larger educational community (*Bulletin*).
- Baccalaureate degrees require four years of study at the rate of 30 semester hours per year. Students who transfer in must complete 30 hours at the University to receive a bachelor's degree (*Bulletin*).
- Baccalaureate degree programs require a 48-unit general education core curriculum. Bachelor's and master's require a planned program of specialization (*Bulletin*).
- The *Bulletin* provides educational objectives for each program and the means for achieving them. They are appropriate to higher education in level, quality, and standards, and have been clearly defined and published for each program (*Bulletin*).
- All of the University's courses require an appropriate foundation of learning skills taught in a preparatory program of a high school. They examine the conceptual foundations of the subject matter as well as the information growing out of these foundations. Courses require students to do independent work, to analyze what they

learn, and to deal with the abstract as well as the concrete. Where appropriate, they foster the ability to make distinctions among ethical, intellectual, social, and religious values, and they encourage the pursuit of lifelong learning (*Bulletin*).

- Faculty and students are free to examine and to test all knowledge appropriate to their discipline in a manner consistent with the University's statement of Academic Freedom and Responsibility (*Articles of Administration*, Article IV: Faculty, Section 8) and Code of Academic Integrity (*Bulletin*).
- The full-time faculty of 166 is adequate to provide bachelor's and master's programs. There are full-time core faculty in every discipline in which a major is offered (*Bulletin*).
- The campus provides sufficient classrooms, labs, and informal spaces for faculty-staff interaction. See Standard 8.
- The Wilson Clark Library offers resources appropriate for the courses offered, including extensive holdings and participation in a regional library consortium which promptly delivers materials to campus (*Bulletin*).
- The University follows humane and nondiscriminatory policies in its dealings with students, staff, and faculty (*Bulletin*).
- Students are admitted according to a policy that specifies appropriate characteristics and qualifications (*Bulletin*).
- The *Bulletin* includes the Mission and Goals, admission requirements and procedures, academic regulations, programs offered and degree-completion requirements, tuition and other costs, payment and refund policies, and other official information. The *Student Handbook* specifies students' rights and responsibilities. A course schedule is published annually.
- The University can document a funding base, financial resources, and plans for financial development adequate to the Mission and Goals within a balanced budget and a safe level of debt. See Standard 7.
- Financial records are audited annually by Arthur Andersen, LLP. Their report includes an opinion on the financial statement.
- The University of Portland was founded in 1901 and continues to offer educational programs to students (*Bulletin*).
- The University accepts the policies and standards of the Commission on Colleges and the Northwest Association of Schools and Colleges, and agrees to comply with these standards and policies (*Bulletin*).
- The University discloses to the Commission on Colleges any and all information as the Commission may require to carry out its evaluation and accreditation function.
- The University of Portland understands and agrees that the Commission on Colleges may make the results of its evaluation public.

Progress Report on Recommendations from the 1990 Self-Study

The report of the 1990 evaluation team included seven major recommendations and five other recommendations. The 1995 interim visit report specified that the University had "taken satisfactory action in each instance." Here is a brief summary.

Major Recommendation 1. *As the University strives to fulfill its mission and goals as stated in its newly adopted mission statement, it seems apparent that an enhancement and diversification of revenue sources is needed. Therefore, it is recommended that a major comprehensive capital campaign be planned and implemented as soon as possible.*

The University is currently in the final year of a comprehensive capital campaign called *A Defining Moment*. The goals of the campaign were based on the Strategic Plan. While the goal was \$75 million, over \$97 million had been raised by the summer of 2001.

Major Recommendation 2. *Inasmuch as the University of Portland has a noteworthy core curriculum, has a mission statement that strongly emphasizes the importance of literacy, and has appointed a new faculty member to facilitate writing across the curriculum, the visitation committee recommends the following:*

a. that the University of Portland include a writing course as an addition to its core curriculum

The Integrated Writing Program has been successful in helping faculty infuse writing into courses across the curriculum. The Writing Center is staffed by trained student peer mentors who are available to coach students on projects, but not to correct or rewrite them.

b. that the University of Portland implement ways and means of evaluating the impact of its core curriculum on the skills, knowledge, and intellectual development of its undergraduates.

The Academic Senate approved the Common Curriculum Document in 1993. It was developed with campus-wide consultation and helped forge a common vision. The document includes three major goals:

1. Discovering and acquiring knowledge of the world and the place of the individual in it.
2. Identifying and developing personal and social values and goals.
3. Developing and refining skills, abilities, and ways of knowing.

The document states that these goals "embody an educational mission for our students and our institution, a vision in which these goals are integrated across courses, disciplines, and programs." Further description is provided with each of the three goals.

In 1999 the University received a \$100,000 grant from the Hewlett Foundation to assess the core curriculum. A Core Evaluation Team (CET) was established, including faculty from each of the eight programs that currently offer core courses, and representatives from each of the four professional schools and Department of Communication Studies. The dean of the College of Arts and Sciences is director of the project. In the summer of 2000 the CET completed its initial assessment. In January, 2001 the Academic Senate

approved a core vision statement, which was prepared by the CET in consultation with the faculty. In Spring 2001, programs were invited to submit course proposals based on the new vision. In Summer 2001 the CET evaluated these proposals and prepared a report and suggestions for the revision of the core. See Standard 2 for further details.

Major Recommendation 3. It is recommended:

- a. *that a careful examination of existing curricula be made by departments and an appropriate University-wide committee, to substantiate the necessity for all presently offered courses; and*
- b. *that procedures be implemented to assure that any course suggested for addition to a program be carefully scrutinized and approved by a faculty body removed from the proposing department, such approval to be received prior to the inclusion of the proposed course in the catalog or time schedule.*

In 1992 the University instituted detailed program reviews, which have resulted in substantial revision of the curricula. The Committee on Curriculum and Academic Regulation reviews all substantial changes. Revised course approval procedures, which require justification according to clear criteria, have been implemented. Many courses have been eliminated as a result of program reviews. More details are included in Standard 2.

Major Recommendation 4. What was said in the 1985 evaluation report continues to be applicable: "There is still no coordinated plan for faculty development." Realistic objectives for faculty development over the next decade, and a phase-in plan for these objectives should be jointly developed by faculty and administration.

The interim report of 1995 notes that the "University has significantly improved its program of faculty development over the past five years. Goals and objectives have been established, extensive funding has been provided, and a variety of different kinds of opportunities has been made available. Faculty are gratified by this process." Support for faculty development projects has increased dramatically. The annual budget for faculty travel to conferences has been enhanced significantly. In addition, in 2000-01, the Committee on Teaching and Scholarship funded the projects of 38 faculty members, totaling \$118,000, most of which comes from the endowed Arthur Butine Faculty Development Fund. Since 1994, the fund has supplied grants of \$568,000. See also Standard 4.

Major Recommendation 5. It is recommended that the University develop a comprehensive strategic long-range planning process involving all university areas: academic programming; facilities master plan; fiscal projections, enrollment, development/fund-raising, and personnel plans, with participation by members of the Board of Regents, faculty, administration, and students.

The University adopted a comprehensive Strategic Plan, based on the Mission, in 1992. After extensive review and consultation, a new Strategic Plan for 1998-2003 was created.

These plans have served as the foundation for all campus activities. Detailed academic program reviews were carried out in every department, and the core curriculum is currently being evaluated. Two new academic facilities, three residence halls, a building for the Health Center and Career Services, and a soccer stadium have been constructed since 1992. Other buildings have been substantially renovated, including Waldschmidt Hall (housing mostly administrative offices), two residence halls, and the Pilot House (student union). A Master Plan, required by local land use regulations, was approved by the City of Portland in 1994 and amended in 1999. Long-range fiscal planning is done by the financial vice president in consultation with the Board of Regents. Planned enrollment increases are actually ahead of schedule, nearly achieving the goal of 3,000 students on campus. The comprehensive capital campaign has exceeded the goal. See Major Recommendation 1 above. Personnel planning is included the Strategic Plan 1998-2003 (2.8, 2.8.1-6)

Major Recommendation 6. *An institution-wide, written clarification that specifies the nature, extent, and acceptable kinds of scholarly and creative expectations for promotion and tenure for faculty should be jointly developed by faculty and administration.*

The Academic Senate, which includes faculty, students, and administration, and the Senate's Committee on Rank and Tenure have met the need for clarification of scholarly and creative expectations for promotion and tenure. Processes are in place to provide the faculty information on what is expected of them. Academic units have all developed statements on scholarship, which were submitted to the Committee on Rank and Tenure to assist their deliberations. The committee publishes *A Guide to Promotion, Tenure, and Periodic Review*, which has been updated several times, as recently as Spring 2001.

Major Recommendation 7. *The institution should establish an ongoing process of graduate programs review that has both internal and external components. These reviews should guide and define the future of graduate education and the various graduate programs consistent with the mission of the University.*

The Report of the Expanded Interim Visit, 1995, states: "This recommendation has been acted upon, with a vengeance. As an integral part of the planning process, program review throughout the institution, on both graduate and undergraduate levels, has been done and continues. Substantial results fruitful to the university have come about thereby, from course pruning to reorganization in academic administration to articulation of the work of departments with the university's overall mission and goals." Standard 2 provides details on the institution, discontinuation, and revision of both graduate and undergraduate programs.

Recommendation 8. *Since the University has reached a new level of financial stability and the budget process has become more participatory, it is recommended that more formal mid-range financial planning be undertaken.*

The University adopted a five-year financial forecasting model in 1995 to help guide mid-range planning. The model is updated annually and used in budget planning sessions with the officers and deans. In particular, it has been useful in setting goals for enrollments, tuition pricing, financial aid, room and board, contributions, and other sources of revenues. A simplified interactive model was used last year with the deans and faculty to illustrate the relationships between sources of revenues and expenditures and how changes to each affect the budget overall. The University will continue to rely upon multi-year projections to help guide financial planning and budget preparation.

Recommendation 9: *It is recommended that the Library:*

- a. Continue collection analysis efforts especially as they relate to academic programs of the University.*
- b. Consider developing an integrated library system compatible with other systems on campus.*
- c. Develop plans for continuing staff development, especially relating to electronic information transfer.*
- d. Improve salary levels, especially for professional staff, to competitive levels for the profession.*
- e. Increase the percentage of the Educational and General budget spent for libraries and learning resources.*

Between 1990 and 1995, all of the recommendations made about the library were met, as documented in the Expanded Interim Report of 1995.

Recommendation 10: *It is recommended that the M.Ed. external degree program be brought more systemically under institutional control by the use of University paid on-site coordinators; the appointment of an academic director with appropriate release time; the increased use of teaching faculty who have strong ties to the University; the limitations of class size to the appropriate levels determined by the University; the evaluation of present program sites; the identification of a procedure for adding additional sites; a clearer policy on the availability of library resources; and the inclusion of language in the contract with the University Outreach Services to strengthen the University's position on these and related issues.*

The Commission's response to the 1998 focused interim report states: "The current report reflects a program which only remotely resembles the program as it existed in 1995. The current program...provides an excellent off-campus M.Ed. degree to graduate students who are under-served by appropriate graduate opportunities, who represent Catholic constituencies, and who are located in areas of strong undergraduate recruitment for the University. The University has taken steps to align the management of the off-campus delivery of the M.Ed. systematically under the School of Education. The administration has supported the necessary actions, as proposed by the School of Education, to bring the program into full compliance with the Commission's Standards."

Recommendation 11: *It is recommended that the University adopt a mission and goals for summer session that relate to the University's institutional mission and goals, thus providing clearer direction.*

As reported in 1995, a summer session mission and goals statement was prepared by the Director of Summer Sessions and approved by the academic vice president in 1994. Subsequently, the Office of Continuing Education, which included Summer Session, was eliminated, with the duties being taken up by other offices. In 1997 a task force studied Summer Session. It was determined that planning for summer courses was best decentralized, run by the five academic units, who coordinate course needs and offerings. Every core course is offered at least once during the summer. Courses are scheduled to last either six or eight weeks, starting on specific dates. Registration in summer courses on campus is lower for two reasons: better qualified students need fewer make-up courses, and there are fewer international students, who are more likely to remain in Portland and study in the summer.

Summer studies abroad programs have grown substantially. In 2001, 18 regular faculty led study programs for University students in England, Mexico, and Austria. The programs generally last six weeks and include two 3-unit courses per student, of core and/or upper division courses for a major.

Recommendation 12: *It is the committee's recommendation that transfer students be provided, at the time of admission, a written evaluation of the transferability of academic work taken at other institutions.*

The University provides to every admitted transfer applicant a written evaluation of credits accepted in transfer at the time of admission or very shortly thereafter. The evaluation indicates all transfer credits and how those credits apply to degree requirements in the student's major area of study. Each school at the University is responsible for determining the transferability of credits and for maintaining this evaluation as part of the record of matriculated students.

STANDARD ONE

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INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Mission and Goals

The Mission of the University of Portland is described in a statement approved by the University's Board of Regents, October 20, 1989, and amended by the Board January 28, 2000:

The University of Portland is an independently governed Catholic university, a community of scholars composed of people of diverse races, ages, nationalities, and religions. Devoted since its inception in 1901 to a mission with three central tenets – teaching, faith, and service – the University is committed to the liberal arts as the foundation of learning, and offers a curriculum of arts, sciences, humanities, and professional programs at the undergraduate and graduate levels. The University provides recognized leadership and leaders to the community and to the world through the quality and innovation of its programs and the preparation and contributions of its graduates. The University provides excellent teaching and individual attention in an environment that fosters development of the whole person. Central to the daily life of the University is a concern with issues of justice and ethical behavior. The University encourages service to God and neighbor.

Current Situation

The Mission (1.A.1). The Mission is the driving force and rationale for all of University planning activity. The statement concisely articulates the purpose and intent of the University. During the twelve years since it was initially approved and adopted, it has informed, energized, and focused the University's daily life and activity. It has been the basis of academic planning and assessment, budget and plant improvements, student and faculty recruitment, fundraising and public relations.

The development of the University's Mission was begun in September, 1987, during a series of meetings convened by the academic vice president and involving faculty

members from every school and department. In March, 1989, a self-study committee on Institutional Mission and Objectives was formed by the president. It was composed of students, faculty, staff, and members of the Congregation of Holy Cross. That Committee took up the work begun in September, 1987, and on October 29, 1989, presented a new mission statement to the Board of Regents for approval and adoption.

The University strives to imbue the teaching and intellectual experiences it provides with the animating force of faith and with an active orientation to service. In 1991, those principles were distilled into a form that has since become a mantra for the University community: *teaching, faith, service*. Virtually everyone associated with the University can state these three central tenets, and even prospective students and faculty learn about them early on. Because the University's commitment to these core principles is clear, participants at a University-wide forum on January 17, 2000 unanimously agreed to add those three words to the Mission. That modification was approved unanimously by the Board of Regents, January 28, 2000.

The three tenets are derived from the University's founding religious order, the Congregation of Holy Cross, which was organized in France in 1837 and dedicated to education. Currently there are nine colleges and universities in the United States that are served by Holy Cross priests, brothers, and sisters. The Congregation's 1988 *Policy Statement on Higher Education* includes the following statements:

- "Scholarship and teaching and the formation of youth are an ancient commitment in the Christian Church. We acknowledge that purposeful commitment as a ministry for which we have striven to be adept." (Paragraph 4)
- "...we wanted to give faith its high place among the pursuits of the mind and commitments of the heart." (Paragraph 6)
- "...we have heard a call to turn learning to service." (Paragraph 7)

Publication of the Mission (1.A.2). The Mission provides the starting point for virtually every activity and decision at the University. It is communicated in many major institutional publications in whole form (i.e. Bulletin, web site, Strategic Plan) and in short form (i.e. *President's Report*, campus banners and signs). The Mission guides the selection of editorial focus and content for the *President's Report* and *Portland Magazine*, the University's quarterly, and was the foundation of the University's first major fund-raising campaign, *A Defining Moment: The University of Portland Centennial Campaign*. As seen in the *Case for Support* for the Campaign (Exhibit ___), all of the items for which the Campaign seeks to raise funds are directly or indirectly related to the Mission, including such things as Volunteer Services, the Garaventa Family Center for Catholic Intellectual Life, and the Butine Faculty Development Fund.

Institutional Progress (1.A.3). Progress in accomplishing the University's Mission is communicated both internally and externally. The weekly faculty/staff newsletter, *upbeat*, provides information to the campus. The University reports accomplishments to its constituents and the wider public through the *President's Report*, the *University of*

Portland Report, Portland Magazine, on the web, advertisements in periodicals and newsletters, and local and national media outlets.

Goals (1.A.4). The University's Goals, listed in the *Bulletin*, are consistent with the Mission and the resources available—human, physical, and financial. The Goals relate directly to the Mission, providing more specific direction. Planning always refers back to the Mission. The development and stewardship of physical and financial resources flows from the Mission. New and improved campus facilities have supported and improved the educational and co-curricular programs, and three new residence halls since 1998 increase the number of students who can take part in the education of the “whole person.” Educational programs have been eliminated since 1990, either to improve the connection to the Mission or shift resources to stronger programs by eliminating weaker ones.

Mission-based Planning (1.A.5). The Mission and Goals shape all of the University's educational activities. Admission policies emphasize the recruitment of students who understand and appreciate the nature of the University and have a high likelihood of success, even as the academic standards have risen. Advertisements for faculty positions contain Mission-related descriptions of the University. Faculty are sought who support the philosophy and want to work in at a private, Catholic, liberal arts, teaching university. Resources have increasingly been allocated to programs that are clearly linked to the Mission rather than simply being driven by market demand. All planning, beginning with the Strategic Plan and extending to annual updates, is based on the Mission. The University community is keenly aware of being Mission-driven.

Service (1.A.6). Service, including public service, is a core value of the University. This commitment has its roots in the origins of the Congregation of Holy Cross and in the history of the Catholic Church. Each year the University's Volunteer Services Program (see Standard 3) sends over 25% of enrolled students into the community to perform service work with the sick and elderly, poor and homeless, students, and migrant workers, in homes, prisons, schools, and shelters. The University provides public lectures, arts performances, and athletic contests to the entire Portland metropolitan area. Lectures include the Schoenfeldt Distinguished Writers Series, the Honors Program Lectures, the Pamplin Lecture in Business, The Bauccio Lecture Series, the Zahm Lecture, and other lectures provided by faculty members and by distinguished visiting scholars. Arts offerings include gallery exhibits, drama, dance, and music, featuring University faculty, students and guest artists. The University allows use of its facilities to outside groups for many events, including graduations for area high schools, a recent conference with the Dalai Lama, the Black Student Baccalaureate, academic competitions, and the Literacy Fair.

Substantive Change (1.A.7). The University understands its obligation to review with the Commission on Colleges any changes in mission, autonomy, ownership or control, or any intention to offer a higher degree than is included in current accreditation. There have been no such changes in the past decade and none are anticipated.

Analysis and Appraisal

For 100 years, the University has been a private institution that operates independently of any state or ecclesiastical authority or institutions. Yet the University is a Catholic institution in its historic tradition, in its special relationship with the Congregation of Holy Cross, in its constituencies and the membership of its community, in its reverence for and study of Catholic teaching, and in its public expression of faith and religious experience. The enduring legacy of the centuries-old Catholic intellectual tradition is found in the curriculum, where the liberal arts – philosophy, theology, literature, art, music, science, history, social science, mathematics – are at the core of the academic life of all students.

During the past decade, the University has reasserted its Catholic identity and heritage. After a financial crisis in 1971, the connection to the Church was often downplayed for market reasons. Some thought that being Catholic would limit the pool of prospective students. The Mission Statement of 1989, and the process that led to it, brought to the University community a revival of understanding and appreciation of this distinctive Catholic identity. The University is *catholic* in the broadest sense of the term, embracing universal values and respecting a variety of faiths. The University is also *Catholic*, sharing belief with a wider Christian community, including many denominations. Finally, The University is *Roman Catholic*, active in the Church's rich, living tradition (Strategic Plan 1.5.2).

The Mission states that the University is "composed of people of diverse races, ages, nationalities, and religions." The percentage of minority students has more than doubled in the last decade, from 6% to 14%. The University of Portland community is now at least as racially diverse as the surrounding county and states. In 2000-01, 81.3% of students were white (non-Hispanic), compared with 2000 Census figures of 84.1% in four-county metropolitan area, 86.6% in Oregon, and 81.8% in Washington. See Standard 3. In addition to these figures for domestic students, there were 167 international students during Fall 2000. While the University is Catholic, 51% of the 2000-01 undergraduate student body was not Catholic. The University strives to be a community of scholars that welcomes all who are academically qualified.

That Catholic intellectual tradition, and a renewed understanding of what it means, has enriched the community of scholarship in the past decade. The core curriculum is currently undergoing its first comprehensive review in decades. There is a renewed emphasis on faculty scholarship and faculty/student joint research. The \$2 million Butine Faculty Development Fund and recently-raised gifts of \$500,000 for student research demonstrate this commitment. The Garaventa Center for Catholic Intellectual Life has been endowed and planning for its institution is ongoing.

The University of Portland Alumni Outcomes Survey conducted by the Office of Institutional Research in Fall 1999, showed an exceptionally high level of satisfaction among alumni with the quality of the education they received and the degree to which their education prepared them for their life and work. More than 92% of respondents to

the survey rated the quality of their education "excellent" or "good", which compares favorably with the corresponding 90% of respondents from the total private college group. More than 42% had earned or were pursuing a degree beyond their undergraduate degree.

A summary of the major fields of employment among alumni shows that 31% are pursuing careers in business, 14% in education, 11% in engineering, and 19% in the health sciences. Almost 90% of alumni (89% of all private college respondents) stated that their experiences at the University prepared them at least adequately for their current job; 57% (compared to 52% of private college respondents) felt their experiences prepared them "more than adequately" or "exceptionally well".

The University instills the values of leadership and service in its students. Alumni have achieved distinction in wide-ranging areas and have made significant contributions to society: as corporate presidents, as state legislators and federal congressmen, as judges at the state and federal level, as United States ambassadors and military leaders of the highest rank, as inventors and scientists and philanthropists, as artists, teachers, and clergy. The University's Pacific Alliance for Catholic Education (PACE) sends teachers to underserved Catholic schools in the West. At least 500 alumni have served as members of the Peace Corps, the Holy Cross Associates, or the Jesuit Volunteer Corps, as well as other service programs.

In the past decade members of the faculty at the University have received significant recognition for the quality of their teaching and their counseling of students:

- U.S. Professor of the Year, Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education
- Carnegie Scholar, 2000-01
- CASE Professor of the Year in Oregon (Council for the Advancement of Secondary Education in conjunction with the Carnegie Institute)
- State Teacher of the Year, Consortium of Foreign Language Teachers
- Teacher of the Year, Oregon Academy of Sciences (awarded twice to University of Portland faculty)
- Outstanding Freshman Advocate, National Resource Center for First Year Students (awarded to two different University faculty)

Consistent with our teaching emphasis, there has been a concerted effort to recruit and hire faculty who are committed to the teaching of undergraduates. Also, during the past decade the University has hired three professors to fill endowed chairs, and the expectation of these professors is that they serve, in effect, as master teachers. All of them teach freshmen-level courses.

The University is committed to the Holy Cross ideal of an "education of the heart as well as the mind" and the Mission's commitment to the "development of the whole person." One way in which these are embodied is in the value put on residentiality. The new residence halls have increased the number of students who live on campus and have

enriched the University's co-curricular life. Chapels are placed prominently in all residence buildings, and an Office of Campus Ministry of eleven staff members tends to the spiritual needs of students, faculty, and staff. The Shepard Freshman Resource Center opened in 2000. This office provides individual attention to all freshmen during the critical early months of their college education and coordinates the activities of all freshmen support services on campus, including academic, health, counseling, and financial. Two new endowed chairs, in ethics and education, have just been established.

The Office of Volunteer Services is the most visible and tangible expression of the mission-related commitment to service. More than one third of all students perform some form of service work during their time as undergraduates. All of the 33 service programs are student-managed. The program's director is currently working with the academic division to integrate service learning with the curriculum.

Next Steps

- The Mission will continue to be the driving force and standard justifying the University's programs and directing its resources.

Planning and Effectiveness

Current Situation

Planning (1.B.1-5). The University engages in systematic annual and long-term planning, including the Strategic Plan, Annual Reviews and Reports, and scheduled Program Reviews (1.B.1-5).

Strategic Plan. The first Strategic Plan was published in 1992 and evaluated in 1997, when it was determined that a new plan was required to move the University forward. An extensive set of consultations was held, involving all four divisions of the University. In the academic division, the president, along with the academic vice president and appropriate dean, met with the faculty from every professional school and CAS department. This process resulted in the 1998-2003 Strategic Plan, approved by the Board of Regents. The academic vice president, who was charged with developing and monitoring the Strategic Plan, writes an annual progress report, based on reports from all four divisions.

The 1998-2003 Strategic Plan (SP) specifies two primary goals:

- increasing the excellence of undergraduate education...and at the graduate level as well, especially in education, nursing, and business administration (SP 1.3).
- to identify and foster selected programs for special emphasis and achievement. These programs of particular strength and promise will become the hallmark of the University's commitment to excellence (SP 1.4).

The Strategic Plan assumes: using the Mission and Goals for guidance, continuing the Catholic tradition and service by the Congregation of Holy Cross, growing moderately without dramatic changes from the current enrollment distribution, offering a liberal arts education, emphasizing campus living, reducing rather than expanding academic offerings, emphasizing and funding excellence while withdrawing support from programs where excellence seems unattainable, and increasing financial resources within a balanced budget (SP 1.5-1.5.9).

Annual Planning. Each vice president plans annually with his respective division, based on the Mission, Goals, and Strategic Plan. Every dean, department chair, or program director writes an annual report that documents progress toward meeting the program's goals and listing updated ones. The vice presidents then prepare annual reports for their divisions, and these are reviewed at the summer officers' retreat.

Academic Planning. Ongoing academic planning begins in the spring with the Annual Review, in which units (the College of Arts and Sciences and its departments, and the four professional schools) evaluate their progress based on the University's Mission and Goals and their own missions and goals, and make plans for the school year after the following year (i.e. Spring 2001 for 2002-03). The units report to the academic vice president at the spring deans' retreat, after which he reviews them. The focus for the following year is developed at the fall deans' retreat. Annual Reviews have been suspended during the two years of the self-study but will resume in 2002.

Student Services Planning. Each department submits an annual departmental strategic plan to the vice president for Student Services, who condenses them into a plan for the division. The department's plans are accompanied by the directors' annual reports. These documents are reviewed as part of the annual performance evaluation of each program director. Additionally, each director meets bi-weekly with the vice president for ongoing updates on departmental progress and performance.

University Relations Planning. The planning process for the University Relations Division is both annual and ongoing. Each Fall, along with a review of the Strategic Plan and the goals of the division, each of the five departments begins to formulate and update its objectives and action plans for the following fiscal year. By late winter, written objectives and action plans for each department and for each individual within each department have been drafted, and those plans are carried into the budget discussions and preparations that take place in winter and spring. Likewise, each spring an evaluation of existing objectives and plans takes place, and each staff member receives a written performance review. Salaries are linked to reviews; successful completion of individual and departmental objectives are rewarded. At the end of each fiscal year, department directors submit to the vice president written reviews of their department's performance during the just-completed year. The reviews focus on the objectives and plans articulated one year previously.

Financial Affairs Planning. The Financial Affairs Division of the University participates annually in the strategic planning process per the request of the academic vice

President. Each department completes a report on progress made toward institutional goals expressed in the strategic plan over the past year and lists institutional goals they wish to work on for the next. An annual report is prepared and submitted to the academic vice president and to the other officers of the University. The report is reviewed at the officers' retreat each summer.

Senior administrators within the financial affairs division meet at least once each semester as a group to discuss progress towards goals. Senior administrators meet with the vice president for Financial Affairs on a weekly basis to discuss progress and to plan for the next year. Each department also participates in the annual budgeting process that again helps to identify and prioritize plans to achieve specific goals.

Program Reviews and External Evaluations. Academic program reviews require a thorough, long-range evaluation of the academic program's mission and its relation to the University's Mission, Goals, and outcomes. Each year several programs complete the review, including those that will have accreditation visits during the following year, and all programs complete the process over a multi-year cycle. Responses to each program review are provided by an external reviewer, the appropriate dean, the academic vice president, and the president. These reviews have been the primary process by which major changes have been planned and implemented in academic programs. See Standard 2 for details.

Several non-academic departments have participated in outside reviews since 1992, including the Controller's office, Student Accounts, Loans, Financial Aid, Payroll, Career Services, and Public Safety. These are in the form of annual audits, periodic regional reviews, or peer reviews. All of these audits and reviews have helped in planning and the effective operation of the departments.

Budget and Financial Planning. The budget process is supervised by the Financial vice president. In the fall, requests for the following school year are submitted, including a justification based on the planning process. Approval comes in the spring. Strong, potentially strong, and mission-related programs are given highest priority for funding, and the University's limited resources are reallocated when needed to support those programs. In the fall, budgets for the current year are adjusted, since the budget depends on current enrollment.

The annual outside audit is approved by the finance committee of the Board of Regents. Investments are handled by the investment committee of the Board, which makes recommendations to the Board for final approval.

The Capital Campaign. A comprehensive fund-raising campaign was planned carefully over a number of years, based on the Mission and Strategic Plans of 1992-98 and 1998-2003. In the early 1990's *Partners for Preeminence* outlined the major goals of the proposed campaign. *Priorities for University Excellence*, 1998, was used as the basis of the final *Case for Support* for the public phase of *A Defining Moment: The University of Portland Centennial Campaign*. The stated goal was \$75 million, but as of the summer of

2001 well over \$97 million had been raised for student and faculty support, and the campaign will not be completed until May 2002. See details in Standard 7.

Planning Resources (1.B.6). The University dedicates the necessary resources for evaluation and planning. Much of this comes in the form of personnel: administrators, staff, faculty, and the director of institutional research. Sufficient funds are provided for accreditation visits, external evaluators for Program Reviews, and other planning expenses.

Institutional Research (1.B.7-8). Although the University has had an institutional researcher for more than a decade, the capacity of the research was impaired for several years because of the illness of the director. Currently, under a new Director of Institutional Research hired in 1998, the University is introducing more sophisticated database programs and is working to strengthen its research. The director has begun a systematic research and assessment process that involves the extensive use of surveys. This includes a focused effort on the collection of data about graduates in order to assess the effectiveness of the educational programs. The initial results of the survey for the Classes of 1989 and 1994 are now available. Changes in the admissions process reflect what was learned from the new data.

Communication of Institutional Effectiveness (1.B.9). The University uses the information gathered through institutional research to communicate evidence of its effectiveness, and this information can be found in a number of places.

- The annual *President's Report*
- Annual reports to the state and federal governments
- The University of Portland Report, a publication listing accomplishments by the University and its faculty, issued annually by the academic vice president
- Annual reports to the Board of Regents
- Reports to the Congregation of Holy Cross, Indiana Province
- Reports on the results and progress of the capital campaign (*Portland Magazine*, *upbeat* faculty/staff newsletter, and the University web page)
- Selected news items in *Portland Magazine*
- Newsletters prepared and distributed by the Office of Admissions

Analysis and Appraisal

Enormous strides have been made in planning and measuring effectiveness since the 1990 self-study. The faculty, administration, and professional staff at the University of Portland expect that this is a shared responsibility. There is now a demonstrated connection among planning, decision making, and positive changes. The high level of involvement that is required results in benefits and some perceived liabilities. While there is a high degree of ownership over planning and decision making at all levels, the process does take time away from other duties. Many faculty and staff find this frustrating and burdensome, but most recognize the positive difference that broadly based planning enables.

While the budget preparation process works well, timely approval is a challenge for academics. Hiring for new faculty positions would best be planned a year in advance, but the administrative approval does not come that early. This schedule makes hiring decisions difficult at times, especially for new positions, which require more lead time than replacements. Placing the entire University budget on the same planning and approval schedule would improve coordination.

The University of Portland is now benefiting from systematic, professional, data-based research. Research has been especially useful in admissions and financial aid. As more systematic data become available, effective strategies will be clearer and appropriate broader changes can be made.

We continue to refine our planning, allocating funds to support programs that are derived from the Mission and evaluated for their effectiveness. In 2000-01, all of the vice presidents met with faculty in the academic units to receive direct input. This has broadened the common understanding of planning and budget questions we face in coming years and increased the acceptance of what will always be difficult decisions. A thoughtful review of the University's five sources of revenue (tuition, government, endowment, auxiliary enterprises, and gifts) is underway and steps are being taken to maximize each of those sources, with the full realization that successful fulfillment of mission and vision will depend on both increased revenues and increasingly effective budgeting of those revenues.

Next Steps

- The University will continue to refine systematic planning and evaluation, with consistent expectations across campus.
- The University's programs, faculty, and staff, will continue to improve the systematic collection of data, including institutional research.
- The administration will promote an understanding that planning and evaluation are enhanced by data, and that the collection of data is the norm.
- The vice presidents and deans will enhance communication and involvement in University-wide planning, especially about financial decision making

STANDARD TWO

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EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

General Requirements (2.A)

The Mission of the University of Portland succinctly defines the University as "...an independently governed Catholic university, a community of scholars composed of people of diverse races, ages, nationalities, and religions. Committed to the liberal arts as the foundation of learning, the University offers a curriculum of arts, sciences, humanities, and professional programs at the undergraduate and graduate levels." The University's Strategic Plan (SP), adopted in 1992 and updated in 1998, sets excellence in its educational programs as one of its highest priorities in achieving the goal of becoming "the premier Catholic teaching university in the West" (SP 2.2, 2.3).

The academic structure of the University includes five units: the largest is the College of Arts and Sciences, which offers 22 major programs. In addition there are four professional schools, all of whom are nationally accredited: Business, Education, Engineering and Nursing. The professional schools offer an additional 13 majors bringing the total number of majors presently supported by the University to 35. Each major offers a degree at the undergraduate level. See the 2001-2002 University *Bulletin* for complete descriptions of these programs. Minors are offered in most of the undergraduate programs. The University also offers certificate programs in Peace Studies, French, Spanish, and German at the undergraduate level. In addition, there are 13 graduate programs that culminate in a master's degree. Five of these are in the College of Arts and Sciences and the others are in the professional schools. The Schools of Nursing and Education also offer certificate programs at the graduate level. Table 2.1 lists the degrees conferred by the University and the unit through which each degree is administered.

Upon the recommendation of the 1990 NASC visiting team, the University has engaged itself in continuous review of each of its academic programs. Grounded in a commitment to the University's Mission and guided by the University's Strategic Plan, every academic unit has examined each of its programs to determine the strengths and challenges. The University has made a commitment to strengthen those programs that have the potential for excellence (SP 1.4). The process used for these reviews has provided the opportunity for a thorough self-study of each unit. Each review requires a self-study document, a visiting team or individual from outside the University, and an analysis from the dean, the academic vice president, and the president. The exhibits provide the guidelines for program reviews as well as the documents from each academic unit.

Table 2.1
Academic Degrees Offered by the University of Portland

<p>College of Arts and Sciences Communication: B.A. Drama: B.A. English: B.A. Environmental Ethics and Policy: B.A. History: B.A. Interdisciplinary Studies: B.A. Mathematics: B.A., B.S. Music: B.A., M.A. Philosophy: B.A. Political Science: B.A. Psychology: B.A. Social Work: B.A. Sociology: B.A. Spanish: B.A. Theology: B.A. Biology: B.S. Chemistry: B.S. Environmental Science: B.S. Life Science: B.S. Organizational Communication: B.S. Physics: B.S. Theatre Management: B.S. Drama: M.F.A. Communication Studies: M.A., M.S. Theology: M.A. in Pastoral Ministry, M.A.</p>	<p>Dr. Robert Pamplin, Jr. School of Business Administration Accounting: B.B.A. Finance: B.B.A. Global Business: B.B.A. Marketing and Management: B.B.A. Business Administration: M.B.A.</p> <p>School of Education Elementary Education: B.A.Ed. Music Education: B.M.Ed. Secondary Education: B.S.S.E Education: M.A., M.A.T., M.Ed.</p> <p>School of Engineering Civil Engineering: B.S.C.E. Computer Science: B.S. Electrical Engineering: B.S.E.E. Engineering Management: B.S.E.M. Mechanical Engineering: B.S.M.E. Engineering: M.Eng.</p> <p>School of Nursing Nursing, B.S.N. Nursing, M.S.</p>
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Every academic unit in the University has completed this process at least once since 1991. The strategic plan states: “The University will reduce rather than expand the breadth of its academic offerings...a principle of selectivity and increasing focus on distinctive programs and characteristics will prevail” (SP 1.5.6). The results of these program reviews have been significant. The University has discontinued or made major modifications to 31 programs, and 18 new or restructured degree programs have been added, a net decrease of 13 degree programs. The consequences of these program reviews reflect the University’s commitment to continuous improvement of its academic programs as an ongoing responsibility. Table 2.2 lists a summary of the major degree changes from 1989-2001.

High Standards of Teaching and Learning (2.A.1). The University of Portland identifies itself as a teaching university. Subsequently the single-most important characteristic sought in the hiring, tenuring, and promoting of faculty is demonstrated excellence in teaching. The University supports a 1:13 faculty-student ratio (figured using [full-time head count] plus [part-time head count/three] for both faculty and students), fully cognizant that smaller classes provide settings that support excellent teaching and individual attention in an environment that fosters development of the whole person. Believing that it is the faculty who guarantee excellent teaching, the University has increased the size of its faculty from 118 in 1990 to 166 in 2001. See Standard Four for a more complete treatment of Faculty.

Table 2.2
Degree Changes from 1989-2001

Date	Discontinued, date approved by the Academic Senate	Instituted, date approved by the Academic Senate
1989-1990	B.S.A.J. in Administration of Justice 2/90	B.S. in Criminal Justice 2/90
1990-1991	B.M. in Music 2/91 B.S. in Society & Justice 2/91 B.A. in Society & Justice 11/91 M.A. in History 11/91	B.A. in Music 2/91 M.A. in History and Government 11/91
1991-1992	None	M.S. in College Student Personnel 4/92 M.S. in Counseling 3/92
1992-1993	B.S. in Communication Management 1/93 B.S. in Health Care Management 1/93 M.A. M.S. in Communications 1/93 B.S. in Science Communication 1/93 M.M. in Music 1/93 M.A. in Student Administration 4/92	B.S. in Organizational Communication 1/93 M.A., M.S. in Communication Studies 1/93 M.A. in Music 1/93
1993-1994	B.S. in Allied Health Science 1/94 B.S. in Engineering Chemistry 2/94	B.S. in Life Sciences 1/94
1994-1995	None	None
1995-1996	M.A. in History 4/96 B.A. in Modern Languages 2/95	B.A. in Spanish 2/95
1996-1997	M.S. in Counseling 1/97 M.M.E. in Music 1/97	B.A. in Environmental Ethics & Policy 10/96 B.S. in Environmental Science 10/96
1997-1998	M.A. in Theology 2/98 B.B.S. in Criminal Justice 11/97 B.S. in Social Work 11/97	B.A. in Social Work 11/97
1998-1999	B.S. in Computer Applications Management 3/99 B.A. in Management 10/98 B.B.A. in Marketing 10/98 B.S.E.S. in Engineering Science 2/99 M.S. in College Student Personnel 2/99	B.B.A. in Global Business 10/98 B.B.A. in Marketing & Management 10/98
1999-2000	M.F.A. in Fine Arts 11/99	M.A. in Pastoral Ministry 2/5/00
2000-2001	B.S. in Journalism 11/00 M.S.E.E., M.S.M.E., M.S.C.E. in Engineering 1/01	M.E. in Engineering 1/01

In the University's Strategic Plan, priority has been given to enhancing the quality of the instructional relationship between faculty member and student. In order to guarantee the

fulfillment of this priority, the University is committed to bringing the most qualified and able teachers it can find. It also supports faculty by offering services that will free them from burdensome tasks unrelated to teaching, providing time to enhance their teaching and scholarship, and requesting that faculty not dissipate their energies by the demands of a wide range of programs and courses (SP 2.1.1-11).

In the few instances where programs are offered off campus (e.g. the M.Ed program in the School of Education), regular faculty and staff travel to the sites to provide the majority of the course instruction. In addition, library and instructional resources are provided to these off-campus students consistent with those available on campus. The University's overseas undergraduate program in Salzburg, Austria has also witnessed improvements in the faculty and especially in the physical resources and access to library resources and technology since the last self-study in 1989-90.

To support the academic programs, two new academic buildings have been built since 1990, which has more than doubled the classroom and laboratory space available on campus. The library, information resources, and access to technology have been improved to keep pace with the higher standards of the programs (SP 2.1.7). Finally, the University is in the midst of a highly successful capital campaign to procure financial resources that will support the comprehensive needs of high quality academic programs (SP 4.1) .

Educational Goals and Mission (2.A.2). The Mission of the University, the goals and objectives of the educational programs (*Bulletin* 3-5) and the priorities noted in the strategic plan drive the instructional policies, methods, and delivery systems of the educational programs. These documents are reviewed periodically by the officers of the University and the Board of Regents. In addition to these goals and objectives, the University's Academic Senate also approved a Common Curriculum Document in 1992 that reflects the learning outcomes expected of each of the University's graduates (SP, p. 9). Each department of the College of Arts and Sciences, and each of the professional schools, determines how it will achieve these goals. Annually, each academic unit reviews its progress and effectiveness in fulfilling its responsibility to the University's Mission, Goals and Objectives, and the Common Curriculum Document in light of the Strategic Plan, and submits a progress report to the academic vice president, who writes an annual report. See exhibits for Standard 1 for reports for the past three years. The deans and vice president meet each summer to develop goals and priorities for the following academic year.

Degree Designation and Coherence (2.A.3-4). Table 2.1 lists the degrees offered by the University. Degree designators are generic in nature and consistent with program requirements. The University *Bulletin* outlines the design of each degree and certificate program. Requirements of the programs are reviewed annually and revisions are made in the *Bulletin* accordingly. In addition, many of the departments in the College of Arts and Sciences and the professional schools have student handbooks that provide more detailed information on each of the degree programs, including the knowledge, skills and dispositions expected of successful graduates.

The common basis for an undergraduate degree is 120 semester hours of credit, including 48 hours in the core curriculum of courses in the arts and sciences. The minimum requirement for a major is 24 hours of upper division course work in the discipline. However, presently all undergraduate majors require at least 27 hours of upper division work in the discipline. Several majors in the College of Arts and Sciences and most in the professional schools have additional requirements in their majors as mandated by their accrediting agencies.

The curriculum designed for each educational program considers breadth as well as depth, in the sequencing of courses, synthesis of learning, and the assessment of learning outcomes. In addition to assessment within the University, the professional schools require their graduates to demonstrate mastery of learning outcomes through the passing of professional examinations for licensing or certification at the end of the program.

Syllabi, which are on file in each academic department or school, indicate the extent to which library and information technology is incorporated into classes. All units annually evaluate library and other information resource needs, especially those relating to technology and lab equipment. The units also work with the library and Computer Services in planning for, and in the acquisition of, the necessary materials to guarantee current and adequate resources. See Standards 5 and 8 for more information.

Integrity of Courses Offered in Concentrated or Abbreviated Format (2.A.5-6). By far, the majority of programs and courses offered by the University are provided in a standard format and time frame. Those few courses in concentrated form, usually offered off-campus, do not deviate from the standard contact hour requirements. The fall and spring semesters follow a fifteen-week schedule. Within these regular semesters, the equivalent of 45 one-hour class sessions is scheduled for each three-credit course. The contact hours for courses earning more or less than three credits are adjusted accordingly. The summer sessions of six or eight weeks are adjusted accordingly to fulfill the time requirement that the University believes is important to demonstrate sufficient mastery of program goals. For this reason, some courses are not taught during the summer session because the time frame does not allow the level of subject mastery expected during a regular fifteen-week semester.

In graduate courses, especially those offered off-campus, the schedule is planned to accommodate the same classroom experience that students would have during a regular semester. Specifically, during summer and off-campus programs, three-hour semester courses are planned to include classroom instruction that meets the 45-hour standard.

In graduate programs that are most closely related to the Mission of the University, especially those that have used a cohort model for instruction, a reduced tuition rate may be utilized. This provides more opportunity for those who might profit from these programs a chance to take advantage of them. An example of such a program is the M.A.T. offered through the School of Education.

Curriculum Design, Approval, and Implementation (2.A.7). The University faculty has the responsibility for the design, approval, and implementation of the curriculum. The process for making curricular changes is outlined in the Constitution of the Academic Senate. The Senate

Committee on Curriculum and Academic Regulations recommends to the full senate all curriculum proposals from the academic units for changes and modifications, the establishment or discontinuance of any undergraduate or graduate program or degree, and the degree requirements in all undergraduate and graduate programs. Through the approval process, the committee takes care to see that such changes are based on realistic planning, sound academic principles, and financial capability. The committee also reviews the program reviews of each academic unit at the time of the formal review process. This process is explained in more detail in section 2.A.11-12.

Faculty Partnership with Library and Information Resources (2.A.8). The library faculty and staff work closely with faculty in all the academic units to provide library instruction as a regular part of coursework. During program reviews, academic units examine the library holdings for their discipline to assure that there are sufficient resources to carry out the learning objectives of the program. Classroom faculty work with the library faculty and staff to enable the use of library and information resources in courses. They consistently communicate with faculty and students about the most current on-line facilities available. The University maintains membership in two regional consortia (PORTALS and Orbis) that have expanded access to virtually every library in the state.

To enhance the development of the library's holdings, the University librarian annually reviews the acquisition process with each academic unit. In most units, specific faculty are assigned to work with the librarians in building the collection with consideration of how these resources are to be integrated into the learning process. See Standard 5 for further information.

Scheduling for Optimal Learning and Accessibility (2.A.9). The complexity of the University's structures necessitates a great deal of cooperation to provide appropriate schedules that allow students to complete their degrees in a timely manner. In particular, the College of Arts and Sciences takes special care to provide service courses to the professional schools that fit their program scheduling needs. Adjustments are continuously made to assure students the opportunities for necessary courses. Because of the size of the University, it is possible for academic units to provide courses on a special-needs basis when circumstances warrant it. However, the current goal is to plan so that fewer of these special courses are necessary, since this is not always the best use of limited resources nor does it always provide the optimum learning environment. Most courses in the University *Bulletin* are offered at least once every two years so that students have the opportunity to participate in the full curriculum of any particular program.

Credit for Prior Experiential Learning (2.A.10). The University does not offer credit for prior experiential learning.

Procedures for Additions and Deletions of Programs and Courses (2.A.11-12). The policies, regulations, and procedures for the addition, deletion, or major revision of programs have been reviewed systematically since 1990, and the process is now standardized across the University. The Academic Senate must give approval all program changes. The senate, along with its committee structure, policies, and procedures, was reviewed and reorganized in 1994, and will be examined again during 2001-02. The process of program change begins in the academic unit,

which thoroughly examines each of its programs through a self-study process. Second, the self-study document is validated by an external consultant (or team of visitors) who provides insights on the strengths and challenges of the unit and makes recommendations for improvement. Third, schools and departments prepare proposals that include additions, changes, and deletions, and submit them to unit faculty for approval. Fourth, the approved proposals are forwarded for review to the Committee on Curriculum and Academic Regulations. Finally, with the recommendation of the committee, proposals are sent to the Academic Senate for approval. The Academic Affairs Committee of the Board of Regents approves annually all actions of the Academic Senate. For more information, see Standard 6.D.

In every case where the University has eliminated programs, all students in the program are guaranteed the opportunity to complete the degree requirements. This has not been a serious problem, since enrollments have been very low in the programs that have been discontinued. In cases where significant changes have been made in program requirements, students presently enrolled in those programs are allowed to complete their degree under the previous requirements. Because the majority of students complete their programs in four to six years, there has not been a problem with assuring that presently enrolled students finish under the previous requirements in a timely manner.

Proposals for the addition or deletion of courses are initiated by faculty in the department or professional school. These are generally handled as part of regular program reviews. If the change cannot be delayed until that time, the dean forwards requests to the academic vice president for approval. Usually, except during program reviews, courses may be replaced, but not added.

Analysis and Appraisal

Over the past decade, the University has given priority to the strengthening of academic programs. Through a strategic planning process, program reviews, and a variety of assessment processes, every program has been assessed, both internally and externally, at least once. In 1994, the Committee on Curriculum and Academic Regulations of the Academic Senate was restructured to exercise a more active role in approving curricular changes that emphasize the Mission and Goals of the institution. As a result, the Academic Senate has discontinued programs that do not fit the institution's Mission or do not have the resources to become premier. These have been difficult decisions in many cases. However, beginning at the departmental level, with data resulting from reviews and assessment, decisions have been made incorporating the existing structures for planning and changing curriculum.

As a result of a decade of reviewing programs, requirements, and restructuring the curricula across the campus, the University's academic programs are quite different from ten years ago. The programs and degrees are more consistent with the Mission. The individual degrees have benefited from the recommendations of the program reviewers by becoming more focused and coherent. Programs and degrees have been eliminated that did not have enough enrollment or faculty resources to support them. There has been more collaboration across campus to ensure students can complete programs in a timely manner. All these developments point to a change in the University's academic culture, which has become more focused and goal-directed because it

is grounded in the Mission and Strategic Plan. Decisions to add or delete programs are informed, guided, and justified by these foundational documents.

Next Steps

- The University will continue to employ the Mission, Goals and Strategic Plan as benchmarks to scrutinize and evaluate programs and degrees.
- The process of program review will continue on the schedule already in place.
- The academic units will continue to refine the master schedule collaboratively, to facilitate student learning, to enhance faculty productivity, and to maximize the optimum use of physical resources.
- The units will continue to consider curricular changes based on systematic assessment of learning objectives, teaching methods, assessment strategies, and evaluation techniques.
- Programs of study and individual course syllabi will be adjusted based on the assessment, taking care to include the use of library holdings and technology.

Educational Program Planning and Assessment (2.B, Policy 2.2)

Acting on the NASC Commission on Colleges' recommendation from the 1990 self-study, the University began a comprehensive planning process, resulting in its first Strategic Plan in 1992. In 1997-98, that plan was reviewed, enhanced, and restated in the Strategic Plan, 1998-2003. Based on the Mission, Goals, and Objectives (*Bulletin 3-5*), the latest Strategic Plan emphasizes the goal of excellence, and thus by implication, assessment issues in the following sections: 1.2, 1.3, 1.4, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.3. Section 2.3 states: "The University is committed to adopting an assessment process that is both continual and comprehensive in monitoring the effectiveness of its curriculum, so that the goals set forth in the University's Mission and Objectives and the Common Curriculum Document are incorporated in major areas of study as well as in the common curriculum."

Academic planning and assessment efforts have proceeded in two phases. First, the departments and schools have focused on planning by examining their programs globally. This University planning has been driven by the goal and standard conceptualized by the University's president, Father David T. Tyson, C.S.C. : "to be the premier Catholic teaching university in the west." This mantra, heard frequently on campus, is used by every segment of the University community as the informal benchmark invoked to support or justify almost any call for improvement.

PHASE I: Implementing Academic Program Review (1991-1996). The recommended comprehensive, systematic planning process was applied to academic programs starting with programs in the College of Arts and Sciences in 1991-92. Two departments—Performing and Fine Arts and Communication Studies—piloted the initial program review assessment process. Both departments conducted a year-long self-study encompassing five areas for review: the unit, students, instruction, faculty, and the future. The outline in Figure 2.1 provided the structure for the process:

Figure 2.1
Outline of Program Review

- I. The unit within the University
 - A. How does the unit support the Mission of the University?
 - B. How does the unit specifically contribute to the fulfillment of the University's institutional goals?
- II. Students
 - A. What should a student graduating with this major know?
 - B. What evidence is there to demonstrate the knowledge, ability, and achievement of graduates of the program?
 - C. What evidence is there of students' development in their capacities to solve problems, analyze, synthesize, and make judgements?
 - D. What evidence is there of students' development in knowledge and of the ability to communicate?
 - E. What differences in the numbers and quality of students majoring in the program should be noted over the past five years?
- III. Instruction
 - A. How does the curriculum achieve the objectives and goals of the program?
 - B. How do individual courses meet specific purposes of the curriculum (for the major program, for the Core Curriculum, and for the needs of other specialized programs)? Should some courses of limited appeal be discontinued? Have all courses listed in the *Bulletin* been offered in the past two years, and if not, how is their continuance justified? Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?
 - C. Is the program curriculum adequately integrated (e.g. with respect to course sequencing)? How is the program integrated with the Core Curriculum of the University?
 - D. Are adequate library materials, media, and special aids available to support the curriculum of the University?
 - E. What are the special characteristics of the program in relationship to similar programs at other area institutions?
- IV. Faculty
 - A. Describe the faculty in terms of balance in rank, degrees held, experience, subject specialties, publications, and research where appropriate to the aims of the unit.
 - B. Indicate particular strengths and weaknesses.
 - C. What opportunities are available for faculty improvement?
 - D. What changes might be made in policies to improve faculty effectiveness?
 - E. What contributions do the faculty make to University and community service?
- V. Future Projections
 - A. How does the unit see itself over the next five years in terms of enrollment, majors, curriculum, staffing needs, and resources?
 - B. Assess the opportunities or threats posed by developments outside the University.
 - C. Indicate unit priorities.

When these two departments completed their self-studies, external reviewers were brought to campus for two-day visits to validate the self-study and to offer suggestions for improvement based on their observations from the self-study and interviews with students, faculty, staff, and administrators. The external reviewers provided a written summary of their findings. The dean of the College of Arts and Sciences also summarized his assessment of the department, and

forwarded it to the academic vice president, who in turn wrote his recommendations and submitted them to the president of the University. The final summary of the review was a formal report from the president to the departments, usually validating their findings and outlining a plan for changes based on these multiple assessment processes.

This initial process became the prototype and model for subsequent program reviews, between 1991 and 1996, within the entire academic division of the University. See Table 2.3. In the academic year 1995-96, each of the professional schools also followed this program review model to ensure readiness for the evaluation process of their respective professional accrediting agencies. See the program reviews contained in the exhibits from each program.

The University's Honors Program, Integrated Writing Program, and Freshman Seminar Programs completed initial program reviews following the same process in 1996-97. In addition, most major units in the Student Services Division also completed a similar process of program review in the first phase of University assessment.

Simultaneous to these program reviews, the University was also developing its first Strategic Plan. Beginning in 1991, all units participated in the creation of the initial plan, which emphasized the Mission of the University. Each unit was asked to examine its strengths and weaknesses and to identify strong programs that had the possibility of becoming premier. Within the constraints of finite resources, each unit was asked to list its priorities. Under the direction of the academic vice president, working with a committee of faculty and staff, the first Strategic Plan was put into place in 1992. Subsequently, annual reviews of the plan have occurred and are available for further examination. See the exhibits for Standard 1. The Strategic Plan has been helpful in guiding program reviews because it has prioritized goals for the University that have emphasized the three central tenets of the Mission: teaching, faith, and service.

PHASE II: Beyond General Program Review (1997-present). Once all academic units had completed their initial program reviews, it became obvious that strong programs had been identified. Those that did not have the potential for becoming strong, or were not consistent with the University's Mission, needed attention or elimination. The subsequent changes were implemented based on objective data garnered from this process. However, in the process, the departments and schools became more sophisticated as a result of the program reviews. They realized that, although most had identified learning outcomes for the major programs, few had clarified the role of individual courses in contributing to the education of their graduates. Nor were most faculty in the habit of communicating with their colleagues to ensure that all the program objectives were being addressed appropriately across the curriculum. In the meantime, all of the professional schools were facing similar issues and had begun more focused assessment processes as a result of their accreditation visits. It became apparent that if the University were to become premier, it was required to be more collaborative and accountable within itself, for the sake of the students. Finally, the NASC's policies on assessment, clarified during the first

Table 2.3
Program Review Schedule, 1991-1996

Year	Department	Change
1991-92	Performing and Fine Arts	Bachelor of Music discontinued B.A. in Music instituted University commitment to seek accreditation from the National Association of Schools of Music (attained 1996)
	Communication Studies	Video Program discontinued Communication majors restructured
1992-93	Department of Physical and Life Sciences	Department separated into the Biology Department and Chemistry and Physics Department ; B.S. in Allied Health Science discontinued; B.S. in Life Sciences instituted; All other programs restructured
1993-94	Department of English and Foreign Languages	B.A. in Modern Languages discontinued to be replaced by a Spanish major; Proficiencies in French, German and Spanish instituted; Japanese discontinued
	History and Political Science	Emphasis placed on targeted history and Political Science courses for fulfillment of the Core Curriculum Decision to discontinue the masters program in History and Government
1994-95	Math and Computer Science	Restructured mathematics curricula; Basic statistics course redesigned to fulfill the Core Curriculum math requirement
	Department of Psychology, Sociology & Social Work	Department name changed to Social and Behavioral Science; B.S. in Social Work and Criminal Justice changed to B.A. degrees;
1995-96	Philosophy	Emphasis placed on particular courses to fulfill the Core Curriculum
	Theology	Emphasis placed on particular courses to fulfill the Core Curriculum; Decision made to drop the M.A. in Theology
	Schools of Nursing, Business, Education, Engineering	Each of the professional schools were engaged in program review in preparation for their professional accreditation visits; emphasis on the how they "fit" institutional mission.

phase of the University's program review, provided additional incentive for continuing the process.

The second phase of academic planning and assessment, while still framed by the program review model, is also driven by questions surrounding the individual student and the teaching-learning process. These questions included: "What evidence do we have that our graduates have attained the educational objectives set out for them in our programs?" and "What means should be employed to improve the chances of students meeting these objectives, through our individual courses and by the end of the program?"

In the 1998-2003 Strategic Plan, the University committed itself to adopting an assessment process that is both continual and comprehensive in monitoring the effectiveness of its curriculum, so that the goals set forth in the University's Mission, Goals, and Objectives, and the Common Curriculum Document would be incorporated and achieved in major areas of study as

well as in the common curriculum (SP 2.3). This action was a response to several converging factors.

In 1997-98, after the completion of the first round of program reviews, the University's commitment to assessment was embraced by the Academic Senate, which formed an *ad hoc* Faculty Committee on Assessment that year. The initial charge of this committee was to develop a University-wide process for assessment and to assist the faculty in implementing the process. In 1998, this committee formally presented a course assessment process to the Academic Senate. In May 1998, the entire faculty participated in a workshop on assessment, including the keynote speaker, Dr. Sandra E. Elman, from the Northwest Association of Schools and Colleges. Following a year of training sessions for the committee members, the committee sponsored a faculty development workshop. Faculty were taken through the process of developing an assessment process for their courses. Each faculty member was encouraged to start with one course, to apply the principles to other courses, and eventually to program assessment. An intranet website (<http://lewis.up.edu/assessment>) was developed as a resource for faculty members.

As of 1999-2000, the second phase of a University-wide assessment process took hold in a two pronged strategy. First, each department in the College of Arts and Sciences has set the goal of having in place, by the time the department completes its second program review, an assessment process for each of its classes. Each of the professional schools has implemented an assessment process specific to their major programs and in compliance with their professional accrediting agencies. Second, the University has begun a comprehensive assessment of its core curriculum, the first since the present core's implementation in the early 1970s. The goal of the second phase of University-wide assessment is to complete a comprehensive review of its major programs and core curriculum by the end of the 2001-2002 academic year. Table 2.4 chronicles the schedule of the external program reviews.

Presently, all departments in the College of Arts and Sciences and the professional schools have identified the expected learning outcomes for their major programs. Each of the departments and the schools are developing instruments and processes for measuring these outcomes, and are incorporating them into their respective assessment plans.

Analysis and Appraisal

The University began its first formal academic assessment process in the academic year 1991-1992 when two departments in the College of Arts and Sciences began program reviews. Over the past decade, University-wide assessment has continued programmatically through these reviews as well as the reviews of the national accrediting agencies for selected Arts and Sciences programs and all the professional schools. As a result, significant changes have been made and will continue to be made based on the program review process, which has become institutionalized. These changes were the result of various strategies incorporated into the program review process: surveying and interviewing faculty, staff and students within the department and across campus; examining annual course evaluations; departmental and school-wide discussions; formal evaluation of majors through capstone projects or other culminating assessment activities. In phase two, course-based assessment has taken hold across the campus

and continues to be an academic priority. It is mandatory before changing programs, adding or deleting courses or requirements for majors, or hiring of faculty. Two groups on campus,

Table 2.4
External Program Reviews, 1991-2002

Departments/Schools	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Biology		√						√			
Communication Studies	√						√				
Computer Science				√							
Chemistry		√							√		
English			√							√	
Environmental Studies											√
Foreign Languages			√							√	
Freshman Seminar Programs						√					
History			√							√	
Honors						√					
Integrated Writing						√					
Interdisciplinary											√
Mathematics				√						√	
Performing and Fine Arts	√						√				
Physics		√							√		
Philosophy					√					√	
Political Science			√							√	
Psychology				√						√	
School of Business					√						
School of Education					√					√	
School of Engineering					√						
School of Nursing					√						
Social Work				√						√	
Sociology				√						√	
Theology					√						√

the Core Evaluation Team and the Carnegie Working Group, have instituted University-wide discussions on how to improve classroom teaching in order to meet learning outcomes and provide service learning opportunities, linking the Mission's tenets of learning and service. Almost every major program in the University has instituted a capstone experience over the past decade to demonstrate learning outcomes, and many programs have also incorporated service learning as a way of concretely demonstrating this important outcome.

Within departments in the College of Arts and Sciences, as well as in the professional schools, faculty have developed assessment models that fit their disciplines and serve as the basis for change. Across campus for several years, many faculty have participated in informal discussions of ways to improve teaching and learning. These gatherings, called the Carnegie Working Group, have become so much a part of the faculty's commitment to excellent teaching that the

Carnegie Foundation recognized one of its members as a faculty leader, helping assure the continuation of these interdisciplinary discussions.

There is still work to be done. The most significant assessment project has been the work of the Core Evaluation Team that has met for the past two years to examine the University's core curriculum. More detail on this project is provided in the general education section (2.C). The initial report of the team has identified several areas to address in providing goals and objectives that reflect both the University's mission and the purpose for requiring a core curriculum. As this team continues its work, and as faculty examine how each contributes to the core curriculum in light of the University's Mission, subsequent changes will be based on continued assessment and evaluation. Similarly, aided by the faculty's experience with assessing programs, subsequent reviews will examine individual courses and the general requirements for the Bachelor of Arts and Bachelor of Science degrees. Likewise, University-wide standards for the requirements for majors and minors need review.

The sections describing the programs of the individual departments and schools will incorporate progress on assessment. In addition, several exhibits will be available to the team to chronicle the progress in this area.

Next Steps

- Program reviews, which will serve as the basis for short- and long-range planning within units, will continue on a regular schedule in all academic units of the University. The reviews in the professional schools will ordinarily take place in the year previous to the national accreditation visits.
- The completed and approved work of the Core Evaluation Team will result in a revised core curriculum.
- The general requirements for the Bachelor of Arts and Bachelor of Science degrees will be assessed and evaluated once the review of the University core has been completed.
- Continuing assessment of the requirements for majors and minors will be based on consistency with the Mission and student achievement of desired outcomes for the programs.

Design of the Undergraduate Program (2.C)

General Requirements (2.C.1-3). The common parlance at the University of Portland for "general requirements" is the "core curriculum" or simply the "core." The Mission states that "the University is committed to the liberal arts as a foundation of learning and offers a curriculum of arts, sciences, [and] humanities." The Strategic Plan affirms this mission: "We aim not merely at a common body of knowledge but at a common enterprise for faculty and staff and a common experience for students" (SP 2.1.11).

The current core requirements include the humanities, fine arts, natural sciences, mathematics, and social sciences as outlined in Table 2.5. The total number of required hours in the core curriculum is 48. The core curriculum of the University also applies to transfer students, although no transfer student is required to take more than one philosophy or theology course per

remaining semester. University policy states that no substitutions in the core may be made without special permission from the appropriate academic dean.

Table 2.5
Core Requirements

Subject	Semester Hours	Subject	Semester Hours
Philosophy	9	Theology	9
History	3	Literature	3
Fine Arts	3	Social Science	6
Mathematics	3	Science	6
Electives (outside the requirements of the major)			6

Until recently, the core has largely been looked upon as simply a requirement on the way to graduation, rather than an important step toward becoming educated for life. With the adoption of the 1998-2003 Strategic Plan, the core's potential for developing the liberally educated person came under increased scrutiny. Thus the University has spent the past two years examining the Core Curriculum as the foundation and common academic experience of University graduates.

In 1999, the University received a \$100,000 grant from the Hewlett Foundation to assess the core curriculum. During the academic year 1999-2000, a committee was formed comprised of members of each of the eight programs in the current core and a representative from each of the professional schools and the Department of Communication Studies. The dean of the College of Arts and Sciences, in which the majority of the courses of core curriculum is housed, is the director of this assessment project. This committee—the Core Evaluation Team (CET)—completed its initial assessment of the core curriculum in the summer of 2000. The CET identified the following major shortcomings of the present Core:

1. It was not universally understood;
2. It was not uniformly implemented;
3. There was no coherent and overall understanding of the goals and objectives of the core curriculum;
4. It was a course-specific curriculum, satisfied by the completion of a list of courses;
5. Where multiple sections of the same course were taught, there was no common syllabus, listing of course outcomes and objectives, or content-specific readings;
6. There was no capstone experience common in the core curriculum that demonstrates student learning of the objectives and goals;
7. The School of Engineering had an exemption from 12 credits of this core and substituted an English composition course for the required literature course.
8. Many programs widely interpreted the requirement for electives outside the requirements of the major to meet other than core objectives.

Following this analysis, the CET worked with the faculty to construct the new vision statement. In January, 2001, the Academic Senate approved the statement in Figure 2.2.

Figure 2.2
Vision Statement for the Core Curriculum

We, the faculty of The University of Portland, are committed to this vision of the University Core Curriculum:

Beginning with the rise of universities in Paris and Bologna in the Twelfth Century, the Catholic intellectual tradition has been rooted in reasoned inquiry that crosses scholarly disciplines to engage and inform each of them. This tradition creates a framework in which the great questions facing humankind can and should be addressed.

The faculty of the University of Portland fashions this Core Curriculum because we believe that learning originates in seeking answers to important life questions. Learning springs from active inquiry conducted through different intellectual disciplines each with its own tools, methods, and measures. Learning is ongoing and integrates various perspectives. Our students learn how various disciplines use their different lenses to study the same universe and all its experience. As a community of scholars, faculty and students approach key questions about life by gathering and assessing evidence about them: we explore cultures of the past and present for their answers; we examine the natural world and universe for data about them; we study religious traditions and practices, philosophies, literature and other arts, and ourselves for answers.

Through this process, we know that good questions lead to more questions. As a Catholic university, these fundamental questions, threaded throughout our students' years here, must engage us all.

*Who am I? Who am I becoming? Why am I here?
How does the World work? How could it work better?
How do relationships and communities function? What is the value of difference?
What is the role of beauty, imagination, and feeling in life?
Who or what is God? How can one relate to God?
What is a good life? What can we do about injustice and suffering?*

We craft this undergraduate program to educate our students so that they will continue to contribute to the world guided by concerns for issues of justice and ethical behavior.

The following educational outcomes were approved along with the vision statement. Successful students will:

- Develop the foundational knowledge and skills necessary for informed inquiry, decision making, and communication.
- Develop the knowledge, skills, and commitment for acting ethically in everyday life.
- Learn to use and value the lenses of different disciplines, and seek the connections among them.
- Examine faith, its place in one's own life, and in the lives of others.
- Critically examine the ideas and traditions of western civilization.
- Learn to live and contribute in a diverse society and interdependent world.
- Value the importance of learning and reflection throughout one's life.

During Spring 2001, each program submitted course proposals to the CET that would contribute to the newly envisioned Core. The CET spent the summer of 2001 evaluating these proposals and preparing a report and suggestions for revision of the Core.

Analysis And Appraisal

The study of the Core has created a common vehicle for conversations among faculty across all disciplines. In addition, the discussions have extended to the University Board of Regents, the Presidential Advisory Councils, and various other constituencies interested in the future of the University. From these conversations, new understandings and insights have developed. This has been an engaging process and a foundation for the decisions yet to come. What may be the most difficult part is still ahead, looming in these often-asked questions: What exactly will be the content of the revised core? How will the outcomes of the core be assessed? How does this affect each program specifically (whether or not it is part of the current or revised core)?

Next Steps

- The CET will report its recommendations to the University community during 2001-2002.
- Proposed curricular revisions along with assessment plans will go to the Committee on Curriculum and Academic Regulations of the Academic Senate for review and recommendation to the full Academic Senate.

Transfer Credits (2.C.4). Acceptance of all credits transferred from outside the University is the responsibility of the deans' offices. Transfer policies are stated in the *Bulletin* (17): "For students who transfer within the University, courses common in requirements to all the schools and divisions of the University will be accepted in transfer and both credit earned and grade received shall be used in computing the G.P.A. of the student. Other courses may be accepted at the discretion of the dean and shall be used in computing the G.P.A."

If, after enrolling in a degree program at the University of Portland, a student wishes to take a course at another institution and use it toward the degree, the student is encouraged to obtain prior, written approval from the dean, but this is not required. Official transcripts of credits earned in other institutions (high school, college, or university) must come directly from the school to the University of Portland.

As the University moves to incorporate technology into a new form for use in graduation checks and validation of a student's academic record, a common articulation of how core requirements are satisfied is necessary. During 2001-02, this common articulation will be developed to guarantee compliance.

Academic Advising (2.C.5). As noted in the *Faculty Handbook*, academic advising is considered an academic function, under the authority of the academic vice president. The daily administration and delivery of academic advising is the responsibility of the deans' offices in the University's four professional schools and the College of Arts and Sciences. Each school or college operates its own advising program. This decentralized structure permits flexibility in program operations to address the unique needs of students in the different schools and majors. It also capitalizes upon the particular strengths and resources of these separate academic divisions.

Full-time faculty members are the primary advisors to students. In addition, each of the deans' offices has a program specialist, or staff who assist faculty in advising. Faculty advising assignments are, with rare exception, restricted to full-time regular faculty who have been at the University for at least a year. An average load of 25 students is the practice in most academic divisions. However, because of significant differences in the number of majors in some departments, an advisor may be assigned a larger number of students. In those departments where a faculty member is assigned more advisees, some provision for release from teaching may be made. New faculty are oriented to advising expectations during new faculty orientation and within the various departments and schools.

Based on data from student satisfaction surveys over the past four years, it appears that freshman expectations of advising are different from those of students who have been at the University more than a year. Freshman tend to view advisors as counselors, and their needs are frequently more basic. As a result, freshmen tend to be less satisfied than other students with advising. The deans are cognizant of this difference among students and try to assign faculty advisors who can meet the developmental needs of students appropriately. Aware of the fact that much informal advising for freshmen occurs spontaneously before and after classes, the deans and department chairs realize the importance of having faculty who understand and appreciate the needs of freshmen teaching those classes and whenever possible assign faculty accordingly.

Based on evaluations during the previous four years, the University inaugurated the Shepard Freshman Resource Center in Fall 2000. The major goal of this office is to coordinate University resources to assist freshman during a year that the University considers crucial for its students, helping them adjust to campus life quickly and successfully. Advisors from the College of Arts and Sciences and the professional schools are identified and specifically assigned to freshmen. The faculty also works closely with the center's director.

In 1996, the assistant to the academic vice president instituted Early Alert, a systematic and easy way for faculty to contact that office, via e-mail or phone, when students are missing class, doing unsatisfactory academic work, or show other signs of concern. When a contact is made with the office, it is followed up on immediately. The number of contacts each semester averages about 50, and in most cases, the students are directed to appropriate offices on campus for academic assistance, counseling, financial information, health care, and other support systems.

See Standard 3 for further information on advising, the Shepard Freshman Resource Center, and Early Alert.

Remedial Work (2.C.6). At present, it is not a practice of the University to require developmental or remedial work as a requirement for admission. Should this become a practice, the appropriate policies would be developed.

Faculty (2.C.7). The University employed 166 full-time faculty to deliver its program for the 2000-2001 academic year. Of the full time faculty, 98% hold terminal degrees. In each of the professional schools, faculty meet the standards of the accrediting agencies. In each department at the time of program review, faculty needs are considered carefully. In several cases, majors have been discontinued because enrollments have not justified additional faculty, and continuing

a major without sufficient faculty is in conflict with the University’s Strategic Plan to "seek recognized excellence in programs, ...[and] withdraw support from efforts where such excellence seems unattainable” (SP 1.5.7). Table 2.6 lists the programs, FTE Faculty and credit hours generated by these programs.

Table 2.6
Number of Faculty, Listed by Program

COLLEGE OF ARTS AND SCIENCES	Faculty FTE*	Credit Hours	PROFESSIONAL SCHOOLS	Faculty FTE*	Credit Hours
HUMANITIES			SCHOOL OF BUSINESS		
English	9.50	3936	Accounting	2.25	1134
French (Minor)	1.50	537	Economics (Core)	6.00	2211
German (Minor)	1.75	663	Finance	1.50	741
History	6.50	3120	Global	3.75	504
Performing and Fine Arts	16.75	3622	Marketing/Management	7.50	2967
Spanish	4.50	1762	M.B.A.	7.00	1583
Theology	10.25	5655	SCHOOL OF EDUCATION		
SCIENCES			Elementary	6.50	2241
Biology	9.75	4278	Secondary	2.50	717
Chemistry	6.25	2536	Master of Arts Teaching	4.00	1536
Environmental Science	3.25	172	Master of Education	5.00	1951
Mathematics	10.50	4712	SCHOOL OF ENGINEERING		
Physics	5.20	1775	Civil Engineering	4.50	1131
SOCIAL SCIENCE			Computer Science	3.00	1077
Communication	8.25	3567	Electrical Engineering	6.00	2448
Political Science	4.00	1440	Mechanical Engineering	6.50	1236
Psychology	5.25	2382	SCHOOL OF NURSING		
Social Work	2.50	382	Undergraduate B.S.N.	6.50	2293
Sociology	4.00	2416	Graduate M.S.	3.25	470

*Faculty FTE equals the number of full-time faculty plus the part-time faculty @ FTE=12 units.

Analysis And Appraisal

In general, the greatest faculty-related challenge, due to shifting enrollments in programs across the University, is to provide adequate FTE to all programs. While the University’s overall faculty-student ratio is 1:13, the actual range varies widely. Faculty cannot be easily distributed among programs with large enrollments, nor can all programs be easily discontinued or downsized because the enrollments fluctuate from year to year. The changing nature of the incoming student population, with more students entering as freshman and fewer transfer students, has shifted more pressure to entry level and core classes, necessitating more sections with relatively larger enrollments, while the needed upper division courses enroll smaller numbers of majors. The deans have monitored teaching loads very carefully and have made

adjustments to schedules, eliminating many courses that had low enrollment. Nevertheless, like most universities, it seems there will always be some disparity between the sizes of lower and upper division classes.

Pass Rates On State Licensing Examinations (2.C.8). The graduates of the Schools of Nursing, Education, and Engineering must pass examinations in order to be licensed to practice within the state. The results of those tests are included in the respective sections of Standard 2.

UNDERGRADUATE PROGRAMS

The following sections contain a synopsis of the undergraduate programs in the College of Arts and Sciences and each of the professional schools. These are designed to show the degree to which educational units and their associated programs are achieving their stated missions and objectives. The programs are evaluated using the outline from the *Components of a Program Assessment Plan* developed by the Faculty Committee on Assessment, December, 1999:

- Mission
- Program Objectives and Course Embedded Benchmarks
- Strategies for Program Assessment
- Monitoring and Adjusting the Program in Light of the Data Collected

The College Of Arts And Sciences

Mission

The curricula and programs of the College of Arts and Sciences (CAS) are central to the academic life of the University and to its Catholic character. They have been designed to encourage students to formulate and to incorporate intellectual, ethical, social, and spiritual values. At the heart of this endeavor is an educational approach that combines excellence in teaching, value-centered instruction, and personal attention to the individual. The faculty, through the curriculum, attempt to order and integrate development of both breadth and depth, with keen awareness that education is a question of personal intellectual growth. Close student-faculty relationships assure that the atmosphere of the college encourages such growth. Learning is a true community effort in which students and faculty actively take part.

The college provides the core curriculum for the entire student body, and is responsible for the University-wide Honors, Studies Abroad, Peace Studies, Freshman Seminar, and Integrated Writing programs. The college offers undergraduate major and minor programs in humanities, social and natural sciences as well as interdisciplinary majors and support courses for the professional schools. Graduate programs are offered in communication studies, drama, music, and theology.

Current Situation

Organization. Programs are administered through ten academic departments. Interdisciplinary programs are headed by a director. See Table 2.7.

Table 2.7
Organization of the College of Arts and Sciences, June, 2001

Personnel	Position
Dr. Marlene Moore	Dean, College of Arts and Sciences
Dr. James Stemler	Associate Dean (Admissions, Transfers, Academic Records, Director of Honors Program and Interdisciplinary Studies)
Fr. Arthur Wheeler, C.S.C.	Associate Dean (Registration, Scheduling, Academic Advising, Director of Studies Abroad)
Chairs in the College of Arts and Sciences:	
Dr. Becky Houck	Chair, Biology
Sr. Sandra Lincoln, S.H.C.J	Chair, Chemistry and Physics
Dr. Barbara Gayle	Chair, Communication Studies
Dr. John Orr	Chair, English and Foreign Languages
Dr. Gary Malecha	Chair, History and Political Science
Dr. Lewis Lum	Chair, Mathematics
Dr. Kenneth Kleszynski	Chair, Performing and Fine Arts
Dr. James Baillie	Chair, Philosophy
Dr. Martin Monto	Chair, Social and Behavioral Sciences
Dr. Russell Butkus	Chair, Theology
Dr. Steven Kolmes	Rev. John Molter Chair in Science, Director, Environmental Studies Program
Dr. Karen Vaught-Alexander	Director, Integrated Writing Program
Fr. Claude Pomerleau, C.S.C.	Director, Peace Studies Program
Dr. Joseph Gallegos	Director, Social Work Program

Faculty. There were 92 full-time faculty members in CAS in 2000-2001; approximately one-third of them were hired within the past five years. The number of full-time faculty positions has increased by 28% over the past ten years, up from 72 in 1990. There are at least three faculty members for each major program offered except for social work, which is only required to have two by national accreditation standards. In fall 2000-2001, there were 69 part-time faculty members with a full-time equivalency of 28.25 positions. Approximately 21 of these adjuncts were employed to give special instrument, dance, or art lessons. Based on full-time equivalency, 23% of the faculty were adjunct faculty members. The University is fortunate to have access to adjunct faculty members in many fields due to the University's location in the Portland metropolitan area; however, they do not provide the high level of personal interaction with the students that the University values.

The most significant change since 1990 is that faculty are now assigned a 3:3 teaching load rather than 4:4, with the expectation that the remaining time is devoted to scholarship and service. This decision was based on the recognition that faculty scholarship must be nurtured as the essential component of a community of scholars. The official teaching load is still 4:4 and the change was coupled with the statement that

the number of adjunct faculty members could not be increased to cover the reduced teaching load. To accommodate the change to three courses per semester, low-enrollment upper-division courses were to be eliminated and class size increased.

Table 2.8 shows the distribution of faculty in the college and the current requests for new faculty positions. The need for positions cannot be accurately determined until the University completes its revision of the core requirements for all students, as well as for those in Bachelor of Arts programs. There are four major factors for the need for more faculty members:

- The increased number of students enrolled in the University who take core courses offered by the college
- The increase in the number of majors in science
- The increase in the number of students who enter as freshman and the decrease in transfer students
- The reduced teaching load

Table 2.8
Distribution of Faculty Among Students and Required Credits and Courses
in the College of Arts and Sciences, Fall 1999

	Humanities	Science/Math	Social Science
% of CAS majors	22%	38%	40%
Credits in Univ. Core	27	9	6
Additional Credits in B.A. college core	30	0	3
Additional courses for professional schools	1	12	0
# of Full time Faculty	43	29	20
# of new faculty positions requested (subjects)	7 (English, Spanish, German, History, Philosophy, Piano, Theatre Management)	1 (Biology)	2 (Criminal Justice, Political Theory)

Valuable faculty time is spent doing non-faculty tasks because of the lack of support staff. The problem is particularly severe in the sciences, performing arts, and languages where equipment must be maintained and supplies ordered. In 1997, the five departmental secretary positions in the college were increased to full-time, 12 month positions. A secretarial position was added to the college central office and one position was upgraded to administrative assistant to the dean. Two staff positions have been added; they are the only staff positions in the college. One position is in science and is shared by biology and chemistry. The other position is in the costume shop of the drama department.

With the increasing numbers of students in the college, additional burdens have been placed on faculty and the departments to maintain worksheets for academic advising.

Registration and scheduling periods are particularly difficult for those programs with large numbers of majors. Support staff is not available within the college to maintain the labor-intensive model that was developed in prior years for a significantly smaller college. The University's administrative computing package has the capability of supporting several excellent models for providing what is needed to better assist faculty in registration and scheduling, and there is a plan in place to improve the process.

Curriculum. There are currently 22 majors offered by the college. Since 1990, 10 majors have been dropped or incorporated into a track within a major and one (computer science) was moved to the School of Engineering. There are two new majors in environmental studies: environmental science, and environmental ethics and policy. According to official enrollment reports, the smallest majors have 14-15 students (music, mathematics, and physics); and the largest has 271 (biology). See Table 2.9.

The University's core curriculum consists of 48 credit hours. The B.S. degree requires an additional 6 credits of English and 3 credits of Speech. The B.A. degree requires an additional 6 credits of English, 3 credits of Speech, the intermediate level of a foreign language, 6 additional credits of History, 3 additional credits in Philosophy, and 3 additional credits in Theology (University core plus 33 credits). Eight of the majors in the college are B.S. degrees and the rest are B.A. degrees. Mathematics is offered with both a B.S. and a B.A. option.

The number of upper division course offerings by each program has decreased since 1990 except English (+2) and Philosophy (+8). Four programs offer more than 30 upper division options: English (38), History (33) Philosophy (33), and Theology (42). Upper division philosophy, theology, and English are required by the University core curriculum and/or BA core requirements.

Students. Over the past ten years there has been a 36% increase in the number of undergraduate students majoring in the College of Arts and Sciences, from 863 in 1990, to 1,171 in 2000. The changing demands on the college are even better illustrated by the increase in the number of freshmen who enrolled in majors in the college, up 90% from 1990-2000. See Table 2.10.

Table 2.9
College of Arts and Sciences: Faculty, Majors, Graduates, and Credit Hours
Fall 2000-Spring 2001

Name of Program	Full – Time Fac	Part- Time Fac (FTE)	Majors	Majors	Grads	Grads	UG Cr. Hr	UG Cr. Hr
	F' 00 – S' 01	F' 00 – S' 01	Fall 99	Fall 00	Sp 99	Sp 00	99-00	00-01
Humanities								
English	7	6 (2.5)	51	54	18	24	3705	3936
Spanish	3	3 (1.5)	32	40	9	7	1614	1762
French - MINOR	1	1 (0.5)	N/A	N/A	N/A	N/A	534	537
German - MINOR	1	2 (0.75)	N/A	N/A	N/A	N/A	649	663
History	5	4 (1.5)	49	56	9	15	2799	3120
PFA - Fine Arts – MINOR	N/A	10 (4.25)	N/A	N/A	N/A	N/A	1943	2048
PFA - Music	5	8 (3.25)	15	14	2	7	794	1041
PFA - Drama	4	1 (0.25)	39	48	3	4	558	533
Philosophy	7	6 (3.5)	20	21	3	6	5607	5668
Theology	10	1 (0.25)	13	20	3	3	5160	5655
Sciences								
Biology	9	3 (0.75)	266	271	35	50	3419	3588
Chemistry	5	3 (1.25)	29	30	5	5	2534	2525
Physics	4	3 (1.25)	20	15	6	6	1798	1649
Mathematics	9	3 (1.5)	21	14	2	8	4608	4712
Core Science	N/A	1 (1.25)	N/A	N/A	N/A	N/A	1767	1833
Environmental Sci.	2		12	7	0	4	81	172
Social Sciences								
Communication	7	4 (1.25)	122	138	19	26	3804	3567
Political Science	3	3 (1)	69	67	13	20	1437	1440
Psychology	5	1 (0.25)	99	116	28	19	2259	2382
Sociology	3	4 (1)	31	38	10	8	1885	2416
Social Work	2	2 (0.5)	29	25	5	12	425	382
Criminal Justice	N/A	N/A	19	19	12	9	N/A	N/A
Interdisciplinary								
Interdisciplinary	N/A	N/A	31	40	8	19	N/A	N/A
Environmental Ethics and Policy	N/A	N/A	14	20	0	4	N/A	N/A
Undeclared	N/A	N/A	178	190	N/A	N/A	N/A	N/A

Table 2.10
Changes in CAS Undergraduate Enrollment and Degrees Granted

	1990	1995	2000	Increase 1990-2000	% change 1990-2000
Total enrollment	863	921	1171	308	36%
Less undeclared majors	734	778	981	247	34%
% of total University	43%	45%	48%		
First-Time Freshman	174	186	330	156	90%
CAS Freshman % of Total University	45%	46%	51%		
Degrees Granted CAS/Total	161/447 36%	216/528 41%	254/510 51%	93/63	58%/14%

The percentage of total University enrollment in the College of Arts and Sciences increased from 43% in 1990 to 48% in 2000. Within the college, there has been a shift in the percentage of students majoring in the disciplines. Most of the growth has been in the biology major. The percentage distribution in each area has shifted from roughly 30% humanities, 25% sciences, 45% social sciences in 1990 to 20% humanities, 40% sciences, 40% social sciences in 1999.

The hallmark of the programs is close student-faculty relationships that build a learning community. The highest level of this relationship is demonstrated by the senior integrating experience. The growth in the undergraduate research program has resulted in student participation in regional and national conferences and competitions. With growth in enrollment comes concern about the size of some of the classes for freshmen. The University needs to determine the optimal size for courses in various disciplines and the number of small classes each student should have.

Programs within the College of Arts and Sciences:

Humanities

The following programs are grouped as the humanities for description purposes, but there is no formal humanities division. One of the combined departments includes both a humanities and a social science program (History and Political Science).

Department of English and Foreign Languages

The Department of English and Foreign Languages offers an English program for writing and literature offered to all students, an English major, and studies in foreign languages, including a Spanish major.

English Program

Mission. The mission of the English program at the University of Portland is to guide practice in critical reading and competent writing for all levels of University students. In the courses provided for the University's core, as well as in those of its own major and minor, the English program increases the breadth and depth of each student's literary experience, the development of appropriate reading and writing skills, the understanding of the humane values at the center of literary study, and the appreciation of the power and pleasure of literature.

English faculty members engage the intellects and imaginations of their students through careful attention to the reading and writing of literature, its context, and its art. In addition to their classroom teaching, faculty strive to model the personal and ethical qualities inherent in the University's mission, including the discipline and commitment necessary for scholarly research and creative expression. They are committed to student-centered instruction, which develops the skills and confidence all students, including English majors, need to be successful in graduate programs, as well as in a variety of careers, including teaching, law, publishing, and business.

Students Served. The English program serves the entire University by providing core literature (ENG 212) and writing courses (ENG 107 and 311), as well as housing the Integrated Writing Program. It provides upper-division literature courses for students seeking a B.A. and for education majors seeking a language arts endorsement. As well, it offers upper-division courses for business majors who are required to take courses beyond ENG 212. It also provides special courses for the Freshman Seminar Program, the Peace Studies Program, the Study Abroad Program, and the Honors Program.

Instruction of Writing Across the Curriculum: the Integrated Writing Program

The department has addressed the general concern for writing by adding the Integrated Writing Program, directed by a member of the department faculty, and by instituting a more organized approach to freshman writing courses, including the placement of international students. The Integrated Writing Program has offered faculty workshops and seminars on writing and continues to provide a Writing Center with cross-disciplinary writing assistants.

Writing instruction in the department begins at the first year level with English 107, College Writing. Beyond that, the department's contact with all students (except engineering majors) continues into English 212, Introduction to Literature, which is required by the University core curriculum. In these two courses, the kinds of writing

expected of students advances beyond first year composition to more specialized writing in the analysis of literary texts.

For courses outside of English, the impact of the English program on the instruction of writing is in an advisory role and through the Integrated Writing Program and the Writing Center. The Writing Center is built upon the concept that, despite certain qualities that unite all forms of writing, much writing that occurs in the University as well as the outside world is discipline-specific. Thus, student writing assistants are nominated by academic units from across the University to aid other students from their specific discipline and from across the campus.

Writing Program Objectives and Benchmarks. The Integrated Writing Program had three initial program objectives:

1. Faculty development to promote a campus "writing and teaching culture."
2. Support and regularization of the first-year writing program, including the development of placement policies and common course goals.
3. Development of a writing center to support the efforts of faculty assigning writing, and to help students improve their academic and professional writing.

Benchmarks for the first objective include voluntary faculty attendance at workshops, faculty ranking of program services, and integration of writing and writing evaluation into course syllabi. Approximately 54 workshops were sponsored over a nine-year period, with voluntary faculty attendance ranging from 10 to 23 faculty members. In 1997, the director published *A Practical Guide to Course Portfolios* (Pencil Point Press), featuring the writing assignments and course portfolio approaches in the courses of 27 faculty members across the disciplines.

The success of the second objective is demonstrated by the assignment of full-time faculty to teaching the composition course, the development of placement policies, and the acceptance of common course goals. All of these objectives were accomplished, including hiring a lecturer in the department to support the composition program.

The third objective has been measured by monitoring the use of the Integrated Writing Center, which is currently staffed by 26 field-specific undergraduate writing assistants representing 15 disciplines. The following table shows usage of the Writing Center during the 2000-2001 academic year. Surveys of faculty in 1994 and 2000 showed that the Writing Center was ranked second among the most useful services provided by the program.

Table 2.11
Students Served by the Writing Center during 2000-2001

	number of courses served	number of faculty referring students	number of students	average number of conferences per student
Fall	87	85	570	3.8
Spring	72	84	508	3.4

A review of course syllabi for classes in the core curriculum showed that writing assignments depend more on individual instructors than the course. As part of the revision of the core curriculum, some sections will be identified as writing intensive.

Strategies for Assessment of the Integrated Writing Program. The standards recently approved by the National Council of Writing Program Administrators for First Year Composition are being used as a guide for assessment of student writing. The director of the program has received internal grants and release time to evaluate the writing-across-the-curriculum program. She is collecting data about the use of the Writing Center, writing assignments in core curriculum classes, and has scored student-writing samples from selected courses.

Preliminary results are available from 2000-2001. A six-point rubric was developed from the outcomes standard for freshman year composition and used to assess general and field-specific writing skills. A score of 3 or lower indicated lower proficiency in writing. Overall results indicated that lower-division students developed expected scores of 3-4, and upper-division students generally advance to a 4 with a few at the 5 level. Assignments with multiple drafts and required conferences with a writing assistant produced a higher number of 4-level papers at the lower division level.

One analysis of the Writing Center involved the examination of the portfolios of graduating student-clients from the years 1999, 2000, and 2001. The documents studied included conference reports and writing improvement goals. The results indicate that higher-order concerns, like formulating a thesis, organizing a logical argument, and selecting appropriate evidence for a particular field-specific assignment, are generally achieved after three or more conferences. Lower-order concerns, such as particular rules of punctuation, grammar, usage, and capitalization, need at least six conferences for improvement of a particular aspect. These findings support the conclusions from other research showing that writing centers provide key experiences for the development of undergraduate writing proficiency.

The Daly Miller Test of Writing Apprehension was given to study participants in Spring 2001. Results showed a relationship between lower writing apprehension and these surveyed factors: higher course paper grades, the use of the writing process with writing assistant conferences, having taken the freshman composition course, an influential professor or course, and writing practice through assignments each semester. On average, students with a lower level of writing apprehension are also more competent writers.

Monitoring the Writing Program in Light of Data Collected. The Integrated Writing Program was reviewed independently in 1997-98, separately from the Department of English and Foreign Languages. The review indicated that several of the goals of this program were accomplished quite well. First, the Writing Center, staffed by student writing assistants, has been very successful in providing students from across the campus with assistance whenever requested. Second, through the efforts of the program director, many faculty members in the University have incorporated writing assignments into their syllabi, increasing the inclusion of writing across the curriculum. The third goal of the program was to support the College Writing (ENG 107), and both the director and the lectureship dedicated to this course have contributed to this priority. The writing course has benefited from adopting common course goals, writing assignments, and handbook. Placement procedures and policies were developed for both ENG 107 and ENG 101, the English as a Second Language writing course. The program review also clarified the relationship between the Integrated Writing Program and the Department of English and Foreign Languages, making that program a subsidiary of the department.

The department instituted a placement policy in 1998 whereby students who score 630 or higher on the SAT Verbal examination are exempt from taking English 107. The department has tracked students who have been exempted from the course, and demonstrated that they are able to write effectively at the introductory level.

Student surveys and the research on writing assessment provide more evidence that two of the following three factors are present when a student's writing achieved a level of 4 or above:

- The use of the writing process with multiple drafts and feedback.
- Taking freshman composition or a writing-enhanced course.
- Significant writing experiences in courses each semester.

These factors need special attention and emphasis in order to assure the writing proficiency of graduates.

In the 1999 Alumni Survey, 71.3% of the respondents said that using effective written communication skills was of major importance in their efforts to be successful. More telling was the percentage of those who believed that the experiences at the University of Portland had a major impact on their attainment of this skill: 45.2%. These results are comparable to alumni data from other private colleges who administered the survey.

Despite the success in building a Writing Center and contributing to the academic culture of the University, there is still much remaining to be done to implement an effective writing across the curriculum program. The director of the Integrated Writing Program will continue to study student writing to improve the program.

Next Steps

- The core implementation team for writing will help the program adopt common standards to ensure consistent and productive writing experiences for all undergraduates.
- The Integrated Writing Program will conduct research on the assessment of writing as it continues to monitor the success of the program.
- The Integrated Writing Program will continue to encourage the faculty and students to use writing conferences as one method of improving student writing outcomes.
- The University will ensure that all graduates have significant formation in writing by embedding writing experiences and standards in required courses.

English Major

Mission. The study of literature involves two diverse, yet complementary processes: study of formal elements and study of its affective impact, how it stirs the feelings. Thus, studying literature requires one’s best analytical and logical abilities as well as the free play of imagination to understand its emotive component.

To read and to study literature is to learn:

- how its language, form, and experience comprise something beautiful as well as convey insight into the human condition
- that imagination is a powerful way of knowing the human mind and heart as well as a means of pleasure
- that feeling is an inextricable component of being human.

Program Objectives and Course-Embedded Assessment. Table 2.12 outlines the objectives and assessment methods used in English courses.

Table 2.12
English Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro. Course	Intermediate Course	Advanced Course
Knowledge:			
Works of literature for special topic or period	ENG 212	3xx	4xx
Critical methodologies of literary analysis		3xx	
Understanding of the formal elements of literature	212		
Technical vocabulary for literary study	212		
Understanding of literary genres	212		
Skills:			
Read and analyze literary text	212	3xx	4xx
Research in literary history/criticism		3xx	4xx
Write critically about literary texts	212	3xx	4xx
Construct argumentative research paper	212		4xx
Values:			
The pleasure of literature and its power to convey insights about the human condition	212	3xx	4xx
The scholarly community	212	3xx	4xx

Strategies for Program Assessment. As a result of its departmental review in 1994, the department reorganized and renumbered some upper division courses. The goal was to move broader surveys to the 300 level and more focused courses to the 400 level. The changes were also intended to lead English majors through an incremental process of writing assignments as they progress through the major. The final element in this process is a capstone experience. The department introduced an English major capstone senior thesis 1998 as an option for graduating seniors. Since 1998, 12 students have written senior theses. Beginning with the class of 2004, the senior thesis will be a standard requirement for all English majors.

In keeping with the current emphasis on assessment, the department has progressively incorporated a statement of course objectives into its syllabi and student evaluations for all majors. A number of different tools are used to assess how well students learn disciplinary content and foundational skills, including discussion, writing assignments, examinations, and student course evaluations.

Monitoring and Adjusting the Program in Light of the Data Collected. In the two program reviews of 1994 and 2001, the outside evaluators recommended creating a new tenure track line in the department in order to hire another specialist in American literature. In 1994, this position would simply have allowed the department to better service its major. In 2001, however, a new tenure track position would also have the benefit of allowing full-time faculty to teach approximately 80% of the first year writing courses, a move that would aid the University in retention of students.

As a result of the program review of 2001, the department will begin the process of analyzing its curriculum in order to see if it best meets the needs of the students and reflects recent developments in the fields of writing and literary study. A part of this analysis will be aimed at the first-year writing course. As well, the department will continue to investigate if it should implement a course in research methodologies and literary criticism. The department will investigate whether the currently designed model for the mandatory senior thesis is the most effective model available. Of particular concern is the possibility of faculty taking on what are essentially overload projects with students.

Next Steps

- The English and Foreign Languages department will review the curriculum for the English major.
- The department will collaborate with the Core Evaluation Team on the literature requirement in the core.

Foreign Languages

Mission. The mission of the foreign languages program (Spanish, German, and French) at the University of Portland is to prepare and motivate students to understand, live, study, and work in international communities at home and abroad. The program provides required language courses for all B.A. students, as well as courses for its major, minor, and certificate programs. These courses:

- build proficiency in speaking, listening, reading and writing the language
- foster appreciation for other cultures and the international global community
- develop the critical thinking skills and humane values inherent in the University's liberal arts tradition.

Foreign language faculty members guide and inspire students to experience other cultures through the study of language and literature, and through periods of total immersion abroad. In their teaching and research, faculty are dedicated to the study of language and literature for its own power and pleasure, and as a means of promoting understanding and enjoyment of cultural differences. They are committed to student-centered instruction, which develops the foreign language proficiency and confidence that majors and certificate students need to be successful in graduate programs, as well as in a wide range of careers, such as business, government, education, social work and health care. Language proficiency programs for French, German, and Spanish that require study abroad have been developed according to guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

Program Objectives and Course-Embedded Benchmarks. Table 2.13 lists objectives and benchmarks.

Table 2.13
Foreign Language Program Objectives and Benchmarks.

Program	ACTFL (4 skills)	Cultural Competence	Credits
B.A. Requirement	Intermediate-Mid	Minimal	12 LD
Minor	Intermediate-Mid	Minimal	12 UD
Certificate	Intermediate-High-Adv	Medium	21 UD
Major (Spanish)	Intermediate-High-Adv	High	27 UD

Strategies for Program Assessment . ACTFL guidelines provide external standards to which the foreign language programs can be compared.

Monitoring and Adjusting the Program in Light of the Data Collected. In 1994 the Foreign languages program underwent a program review. The recommendations from the review were implemented immediately, producing significant changes in all but one of the areas outlined above. As a result, there has been considerable growth in foreign languages since that date. See Table 2.14.

Table 2.14
Foreign Language Enrollments, 1995-2000

Year	French	German*	Spanish
Fall, 1995	75	58	189
Fall, 1996	63	58	191
Fall, 1997	78	62	234
Fall, 1998	66	62	241
Fall, 1999	96	101	264
Fall, 2000	90	98	304

*excludes German courses taken in Salzburg

As part of the 2001 program review, the outside evaluator for the foreign languages recommended that the University community engage in a general dialogue concerning the need to update the curriculum and long-term planning in the direction of internationalization and globalization. He also made these specific recommendations for the foreign languages program:

- Develop a University-wide plan for language instruction technology including faculty development in using this technology
- Create new tenure-track positions in Spanish, German and French to gradually build a foreign language department separate from English
- Revise curriculum around “area studies” courses and majors
- Revise the certificate program to fit an endorsement model
- Review the current assessment goals based on ACTFL guidelines
- Provide financial aid for study abroad program in all languages
- Make existing foreign language requirement for the B.A. proficiency-based
- Fund faculty development in ACTFL oral proficiency training

Next Steps

- The foreign language program will develop a plan to address the recommendations of the outside reviewer.

History

Mission. The mission of the history program is to assist students at all levels to understand the cultural and political context, both past and present, of the world in which

they live. Since classical times, it has been agreed that knowledge of history and of the discipline of history is one of the fundamental requirements for an educated person. A key part of the program's mission is to offer all of the university's undergraduates the opportunity to acquire a working familiarity with the history of Western civilization and of the United States, as well as other areas of the world, together with the institutions and structures of organized society. The program strives to assist students in acquiring habits of thinking that enable them to analyze the causes of current situations and the long-range implications of actions. The program does this as a part of the University core curriculum, B.A. requirements, and through the history major and minor. The program is part of the Department of History and Political Science

Students Served. Every student in the University is required to take one of the introductory courses in American history or Western civilization to fulfill the University's core. Those students taking a B.A. must also complete six additional hours in history. The department offers a major in history. Furthermore, the program includes courses that provide vital knowledge for students in other majors, including secondary education, political science, foreign languages, theology, and environmental studies.

Program Objectives and Course-Embedded Benchmarks. The history curriculum, as part of the core and B.A. requirements and as a major and minor, is designed to inculcate a familiarity with particular periods and issues in the past, with the discipline of history, and with the use of historical inquiry for analysis of contemporary self and society. See Table 2.15. The introductory courses focus on American history and Western civilization; students majoring in history must complete all four to ensure a breadth of historical knowledge. For the major, 27 hours of upper division course work is required, including two benchmark courses (HST 300, History and Historians, and HST 400, Senior Thesis). HST 300 is normally taken in the second semester of the junior year and ensures that students are able to analyze and evaluate scholarly work, understand the schools of historical interpretation, and know what methods and approaches are available for historical research. History 400 is taken in the fall semester of the senior year and provides the capstone experience for the major. The course entails the production of an original piece of historical research, discovered by the student and based on primary sources. The senior thesis serves as an effective capstone experience in that it requires students to truly function as historians, synthesizing the various thinking, research, and writing skills that they have learned in previous courses. In course evaluations, the students consistently rate the thesis experience as one of the most important of their college careers. Students who present their research at conferences regularly receive compliments from faculty and students at other institutions on the depth of their preparation. For example, at the regional Northwest Phi Alpha Theta conference in April 2001 three of the ten students who attended received honorable mentions for their papers.

Approximately 20% of history students graduate with a second major. These include a growing number receiving degrees in political science or Spanish.

Strategies for Program Assessment. Due to requirements of the discipline, learning outcomes apply to courses at a variety of different levels. Accordingly, learning outcomes and benchmarks have been established with regard to skills and modes of thinking about the past and human society, for both introductory and upper-division courses.

Presently there are few non-Western courses offered in the history program. Current constraints on the program make the correction of this deficiency difficult without additional personnel.

A growing number of history students participate in one of the University's study abroad programs. At present, approximately 40% have participated.

Recent graduates have entered graduate programs in several disciplines including history, law, and secondary teaching. Other graduates are working for various levels of government, for volunteer and non-profit organizations, and with a variety of businesses.

Very few history majors presently participate in internship experiences. This is a cause for concern, in that there are possibilities available that would provide the opportunity for a major to experience first-hand the available options for a career in history.

Monitoring and Adjusting the Program in Light of the Data Collected. The program was reviewed in Spring 2001. The external evaluator noted that three of the four full-time faculty members have been hired since 1997. They were commended for the changes made in the program and for their close cooperation with the political science faculty, as well as for their common vision and their commitment to meeting student needs, both in and outside the classroom. The increased enrollment in the college has resulted in more sections of the lower division core courses being offered and a resultant decreased ability to staff offerings with full-time faculty members.

Table 2.15
History Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro. Course	Intermed. Course	Advanced Course
Knowledge:			
Understand civilizations and cultures: American History European History Non-western History	HST201, 202, 101,102		4xx (14) 4xx (13) 4xx (5)
Understand Historical Processes	1xx (2), 2xx (2)		4xx (33)
Make Historical Connections	1xx, 2xx	300	400, 4xx
Understand Various Schools of Historical Interpretation		300	400 4xx (32)
Values:			
Use historical inquiry for analysis of contemporary self and society	1xx, 2xx		4xx
Consider implications of individual, group actions	1xx, 2xx		4xx
Appreciate the commonality of human experience	1xx, 2xx		4xx
Value contribution of individuals to society	1xx, 2xx		4xx
Appreciate achievements of Western civilization	1xx, 2xx		4xx (28)
Increase tolerance, understanding of different cultures, past and present	1xx, 2xx		4xx
Be engaged in continuing American experiment	201, 201		4xx (15)
Appreciate role of Christianity and Catholic Church in history and modern society	101, 102		421, 433, 492
Skills:			
Use and analyze primary sources	1xx, 2xx		400, 4xx
Discover suitable primary & secondary sources		300	400
Analyze and evaluate secondary sources		300	400
Synthesize a broad range of material	1xx, 2xx	300	4xx
Construct and organize a historical argument	1xx, 2xx		400, 4xx
Conduct original historical research			400
Participate in a community of learners	1xx, 2xx	300	4xx

The reviewer made the following recommendations:

- Allowing B.A. students who are not history majors to take one of their three history courses as an upper-division course could relieve some of the enrollment pressure on introductory courses.
- More explicit criteria need to be established for 100, 200, 300, and 400 level courses. More than one course needs to be offered at the 300 level.
- Increase offerings outside American and European history.
- Establish a 2-year rotation of upper division offerings.
- Reevaluate the Senior Seminar in History with regard to optimal enrollment.
- Take advantage of the many facilities in the Portland area for internships.

- Obtain more information about graduating seniors and alumni.

Next Steps

- The history faculty will develop a strategic plan to address the recommendations of the outside reviewer.

Music

Mission. The music program supports the University Mission's focus on the development of the whole person by offering students the opportunity to develop musical understandings and skills. The program offers courses, performances, and performance opportunities to the entire University community.

Within specific majors in music, the program strives to advance the formation of the whole musician. It maintains as its primary goal the evolution and demonstration of comprehensive musicianship in all its students and faculty, i.e. musicians who can perform music, organize the sounds of music, and analyze music. The program accomplishes this aim through a wide range of teaching and performance situations, including private lessons, traditional classroom environments, and rehearsals and performances by soloists, chamber groups, and large ensembles.

As a nationally accredited unit of the College of Arts and Sciences, the music program is committed to its role within the University Mission, compliance with the standards of the National Association of Schools of Music (NASM), and ongoing evaluation of the program in all its aspects.

Students Served. The music program offers courses to music majors and minors. It also serves the broader University and Portland community in two primary ways: through the core course in fine arts (FA 207) and in public performances, on and off campus. Students in the course are encouraged or required to attend campus performances as part of their study of music, theatre, film, visual arts, and architecture. They also attend events off campus as well, by the Oregon Symphony Orchestra, Portland Opera, Artists Repertory Theatre, and others. The community is invited to campus performances (which often include non-students as performers) and in recent years there have been three major collaborations between the University Singers and Choral Arts Ensemble, a community choir, in grant-supported off-campus performances, with professional orchestra, of Handel's *Messiah*, Bach's *St. Matthew Passion*, and Brahms' *German Requiem*.

Program Objectives and Course Embedded Benchmarks. Fine Arts 207, a core course, uses the methods of measuring student achievement listed in Table 2.16.

Table 2.16
Fine Arts 207 Course Objectives and Benchmarks

Learning Objectives	Assessment
Knowledge:	
Critical thinking; Critical examination of the ideas and traditions of Western civilization	Minimum of three papers @ 750 words expressing informed opinion/critical analysis of an art experience; Critical discussions of material, e.g., in classroom and small group settings, through quick writes
Introduction to the elements of the major fine arts of the cultures of the western world; Developing student's awareness of and facility in specialized vocabulary of the arts; Enabling students to understand the unique behaviors appropriate to attending plays, concerts, museums, etc; Providing students with a basis for formulating and communicating informed personal judgments about the arts; Encouraging students to synthesize arts experiences with their own lives	Attendance at class sessions, presentations by guest artists, on-and off-campus exhibits, performances, and productions; Large- and small-group discussion as a follow-up to all arts experiences; Informed opinion papers, at least three per semester, 750 words each; Reaction sheets, quick writes, other forms of brief, written art responses and analyses; Examinations, at least three per semester; Course evaluations, which ask students how they see the arts in their lives.
Skills:	
Communication	Same as for critical thinking and critical examination of the ideas and traditions of western civilization
Values:	
The role of beauty, imagination, and feeling in life; the nature of a good life	Course discussions, papers

Music Majors

The University offers three degrees in music: a Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.Ed.), and Master of Arts (M.A.), each with the purpose of comprehensive musicianship at its core. In the Fall semester 2000 there were 14 music majors (BA) and 12 music education majors (B.M.Ed.), and 6 seeking the M.A. The music minor was revised in 1995, and there are now 19 music minors. While the music program supplies all music-related courses to students, the B.M.Ed. is administered through the School of Education, which provides students all education courses except for those in music education methods.

All music course syllabi address the analytical, creative, and/or performance aspects of comprehensive musicianship as outlined by NASM. Assessment of learning outcomes is demonstrated every semester through public performances (at Music at Midweek), and performance final examinations before the faculty, and by capstone projects (usually recitals). See Table 2.17. The faculty continue to implement assessment procedures for individual courses and entire programs.

Table 2.17
Music Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Analyzing music	MUS 101, 102, 103, 104, 105, 106	201, 202	301, 302, 305, 306, 331
Creating/organizing the sounds of music	101,102,	201, 202	306, 310, 307
Skills:			
Performing music	001, 103, 104, 106, 230, 186. Ensembles	231, 286, Ensembles,	386, 486, Ensembles, 336, 455, 331
Benchmarks	Performance Finals	Performance Finals	Performance Finals, 498 or 499
The Teaching of Music (BME)		232-235	338-340, ED 470-471
Values:			
Who am I? Who am I becoming? Why am I here? What is the role of beauty, imagination, and feeling in life?	All music courses, but especially performing ensembles and lessons		

Four performing groups meet the degrees' ensemble participation requirement: University Singers (30 performers), University Concert Band (65), University Community Orchestra (65), and University Choral Union (80). The latter two groups welcome community members to perform and serve as mentors to students. Additional for-credit ensembles include the Jazz Band (15) and Chapel Music Ensemble (varies). The number of performers in ensembles has increased dramatically in the last decade, from approximately 140 to 240 or by 58%. Rehearsals and performances take place primarily in the Mago Hunt Center Recital Hall and Buckley Center Auditorium. At 65 members each, the band and orchestra have outgrown the stage in the Recital Hall, so they rehearse in the auditorium, which has a stage approximately 25% larger.

Strategies for Program Assessment. The number of majors has been relatively stable, but the quality of students, as measured by incoming GPA/SAT data and capstone projects, has improved significantly. To help ensure success, auditions for entrance to the music degree programs were instituted since the last self-study. Also new, the faculty write holistic evaluations of all students at the spring juries each year. Then, at the end of their second year, the faculty does a more detailed evaluation of B.A. and B.M.E. students. Those who appear unlikely to be capable of completing an acceptable capstone project are advised strongly to change majors. As a result, problematic capstone projects are now rare.

The size of performing groups has increased dramatically in the past five years, even while the number of majors was stable. Many more students are declaring the music minor, increasing the number of highly committed student musicians. The music faculty

believes that incoming students who are more qualified overall are bringing musical interest and experience with them to the University of Portland. There are many more non-majors than music majors in the ensembles, and many non-majors choose to take private lessons for credit. In 2000-2001, 21 adjunct faculty were hired, primarily to teach private lessons. As a result, the program is reaching more deeply into campus. Audiences are also larger, probably because of student interest and an increasing awareness of the University of Portland as a cultural resource, especially in North Portland.

Resources are the chief concern of the department. Long-range planning by the department within the context of the University's Strategic Plan is required to meet the need for space for rehearsal, performance, private teaching, and storage, as well as for equipment. Presently most performances are in Buckley Center Auditorium, which has a stage that is not large enough to accommodate all events. Large choral/orchestral works cannot be performed in an appropriate space on campus because the performers and audience will not fit into the auditorium or even the chapel, which is reserved for sacred concerts. The space needs of the program affect the University as a whole, since Buckley Center Auditorium, where the orchestra and band rehearse on Tuesday and Wednesday evenings, is the only large lecture and performance space on campus. This blocks out other events. Also, storage of musical equipment, which fills the auditorium's closets, limits the facility's usefulness to other programs. There is currently only one private teaching studio on campus, which is scheduled at capacity. Classrooms are being used for lessons, which is often less than ideal because of acoustical, noise isolation, and equipment concerns.

Monitoring and Adjusting the Program in Light of the Data Collected. As a result of the last program review for NASC and NASM, the Bachelor of Music degree was changed to the current B.A. and the M.A. was developed to replace the former Master of Music degree. Two masters programs, a Master of Music Education and a Master of Music in Music and Worship were discontinued.

Next Steps

- The music faculty will continue to study and develop a plan to meet the facility and equipment needs.
- Development of student skills in improvisation, required by NASM, will be studied as part of the NASM reaccreditation report, due in Spring 2001.
- The faculty will continue to clarify and refine how each course contributes to the development of comprehensive musicianship.
- The department will develop a community patrons group to help support program needs.
- The department will examine the salary structure for adjunct faculty teaching private lessons and propose necessary modifications.

Drama

Mission. The drama program offers a B.A. in drama and B.S. in theatre management. It is dedicated to offering a broad-based generalist foundation, for undergraduate and graduate students, that includes the knowledge, skills, and opportunities necessary for establishing a life-long association with the theatre. Furthermore, its aim is to demonstrate a strong commitment to teaching and learning in a personal, energetic, interactive, liberal arts environment. This is done by offering a broad-based curriculum of theatre courses that provides a common knowledge base and skill level. Beyond that, the program offers advanced coursework in areas of specialization that prepare the students for a variety of career and educational options. Finally, the program mounts a variety of theatrical productions that are open to participation by the entire campus student community. Students are encouraged, mentored, and supervised in these productions, where they are challenged to use their academic background and technical training in the real laboratory of the live theatre.

Students Served. The drama program serves the entire campus community. Drama involves a large portion of the student body at the University through its participation in the core curriculum course in fine arts, FA 207. See details above under music. Students in this course are assigned to see at least one of the University drama productions during the semester and are made aware of other dramatic opportunities. The program offers majors in drama and theater management. Auditions for productions are open to all registered students at the University and those outside the major are encouraged to participate. A new course, Acting for Non-Majors, has been added to the curriculum and promoted to other programs for whom speaking, audience-performer awareness and self-expression are important.

Facilities. The drama program is housed primarily in the Mago Hunt Center, although academic courses such as theatre History, analysis, modern production theory make use of various traditional classrooms on campus. Mago Hunt Center provides access to a 292-seat theatre, costume and scene shops, a dressing room/laundry facility, and performance studio. Design, acting, and directing courses are taught in the various spaces in Hunt Center. The drama program produces four main stage productions each year in its theatre. Beyond those shows, special projects, graduate student-qualifying productions and undergraduate student capstone productions are a part of each season. The total performance opportunities range from 6-10 each year.

Table 2.18
Drama Program Objectives and Course Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Components of production	DRM 210	310	333
Components of a drama	210	310	333
Skills:			
Acting & performance	321	322	422
Technical & design skills		351,353,363,365	451,453,463,456,467
Management & production skills	272	372	450,472
Benchmarks	272	372	472,498
All skills	Drama program productions		
Values:			
Who am I? Who am I becoming? Why am I here?	All classes and productions		
What is the role of beauty, imagination, and feeling in life?			
How do relationships and communities function?			
What is the value of difference?			

Strategies for Program Assessment.

The drama program was engaged for two years in a complete assessment of all aspects of its programs in preparation for accreditation by the National Association of Schools of Theatre (NAST). In Spring 2000, NAST approved the drama program, making it the second College of Arts and Sciences program to be nationally accredited, after music. The achievement of this recognition is to be credited to the Department of Performing and Fine Arts, which focused resources and revised the curriculum with this goal in mind.

The drama program has been active in contributing to the cultural climate of the University through a variety of performances. Productions are regularly assessed by representatives of the Kennedy Center/American College Theatre Festival (KC/ACTF) and receive high marks in all areas of production. In three of the last four seasons, a University drama program production has been selected for the KC/ACTF regional festival, identifying it as one of the top four eligible productions in the six-state-region. Both graduate and faculty directors and designers regularly receive KC/ACTF meritorious achievement awards for their production contributions. Performance students are regularly in the semi-finals and finals of the Irene Ryan regional acting competition, held each year at the Northwest Drama Conference.

Theatre productions are used as supplemental experiences for a number of other disciplines on campus. Professors are made aware of the suitability to their disciplines of the contents and themes to the plays being produced. If interested, the drama program provides free tickets to students of these courses as well as offering guest speakers for

preview or post-show discussions. Productions are often used as a source of discussion for courses in philosophy, theology, english and history.

Monitoring and Adjusting the Program in Light of the Data Collected. NAST made a strong recommendation for the addition of a second performance space. With NAST's identification of this program deficiency, the University has included the need in its long-range plans for University space.

The NAST evaluators strongly suggested developing outside resources to support the program and the CAS dean has promoted the idea of a patrons group, but the time and energy to seriously consider these ideas seems to be the major obstacle. Another problem is that there seems to be no clear connection between program needs and the University Office of Development. Responsibility for this is shared by the department faculty and development personnel.

The program's ongoing assessment, as necessitated by the University and NAST, has also created some very positive aspects in the program. Both the undergraduate and graduate curriculum have been strengthened. The undergraduate curriculum has increased to 39 semester hours and now includes a solid core of courses that provide a strong foundation in the basics of performance, technical skills, history, and production theory. Students now receive two faculty reviews as part of their practica, and senior capstone experiences are required in both drama and theatre management. Students and the faculty meet on an individual basis at the conclusion of the sophomore and junior years. A student portfolio has been created for each undergraduate drama student and is maintained by the department secretary. Copies of programs from plays in which a student has participated, and specific portfolio assignments from courses are included in the files over the four-year period. One area that needs further development is the incorporation of student input. Faculty are in the early stages of setting up a student committee to help provide student-generated ideas regarding the aspects such as the production season and program policies.

The addition of a fourth faculty member has allowed the largest majority of the program's undergraduate population, the performance majors, to receive better training and preparation for the professional arena. While the program is still committed to its role in the liberal arts environment, it also recognizes its obligation to those who wish to pursue a career in the theatre. Students now receive instruction and personal mentoring with regard to resumes, auditions, agents and other aspects of a professional career. A heightened awareness of continued study has developed among the majors. Four of the 2001 graduates participated in the University/Resident Theatre Association auditions and three were accepted into graduate programs across the country.

Next Steps

- The department will develop a patrons group to help support the drama program.
- Creation of a second performance space is a continuing priority for the program.

Dance And Visual Arts

A variety of courses in dance and visual arts is offered by the department. No majors are given in these areas but students are encouraged to select one or more courses for physical or artistic development. A minor in Fine Arts is offered.

Philosophy

Mission. Philosophy plays a central role in Catholic liberal arts education as the primary integrating discipline across the curriculum. Training in philosophy develops the student's ability to explore and critically reflect upon the most fundamental questions about human beings and society, the universe, and God. By focusing on its own history, philosophy acquaints students with the intellectual foundations of Western civilization. By enabling students to become reflective, critical, and articulate about their own beliefs and values, philosophy makes an essential contribution to the education of individuals, whatever their vocational plans, and to the development of the community.

Students Served. All students in the University are required to take PHL 150 (Introduction to Philosophy) and PHL 220 (Ethics). School of Nursing students, together with pre-med CAS students, substitute PHL 462 Ethics of Health Care for PHL 220. The required third course is selected from the upper division electives. Students in B.A. programs are required to take PHL 330 (Metaphysics) and an upper division elective as the fourth course. The department has common curriculum-specific learning outcomes that reflect the Mission of the University and the goals of the common curriculum for all of the department's core courses.

Core Curriculum. It is central to the Mission that the University promote not only the intellectual development of students, but also their personal growth. Philosophy plays an irreplaceable role in cultivating such development in the context of a rigorous academic environment. Philosophy fosters an understanding of values in a way that enables students to be critically reflective without falling into empty relativism, and to be ethically principled without embracing blind dogmatism. Students can thereby be brought to the realization that they can be intellectually adventurous and critical, while leading lives that are committed to service and the pursuit of justice in the world. To the extent that philosophy integrates courses across the curriculum through the cultivation of the capacity to perceive enduring issues of knowledge, truth, and value, it serves to bridge the personal and intellectual development of students in various aspects of their academic careers.

The *Deed and Trust Agreement* (quoted more fully in the theology program section below) requires the University to offer, as part of the core curriculum, a comprehensive curriculum of "at least baccalaureate level and of academic, non-polemic, quality in the philosophical...aspects and tenets of the traditional and contemporary Roman Catholic religion."

Philosophy contributes to students' education in numerous ways:

- Students are exposed to the history of ideas, allowing them to see their own culture in critical perspective.
- Students acquire a range of skills for the evaluation of arguments and theories, enabling them to uncover the unstated assumptions of various fields of study.
- Students' literary and expository skills improve, since all philosophy courses are writing-intensive.
- Through courses in ethics, students are encouraged to identify and develop personal and social values and goals.
- Training in logic, together with metaphysics and epistemology, enables students to develop a greater understanding of mathematical and scientific methods and results.
- Understanding of Catholic life is enhanced through the study of the philosophy of religion.

The Philosophy Major

Following their core courses, the department requires majors to take a rigorous historical sequence: PHL 471 (Ancient Philosophy), PHL 472 (Medieval Philosophy), PHL 473 (Modern Philosophy), PHL 474 (Hegel and 19th Century Philosophy), PHL 475 (Contemporary Analytic Philosophy), and PHL 476 (Contemporary Continental Philosophy). In structuring the program, the faculty are aware that most students will have had no acquaintance with philosophy prior to their first undergraduate courses. The decision to elect philosophy as a major thus may not be made until after the first or even the second year of core courses. In fact, this is the rule rather than the exception. Someone may even enter the program some time after they have completed their core classes. This explains why there is currently no mid-program test for majors. The major should therefore be structured so that it can be completed within the standard four-year period. This has been achieved, since the six-course historical sequence, together with Logic (PHL 421), has a two-year cycle.

Table 2.19
Philosophy Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Epistemology	PHL 150, 188,350		4XX (8)
Metaphysics	150,188,350	330	4XX (9)
Ethical & Social Issues	220,288,350		4XX (10)
Non-western traditions			470,478,480
Philosophy & humanities			437,438,477,479
Philosophy & natural sciences			422,433,434
Philosophy & social sciences			4XX (5)
Philosophy & professions			4XX (5)

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Skills:			
Conceptual understanding	All Courses		
Analysis of arguments			
Writing			
Textual interpretation			
Formal reasoning	150,188,350		421,452,475
Values:			
Social justice			4XX (6)
Diversity & difference			414,470,478,480
Aesthetic values			437,438
Environment			433,434

Strategies for Program Assessment. At present, the program requires no compulsory senior capstone course. Given the highly structured nature of the major program, with its sequence of six courses, the faculty have judged that this is unnecessary. However, seniors who are considering graduate school are encouraged to write a thesis, which can function as a writing sample in their application to graduate programs. The faculty does recommend that all graduating majors be required to do a 1-credit capstone paper and presentation. This would be attached to any 400-level philosophy course done in the senior year. For example, the course would be done for 4 credits rather than 3, and the student would do an additional capstone paper that would be presented to the department.

Unlike programs specifically linked to job training, the value of an education in the humanities, and the extent to which students have really absorbed what has been provided for them, cannot be measured over a short time period. It follows that no meaningful data or statistics about the effectiveness of the program in achieving its goals can be ascertained by tracking the career development of philosophy graduates in general. The only meaningful information comes from the few who have pursued graduate studies. In the past three years, majors have been accepted in top graduate programs: Indiana University, University of North Carolina, Chapel Hill, University of Toronto, and Purdue University. One recent philosophy graduate has completed an M.A. at the University of California, Long Beach, and another former student, who took many philosophy courses but graduated in different major, is currently enrolled in the graduate philosophy program at Northern Illinois University.

The department is satisfied with the current condition of the major program, for several reasons:

- The number of students entering the program has regularly increased over the past decade, as has the number of minors.
- The graduation rate for majors is high.
- There is an impressive record of placing students in graduate programs.
- Both the external and the internal reviews were very positive.

Monitoring and Adjusting the Program in Light of the Data Collected. The internal review, from the Committee on Curriculum and Academic Regulations, recommended that the department develop upper-division courses in the philosophy of religion. Since two forthcoming faculty members (Dr. John O’Callaghan and Dr. Christina Van Dyke) both have expertise in this area, the department is moving toward implementing this recommendation.

Given that the future of the department is strongly contingent on what the newly revised University core will be, the department faculty are currently analyzing the curriculum to see what might have a place in this new core. Given the unique role of philosophy in a liberal arts education, its special role in Catholic higher education, and the requirements of the *Deed and Trust Agreement*, philosophy will have a special role in the core curriculum.

Next Steps

- The Philosophy Department will work with the Core Evaluation Team to determine philosophy’s contribution to the University core curriculum.
- The program will require a 1-credit Capstone paper and presentation for senior majors.

Theology

Mission. Theological studies have a prominent role in the University core curriculum and additional requirements for students in the College of Arts and Sciences. The Department of Theology is the academic unit of CAS whose purpose is to offer quality theological education to theology majors and minors, as well as to the entire student body, through the core curriculum. Within a Catholic context and in an ecumenical perspective, it provides a foundation for a) critical, spiritual, and ethical reflection and its expression; b) nurturing theological scholarship and dialogue; and c) pastoral service on campus and in local churches.

The Department of Theology is one of the most direct and visible ways in which the University of Portland promotes its Mission as an independently governed Catholic university and its commitment to the central tenets of faith and service. Theology fulfills its departmental mission, as well as the University’s, by providing the following:

- a Theology core program for all undergraduate students
- a B.A. major program in the study of theology
- a graduate program (Master’s of Arts in Pastoral Ministry), in collaboration with Gonzaga University, for the Archdiocese of Portland.

The basis, foundation, and rationale for these programs exists in the relationship between the Department of Theology and the University’s Mission, the University’s *Deed and Trust*, the Catholic Church’s document *Ex corde Ecclesiae*, and faith development theory.

By providing formative training in the content and methods of Catholic/Christian theology, the department contributes to the manner in which service to God and humanity is valued and personified in theology graduates.

Students Served. The Department of Theology supports the newly revised vision of the core curriculum approved by the Academic Senate in January, 2001. The department endorses the six “fundamental questions” that connect the core courses as well as the seven learning objectives that the core curriculum seeks to fulfill. In response to its commitment to the revised core curriculum the Department of Theology offers a theology core program.

Theology Core Program and the Core Curriculum. To meet the needs of the newly revised core curriculum, the Department of Theology provides a theology core program of three courses totalling 9 credit hours. Currently students majoring in B.A. programs within the College of Arts and Sciences are required to take four theology courses. The rationale for the theology core program is based on the following:

- *University Mission.* The Department of Theology is the only unit of the University that provides the consistent academic context for investigating the theological foundation of the University’s Catholic identity and Mission. Students are directly exposed to this tradition through the critical examination of faith as a major objective of the core curriculum.
- *Deed and Trust Agreement.* The *Deed and Trust Agreement* has a direct bearing on the institutional role of theology and its place in the core curriculum. The conveyance was conditioned upon the University operating as an institution of higher education that (1) recognizes the study of theology as a valid academic discipline and includes such study as an integral part of the basic or core curriculum required of all its students; (2) offers a comprehensive curriculum of at least baccalaureate level and of academic, non-polemic, quality in the philosophical, theological and cultural aspects and tenets of the traditional and contemporary Roman Catholic religion; which shall be an integral part of the basic or core curriculum required of all its students; and (3) emphasizes the importance of a scale of values for its students, the necessity of the examined life and of moral, ethical, and spiritual commitment.
- *Ex corde Ecclesiae.* As a Catholic University and a Department of Theology, the University is mandated to give serious consideration to Pope John Paul II’s Apostolic Constitution on Catholic Universities (*Ex corde Ecclesiae*), published in 1990. The theology core program is one of the “essential characteristics” that defines the University as a Catholic institution. *Ex corde* states, “Theology plays a particularly important role in the search for a synthesis of knowledge as well as in the dialogue between faith and reason. It serves all other disciplines in their search for meaning...”
- *Faith Development Theory.* According to James Fowler’s research (*Stages of Faith*, Harper Collins, 1981) traditional-age college students go through major developmental changes regarding faith. Students typically enter college as freshmen in Stage 3, Synthetic-Conventional faith and during their four year experience transition to Stage 4, Individuative-Reflective faith. The theology core program seeks to respond to and maximize these opportunities for faith development.

The theology core program, required of all students, consists of the following courses: THE 101 (Introduction to Religion and Theology), THE 205 (currently Judeo-Christian Culture, but to be changed to Biblical Tradition and Culture) and a 400 level elective. THE 350 (Theology Inquiry) offered for transfer students who have completed 60 semester hours will be discontinued after the 2001-2002 academic year due to the revised core curriculum.

Program Objectives and Course-Embedded Benchmarks. The objectives and outcomes of the theology core program are determined by six fundamental questions and seven learning outcomes of the newly revised statement of the University core curriculum as well as by the specific discipline content objectives for each theology core course. The department has determined that all theology courses offered to fulfill core requirements address the fundamental question: Who or what is God? How can one relate to God? These two questions are intrinsic to the discipline of theology and is the central link to all the department's core offerings. Furthermore all theology courses, in varying degrees, attempt to assist students in answering the questions: Who am I? Who am I becoming? Why am I here? The question of God and self is inextricably connected and forms a major component of all theological reflection.

It should also be noted how the theology core program, consisting of THE 101, THE 205, and a 400-level course, addresses these fundamental questions. For example, the courses address the question of God from a horizontal and sequential-developmental manner (traditionally referred to as scope and sequence) by proceeding from a broad and general examination to an increasingly focused investigation. In other words, THE 101 examines the fundamental question of God by introducing students to the notion of sacred reality (God) through the lenses of the world's religions. In a more focused manner, THE 205 addresses the question of God through the lenses of the Biblical tradition and culture. Finally, the 400-level course investigates the question of God through the highly focused lenses of theological sub-disciplines (e.g. biblical studies, historical theology, systematic theology, theological ethics, pastoral theology, and spirituality), examining the question in relation to areas such as biblical tradition, historical perspective, and contemporary context, depending upon the emphasis in the specific course. Table 2.20 outlines the relationship of core fundamental questions, learning outcomes, and theology core courses.

Table 2.20
Theology Program Objectives and Course-Embedded Benchmarks

Core Learning Outcomes	Intro. Course	Intermediate Course	Advanced Course
Knowledge and Skills:			
Develop the foundational knowledge and skills necessary for informed inquiry, decision making and communication (reading/writing, critical thinking)	THE 101, 188	203, 205	All
Develop the knowledge, skills and commitment for acting ethically		203,205	4xx (16)
Learn to use and value the lenses of different disciplines, and seek connections among them			4xx (7)
Examine faith, its place in one's own life and in the lives of others	101, 188	203, 205	All
Critically examine the ideas and traditions of western civilization		203, 205	4xx (18)
Learn to live and contribute in a diverse society and interdependent world	101, 188		4xx (8)
Values:			
Value the importance of learning and reflection throughout one's life	101, 188	203,205	All

Theology Major Program

The Department of Theology offers an undergraduate major program (B.A.) and a minor in theology. The number of undergraduate majors is 20 (September, 2000) and represents a significant increase over the average of 10 during the past decade. The theology major consists of 27 hours of upper division courses, in addition to THE 101 and 205. Thus, theology majors take 27 hours of upper division courses (400 level) distributed in the following manner: 6 are allotted to biblical studies, 6 to theological ethics, 6 to systematic theology, 6 to historical theology, and 3 to liturgical/pastoral theology and/or spirituality.

Program Objectives and Course-Embedded Benchmarks. The goal of the theology major is to provide students with formative training in the content and methods of Christian theology. Its primary focus is academic formation, although it is also designed to stimulate and assist in their personal spiritual development.

The objectives of the theology major flow from its goal and include the following:

Knowledge Objectives:

- Students will be able to describe the major sub-disciplines of Christian/Catholic theology, their content and their respective methodologies.
- Students will be able to identify and describe the essential historical and theological aspects and their importance for contemporary life and thought.

Skill Objectives:

- Students will develop their ability to think critically and analytically.
- Students will develop their ability to read scholarly literature and primary sources in a critical fashion.
- Students will develop their ability to write in a reflective and analytical manner that demonstrates clear argumentation and advanced thought and expression.

Value Objectives:

- Students will gain an appreciation and respect for the rich diversity of religious expression in Christian and non-Christian traditions.
- Students will gain an appreciation for the role of theological reflection in the quest for personal identity and meaning.
- Students will gain an appreciation for an exchange of ideas and collaborative learning in a community of scholars.
- Students will gain an appreciation for the importance of social, ethical, and ecological concerns as an essential part of their theological formation.

In addition to the program objectives outlined above, the department is in the process of designing a comprehensive grid indicating the specific discipline content objectives and benchmarks for all courses taken to fulfill the major program. This grid will include all 400 level electives taken by non-majors to fulfill the university core curriculum and will be completed by Fall 2001.

Strategies for Program Assessment. Student achievement of course objectives for the theology core program and major program are routinely assessed throughout the semester by means of examinations, quizzes, short papers, research papers, and classroom discussion. Tests/quizzes generally take the form of essay tests that require depth of thought and general knowledge of course material, inclusive of course readings and lectures. The tests have as their goals the development and assessment of students' analytical, critical, and creative thinking skills, as well as their listening and reading skills. The tests also assess the students' ability to identify, explain, and understand the specific content of each course.

Writing assignments are required and vary in length. Papers are assessed for both form and content, inclusive of spelling, grammar, and style. The research papers are aimed at developing and assessing students' research skills, inclusive of library and computer skills.

Class participation is used to gauge students' ability to engage in positive, intellectual interactions with the professor and other students. This enables students to demonstrate their ability to examine and articulate religious phenomena in a setting of collaborative learning.

Beginning in the fall of 2001, the department will begin to assess students' perceptions of their achievement of the course objectives in THE 101/205. Students will be given a list of five course objectives stated in the syllabi and asked to rate the course's ability to meet

them using a five point scale (1=strongly disagree to 5=strongly agree).

Survey of Graduates in Theology. In 1995, the department surveyed the alumni who graduated from the program in the previous ten years about their satisfaction with the education and training they received in the theology major. In April of 2001, the original survey was expanded to include specific questions concerning the department's effectiveness in assisting students to master the learning objectives of the program. Starting in May, 2001, the survey will be distributed yearly to graduating seniors. The faculty anticipates that their responses will be useful in ongoing efforts to clarify the objectives of the courses and program, and in identifying changes that might improve the major.

Senior Capstone Experience. Beginning in the fall of 2002, a new capstone experience will be required of all theology majors. The capstone will consist of a paper written in conjunction with a student-chosen 400-level theology course and will include a presentation summarizing the paper at a theology department colloquium. This experience will provide an opportunity for students to integrate the diverse elements of their coursework into a more mature conception of theology as an approach to inquiry and life. The capstone experience will also offer students an opportunity to design and carry out a research project in an area of specific interest to them.

Monitoring and Adjusting the Program in Light of the Data Collected. In the past two years, the department's efforts to clarify its objectives and to develop assessment measures have generated healthy discussion on teaching strategies, course content, and program design. This process of intradepartmental dialogue and critique will continue and it is expected that collected data will enhance this process. As noted above the department will begin assessing the attainment of learning objectives for THE 101 and 205 in Fall 2001. Evaluative-assessment questions have already been developed for THE 101 and THE 205 and will be implemented during the normal process of course evaluations at the end of each semester.

Next Steps

- The Theology Department will implement assessment procedures for THE 101 and 205 during Fall 2001 and for all 400 level courses by Spring 2002.
- A senior capstone experience will be required for majors starting in Fall 2002.
- The Theology Department will continue departmental discussions and analysis of the theology core program and major program.
- The search process will be renewed to fill an open faculty position.
- The department will use the evaluation of the core curriculum as an opportunity to increase the community's understanding of the University's mission and Catholic higher education.

Programs Within the College of Arts and Sciences: Science

The Departments of Biology, Chemistry and Physics, and Mathematics, as well as the Core Science Program, are included in this section of the College of Arts and Sciences.

Biology

Mission. In an increasingly technological world, educated citizens need value-based scientific expertise and skills in critical thinking. The Department of Biology strives to achieve excellence in the teaching of science to all levels of undergraduate students. Students majoring in biology and life science achieve comprehensive preparation for careers as future scientists, health care practitioners, and technical personnel. Students in these majors acquire a breadth of knowledge along with technical and analytical skills, while reflecting on ethical values that link science and society. Undergraduate research is emphasized throughout the curriculum, reinforcing independent learning and allowing students to develop talents in critical thinking and problem solving while refining advanced laboratory or field skills in observation and data collection. Students develop a sense of community within a rigorous, integrated curriculum. Participation in the honors or studies abroad programs may expand and enrich the undergraduate experience of biology or life science majors. Students in nursing, education, and environmental studies complete biological coursework relevant to their professional training. Through its support of the core science courses, the department attempts to ensure that all University graduates develop scientific literacy, an understanding of the potential and limitations of scientific methodology, and an appreciation for the role of science in contemporary life.

Students Served. The Department of Biology offers two bachelor of science degree programs (biology, life science) and provides coursework for students in environmental studies, nursing, education, chemistry (biochemistry track), and in the core curriculum. In September, 2000, the Registrar identified 206 biology majors and 65 life science majors. See Table 2.21. This represents almost 25% of the students enrolled in the College of Arts and Sciences. Currently 65% of the students with majors in the Biology Department are female.

Table 2.21
Number of Students Majoring in Allied Health Science(AHS),
Biology (Bio) and Life Science (LS) from 1990-2000.

Major	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
AHS	23	25	34	39	26	10	1	0			
Bio	101	108	117	125	128	127	143	135	174	202	206
LS					21	43	56	60	55	64	65
Total	124	133	151	164	175	180	200	195	229	266	271

(Source: 2000 Fall Enrollment Report, Office of Institutional Research)

Facilities. Swindells Hall, a new interactive science laboratory building, was dedicated in September, 1999. This facility dramatically expanded and improved the laboratory facilities available to students in biology and chemistry. Laboratory courses continue to be taught in Science Hall. Remodeling Science Hall for efficient use is a high priority.

Biology learning objectives are given in Table 2.22.

Table 2.22
Biology Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Knowledge in major content areas: Cell and Molecular Biology Organismal Biology Genetics Ecology Physiology Developmental Biology Evolution			
Understanding of the scientific method	BIO 215,275/276	3xx (7 labs)	4xx (7)
Unity & diversity of life	205/206 (with labs)	3xx with labs (7)	436/476
Interactions between living organisms and the physical environment	205/206 (with labs)	3xx with labs (4)	442/472,453
Characteristics, structure and function of organisms	205/206 with labs	3xx with labs (6)	4xx with labs (3)
Principles of heredity	205/206 with 275	324,330,359 &lab	453,445 & 442 with labs
Skills:			
Critical thinking & problem solving	215,275	3xx (6)	4xx (7)
Writing	215, 275	3xx (5)	4xx (7)
Oral communication	215/275/276	3xx (6)	4xx (5)
Quantitative reasoning	275/276	3xx (6 labs)	4xx (5)
Computer literacy	215,275/276	3xx (5)	4xx (5)
Information literacy	275,	3xx (5)	4xx (5)
Data gathering	Lab courses	Lab courses	Lab courses
Values:			
Biodiversity	276	345,375	4xx (5)
Science & technology	275,215	336	4xx (6)
Ethical reasoning & good judgment	275/276	330,375,378	4xx (8)
Shared responsibility & team work		3xx (4)	4xx (8)
Espirit d'Corps		375,378	4xx (4)
Reflect on learning	215	3xx (4)	4xx(6)

In the design of program learning outcomes, the faculty have been guided by state and national benchmarks for science education, including Oregon CIM and CAM standards (K-12), Oregon PASS requirements, AAAS Benchmarks for Science Literacy, AAHE/NSF guidelines for reform in undergraduate education in science, math, engineering, and technology, PKAL recommendations on strengthening undergraduate science education, and the recommendations of discipline-specific professional societies.

Strategies for Program Assessment. The biology program highlights include a talented and dedicated faculty, strong student demand for the major, undergraduate research that is integrated into all levels of the four-year biology curriculum, a new interactive laboratory facility, and a commitment to science education for all students. In spite of difficulties associated with large enrollment, research experiences have been successfully integrated into freshman laboratories, into intermediate lab and field experiences, and in capstone experiences in thesis preparation or clinical practicum work. In 1999-2000, there were 70 students enrolled in capstone research courses (BIO 489, BIO 493, BIO 499) and 37 students enrolled in capstone clinical/practicum courses including BIO 465 (Internship), BIO 392 (Service Learning in Biology), and BIO 404/405 (Health Science practicum). Overall, the biology curriculum is well-balanced with courses in theory, laboratory and field experiences, and capstone opportunities.

Biology faculty and students have assembled an impressive list of accomplishments recognized both within and outside the University. Since 1998, biology faculty have been awarded three National Science Foundation grants (\$232,000 total), six M. J. Murdock Faculty Grants (\$224,000 total), eight University of Portland Butine Faculty Development Awards, and five Butine Supplemental Awards. In recent years, biology faculty have been named a Carnegie Foundation Oregon Professor of the Year (Dr. Terry Favero, 1997), an Oregon Academy of Science Outstanding College Teacher (Favero, 1997, Dr. Becky Houck, 2000), a University of Portland Outstanding Scholar (Favero, 2000), an Outstanding First-Year Student Advocate by National Resource Center for First Year Students (Houck, 1999), as Project Kaleidoscope Faculty for the 21st Century (Favero, 1996-1999, Dr. Kathleen O'Reilly, 1998, Rev. Dr. Ronald Waskoski, C.S.C., 1995), a PKAL "Scholar in Residence" (Favero 1999), and as OCEPT Faculty Mentors and Fellows (Dr. Steven Kolmes, 1997, O'Reilly, 1998, Houck, 1999, 2000, Dr. Michael Snow, 2000). Faculty have received campus awards for teaching, scholarship, and service. Students have excelled in research presentations, in competition for fellowships or admission to medical or allied health post-graduate programs, and graduates have demonstrated success in employment. The greatest challenge for faculty is to maintain high standards of teaching, scholarship, and service without becoming overwhelmed or frustrated by the demands associated with high student enrollments.

Monitoring and Adjusting the Program in Light of the Data Collected. The following changes were made in light of assessment:

- The faculty recommended a reduction in the minimum required number of upper division biology courses, from 30 semester hours to 27 hours, within the biology

major. This allows students to complete minors in chemistry or environmental science, and was implemented 2001-02.

- The faculty examined course and program assessment materials, which were gathered and discussed. This included an examination and comparison of rubrics, exams, and assignments. The faculty were particularly aware of a departmental focus on discipline-specific writing, on undergraduate research, and on group projects, especially those involving technology.
- Advising roles have been more evenly distributed among faculty, and students have been assigned an advisor who will stay with them for 4 years, if they remain in the major. In the past, students were assigned a freshman advisor, then transferred to an advisor for the remaining 3 years.
- The large size of the freshman class in biology, coupled with the student preference for small class experiences at the University, led to development of the Workshop Biology peer-led team learning sessions in both BIO 205 and BIO 206.

Next Steps

- The biology faculty will reevaluate the BIO 205/206/275/276: General Biology sequence for class size, content, and pedagogy, along with an cost/benefit analysis of the companion course BIO 215: Readings in Biology.
- The capstone experiences in both the biology and life science majors will be reevaluated by the faculty, including the role of BIO 489: Methods in Biological Research.

Chemistry

Mission. The mission of the chemistry program is to achieve excellence in the teaching of chemistry to all levels of University students. Both in curriculum and methodologies, the program is committed to the value-based education of future scientists, health care providers, engineers, teachers, and technical personnel. Recognizing the importance of interdisciplinary education, the program strives to integrate the knowledge, skills and values of chemistry with the disciplines of engineering, biology, environmental science, education, and nursing. Through its support of the core science courses, it endeavors to ensure that all University graduates have some scientific literacy, an understanding of the potential and limitations of scientific methodology, and an appreciation for the role of science in contemporary life.

Students Served. In Fall 2000 there were 30 chemistry majors (5 B.S. chemistry majors, 13 ACS (American Chemical Society) majors, and 12 biochemistry majors). The department also teaches large numbers of other science majors, engineering students, and nursing students.

Curriculum. There are three tracks within the chemistry major: the American Chemical Society-approved track, regular track, and biochemistry track.

Table 2.23
Chemistry Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Principles and applications	CHM101, 102,2xx(4)	3xx(8)	4xx(4)
Elements & molecular structure	101,102, 2xx(4)	3xx(6)	412,444,472
Scientific method	172,277,278	3xx(6)	4xx(6)
History of chemistry	207,208, 3xx(6)	3xx(5),470	444
Skills:			
Critical thinking & problem solving	1xx(3),2xx(4)	3xx(11)	4xx(4)
Writing	172,277,278	3xx(4)	444,490,499
Oral communication	207B,277	3xx(7)	4xx(6)
Quantitative reasoning	101,172, 2xx(4)	3xx(4)	4xx(5)
Computer literacy	2xx(4)	3xx(4)	4xx(4)
Information literacy	1xx(3),2xx(4)	3xx(8)	444,454
Data gathering/analysis	172,277,278	3xx(7)	4xx(4)
Values:			
Reflect on learning	277,278	3xx(2)	4xx(2)
Shared responsibility & teamwork	277,278	3xx(3)	473,491
Esprit d'corps	277,278	3xx(2)	470,473,491
Ethical reasoning & good judgement	277,278	3xx(6)	470,499
Science & technology		3xx(4)	
Life forms	277,278, 3xx(5)	371,379	
Environmental protection	277	3xx(4)	

Program objectives were designed with attention to state and national benchmarks for science education, national requirements specified by the American Chemical Society (ACS), National Science Foundation workshops for reforming general chemistry, and peer led team learning recommendations for strengthening undergraduate science education.

Strategies for Program Assessment. Student research projects were integrated into all levels of required chemistry laboratories: general chemistry, organic, analytical, physical chemistry and instrumentation. The chemistry program, in its breadth and depth of course offerings, course content, final exams, qualifications and number of full time teachers, is reviewed by the ACS every year for continued approval, and every five years in detail.

Since the chemistry program is designed to develop both theoretical and experimental laboratory expertise, starting in Fall 2002, majors will complete a capstone experience in each of these two areas:

- Chemical theory: completion of a required research paper, from a 400 level 3-credit chemistry lecture course, that includes independent use of the chemical literature, analysis of a chemical topic and oral presentation to the faculty of the department.
- Laboratory research: including design, research, written paper, and oral presentation to department faculty (400-level or CHM 373).

Recognition has been given to chemistry students and faculty for their accomplishments. Students have a high acceptance rate to chemistry graduate programs, medical school, and graduate and undergraduate fellowships. Graduates have also been very successful in the chemical work force. Since May, 1998, chemistry faculty have received eleven grants for experimental research. Six of these have been externally funded (\$33,000) and five internally funded by Butine Awards (\$18,000). Ten pedagogical grants have been funded, seven by national agencies (NSF, ACS, NWACC) for \$46,600 and three by external regional foundations (\$5,000). In this same time period, chemistry faculty have received University awards for Research and Scholarship (Sr. Angela Hoffman, 1998), Teaching (Dr. Raymond Bard, 1998), Leadership and Service (Sr. Sandra Lincoln, 1998, 2000).

Monitoring and Adjusting the Program in Light of the Data Collected. The chemistry program has made great progress in the past decade. As the result of two program reviews, in 1993 and 1999, significant changes have been made based on the findings of those reviews. The Department of Physical and Life Sciences was split into two units: a Department of Biology and a Department of Chemistry and Physics. A new facility, Swindells Hall, which houses chemistry and biology laboratories and offices, was completed in August, 1999. Capital campaign funds are being raised for an endowment for science equipment. A new chemistry faculty position was established and filled in 2001.

Course and Program Assessment. Assessment materials and results were gathered and discussed by the faculty. National ACS exams continue to be given in organic (CHM 326), physical (CHM 332), and inorganic chemistry (CHM 444) and student results compared to national norms. A portfolio of student work required for intermediate and advanced benchmark laboratory skills will be kept for chemistry majors by their advisors, starting Fall 2001. Research projects have been integrated into general chemistry and all upper division laboratory courses. Peer-led groups (PLTL) have been successfully integrated into general and organic chemistry. In its courses, the department has focused on student writing, oral presentations, laboratory projects, and undergraduate research. A new general chemistry laboratory course (CHM 279) targeting majors and minors will be offered starting Spring 2002.

Community Service and Public Awareness of the Chemistry Program. Faculty were successful in obtaining funding and publicity for high school student-research projects. Saturday Academy science classes continue to be offered on campus to middle school children of the area.

The ACS-approved chemistry major is an indicator of the quality of the program.

Next Steps

- The faculty will review and modify the chemistry curriculum based on the outside reviewer's recommendations.
- The department will offer a new general chemistry laboratory course, CHM 279, targeted at majors and minors, in Spring 2002.
- The department will devise a strategy to increase the number of chemistry majors.
- The chemistry faculty will gather, study, and make changes based on assessment materials.

Physics

Mission. The mission of the physics program is to achieve excellence in the teaching of physics to all levels of University students. Both in its curricula and methodologies, it is committed to the value-based education of future scientists, engineers, health care providers, teachers and technical personnel. Recognizing the importance of interdisciplinary education, it strives to integrate the knowledge, skills and values of physics with the disciplines of engineering, biology, chemistry, environmental science, education and nursing. Through its support of the core science course, it endeavors to ensure that all University graduates have some scientific literacy, an understanding of the potential and limitations of scientific methodology, and an appreciation for the role of science in contemporary life.

Students Served. The program offers a physics major, a minor, and service courses for majors in engineering, mathematics, computer science, chemistry, biology, and environmental science. It also offers a number of core science courses for the core curriculum, and classes for the Honors Program and freshman seminars. In 2000-01 there were 19 physics majors.

Learning objectives for the physics program are in Table 2.24.

Table 2.24
Physics Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Principles and applications	PHY 2xx(10)	206,276,312	321,322,411,412,441
Scientific method and application	271,274,275,276	371,372	471,472,499
History of physics	201,204,205	371,372,471,472	411,412
Ideas of physics	2xx(4)		
Skills:			
Critical thinking and problem solving	2xx(8)	3xx(5)	4xx(5)
Writing	2xx(4)	276	490,499
Oral communication	2xx(4)		499
Quantitative reasoning	2xx(9)	3xx(3)	4xx(3)
Computer literacy	2xx(6)	372,471,472	
Data gathering/analysis	2xx(4)	371,372	471,472
Values:			
Shared responsibility and team work		274,275	471,472
Esprit d'Corps		371,372	

Strategies for Program Assessment. The program used a variety of assessment instruments to evaluate its effectiveness in teaching its major, pre-medical students, and engineers. It also has established benchmarks for its majors at every level, including a capstone experience.

Monitoring and Adjusting the Program in Light of the Data Collected. As a result of the 1993 program review, the curriculum has been revised, and faculty added. Computerization and methodology of labs has been adopted and experimental experiences have been incorporated into the core offerings. The program now has had access to the engineering machine and electronics shops. New physics laboratory space has been designed and a grant submitted to the National Science Foundation. The University has begun fundraising efforts to renovate portions of Science Hall for physics teaching and research laboratories.

Next Steps

- The faculty will incorporate workshop physics and the peer led team learning approach (PLTL) into general physics courses.
- The University will, with the lead of the faculty, submit grants to help support funding of the dedicated workshop physics laboratories.
- The faculty will revise and restructure physics upper-division laboratories.

Core Sciences

Mission. The core science program provides every non-science major at the University with a basic introduction to the scientific method. The requirement that students take two core science courses is intended to give them an disciplinary perspective on the sciences, and therefore better equip them to generalize about how science operates.

Students Served. The core science program is a general curriculum component that neither offers degrees nor certificates, but which works to serve the degree-granting academic units of the University. Core science courses are designed for non-science majors. They primarily serve students working toward B.A. degrees in the College of Arts and Sciences; students in B.S. degree programs other than biology, chemistry, environmental science, life science, or physics; and students majoring in education and business administration.

Curriculum. All courses are designed to achieve the introductory level learning objectives listed in Table 2.25.

Table 2.25
Core Sciences Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Introductory Course(s)
	Course
Knowledge:	
Humans as organisms	SCI 103, 160
Unity and diversity of life	162, 182, 189
Interactions of life and the physical world	109, 110
Universe and its origins	114, 188
Skills:	
Critical thinking and problem solving	103, 109, 110, 162, 163, 182, 189
Computer literacy	182, 189
Quantitative reasoning	109, 110, 114, 182, 189
Oral communication	162, 182, 189
Values:	
Biodiversity and human actions	162, 182, 189
Science and humanity	103, 109, 110, 114, 160, 162, 163, 182, 189

Strategies for Program Assessment. These courses are offered in a variety of settings. Some are taught as freshman seminars, honors seminars, and in each of the disciplines in science at an introductory level. They emphasize hands-on experiences, group learning opportunities, laboratory and/or field components. Full-time science faculty teach the

majority of these courses. In the 1999-2000 academic year, 17 sections of core science courses were offered, and regular faculty in the sciences taught all but three. In the 2000-2001 academic year, regular faculty taught 15 of the 18 sections. For the 2001-2002 academic year, regular faculty are scheduled to teach 14 of the 19 scheduled sections, with perhaps two more adjunct-taught sections to be added to meet student demand. Even though larger entering classes have challenged the capacity of the core sciences program to provide sufficient and effective opportunities for non-science majors, each of the disciplines has contributed their best faculty to meet this challenge.

Monitoring and Adjusting the Program in Light of the Data Collected. Major adjustments have been made to meet the needs of elementary education majors. That program now requires three of the science courses, an increase of one course from the previous requirement. The MSAT exam is one indication of the success of this program. During 2001-2002, the core sciences are being reviewed, for the first time, as part of the review of the core curriculum.

Next Steps

- The core sciences faculty will work with the Core Evaluation Team to refine the role of science courses in the core curriculum and to ensure that they are taught by full-time faculty members as often as possible.

Mathematics

Mission. Mathematics, an ancient discipline, is both an art and a science. As a basic discipline in the liberal arts, the mathematics program strives to teach problem solving, logical analysis, and abstraction. Through its curriculum it fosters the development of mathematical understanding and skills. It provides the opportunity for students to experience the connections that exist among other disciplines, and opens students to the ideas and visions they might never have otherwise considered. Mathematics provides students with the foundational skills to become effective leaders in a wide variety of other disciplines as ethical and professional individuals.

Students Served. The majority of hours taught by mathematics faculty are in service courses for the professional schools and science majors. Almost all non-science, non-business students take the core mathematics course (MTH 161, Elementary Statistics). A major component of the department's offerings has been the mathematics sequences required by the Schools of Business, Education, and Engineering. The mathematics program offers two degrees, the B.A. and the B.S. There are eight tenure-track faculty positions and a visiting position.

During 2000-2001 there were 3 majors in the B.A. program and 8 in the B.S. program. Over the past decade there was an average of about 20 majors annually. From 1995-2001, 11 B.A. and 13 B.S. majors graduated. Of those, ten were Air Force ROTC cadets

who went on to active duty and eight entered the teaching profession or are pursuing graduate degrees in mathematics or education.

Curriculum. Faculty members exercise a great deal of autonomy in the classroom. They write their own syllabi and examinations and set their own grading policy, even when multiple sections of the same course are offered. The department has incorporated computer software and/or graphing calculators in instruction, but there is no coordination as to common implementation of this technology. Students are assessed by traditional means: graded homework assignments, quizzes, examinations and projects, which may include written and oral presentations.

The learning objectives for MTH 161, a math course that fulfills the core curriculum requirement, are listed in Table 2.26.

Table 2.26
Learning Objectives for MTH 161

Learning Objectives
Knowledge:
Descriptive statistics
Sampling
Probability
Statistical inference – estimation
Statistical inference – hypothesis testing
Correlation
Regression
Skills:
Basic design of experiments
Data collection
Data analysis
Interpretation of data
Critical thinking and problem solving
Quantitative reasoning
Oral and written communication of mathematics
Values:
Preference of fact over opinion
Appreciation of mathematical thinking
Independence of thought
Usefulness of mathematics
Importance of scientific inquiry
Statistical decision-making

The objectives for math courses for engineering and science majors are given in Table 2.27.

The high number of science and engineering majors who must repeat Calculus I is of some concern. In 1999-2000, 15 out of 163 (9.2%) students in the course withdrew and 45 of the remaining 145 (30.4%) students received final grades below a C-. Steps are being taken to improve the success rate. One proposal is to develop an effective

assessment tool to place entering freshmen in the appropriate level mathematics class. Another is supervising the student tutors more closely and giving them some guidance in pedagogy.

Table 2.27
Program Objectives and Course-Embedded Benchmarks
Math Courses for Engineering and Science Majors

Learning Objectives	Intro.	Intermediate
	Course	Course
Knowledge:		
Properties and applications of algebraic and transcendental functions	MTH 201,202	301
Concepts of limit and continuity	201, 202	301
Properties and applications of the derivative	201, 202	301
Properties and applications of the integral	201, 202	301, 321
Solutions to differential equations and their applications	202	321
Skills:		
Numeric and symbolic manipulation	201, 202	301, 321
Mathematical modeling	201, 202	301, 321
Critical thinking and problem solving	201, 202	301, 321
Quantitative reasoning	201, 202	301, 321
Oral and written communication of mathematics	201, 202	301, 321
Values:		
Appreciation of mathematical thinking	201, 202	301, 321
Usefulness of mathematics	201, 202	301, 321

The learning objectives for mathematics courses for business majors are in Table 2.28.

Table 2.28
Program Objectives and Course-Embedded Benchmarks
Math Courses for Business Majors

Learning Objectives	Intro.
	Course
Knowledge:	
Applications of calculus to business	MTH 121
Applications of exponential and logarithm functions to business	121
Systems of linear equations and matrix methods	141
Applications of linear programming	141
Combinatorics and probability	141
Skills:	
Numeric and symbolic manipulation	121, 141
Gauss-Jordan elimination and the simplex method	141
Mathematical modeling	121, 141
Critical thinking and problem solving	121, 141
Quantitative reasoning	121, 141
Oral and written communication of mathematics	121, 141
Values:	
Appreciation of mathematical thinking	121, 141
Usefulness of mathematics	121, 141

The learning objectives for math courses for elementary education majors are in Table 2.29.

Table 2.29
Program Objectives and Course-Embedded Benchmarks
Math Courses for Elementary Education Majors

Learning Objectives	Intro.
	Course
Knowledge:	
Number and operations	MTH 105
Algebra	105
Geometry	106
Measurement	106
Data analysis and probability	105, 161
National standards for mathematics teaching	105, 106
Assessment techniques	105, 106
Skills:	
Problem solving	105, 106, 161
Reasoning and proof	105, 106
Oral and written communication of mathematics	105, 106 161
Critical evaluation of curricular materials	105, 106
Use of information resources	105, 106
Use of manipulatives in math education	105, 106
Use of technology in math education	105, 106
Values:	
Cooperative learning and teamwork	105, 106, 161
Positive attitude toward mathematics	105, 106, 161
Appreciation of diverse learning styles	105, 106
Equity in math education	105, 106

The learning objectives for courses for mathematics and secondary education majors are given in Table 2.30.

Table 2.30
Program Objectives and Course Embedded Benchmarks
Math Courses for Mathematics and Secondary Education Majors

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Algebra		311, 341, 345	441, 442
Analysis and Topology	201, 202	301	401, 402, 435, 404
Geometry		311	431
Applied Mathematics		301, 321, 322, 351	461, 462

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Skills:			
Mathematical modeling	201, 202	301, 321	461, 462
The axiomatic method and proofs		311	4xx
Critical thinking and problem solving		3xx	4xx
Quantitative reasoning		3xx	4xx
Oral and written communication of mathematics		3xx	4xx
Values:			
Appreciation of mathematical thinking	201, 202	3xx	4xx
Usefulness of mathematics	201, 202	3xx	4xx
Appreciation of mathematics as an elegant field of study		3xx	4xx

Strategies for Program Assessment

Assessing the major program. The most recent curriculum guidelines published by the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America (MAA) appear in *Heeding the Call for Change* (MAA Notes 22, 229-247). In it the committee states that seven components form the structure for a mathematical sciences major. Table 2.31 below summarizes, according to the CUPM definitions of the components, how the curriculum fits into this framework.

Table 2.31
The Math Curriculum Compared to MMA Guidelines

Component	BA requirement	BS requirement	Elective
Calculus (with Differential Equations)	MTH 201, 202, 301	201, 202, 301, 321	321, 322
Linear Algebra	341	341	
Probability and Statistics			461, 462
Proof-based Courses	311, 341, 401, 402, 404, 441, 442	311, 341, 401, 402, 404, 441, 442	345, 431, 435
An In-Depth Experience	401- 402, 441-442	401- 402, 441-442	
Applications and Connections	PHY 204/274 & 205/275 or CHM 207/277 & 208/278	CS 203/273, PHY 204/274 & 205/275 & 206/276 CHM 207/277 & 208/278 or CS 204/274 & 303/373	
Track Courses, Departmental Requirements, and Electives	(9 hours that may include CS 203/273)	(9 hours that may include CS 411 and CS 451)	MTH 322, 345, 351, 431, 435, 461, 462, 490, 491, 499

The present committee is preparing a revised, more far-reaching guide. Their goal (see *Mathematics and the Mathematical Sciences in 2010: What Should Students Know?*,

www.maa.org/news/cupm_text.html) states in part: "CUPM will prepare a document differing from those in the past. The focus of the *Guide* will not be 'What courses should a department offer or require?' but rather 'What does the faculty want the students to know and be able to do?'" Panel discussions and focus groups on these guidelines are scheduled for the January, 2002 AMS/MAA/SIAM meetings and members of this department expect to attend.

Assessing the Role as a Service Department. During Fall 2000, mathematics faculty subcommittees met with representatives of the client disciplines to assess the effectiveness and quality of the mathematics service courses. All client disciplines gave the department reasonably favorable marks. Highlights from the subcommittee reports were distributed in January, 2001 to the pertinent chairs and deans.

Students in the core courses (MTH 121, 141, 161, and 201) were surveyed to assess whether the goals of the core curriculum were being met. The majority of students reported that their computational and problem solving skills improved after taking the course. Summary data on those surveys appear in the mathematics program review and follow-up data were collected in Spring 2001.

Monitoring and Adjusting the Program in Light of the Data Collected. Two years ago, the department, with the encouragement and support of the deans, began to develop a drop-in mathematics tutoring facility. Although student tutors provide the majority of tutoring, almost every department member has contributed some scheduled time in the facility. The initial assessment of the facility's effectiveness has been encouraging.

In January, 2000, data were collected to compare final grade distributions of multi-section classes. There are too many lurking variables to draw definitive conclusions, but discrepancies in distribution by instructor are striking. Follow-up data taken 2000-2001 revealed similar discrepancies. Having now seen evidence of a problem, the faculty are individually and collectively reflecting on appropriate grading standards.

Next Steps

Plans for improvement cited in the mathematics program review but not yet initiated include:

- The mathematics department will improve communication and coordination among instructors in multi-section courses, especially the core service courses.
- The distribution of final course grades will be examined by the department.
- A peer-review process will be implemented that will include classroom visits and study of syllabi and exams.
- The department will develop an effective on-line instrument to place entering freshman in the appropriate level mathematics class.
- The department will integrate calculus and general physics using a workshop and peer-leader approach.

Programs Within the College of Arts and Sciences: Social Sciences

The social sciences include the communication studies, political science, psychology, sociology, and social work majors.

Communication Studies

Mission. The mission of the Department of Communication Studies is to understand how people use symbols to construct knowledge and exert influence. At the heart of its mission is the fundamental concern with the processes through which humans convey messages to audiences and a belief that human communication is central in creating just societies. The department is dedicated to educating students in the liberal arts tradition to produce knowledgeable, responsible, and skilled professional communicators who understand how to communicate effectively and ethically in all human arenas.

Students Served. The Department of Communication Studies offers two undergraduate majors: a B.A. in Communication, and a B.S. in Organizational Communication. The B.S. is offered in conjunction with the Pamplin School of Business Administration and educates students to communicate effectively and ethically in modern organizations. The B.A. focuses on the role that mediated messages play in shaping attitudes, values, and beliefs. Students choose journalism or media studies courses to complete their major requirements.

Department faculty are involved in teaching CST 107: Effective Public Speaking, which is a core requirement for the School of Business, the School of Education, the College of Arts and Sciences, and the Computer Science Major in the School of Engineering. Special versions of this course are offered for the freshman seminar (CST 191) and honors (CST 188) programs. Additionally, several of the courses are cross-listed as electives for sociology, business, and peace studies, and some are required for theater management and teaching certification in language arts. Several faculty have also supported the Studies Abroad Program through course offerings in London.

Table 2.32
Communication Studies Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Understand the process of human communication	CST 101	220/225/233/301	402/410/411/412/ 420/425/430/445
Know relevant theories of human communication	101	220/225/233/301/ 301/364	402/410/412/420/ 425/430/433/440
Impact of communication technology	101	301/333/364	402/410/433/470
Understand the different disciplinary lenses	101	220/300/301	410/411/412/420/ 425/430/433/440/ 470
Know how to adapt messages to a variety of audiences, situations and occasions	107/188/ 191/207	307/333	402/410/411/412/ 420/425/430/433/ 440/470
Understand the social, political, and cultural dimensions of human communication	101	225/233/301/303/ 307/333/361/362	401/411//420/430/ 440/445
Skills:			
Ability to conduct research	101	220/300/303	402/410/411/412/ 420/425/430/433/ 440/445/470
Apply human communication theory in experiential setting	107/191	307/333/361/362/ 363/364	402/433/474/475
Write for both academic and professional audiences	101	220/252/300	402/410/411/412/ 420/425/430/433/ 440/445/452/463/ 464/470
Speak well in a variety of situations and for various audiences	107/188/ 191/207	307/333	410/411/412/420/ 425/430/433/440/ 470
Values:			
Ethical communication	101/107/ 188/191/ 207	220/252/307/361/ 362/363	401/410/411/412/ 420/430/452/470
The diversity of human society	101/107/ 188/191/ 207	225/301	402/411/430
Civic engagement	107/191	225/233/301/303	402/411/425/433
Freedom of expression	107/188/ 191/207	301/303	402/401/411/470

Strategies for Program Assessment. Capstone research projects and the courses that specifically prepare students for them (CST 101, CST 220, and CST 300) were used to assess the overall academic success of the curriculum and instruction. The faculty compared the writing improvement across those courses to determine overall progress. Results indicated that academic objectives were largely being met. Overall, students appear to be able to conduct independent research based on their understanding of the communication process and theoretical implications. However, detailed evaluation suggests that students need more experience in implementing their methodology, in their artifact selection or sample size, and their own analytic abilities. These changes will be implemented in the various courses.

The professional writing core courses and the professional Internship Supervisor Reports were used to assess the professional readiness of the students in light of their academic course preparation and instruction. To gauge students' professional readiness, samples from CST 252: Reporting and Writing were collected to illustrate the various levels of competence as well as a sample of the Internship Supervisor Reports to determine if students could apply the writing skills they learned. Results were assessed by comparing students' writing progress from the sophomore-level course to the senior-level course. Then, common themes in the Internship Supervisor Reports that indicate professional readiness were identified. Results indicated that students did improve their overall writing abilities and that professional writing objectives were successfully translated to internship success. Internship reports indicate that the students worked hard and were willing to undertake a variety of different tasks. However, results also suggest that department faculty need to design evaluation questions for internship supervisors that yield more consistent evaluation comparisons and improve the feedback given in the writing and reporting class.

The collected data indicate that the students are actively using the library to complete their research projects and that students are finding a certain amount of success in getting their research abilities recognized outside the department. In the last five years, four departmental honor student theses received the Outstanding Honors Thesis Award, and two students were recognized at the Northwest Communication Association Conference as having the Top Undergraduate Student Paper and an honorable mention in that category. In 2000, fourteen students had their papers competitively accepted for presentation at the Northwest Communication Association Conference and in 2001, 17 students had their papers competitively selected for the same conference. One student had her article published in the *Northwest Communication Association Journal*. Additionally, journalism interns received a regional scholarship that had historically gone to a student from one of the larger state schools, and some prestigious internships were offered that recognize University of Portland students' ability to gather information and write well.

Other indicators of the success of the program are the Internship Supervisor Reports. These reports document that several organizations would hire University of Portland graduates if they had positions available. In fact, one student was hired by *The Oregonian* as a reporter and another by the public relations firm where she had interned. Plus, at

least 50% of the companies in the department's internship notebook have been accepting students as interns for over three years.

Monitoring and Adjusting the Program in Light of the Data Collected. Whether students pursue a major in communication or organizational communication, they experience a curriculum that has been regularly reviewed and refined. Two major program reviews, in 1992 and 1998, as well as yearly planning reports since 1991, have resulted in numerous improvements and innovations. The intent in making the various changes in the curriculum was to enhance the academic rigor of courses and the caliber of instruction.

Over the past two years the department has compared its programs and requirements with the University's Mission, Goals, and Common Curriculum; with other small, Catholic and non-Catholic universities; and with the national trends in the discipline. It has used the results to:

- Streamline program offerings (e.g. discontinuing the journalism major and replacing it with a journalism track in communication)
- Strengthen the academic rigor of the curriculum, including required capstone projects
- Enhance the quality of instruction, including the use of peer review
- Encourage student participation in the discipline's dialogue (e.g. students participate at research conferences)
- Establish a formative assessment plan that invites students to become partners in the learning process

Additionally, the analysis of the data from the assessments of the past two years has indicated the need to refine the assessment process. Time, developing additional assessment instruments, additional analysis, and more effective teaching methodologies are all priorities that are being considered by the department to improve its comprehensive plan. Establishing more measurable criteria with benchmark indicators will help the department to document learning outcomes.

Next Steps

- Communication Studies will refine its process for data collection and analysis.
- The department will develop remediation processes for under-achieving students.
- The faculty will develop a speech-in-context approach.
- The department will integrate service learning into additional classes.

Political Science

Mission. The mission of the political science program is to prepare students to become engaged citizens and leaders in political societies. It provides students with the necessary tools for understanding a complex world and for active civic involvement. The program offers introductory courses to all students and prepares majors to enter careers in

business, journalism, religious organizations, and public service at the local, national, and international levels. Majors are qualified to enter graduate studies in political science, law, and other professional disciplines in top graduate schools worldwide.

Curriculum and Students Served. The political science program offers courses that fulfill political science degree requirements for about 67 majors. It also offers courses for degree requirements in other disciplines, most notably environmental studies, secondary education, and sociology. The University’s core curriculum requires that all graduates complete six hours of social sciences, and political science offers three introductory courses—in American, international relations, and comparative politics—that may fulfill that requirement.

Table 2.33
Political Science Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Conceptual	POL 200,208,288	312	4xx (20)
Historical	200,201,202	312	4xx (19)
Institutional	200,202,288	312	4xx (19)
Behavioral	200		4xx (10)
Structural Frameworks	200,201, 202,288		4xx (17)
Skills:			
Critical thinking	200,201, 202,288	312	all
Oral expression			
Written expression	200,201	300	4xx (13)
Qualitative Analysis	200,201, 202,288	300	4xx (17)
Quantitative Analysis		300	
Research Literacy	201	300	4xx (16)
Values:			
Ethical Reasoning	200,202,288	312	456
Respect for tradition & diversity	200,201, 202,288	312	4xx (11)
Civic Engagement	200,201, 202,288		401,403,417

Strategies for Program Assessment. The political science faculty has been developing assessment instruments for both lower and upper division courses to determine the effectiveness of the stated learning outcomes. The faculty has identified goals and learning objectives for all the courses offered, in the areas of values (ethical reasoning, respect for traditions and diversity, civic engagement), knowledge (conceptual, structural, historical, institutional, behavioral) and skills (critical thinking, qualitative analysis, and research literacy). Benchmarks for goals and learning objectives have been created for both lower division and upper division courses.

The political science program is currently considering some senior capstone experience as a final assessment for its majors. Members of the faculty also track alumni of the

program. Graduates have been admitted to a wide range of doctoral, master's and professional programs. Students have gone on to pursue Ph. D. degrees at Yale University, American University, and Catholic University, and master's degrees at the School of Public and Environmental Affairs at Indiana University, Syracuse University, the University of Denver, the University of Westminster, and the Monterey Institute of International Studies. Graduates of the program have pursued law degrees at New York University, Northwestern University, the University of Notre Dame, Northeastern University, Penn State University, and the University of Oregon, as well as several other institutions in the West. They have also been accepted into professional degree programs in business at the London School of Economics and the University of Southern California.

Monitoring and Adjusting the Program in Light of the Data Collected. The program was reviewed in Spring 2001. The reviewer commended the program for its clear commitment to undergraduate teaching and for the strong record of achievement in graduate school obtained by political science graduates. The reviewer also made the following recommendations:

- An additional faculty member in the area of political theory should be hired to provide adequate coverage of the four major sub-fields of political science. The reviewer suggested that this request be structured to support the goals of the department and University.
- Finalize a workable assessment plan that would also provide students with an effective capstone experience by designating certain courses as research seminars.
- The program needs to monitor the size of course enrollments.
- Increased attention should be given to planning a developmental sequence of courses.

Next Steps

- The political science faculty will develop a strategic plan to address the recommendations of the outside reviewer.
- The program will achieve a better integration of course curriculum.
- The faculty will continue to refine assessment methods.

Social And Behavioral Sciences

Mission. The department serves the university community by providing courses in the behavioral and social sciences that offer scientific insight into human behavior, social organization, and cultural diversity. It offers educational opportunities within the classroom and in applied settings. It seeks to influence the world at large by educating students to be good citizens who are intellectually and ethically sensitive to issues of service, social justice, and personal responsibility.

Students Served. The Department of Social and Behavioral Sciences offers B.A. degree programs in psychology, sociology, and social work that prepare students for graduate

work, occupations in the helping professions, or other positions. There is also a criminal justice track in sociology. In addition to the major programs, the department offers introductory courses in psychology and sociology to satisfy the 6-unit core curriculum requirement in social science. Secondary education majors also select a combination of upper division social science courses to satisfy the requirements for teaching areas.

Curriculum. The department has developed learning objectives for each course. Assignments, including established benchmarks, have been developed and implemented in courses above the introductory level. A required methods course and a capstone course measure students' progress at set times in the programs. By means of examinations, papers, class discussion, and individual meetings with students, the department measures students' achievements of the course objectives. In most courses, students are surveyed during the evaluation process to assess their own perceptions of their achievement of the course objectives. Additionally, an alumni survey, sent in 2000 to graduates of the past ten years, has provided data for analysis. The plan for continuing assessment includes further refinement of the present process as well as analysis of pre- and post-semester data from course evaluations. Modifications in classroom teaching, courses, and programs will be ongoing as needed.

Psychology

Learning Objectives for the Psychology Program are listed in Table 2.34.

Table 2.34
Psychology Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Terms and theories of psychology	PSY 200, 288	3xx (all)	4xx (all)
Historical & contemporary perspectives	200	365, 4xx (3)	4xx (7)
Methods	200,288	314,315	460,462,463,488
Mind/body and nature/nurture interaction	200,288	352,430	415,421
Skills:			
Research & quantitative reasoning	200,288	314,315,357	462,463,488 494,499
Use & apply terminology	200,288	314,315	415,421,462, 463
Critical thinking	200,288	314,315,370	4xx (all)
Writing	200,288	314,315,357, 370	435,440,460, 462,463,488
Oral communication	191,288	341,352,370	435,440,460,488
Computer & library literacy	200,288	314,315	4xx(all)
Clinical skills		357	403,404,440, 455,474
Values:			
Application to life; coping	200,288	341,357,365	4xx(5)

		370	
Honoring diversity & uniqueness	191,200	370	4xx (new*)
Ethics in research	200	314	488
Clinical ethics		357	440,455

*Cross-Cultural Psychology, under development

Starting in Fall 1998, the faculty have assessed PSY 200: General Psychology students' perceptions of their achievement of the objectives in this core course. Students were given a list of the five course objectives stated in syllabi and asked to rate their ability to meet them, using a five point scale (1=not at all well to 5=very well). In the fall of 1998 students were surveyed at the end of the semester. In both the spring and fall semesters of 1999 students were asked to rate themselves both on the first day of class and again at the end of the semester. Information from the 1998-1999 year was presented at the American Psychological Society Institute on the Teaching of Psychology, in June, 1999. This assessment will continue at the beginning and end of the semester every time PSY200 is taught (4-5 times per semester).

In both Spring and Fall 1999 students showed a significant increase in their ability to meet course goals at the end of the semester. As the data are similar for both semesters, Table 2.35 presents averages for Fall 1999. As can be seen from the table, across all five objectives students show a greater ability to meet these goals as the end of the semester. Furthermore, the post-test means for all five suggest that students are confident they have met the stated objectives.

Table 2.35
Course Objectives and Course Embedded Benchmarks, Psychology 200

Course Objective	Pre-test mean	Post-test mean	t value
Identify and distinguish among the major theoretical approaches to psychology.	1.88	4.05	24.55*
Apply the methodology of psychological research to questions in psychology.	1.82	3.85	22.52*
Define, give examples of, and use the terminology of psychology appropriately.	2.18	4.14	19.68*
Apply the principles of psychological research to daily life.	2.33	4.34	20.20*
Engage in critical thinking about psychology by using psychological theories to make predictions about behavior and by criticizing theories.	2.19	4.10	19.28*

*p<.001; n=152

Strategies for Program Assessment. In psychology, the capstone course is PSY 488: Senior Seminar. This course is an opportunity for students to integrate all the areas of psychology they have studied over the four years, and also provides the opportunity for students to design and carry out an independent research project in their areas of interest. Upon successful completion of this course, students are able to:

- describe psychology's historical bases, major movements, and significant contributors
- discuss the sub-fields within psychology and articulate important classic and contemporary research findings in each area
- appreciate the complexity of psychological knowledge and the scientific process, noting the difference between ideas based on opinion and those based on scientific research
- fully integrate and apply knowledge gained throughout their studies, and extend this knowledge to understanding current psychological phenomena
- apply acute reading, communication, and critical analysis skills to critique research in the field
- complete an individual research project, using appropriate APA format
- actively and intelligently participate in a discussion of the basic arguments within psychology
- individually analyze how exposure to psychology has affected their lives and values, and contributed to their liberal education

Student progress during the semester is routinely assessed with examinations and with a major final research project. Students present their research at the meeting of the Western Psychological Association and with faculty members at national conferences.

Monitoring and Adjusting the Program in Light of the Data Collected. The psychology review occurred in January, 2001. The external reviewers recommended building research experiences into as many courses as possible and strengthening the natural science side of psychology with a faculty member who specializes in neuropsychology or animal behavior. They also suggested that courses be renumbered to reflect a coherent plan, and distribution requirements and sequencing policies be developed to ensure that the students are exposed to the full range of psychological phenomena. A set of distribution requirements has been developed and went into effect for freshmen beginning in Fall 2001.

Next Steps

- The University will conduct a search for the approved faculty position in the area of biopsychology.
- The department will revise course numbering and sequencing.
- The faculty will discuss increasing the focus on research in relevant courses.
- The faculty will continue to discuss and refine assessment techniques.

Social Work

The social work curriculum is designed to provide the student with the following:

- The ability to understand and work effectively with a diverse group of clients who may have different cultural orientations
- A generalist model of social work that assures that professional social work skills, values, and knowledge that can be applied in working with individuals, groups, and social systems
- The ability to demonstrate critical/analytical thinking as well as apply research knowledge to practice
- Personalized professional experience in a social service agency
- The ability to communicate effectively both in oral and written form
- A strong commitment to social justice, concern for the disadvantaged in society, and commitment to improving conditions in the future

Table 2.36
Social Work Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course	Course	Course
Knowledge:			
Different cultural orientations	SW 210	3xx (5)	4xx (11)
Human behavior in the social environment	210	343	4xx (11)
Social welfare policy & services	210	313	401,3,4,5; 461, 466, 494, 499
Social work practice	210	3xx (5)	4xx (11)
Skills:			
Writing	210	3xx (5)	4xx (11)
Oral communication	210	3xx (5)	4xx (11)
Research application to practice	210	313,314	401,2,3,4; 494, 499
Critical thinking	210	3xx (5)	4xx (11)
Clinical Skills	210	3xx (5)	401,2,3,4; 405
Values:			
Commitment to social justice	210	3xx (5)	4xx (11)
Commitment to improving society	210	3xx (5)	4xx (11)
Ethics in research	210	314	4xx (11)
Clinical ethics	210	3xx (5)	401,2,3,4

Strategies for Program Assessment. For social work students, the year-long practicum provides a meaningful capstone experience. At the beginning and end of their practicum experiences, students are given a questionnaire, nicknamed the “can do” test, which assesses various strengths, skills, and abilities. For several years, data have been collected and it is anticipated that meaningful results will be determined by the fall of 2001. In addition, students are required to write a theory-based paper as part of the capstone. An exit interview with the field-based faculty and campus faculty is used to assess student

progress. The social work program is considering the implementation of a portfolio requirement for social work students.

Research with undergraduates has resulted in grants, publications, and presentations at regional and national meetings.

Monitoring and Adjusting the Program in Light of the Data Collected. The 1995 program review led to a change from the B.S. degree to the B.A. degree. This was implemented three years ago and is undergoing fine-tuning. In 2000, the social work program reviewer made many suggestions for moving the program in the direction of current social work standards and practices. A number of changes to the courses numbers and descriptions have already been made. The faculty hopes to apply for accreditation of the program.

Next Steps

- The department will pursue the next step for accreditation for the social work program and continue to evaluate the demands of accreditation in light of the Mission.

Sociology

Sociology graduates should possess the following:

- the ability to recognize larger social processes and be aware of social change
- the ability to think critically about social life, to question assumptions, and to consider alternatives
- an understanding of the social forces that shape individuals and the way that these forces limit or enable us
- the ability to understand, interpret, and design social research
- the ability to express themselves through the written and spoken word
- an understanding of culture and the way it shapes perception of the world

In addition, students in the criminal justice track should graduate with:

- An understanding of the operation of the criminal justice system, and the interrelationships between the components of the system and the community
- A supervised experience observing and working within a department or agency of the justice system
- The capacity to understand the social and psychological causes of criminal activity
- An understanding of the ways that social class, race, ethnicity, gender, and sexual orientation will influence and complicate the performance of their roles

Table 2.37
Sociology Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intro.	Intermediate	Advanced
	Course #	Course #	Course #
Knowledge:			
Historical development of ideas	SOC 200, 201	409,410,444	408,412,434
Causes and consequences of social change	200	350,409	412, (5)
Diversity	200	325,350, 4xx(4)	423
Components of culture	200,201	325,4xx (4)	350,444,423
Fundamental qualities of social institutions	200,201	3xx, 408,409	4xx (7)
Skills:			
Critical thinking	200,201	350,315,408,410, 421, 3xx	412, 4xx (5)
Writing		314, 315,3xx	4xx (7)
Oral communication		409	412, 422
Research design		314, 444	412,4xx (4)
Quantitative reasoning		314,315	494
Computer & library literacy	200	315,4xx(5)	494
Application of concepts to life	200,201	3xx's,410	4xx(7)
Values:			
Responsibility to contribute to society	200,201	341,410,444	446,447
Respect for alternate points of view	200,202	325,409	350,409, 421,444
Challenge conventional understandings	200	314,341,408	350,409, 421,444
Ethics in research		314	494
Celebrate diversity	200	408,410	325,350, 4xx(6)
Advocate tolerance	200,201	408,9,10	325,350, 4xx(5)

An assessment measure similar to the one described above for psychology has been developed for SOC 200: Introductory Sociology, and was administered at the end of the spring semester, 2000. Beginning in the fall of 2000, this measure was used as a pre- and post-measurement, in psychology.

Additional courses taken by students in the criminal justice track meet the objectives described in the preceding table and in the major as a whole. The track involves a focused concentration of courses on crime and justice, and a practicum.

Strategies for Program Assessment. For some years, SOC 412: Sociological Theory, functioned as a capstone course for senior sociology majors. Student progress in this course is regularly assessed throughout the semester by examinations and by a final major book review. However, in anticipation of the development of a senior capstone course for sociology, this course has been renumbered SOC 380 and students are being advised to take the course as juniors.

Instead, a required senior capstone course in sociology is being developed. The American Sociological Association (1991) recommends a capstone course for the sociology major "in which students are encouraged to integrate the diverse elements of the coursework into a coherent and mature conception of sociology as an approach to inquiry and to life." Similarly, the Association of American Colleges (AAC) argues that the capstone course be considered part of "study in depth" by which students demonstrate mastery over a particular discipline. While the sociological theory course promotes some of the introspection, critical thinking, and integration one would expect from a capstone course, a senior seminar will provide a more appropriate atmosphere for students to explore and apply sociological ideas to areas of specific interest to them. Beginning in the fall of 2002, a new capstone course will be required of all sociology and criminal justice track students. The faculty decided that the sociological theory course would function better as a 300 level course, providing students with appropriate background in theory before they take 400-level courses. As the capstone is developed, course objectives and benchmarks will be developed.

For criminal justice track students, the year-long practicum experience has served as a capstone. However, the department has also instituted a requirement that new students admitted to the criminal justice track also complete the sociology capstone course. This should allow seniors participating in the practicum the opportunity to evaluate critically their experiences, in an academic atmosphere, as well as to complete a senior project.

For the past five years, students from the University of Portland have presented research at the George Fox Social Science Conference, and in three of the years, a student from the University was awarded the prize for best research project.

Monitoring and Adjusting the Program in Light of the Data Collected. The department's program review of 1995 led to significant changes in the criminal justice curriculum, notably, the change from a B.S. degree to a B.A. track within the sociology major. This change was implemented three years ago and is undergoing fine-tuning. The faculty are proposing a capstone course for the sociology and criminal justice-track students. This will add three upper division credits to the sociology major. It has been a challenge for the faculty, in light of the demands of teaching core courses, to design an extensive major that still allows students to explore their own interests with electives.

In October, 2000, the sociology program underwent formal program review. The external visitor in sociology had some concerns about the use of adjunct faculty members (local professional police) to staff the introductory course in criminal justice, arguing that to do so gives the class a practical, "war story" flavor, as opposed to providing a strong theoretical framework. The faculty has discussed the feasibility of having a regular, full-time faculty member teach the class instead. The sociology reviewer also suggested that it would be better to strengthen the criminal justice program with an additional faculty member than to branch out into another area of sociology by hiring an anthropologist. The department plans to consider his suggestions very seriously.

Next Steps

- The faculty will continue to develop the recently-instituted capstone course for sociology.
- The department will revise course numbering and sequencing in sociology.
- The faculty will continue to discuss and refine assessment techniques.

Programs Administered Within the College of Arts and Sciences: Interdisciplinary Programs

Within the College of Arts and Sciences there are several interdisciplinary programs. Two of these programs (the interdisciplinary major and the environmental studies major) offer major programs of studies that lead to a Bachelor of Arts or Bachelor of Science degree. An interdisciplinary peace studies program allows students to earn a certificate. The college also houses the University Honors Program, Freshman Seminar Program, Studies Abroad Program, and the University's core curriculum. The core curriculum was included previously in Standard 2, and the section on the Studies Abroad Program appears at the end of Standard 2.

Interdisciplinary Studies

Mission. Though most students will develop a depth of knowledge in their upper division work through concentrated study in a single area, the College of Arts and Sciences recognizes that some students may better attain their personal objectives through a broader program of studies. Such students may opt to follow the interdisciplinary studies program.

Students Served. In Fall 2000 there were 40 students majoring in interdisciplinary studies. Because there is no single department housing this major, there is no specific faculty assigned to the major. Few students begin the interdisciplinary studies major in their freshman year. Rather, the major has served to provide students who have spent several years in a major they no longer wish to pursue with the possibility of completing their undergraduate degree in a timely manner. The interdisciplinary major provides these students the option of completing their degree using previous course work from a different major.

Curriculum. The interdisciplinary major is based on the Bachelor of Arts degree. All of the requirements for the B.A. must be fulfilled, along with 12 semester-hours of upper division work in each of three areas within the University. Departments responsible for each academic area may require certain courses to be included in the 12 hours. Interdisciplinary majors arrange their course of studies under the guidance of the dean or an associate dean in the College of Arts and Sciences, who serve as the advisors for this major.

Strategies for Program Assessment. By its interdisciplinary nature, this major is difficult to assess. There are two types of students who select it. The first are those who use it as a means of completing a degree after having spent several years in a different major. These students frequently struggle to complete the degree because they come into the interdisciplinary major late in their time at the University. As a practical matter, they sometimes choose one or two of the disciplines on the basis of having already completed several upper division courses in the field, rather than out of strong personal interest. A significant number of interdisciplinary majors select it because they have been unable to successfully complete a former major. These are some of the weakest students in the University who are seeking the quickest path to a degree.

The second group, which is much smaller, select this as a course of studies in their freshman year. However, most of these students eventually select one, two, or sometimes even three majors during their junior year. The majors are reasonably easy to complete because these students have already fulfilled the general requirements for a Bachelor of Arts degree.

Monitoring and Adjusting the Program in Light of the Data Collected. The major has, to date, not been reviewed systematically because it does not come under a specific department in the College of Arts and Sciences.

Next Steps

- The College of Arts and Sciences will review the interdisciplinary program in 2001-2002, assess its overall effectiveness in serving the very diverse group of students attracted to it, and make appropriate changes that will make it a stronger major, more equivalent to other majors in the College of Arts and Sciences.
- The College will explore an interdisciplinary B.S. degree to meet the needs of students whose strengths and interests are in the sciences.

Environmental Studies

Mission. The purpose of the Environmental Studies Program is to critically examine the broad scope of the current environmental crisis, which is scientific, sociopolitical, and ethical in nature. In light of this, the Environmental Studies Program offers a Bachelor's of Arts degree in environmental ethics and policy and a Bachelor's of Science degree in environmental science. The program is designed to give all program majors, regardless of the track they pursue, an understanding of the scientific implications of environmental study, and the theological, philosophical, economic, and political issues at the heart of this challenge. In addition to its interdisciplinary nature, involving several disciplines in the College of Arts and Sciences, the program is also dedicated to creative interaction with programs in the professional schools of the University, such as the environmental engineering track in the civil engineering degree program, and the sustainable entrepreneurship concentration in the Pamplin School of Business Administration. Taken together, this encourages a rich and constructive conversation on campus that centers on the place of humankind and human activities in an environmentally sustainable future.

The goal of the Environmental Studies Program is to graduate students who have gained enough insight into the present environmental situation, and the interconnected elements involved in any solution, to provide leadership as environmental professionals. As Oregon's Catholic university, the University of Portland is an appropriate place where the discussion of the moral and ethical dimensions of environmental decisions is part of normal discourse.

Students Served. In Fall 2000, there were 20 B.A. majors in environmental ethics and policy. There were 7 B.S. majors in environmental science.

Environmental Ethics and Policy Curriculum. The Bachelor of Arts degree in environmental ethics and policy is an interdisciplinary degree designed to provide students with a firm foundation in environmental science and ecology and an understanding of the influence these sciences have on the development of political policy, environmental ethics, and recent theological reformulation within the Judeo-Christian tradition. The 120-credit program culminates in a capstone experience designed to challenge students to apply their area of study to specific issues germane to the Pacific Northwest. The majority of the courses taken by environmental ethics and policy majors at the introductory, intermediate, and advanced levels are offered by other academic units of the University (e.g. political science, theology, philosophy, biology) and are reported under those disciplines in this self-study. Only those courses with ENV prefixes are reported here.

Table 2.38
Environmental Ethics and Policy
Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Advanced
	Course
Knowledge:	
Complexity of "real world" environmental issues	ENV 400, 497
Skills:	
Working in teams	400
Solving "real world" problems	400, 497
Interactions with environmental engineering and with business	400, 497
Values:	
Role of humanity in the environmental crisis	400, 497
Relationship of sciences to humanities and social sciences	400

Strategies for Program Assessment. The capstone seminar is the best measure of the success of the program in integrating varied disciplines into a coherent experience for the environmental ethics and policy majors. The annual seminar results in both an oral presentation by the students and a report of approximately 100 pages in length. The reports are available for examination. Also, a senior exit survey is completed by all majors.

Environmental Science Curriculum. Bachelor’s of Science majors in environmental science select a concentration in biology, chemistry, or physics. The major is designed to let students of varying interests develop both breadth and depth in their training as environmental scientists. Students take 48 semester hours of core courses and 36 hours in the sciences in common, along with their varied advanced scientific courses. The 120-credit program culminates in a capstone experience designed to challenge students to apply their area of study to specific issues in the Pacific Northwest. The majority of the courses taken by environmental ethics and policy majors at the introductory, intermediate, and advanced levels are offered by other academic units of the University (e.g. political science, theology, philosophy, biology) and are reported under those disciplines in this self-study. Only those courses with ENV prefixes are reported here.

Table 2.39
Environmental Science Program Objectives and Course-Embedded Benchmarks

Learning Objectives	Intermediate	Advanced
	Course	Course
Knowledge:		
Physical world in relationship to the environmental crisis	ENV 383, 384, 386, 389	400, 497
Limits and realities of the environmental crisis	383, 384, 385, 386, 389	400, 497
Microbiological processes in the environment	385	
Skills:		
Working in teams		400
Solving “real world” problems		400, 497
Interactions with environmental engineering and business		400, 497
Values:		
Role of humanity in the environmental crisis	383, 384, 385, 387, 389	400, 497
Relationship of sciences to humanities and social sciences		400

Strategies for Program Assessment. The capstone seminar is the best measure of the success of the program in integrating varied disciplines into a coherent experience for the environmental ethics and policy majors. The annual seminar results in both an oral presentation by the students and a report of approximately 100 pages in length. The reports are available for examination. Also a senior exit survey is completed by all majors.

Monitoring and Adjusting the Program in Light of the Data Collected. The programs will undergo their first formal review in 2001-2002. Modifications have already been made to the curriculum based on monitoring of the program.

The Environmental Studies Program, approved by the Academic Senate in 1996, is at the end of its initial growth phase and entering a period of consolidation. Over the next few years it will be necessary to formalize the University's recognition of contributions made

to the program by many faculty. At times this has been seen more as a personal commitment than an official part of the faculty workload. There has already been progress. The dean of the College of Arts and Sciences has made adjustments in teaching loads, especially for team-taught courses, and some job descriptions have been revised. While the program grew out of faculty commitment, it must now be fully integrated, with resources and responsibilities, like other programs. The program was initially approved with the understanding that no new courses would be required. However, new courses have been added, requiring a commitment of resources.

Next Steps

- External reviewers will be invited to evaluate the environmental studies program.
- The program will determine the need for resources to support the curriculum.

Studies Abroad Programs (Policy 2.4)

Mission and Purpose

Studies Abroad Programs have three specific purposes: to provide opportunities for satisfaction of University core courses in culturally diverse settings; to provide immersion experiences for students wishing to improve proficiency in foreign languages; and to provide opportunities for specialized advanced study for undergraduates in their majors. In each case, a primary principle is that the programs allow students to learn in ways not possible on the home campus, incorporating experiential learning with a solid academic base. Design of the programs reflects the academic mission of the University.

Description

There are many opportunities for students at the University to study abroad. The University provides an academic-year program in Salzburg, Austria. This yearlong program meets the requirements of Policy 2.4.

In addition, the University sponsors summer programs in Salzburg, London, Tokyo, and Morelia, Mexico. The University is also a member of the Independent Liberal Arts Colleges Abroad consortium, which offers two additional study-abroad opportunities, a fall or spring semester program in London and a fall and spring semester program in Granada, Spain. In conjunction with the Institute for the International Education of Students (IES), the University offers a one- or two-semester program in Paris or Nantes, France for students interested in advanced studies in the French language, and a one- or two-semester program in Freiburg, Germany, for students interested in the advanced study of the German language. Business internships are available at a variety of sites through IES.

Entry into these programs is coordinated through the Office of Studies Abroad Programs. Table 2.40 lists the number of students participating at each site. Brochures explaining

each program are available, and academic credit is given for each of these approved programs. Financial assistance is available for students. The University has taken great care to advise students interested in a studies abroad program so that the best possible experience is realized from these opportunities.

Table 2.40
Participation in Studies Abroad Programs

Program	96-97	97-98	98-99	99-00	00-01	01-02
Salzburg Year	40	40	40	40	40	40
London Summer	21	17	21	18	20	20
London Business				14	14	14
Summer Biology	12	12	10	13	12	12
Salzburg Summer		20	16	16	36	40
Salzburg German	5		3	8		
Morelia Spanish		10	10	14	14	12
Morelia Social Work				4		10
Morelia Nursing			6		6	
Chile Summer				5		
Australia						
Japan Year			1			1
Japan Summer	3	5	7	5	8	8
ILACA London Fall			1	6	4	5
ILACA London Spring	1	5	5	6	4	5
ILACA Granada Fall					8	9
ILACA Granada Spring	5	9	12	10	11	11
IES Full Year	0	0	1	0	2	4
IES Fall	2	0	2	0	0	4
IES Spring	0	2	0	7	5	4
IES Summer	0	8	1	5	6	0
Total UP Students	89	128	136	171	190	199
Total Non-UP Students			11	6	8	8
Grand Total	89	128	147	177	198	207

Analysis and Appraisal

The continuing challenge for the study abroad programs is to integrate the formal academic programs with the many opportunities for excursions and tours. Great strides have been made to achieve this in Salzburg and London. The other summer programs have, thus far, closely connected the indigenous cultures with the specific course offerings.

As University enrollments increase and a changing and increasingly interested student body demands these experiences, the University will be challenged to provide appropriate programs that fit the home campus schedule as well as accommodating the needs, especially of students in the professional schools.

Because of the increased interest in studies abroad, the University will also offer a semester-long program in Australia beginning in Fall 2002. This program is offered by the University of Notre Dame, Australia, and provides a complete undergraduate program that corresponds very closely to those at the University of Portland. Four American universities will participate in this Australian experience: the University of Notre Dame; St. John's College, Collegeville, Minnesota; Boston College; and the University of Portland.

Next Steps

The Studies Abroad Program will continue to evaluate academic needs and student demand in planning and adjusting the programs offered. The new semester-long program in Australia will be implemented in 2002.

Honors Program

Mission. The Honors Program is designed to achieve the following goals:

- Enhance the quality of the University's programs through retention of academically talented students
- Increase the learning opportunities for, and faculty interaction with, academically talented students
- Create a sense of community among these students and the faculty
- Increase awareness of the University' academic quality on and beyond the campus

Students Served. Since its inception in 1987, the Honors Program has served 373 students; 334 of those students have graduated from the University or are still in residence, representing a 90% retention rate. The Honors Program has been successful in achieving the goal of retaining excellent students.

Since the program's beginning in 1987, the overall quality of its participants has also increased. See Table 2.41.

Table 2.41
SAT Scores of Honors Students

Entering Year	SAT Average Verbal Score	SAT Average Math Score
1987	631	623
1999	661	666
2000	668	635

For honors students to remain eligible members of the program, the following GPA must be achieved each year: freshman- 3.00, sophomore- 3.10, junior- 3.20, senior- 3.30.

Curriculum. The program is built on a foundation of 14 seminars in the arts and sciences that faculty from the College of Arts and Sciences and Pamplin School of Business design to challenge students beyond the regular core courses. Students in the program take a total of six seminars: an orientation course for the freshman that begins a week before the fall semester, a seminar in each semester of the freshman and sophomore year, and a junior seminar. A directed thesis is completed in the senior year. A wide variety of co-curricular activities are offered, including group trips to plays, symphonies, ballets, and museums. Two weekend retreats are offered along with a variety of social activities, such as a Christmas party and barbecues. The associate dean of the College of Arts and Sciences serves as the director of the Honors Program and is assisted by an advisory committee that is composed of four honors students and four faculty members who have taught honors seminars.

Strategies for Program Assessment. Students are very satisfied with the seminars and the cultural and social activities offered in the program. The majority of graduates have gone on for graduate work and feel that their cultural and social experiences in the program were valuable to their education.

While the satisfaction of participants has been high, there are several concerns that sometimes prevent completion of the program by those who begin in it. One concern is the senior thesis requirement. Six have withdrawn from the program rather than completing the thesis, but these students have not withdrawn from the University. Another difficulty is scheduling seminars and activities for students in the professional schools and those who participate in intercollegiate sports and ROTC. The heavy and fixed schedules of these students sometimes conflict with seminars and the co-curricular activities, making it difficult for these individuals to participate fully in the program.

The National Collegiate Honors Council has established a list of 16 *Basic Characteristics of a Fully-Developed Honors Program* and states that all characteristics are not necessary for a program to be considered successful and/or fully developed. The University's program meets 13 of these standard characteristics, but the other three characteristics are not appropriate for the program.

Monitoring and Adjusting the Program in Light of the Data Collected. The report from the outside reviewer for the Honors Program was highly favorable and made no major recommendations for change. However, the review suggested that the minimum grade point average recommended for freshman applicants be increased from 3.50 to 3.70. This recommendation was made in light of the fact that students with less than 3.70 were never admitted. This recommendation was implemented in the fall of 1997 for applicants for the fall of 1998. In addition, the reviewer suggested that the program was too heavily identified with its director and that other faculty should be more involved. Since the review, the director has asked the two associate directors to take additional responsibility for accompanying students to cultural events.

Next Steps

- The Honors Program will secure an endowment to fund events and speakers through the comprehensive capital campaign.

Freshman Seminar Program

Mission. The Freshman Seminar Program was designed to assist first-year students in their transition to University life by introducing them to the academic expectations and structures. Faculty from any discipline that emphasized skill development in reading, writing, and analysis were eligible to design seminars for 12-17 students. These seminars filled requirements in either the University of college core, or a requirement in a specific major. They were to be a creative and unique approach to the specific discipline. One of the requirements of the seminar was that it required one or more extracurricular activities. The courses were usually offered only in the fall semester.

The original goals of the program were to:

- Signal prospective students and first-term freshmen of the University's commitment to providing them with a specially designed experience to inaugurate their college experience
- Express to the entire University of Portland community a renewed commitment to academic excellence
- Inject a small amount of curricular freedom into the freshman experience through the optional substitution of a freshman seminar for one core course
- Offer incoming students an intellectual experience much different from what they experienced in high school
- Provide an interdisciplinary approach and pedagogical emphasis on writing, oral communication, and thinking
- Enhance the opportunities for bonding between students and faculty and ensure that students are exposed to the best teachers from the very start of their careers
- Benefit faculty by the freeing effect of offering seminars of their own choosing
- Benefit faculty in their upper-division courses by providing students who took an additional course in their freshman year emphasizing writing, speaking, and thinking

Faculty members met at least twice during the fall semester to discuss the progress of their seminars, share ideas, and find answers to their questions. A one-day workshop each year also provided opportunities for faculty to improve writing assignments, consider different learning styles, and to explore ways of teaching creative thinking skills.

Students Served. The freshman seminars started in 1990 and were open to all incoming freshmen. Enrollment was limited to 15 students. The program offered an average of 8 seminars in the fall semester with a low of 6 seminars in 1995 and a high of 10 seminars in 1996. In 1997, a decision was made to limit participation to students in the College of Arts and Sciences because the college was unable to offer enough sections to meet the

needs of the incoming classes. The professional schools developed their own special courses for freshman students, which were designated as Freshman Year Experiences. No seminars are being offered in Fall 2001 while the program is transitioned to support the new core curriculum.

Curriculum. In an attempt to achieve the goals of the freshman seminars, topics were narrowly focused so that an extended amount of time was not required to grasp the major issues covered in the seminar. Thus students were more able to deal quickly with the subject matter and reason independently about the issues. Each seminar required at least three writing assignments with the opportunity to rewrite each one. One or two field trips were expected during the semester. These could be outings that fit with the topic of the seminar or a social event that emphasized a close relationship between the students and faculty.

Strategies for Program Assessment. The program was formally reviewed in 1997. A major problem with the review was the lack of data by which its effectiveness could be determined. Its major success seemed to be in providing faculty the opportunity to teach small groups of freshman in innovative and creative ways, using a seminar model. The group of faculty members who participated in the program benefited from working with each other and in developing pedagogy. A weakness of the seminars was the unevenness of assigned projects, especially regarding reading and writing expectations.

The administration of the program presented major challenges. It was administered as a faculty-run and faculty-controlled program, with faculty volunteering for participation as instructors or as members of the Freshman Seminar Committee. The most serious flaw identified by the director was associated with the difficulties of allowing departments to have administrative control over what seminars were taught and when they were taught.

Without documentation of the benefits for students, the administration was unwilling to commit additional resources to the program. Following the formal program review, a review of student retention data indicated that the seminars did not help retain freshman students. Although retention was not one of the program goals stated by the faculty, it was a goal valued by the administration.

Monitoring and Adjusting the Program in Light of the Data Collected. The program has been on hold while the University evaluates the core curriculum. A proposal has been considered to revive the program by providing seminars for all entering freshmen, with the primary goal of helping freshmen develop the academic skills necessary to be successful students. Assessment of student retention would be a major factor in evaluation of the new program.

Next Steps

- The director of the Shepard Freshman Resource Center will be appointed as the director of the Freshman Seminar Program.

- The director will evaluate the four courses being tried as pilot courses to link a freshman seminar with service-learning in Fall 2001.
- The director will work with the Core Evaluation Team to determine the role of freshman seminars in the core.

Peace Studies

Mission. Peace Studies is committed to teaching students that they have a responsibility to work for peace and justice throughout the world. Peace is an approach to life that not only seeks to avoid conflicts and promote reconciliation among all people, but also consists of helping the poor and vulnerable, promoting global economic prosperity and environmental responsibility, and upholding human rights for all persons.

Students Served. The program is open to all students regardless of major. It leads to a certificate or minor, or is used to fulfill one of the three areas of an interdisciplinary major.

Curriculum. The minor requires PSP 462: Building World Peace, and 12 upper-division hours from three of the following areas: Theory of War and Peace; History of War and Peace; Sociology, Psychology, and Economic Aspects of Peace; and Political Aspects of War and Peace. The peace studies courses are double listed as courses in various disciplines so that low course enrollment is not a problem. For a student to receive a minor, the courses must be taken under the peace studies listing and cannot be used to satisfy disciplinary requirements. A certificate can be obtained by taking the courses under any disciplinary listing.

Strategies for Program Assessment. The major activities of the program are to advise students who are registered for a minor or certificate and to sponsor roundtables and conferences on relevant issues.

In May, 2000, five students received certificates and one student received a minor, an average for certificates for the past six years. There have been fewer minors, approximately one every other year. The interest in peace studies has remained steady for the past six years.

Activities in the program have included events such as guest lectures. Robert Muller, a Nobel Peace Prize winner who urges a ban on land-mines, visited courses and held a conference. Peter Farquharson, executive director of Habitat for Humanity in West Belfast, and Gerry Crossin, a worker, gave a presentation on the conflict in Northern Ireland. The program is a regular sponsor of, and participant in, the Hunger Awareness Week held on campus annually. Other peace and social justice programs regularly contact the University about sponsoring speakers or events.

The Program is linked to the Oregon Peace Studies Consortium, Peace Studies Association, and the Center for Defense Information. It is listed in the Directory of Peace Studies Programs and in the Directory of Peacemaking Organizations in North America.

Monitoring and Adjusting the Program in the Light of the Data Collected. Peace studies has been a vital part of the curriculum since the 1970's. The current director, Rev. Claude Pomerleau, C.S.C., was appointed in 1994. It has been given support and much flexibility. Links to the new interdisciplinary environmental studies program on campus may give a new boost to peace studies.

Next Steps

- The program will redesign the required course for peace studies minors and certificates to make a more obvious link between global peace and world security.
- Visibility of the program will be heightened by emphasizing the link between environmental studies and peace studies.

The Professional Schools

The University of Portland supports four nationally accredited professional schools. The School of Nursing originated from the St. Vincent Hospital School of Nursing, established by the Sisters of Providence in 1892. In 1934 the school became an extension division of the University, graduating its first class in 1938. The entire program moved to the University campus in 1960. The Pamplin School of Business Administration was founded in 1935 to offer general education supplemented with specialized training in business. The School of Engineering was instituted in 1947, providing a general four-year degree with fundamentals in civil, electrical, and mechanical engineering. It complemented the emphasis on career training for business and industry sought by veterans after World War II. The seeds of the School of Education were planted as early as 1935, when summer courses in education were offered on campus for teachers working toward certification. Officially established in 1962, it is the youngest of the four professional schools.

The School of Nursing

Mission

Guided by the University Mission, the mission of the School of Nursing is to educate professional nurses at the baccalaureate level as generalists, with a strong liberal arts background, and at the master's level as advanced practice nurses. Students acquire essential nursing knowledge and skills, based on standards of nursing practice, to care for client systems through integrating theory, practice, and research. Graduates are prepared to practice in multiple settings to meet the health care needs of a diverse and changing society.

An essential element of the school's mission is an emphasis on the affective components of professional nursing. Each student is expected to embody compassion and respect for others, confidence in self, an ethical framework from which to make sound and moral judgments, a commitment to social responsibility and social justice, and a passion for the profession of nursing. The environment is designed to enable students to develop these attributes, to think critically, and to evolve to an integration of self and the professional nurse role. Passion for the profession is exhibited through exemplary client care and advocacy, leadership, and an active commitment to continuous participation in professional activities.

At the master's level, students expand their vision of nursing through the development of an individual practice framework that guides their advanced practice and serves as a lens through which to view the conduct of inquiry. The advanced practice nurse utilizes introspection and self-assessment in decision making and the development of nursing interventions. A commitment to leadership for the advanced practice nurse includes mentoring and participation in policy development. The master's graduate is prepared to be a competent, confident, independent, advanced practice nurse.

The School of Nursing five-year strategic plan (2000-2005) includes the following:

- Maintain and increase relationships with educational, scholarly, and service partners
- Implement an enrollment management plan based on projected health care demands
- Maximize use of technology in teaching
- Maintain the recruitment and retention plan
- Plan and implement strategies to increase the number and success rate of minority students to reflect more closely the populations in the geographic region
- Maintain culturally sensitive curricula
- Maintain School of Nursing advisory groups for selected curricular endeavors
- Provide nursing education that prepares providers to meet challenges in a rapidly changing healthcare environment
- Monitor core competencies, the NCLEX test plan, and curricular outcomes to ensure congruence between teaching-learning experiences and expected results
- Support service learning across the curriculum
- Maximize success of graduates on NCLEX-RN
- Implement standardized testing for benchmarking of undergraduate curriculum

Description

The School of Nursing offers the degrees Bachelor of Science in Nursing (B.S.N.) and Master of Science (M.S.) in nursing. The baccalaureate program prepares students to graduate, pass the NCLEX-RN examination, and practice professional nursing. The B.S.N. also prepares students for entry to advanced study in nursing. The graduate program prepares nurses for advanced practice in two areas: Family Nurse Practitioner and Leadership in Health Care Systems. Graduates of the master's program are eligible for national certification. The School of Nursing programs are accredited (1998-2005) by the National League for Nursing Accrediting Commission (NLNAC) and have been granted preliminary approval by the Commission on Collegiate Nursing Education

(CCNE). All recommendations from the last visit by the NLNAC and the Oregon State Board of Nursing (OSBN) have been used to guide decisions and actions. The School of Nursing enrollments, nursing course credit hours generated, and the number of faculty listed in Table 2.42.

Table 2.42
School of Nursing Enrollments and Credit Hours

Year	Undergraduate Students	Nursing Credit Hours	Graduate Students	Nursing Credit Hours	FT Faculty	PT Faculty*
Fall 1998	245	2189	18	95	9	7
Fall 1999	258	2374	31	160	11	9
Fall 2000	262	2293	36	255	12	9

*includes faculty instructing clinicals

Educational Program Planning and Assessment

The School of Nursing has a plan for systematic assessment, planning, and evaluation of programs. The current plan for evaluation of both undergraduate and graduate programs is presented in Table 2.43. A number of methods are used to gather data to assess the curricula. In particular, data about the clinical and classroom components of courses are collected from students, faculty, and adjunct clinical faculty at the end of each semester. Use of a standard evaluation template for student evaluation of courses, faculty, and clinical sites was recently implemented by faculty. Once collected, this information is reviewed by the dean who then forwards the information to the appropriate lead faculty member or individual faculty member, as appropriate, for use in structuring future courses. In addition, at the conclusion of each course, faculty write a course summary, analyzing the structure of the course, what strategies were used, how successful the course was, what worked and what didn't, and what changes could be made in the future. This information is attached to a copy of the course syllabus kept on file in the School of Nursing administrative offices, and a copy is sent to the chair of the School of Nursing Curriculum Committee. Course summaries are also reviewed by the curriculum committee.

Other settings in which evaluative data are gathered are the level meetings (organized by class level) and team meetings (organized by subject matter) in which faculty discuss the progress of students in clinical settings and evaluate the quality of the experience in clinical placements. Team and level meetings are regularly scheduled and minutes are taken, filed, and used to make appropriate changes. An area for future improvement is ensuring that information and recommendations from team and level meetings are systematically communicated to the chair of the school's curriculum committee so that appropriate, timely action can be taken by the committee.

Currently, decisions made about curriculum changes take place on several levels. Changes in day-to-day teaching of courses, minor course changes from one semester to

another, and clinical adjustments are made by individual faculty on the basis of student input, informal and formal discussion with other faculty, and the faculty member's professional judgment. Issues of serious concern (e.g., low NCLEX scores); recommendations that require change of course objectives; recommendations to add, delete, or revise a course; and recommendations to change the structure of course offerings are brought to the curriculum committee for discussion. The committee is composed of faculty serving as level coordinators, the elected chair of the Community (composed of all nursing faculty and staff, with student representatives), the dean, and the assistant to the dean. It receives reports and course summaries from faculty and regularly reviews and takes action on recommended changes to the curriculum. This committee provides a consistent forum for faculty and students to discuss and make decisions on curricular issues. As with all School of Nursing committees, decisions are made by consensus. All committee meetings are open to all members of the Community. Team and level meetings are confidential and are not appropriate for student attendance. The curriculum committee examines information and data based on current thinking in the nursing education community, but much of the decision-making is based on professional judgment. Recommendations from the curriculum committee are taken to the Community for a decision by the whole.

Program objectives are listed in the *Bulletin* (104). These are more philosophical in nature and faculty are now moving toward outcome competencies. As required by NLN accreditation standards, the program emphasizes four areas of outcomes in student clinical performance: critical thinking, communication, advocacy, and therapeutic interventions. Over the next year the faculty will design a curriculum, based on the following competencies, to educate the nurse who will practice in the year 2010:

- Implement competent, holistic nursing care
- Promote health of client systems
- Manage care to achieve quality, cost-effective outcomes
- Integrate leadership in practice
- Adapt delivery of care for diverse populations and environment
- Practice relationship-centered caring
- Engage in reflective practice
- Collaborate in generating, testing, and utilizing knowledge
- Incorporate the values of the nursing profession in practice

Table 2.43
Assessment Processes Related to School of Nursing Programs

Program	Outcome Criteria		Indication of Achievement Of Outcomes
	To be Assessed	When Assessed	
Undergraduate Curriculum	<ul style="list-style-type: none"> ▪ Student and faculty evaluations of course ▪ Student and faculty evaluations of clinical sites ▪ Student evaluation of faculty ▪ NCLEX scores ▪ Diagnostic and comprehensive exam scores (e.g., KAPLAN) ▪ Accreditation from NLNAC and/or CCNE 	<ul style="list-style-type: none"> ▪ Assessment occurs at the end of each course and clinical experience ▪ Level, team, and committee meetings are held regularly ▪ NCLEX results are received quarterly from the Oregon State Board of Nursing (OSBN) ▪ NCLEX profile of graduates performance is received annually from OSBN ▪ Diagnostic exam is given in January and comprehensive exam in April each year ▪ Accreditation review is conducted every 8 years 	<ul style="list-style-type: none"> ▪ Positive assessment of courses and faculty by students ▪ Faculty summary of course indicates areas of strengths and limitations and makes suggestions for change ▪ Clinical sites provide an environment that supports course objectives ▪ Minutes of faculty meetings reflect discussion of issues of concern and plans to correct those concerns ▪ Students are successful on first take of the NCLEX examination ▪ Students are successful on comprehensive exam ▪ SON receives continuing national accreditation

Analysis and Appraisal

The number of faculty and space for offices and conference meet the requirements for faculty to fulfill their teaching functions. During the summer of 2001, the laboratory space was totally remodeled to include the following: two functional clinic examination rooms with the equipment necessary to support the practice of nurse practitioners, two additional examination room spaces with appropriate privacy, a wet lab for preparing and reading microscopic samples and performing other diagnostic tests, teaching stations for undergraduate students, a classroom with computer-interactive teaching capabilities, and a bank of x-ray viewing boxes. The classroom will be equipped for viewing videos.

Over the past two years, the School of Nursing has strengthened its partnerships with the area health care facilities, upon which it is dependent for clinical practice sites. The most significant alliance is with the Providence Health System, which has designated the University of Portland as its preferred school, thereby giving University of Portland nursing students first choice for clinical placements. This agreement is important should the School of Nursing wish to expand its enrollment.

A nursing shortage, unlike any this country has witnessed, is about to unfold, and without dramatic interventions it is predicted to continue for the next 20 years. This shortage affects both the practice profession and the professorate. Recruitment of qualified faculty is very challenging. It is not unusual for tenure-track vacancies to take over two years to fill. At the same time, the health care industry's demand increases, both for baccalaureate nurses and advanced practice nurses, such as those completing the University of Portland's graduate program, which is one of only two in Oregon. The industry needs nurses who can think critically, communicate proficiently, serve as client advocates, and function in the highly complex, technologically sophisticated health care environments. The demand for "high tech and high touch" is a constant challenge for the curriculum in a profession where the knowledge doubles every 3-5 years.

The University administration and faculty are in dialogue regarding the University's role in working toward a solution to the nursing shortage. With current faculty resources, junior level enrollments cannot be expanded beyond 80, the current enrollment. Expansion to 96-100 students in the junior level would entail additional tenure track and clinical faculty. The school's mission of service demands this change. The challenge will be to find resources to meet the challenge, if the decision is made to pursue it.

The NCLEX-RN pass rate for the years 1996-2000 was 76%, 87%, 100%, 95%, and 89%, respectively. The rates for 1996 and 1997 were not acceptable. The interim dean, in consultation with the incoming dean, developed a plan under which students take a mandatory review course and pass a comprehensive examination prior to graduation from the program. Beginning with 1998, the pass rates were deemed more acceptable, as they are all above the state and national mean pass rate. After three year's use of the Kaplan Review Course, a change was made to the Total Testing Program by Educational Resources, Inc. (ERI). Although the Kaplan course was satisfactory, there were no nationally normative exams to evaluate the curriculum. For the same price paid for the Kaplan review course, the ERI Total Testing Program provides a choice from a multitude of end-of-course exams in addition to a review course and an exit exam. The results from the standardized tests will be used by the faculty and the curriculum committee to assess course offerings.

An additional component of the ERI program is the Nurse Entrance Test. This test is administered to all new nursing majors. It is not used for admission screening, but to provide nursing students with an assessment of the following domains: math skills; reading comprehension; test-taking skills; stress levels related to family, social concerns, money, time, work place, and academics; social interaction profile; and learning styles.

The results of the test are used to help the student procure assistance in any areas that indicate problems.

Next Steps

The School of Nursing, in cooperation with other offices of the University, will:

- Increase enrollments commensurate with mission and statewide need
- Establish an endowed chair in nursing excellence
- Continue to maintain NCLEX pass rates above the state mean
- Establish a process of peer review
- Examine faculty mix and faculty/student ratios
- Continue exploration of creative methods to work with the community across the curriculum
- Assess faculty needs for applied technology support
- Work with the dean of admissions to intensify recruitment of quality freshman, transfer and diverse students
- Assess R.N./B.S.N. and R.N./M.S. recruitment techniques and strategies
- Assess needs of ESL students
- Develop a plan to increase the retention of students
- Assess placement of cultural components in curriculum
- Optimize role and contributions of advisory groups
- Monitor trends in health care to guide ongoing curriculum revisions.
- Assess and revise the plan for offering nursing electives
- Evaluate the appropriate science courses to support the nursing curriculum
- Continue to solidify the use of the OPT model (Outcome Present-state Test Model of Reflective Clinical Reasoning)
- Assess the role of genetics in the curriculum
- Assess feasibility for continuing R.N./B.S.N. and R.N./M.S. program offerings
- Reassess the undergraduate portfolio requirements
- Examine correlates of success on NCLEX
- Continue curriculum transition to competency based outcomes by Fall 2002

**The Dr. Robert B. Pamplin, Jr.
School Of Business Administration**

Mission

The mission of the Dr. Robert B. Pamplin, Jr. School of Business Administration is to provide students with an excellent curriculum designed to promote intellectual growth, leadership, social responsibility, and a global perspective. The school provides students with innovative, challenging educational experiences that go beyond business fundamentals to develop the leadership skills and knowledge required for successful

careers. In addition, the curriculum supports the University's Mission and Catholic teachings that promote the training of future leaders who are aware of their responsibility in the treatment of others, especially the most vulnerable in society.

Current Situation

The Pamplin School of Business Administration offers an undergraduate degree in business administration (B.B.A.) and a master's degree in business administration (M.B.A.). It is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB), one of only two private and three public schools with that distinction in Oregon. In 2000-2001 there were 431 undergraduate majors and 115 graduate students working toward the MBA.

There are 25 full-time, tenure-track faculty and one full-time visiting instructor. All tenure-track faculty members hold a terminal degree (23 Ph.D. or D.B.A. degrees and two J.D. degrees). The school makes minimal use of adjunct faculty; only four of 78 classes were taught by adjunct faculty during Fall 2001. An endowed chair in entrepreneurship was established in 1998. The dean is also a tenured faculty member and is assisted by an associate dean who teaches half-time at both the graduate and undergraduate levels.

The undergraduate program offers majors in accounting, finance, marketing and management and global business. The core business curriculum, consisting of twelve courses totaling thirty-nine credit hours, is required of all students seeking the B.B.A. Students majoring in accounting, finance, and marketing and management are required to satisfy 24 semester credit hours of course work within their major area of study. Students majoring in global business are required to complete 18 credit hours of requirements plus up to 12 credit hours of language courses. The specific courses required and their sequencing are listed in the *Bulletin* (71-76).

The E-Scholars (Entrepreneurship-Scholars) program was established as a result of the endowed chair in entrepreneurship. While not a program of the Pamplin School of Business Administration, the E-Scholars program is housed within the school. This competitive program is open to all University students and consists of nine credit hours of courses taught by business faculty. The professor who holds the endowed chair has worked closely with the school's faculty in the development of entrepreneurial components for the various business disciplines. Donors make it possible for the E-Scholars to develop an entrepreneurial plan for a small business or non-profit organization. These students are supported for travel to visit entrepreneurial ventures both within the United States and abroad. By its third year of existence, students admitted to this program had won several awards for their business plans and presentations at conferences.

The Pamplin School of Business Administration has recently restructured both its undergraduate and graduate curricula. The most notable changes have been the addition

of the global business major for undergraduates and the combined B.B.A./M.B.A for accounting majors who plan to sit for the C.P.A. examination. Also, since 1997, the school has developed a plan that provides a structure and methodology for examining the extent to which mission and programmatic goals are met. The results of three years of self-assessment have been the complete restructuring of curriculum to focus on key leadership skills, cross-disciplinary learning, and entrepreneurship. A first semester freshman course, BUS 100, has also been designed to provide incoming students with common experience that incorporates basic skills in leadership and technology, and emphasizes the importance of a value-based, ethical framework. Several faculty members share in the teaching, direction, and coordination of this freshman course.

In 1999, Dr. Robert B. Pamplin, Jr. endowed the School of Business Administration. As the total effects of the endowment take place over the next decade, the ability to adequately fund student scholarships and faculty development will be greatly enhanced. In its initial years, several concrete benefits have already been received. There are both graduate and undergraduate students receiving Pamplin Scholarships and Assistantships, five faculty have been awarded research support as Pamplin Fellows, and the remaining faculty also enjoy additional support for scholarly research.

Strategies for Program Assessment

The primary purpose of the outcomes assessment program is to ascertain the degree to which students have developed the skills and knowledge that are essential to management success. It is necessary to assess whether these skills and knowledge equip students with the necessary tools to be successful in today's complex and dynamic society.

Two committees, the Undergraduate Committee on Curriculum and Assessment, and the Graduate Committee on Curriculum and Assessment, are responsible for implementing and administering the assessment program. One of their major tasks is to determine how successful the school has been in producing business graduates with the following competencies:

- Mastery of a broad core of business knowledge as well as a more narrowly focused understanding of a specific field with business administration. Business students will know fundamental concepts, tools, principles and procedures of accounting, business technology and operations management, and have an appreciation of how these concepts vary across functional areas, organizations, and cultural and national boundaries.
- The analytical skills needed to identify, evaluate, and solve business problems, as well as to make strategic and tactical decisions in different decision-making contexts. Business students will be able to articulate, debate, and defend their problem-solving approaches.
- The interpersonal skills to be effective in professional interactions with co-workers, customers, competitors, shareholders and other external constituents. Business students will be able to speak and write well, to work effectively with others,

especially in situations characterized by cultural and demographic diversity, to influence others, and to manage and resolve conflict.

- The technical skills necessary to apply business concepts to specific tasks.
- A value system that can be applied in business situations. Business students will understand the ethical implications of management decisions, appreciate the benefits of community service and understand professional conduct.

A variety of methods are employed in the outcomes assessment program. Examples include:

- Surveys of graduating students. Three different surveys were employed to capture self-perceptions of competencies and career success among undergraduate and graduate students, including the Undergraduate Student Survey (USS), the University Exit Survey (UES) and the M.B.A. Student Survey (MSS)
- Alumni Outcomes Survey. The Alumni Outcomes Survey (AOS) is a comprehensive instrument administered by the University's Office of Institutional Research. This survey was designed to meet several institutional purposes, including those of the individual academic units.
- Electronic portfolios and competency testing. With the implementation of new undergraduate and graduate curricula, data from these measures will remain incomplete until the Fall 2000 freshman class reaches its senior year. However, by 2002-2003 all students will develop electronic portfolios that display their skills in leadership, teamwork, technology utilization, problem solving, and communication within ethical and global frameworks.

Analysis and Appraisal

The main priority of the Pamplin School of Business Administration has been the strengthening of its academic programs, both undergraduate and graduate. Toward this end, the school has undertaken an ongoing, vigorous outcomes assessment program for both its undergraduate and graduate programs. The results gathered in assessing outcomes will assist the administration, faculty, and staff in the ongoing process of reviewing and re-focusing the goals and objectives of the program.

Next Steps

- The Pamplin School of Business Administration will continue to use assessment to guide curricular development, teaching innovation, and development of business and community relationships.

The School Of Engineering

Mission

The School of Engineering mission is to provide the best possible engineering and computer science education to its students, enabling them to become competent practicing engineers and computer scientists. The programs also provides a base for both graduate study and lifelong learning in support of evolving career objectives and the formation of informed, effective, and responsible participants in the engineering profession and society. The school endeavors to develop qualities that are essential for the practice of engineering and for beneficial service to the community. These include a knowledge of engineering principles, the ability to apply those principles to solve problems, and the development of professional, personal, and social values.

Current Situation

The School of Engineering offers undergraduate degrees in civil engineering (B.S.C.E.), computer science (B.S.C.S.), electrical engineering (B.S.E.E.), mechanical engineering (B.S.M.E.), and engineering management (B.S.E.M.). It also offers a computer track in its electrical engineering program and an environmental track in civil engineering. The bachelor of science degree programs in civil, electrical, and mechanical engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET). In 2000-2001, there were 384 undergraduates enrolled in the School of Engineering. Over the past decade, there have been approximately 10 students enrolled annually in the graduate program (M.Eng.).

The school is under the direction of the dean and an associate dean, who also teaches half-time at the undergraduate and graduate levels. The school is divided into three departments, with a faculty member serving as chair of each department. In addition to the dean and associate dean, there is the endowed Sweo Chair in Engineering, nineteen full-time tenure-track positions, and a full-time lectureship. There are also two full-time technicians who support faculty and laboratories.

The educational objectives of the School of Engineering include:

- Providing a strong background in the fundamentals of the basic sciences, mathematics, and engineering science
- Providing a structured program in thought and expression, theology, philosophy, social sciences, fine arts, and history, with emphasis on the development of personal and social values and goals
- Developing problem solving skills in the students, especially those necessary for the practice of engineering design
- Providing laboratory experiences that introduce the students to quality experimental techniques and equipment
- Emphasizing computer utilization as a problem-solving skill.

To fulfill its mission, the school provides a personalized and caring learning environment for its students, enhanced by high quality faculty, staff, and equipment. The environment includes exceptional instruction, frequent opportunities for relevant laboratory experiences, practice of communication and team work skills, the challenge of undertaking realistic engineering projects, and the personal attention, guidance, and example of faculty, staff, and administrators. This environment is also enhanced by students with the aptitude and motivation for engineering study, as well as general intellectual curiosity.

In 1999-2000, the computer science program was transferred into the School of Engineering from the College of Arts and Sciences. The reason for this transfer was to strengthen the program and facilitate gaining ABET accreditation. Other advantages include having a larger faculty, dedicated primarily to the discipline, and avoiding duplication of courses. During 1999-2000, the curriculum was reviewed and revised to meet the accreditation requirements. The review, modifications, and approval of the new computer science curriculum were completed in January of 2000 and took effect in Fall 2000.

Since the last ABET visit in 1997, the school has assessed its curricula in accord with ABET 2000 standards and the University's mission, and has subsequently changed each of its undergraduate programs. The objectives of this review were to develop a major that can be completed in four years and to participate as fully as possible in complying with the University's core curriculum. In designing the new curricula, the following twelve learning outcomes guided the choice for School of Engineering courses and their contents:

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs
- An ability to function on multi-disciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global and societal context
- A recognition of the need for, and an ability to, engage in life-long learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
- An ability to develop a sense of personal, social, and moral responsibility

As the School of Engineering reviewed the curricula, deciding if an existing course should remain or if a new course should be added, the following issues were addressed:

- Is this material needed for students in the particular discipline?
- Does the course address one or more of the program outcomes listed above?

- In a four-year program, is this the best use of credits?

The dean and faculty believe that the objectives of the curriculum reviews have been achieved as fully as possible. The new curricula are appropriate in the context of a premier Catholic teaching university, engineering students' participation in the University core curriculum is seen as appropriate, and the degree programs require 127-131 credit hours for graduation.

Educational Planning and Assessment

A variety of tools are utilized to assess courses and programs:

- Homework, quizzes, tests, term papers, portfolios, and written and oral presentations are used to ensure that students are learning the material covered in the courses.
- In laboratories, students work in teams, prepare laboratory reports, and take practical hands-on examinations, as well as make oral presentations.
- Prior to the end of each semester, students evaluate their experience in each course. These evaluations provide instructors with valuable information that is used to improve teaching and learning.
- The University conducts student satisfaction surveys. These surveys provide valuable information regarding the students' view of their education, and are used to improve the educational experience and environment.
- Students participate in, and perform at, regional competitions, providing valuable information about their readiness for professional practice.
- Students are encouraged to take the Fundamentals of Engineering examination prior to graduation, and they have performed well above the national average on this test. In the last five years, the pass rate for University of Portland engineering graduates who have taken the test has been over 90% while the pass rate for the nation has been below 70%.
- In the senior year, each student works on a capstone design project, typically on a team of three, which builds on the fundamental concepts of mathematics, basic sciences, humanities and social sciences, engineering topics, and communication skills. This project is an excellent assessment tool of the students' preparedness for their career as engineers.
- Both the school and the University follow the career progress of graduates to determine how effectively they fulfill the mission of the University and the school, obtain their opinion regarding their educational program and their advice on how to improve course offerings, and to encourage their financial and non-financial support. The most recent survey conducted by the school was in 1997. The most recent University survey was conducted in the fall of 1999.
- The school engages in strategic planning on a regular basis. In recent years this has been an annual exercise. In this process, the faculty reviews the effectiveness of the educational programs and processes, and identifies areas that need attention.

Monitoring and Adjustment in Light of the Data Collected

Program and course assessment in the School of Engineering has resulted in positive changes in curricula, program offerings, course content, and pedagogy. Below is a representative list of recent assessment-driven changes:

- The ABET-accredited engineering programs were revised. The new curricula are up-to-date, students now take almost all courses in the University core curriculum, and the degree programs require 127-131 credit hours for graduation, instead of 132-134 credit hours. As part of this curriculum revision, an environmental engineering track was added to the civil engineering degree program.
- The freshman year engineering curriculum was revised to better prepare students for their sophomore year courses.
- The contents of the Introduction to Engineering and associated laboratory course (ENG 110, 111) were modified to be consistent with other changes in the engineering common curriculum, and de-couple the contents of the two courses.
- Course contents and methods of delivery are routinely modified in response to students' evaluations of the course content and instructor. These changes are made to better serve the academic needs of the students.
- A thorough review was conducted of the B.S. degree program in engineering science. Since the determination was made that it did not have the prospects of becoming an accreditable program, it was eliminated from the list of program offerings.
- The B.S. degree program in engineering management was extensively revised to better serve the needs of those students who pursue this interdisciplinary degree program in engineering and management.
- The school dropped three specialized master's degree programs in favor of a single master's degree program, the Master of Engineering (M.Eng.). The new program allows for concentration in one discipline while at the same time incorporates more courses in business and other disciplines outside of engineering.

Analysis and Appraisal

Over the past five years, the school has concentrated on excellent teaching, faculty development, strengthening all of its program offerings, improving laboratory facilities, and using the School of Engineering Presidential Advisory Council to improve its ties with the engineering community. These all remain priorities and continued efforts are made to accomplish them.

One of the major concerns of the school is enrollment. In a decade when engineering enrollment has declined nationally, at the University of Portland it has gradually increased to 384 undergraduates in engineering and computer science. The dean and faculty believe that 475 would be an optimal number that would allow the scheduling of more elective courses with higher enrollments and the offering of foundational courses every semester. While laboratories have been improved, the age of the present building and the limitations it presents will also be continually addressed. To accommodate the goal of developing premier laboratory facilities, a three-pronged approach to long-term

funding of equipment, hardware, and software is in place. This includes a continued commitment from the University's budget, establishment of the Engineering Project Development Fund, and fund-raising from alumni, corporations, and foundations, all with a goal of \$1 million. To maintain a faculty of excellent quality, a faculty development plan is in place.

The current University core curriculum includes 48 units. Because engineering degree programs require a large number of credits, students in the school have always been exempt from portions of the core. With the current examination and evaluation of the core, the school is optimistic that engineering students will be able to participate fully in the revised core, without exemptions.

Next Steps

- The School of Engineering will maintain excellence through faculty recruitment, retention, and development.
- The School of Engineering will explore ways to recruit and retain students to achieve an undergraduate enrollment of 475.
- Improvement of the physical facilities will be an ongoing goal.
- The school will promote scholarly activities that involve engineering students, supported by the Engineering Project Development Fund.
- The school will pursue funding to develop an endowment of \$2,000,000 for laboratory equipment, and computer hardware and software.
- The School of Engineering will seek a second endowed chair, in computer science and engineering.
- Engineering will seek accreditation for the computer science degree program.

School Of Education

Mission

Guided by the University vision of learning as preparation for community service and leadership, the mission of the University of Portland School of Education is to develop exceptional, professional educators whose practices are informed by current research and who respond effectively to the personal, professional, and ethical challenges educators face in dynamic and diverse communities.

The purpose of the School of Education is to prepare individuals in various stages of their careers to teach in public and private schools. Such educators, the School of Education believes, demonstrate a range of knowledge, skills, and dispositions. They are life-long learners who are empathetic and respectful of others. They are exceptional communicators and can work effectively with others. Knowledgeable of both theory and practice, they have a broad and deep knowledge about students, the curriculum, and learning, and the concomitant skills to organize classrooms and employ instructional strategies to meet the diverse needs of learners.

Current Situation

The School of Education offers both graduate and undergraduate degree programs leading to a teaching license. The elementary majors earn a bachelor's degree in education (B.A.Ed.). Secondary majors earn a bachelor's degree in secondary education (B.S.S.E.) with endorsements available in biology, French, German, Spanish, language arts, social studies, chemistry, physics, and mathematics. Music majors earn a Bachelor of Music Education (B.M.Ed.). The school offers three graduate degrees: a Master of Education (M.Ed.), a Master of Arts (M.A.), and a Master of Arts in Teaching (M.A.T.) All of the undergraduate and graduate teacher education degree programs require extensive field experience and service learning incorporated within course requirements. The State of Oregon, through the Teachers Standards and Practices Commission (TSPC), accredits the school. The school is the only private teacher education program in the state of Oregon that is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The program of study sequence for each degree is clearly delineated in the *Bulletin* (77-86). The education programs integrate liberal studies, content, and professional and pedagogical knowledge with planned field experiences, which are guided by a theoretical conceptual framework consisting of eight basic principles. These principles are not only the basis for the development of curriculum and policies, but also are the guidelines for the assessment of individuals throughout their participation in the program. The eight principles state that exceptional professional educators:

- are life-long learners
- are empathetic and respectful
- communicate and work effectively with others
- have broad knowledge about the individuals and the world around them
- have deep knowledge about the subjects they teach
- have deep knowledge about how people learn
- have the deep knowledge and skills necessary to use instruction and the organization of classrooms to assist all learners to succeed
- fuse theory and practice.

Table 2.44 indicates the courses that focus on specific principles of the theoretical conceptual framework. The syllabi for these courses indicate the objectives, activities and assessment strategies employed to ensure mastery of the principle.

Table 2.44
Undergraduate Elementary/Secondary Program Conceptual Framework Matrix

Required Courses		Conceptual Framework Principle							
		Lifelong Learning	Empathy and Respect	Communication	Knowledge of Diversity	Content Knowledge	Knowledge of Learners	Pedagogical Knowledge	Theory into Practice
Introduction to Education	150	■	■	■	■	□	□	□	□
Foundations of Education	200	□	□	□	□	□	□	□	■
Human Development and Learning	230/1	□	□	□	□	□	□	□	□
Psychology of Learning	300/1	□	□	□	□	□	■	□	□
Special Education	330	□	□	□	□	■	□	■	□
Curriculum, Instruction and Assessment	400	□	□	□	□	■	□	□	■
Children's and Adolescent Literature	414	■	■	■	□	■	□	□	□
Classroom Management	426/7	□	□	□	□	■	■	■	■
Early Childhood/Elementary Physical Ed.	440	■	■	□	□	■	□	□	□
Reading and Language Arts Methods	442	□	□	□	□	■	■	■	■
Mathematics and Science Methods	445	□	□	□	□	■	■	■	■
Art, Music, and Physical Education Methods	447	□	□	□	□	■	■	■	■
School, Parent, & Community Relations	404	■	■	■	■	□	□	□	■
Models of Teaching and Literacy Develop.	450	□	□	□	□	■	■	■	■
Secondary Methods	45X	□	□	□	□	■	■	■	■
Student Teaching	470/1	■	■	■	■	■	■	■	■
Student Teaching	472/3	■	■	■	■	■	■	■	■
Student Teaching: Advanced	475/6	■	■	■	■	■	■	■	■
Student Teaching Seminar	487/8	□	□	□	□	□	□	□	□

The faculty consists of the dean, two part-time administrators (FTE =1), and 13.5 full-time faculty and various adjuncts (FTE= 6 @ four 3 unit courses per FTE), all of whom are served by 5 support staff. All faculty have successful work experience in K-12 environments and demonstrated effective teaching records. In addition, full-time faculty are expected to supervise students in field experiences. Tenured and tenure-track faculty must engage in ongoing scholarly activity. Faculty are annually evaluated on their teaching, scholarship and service based on the Standards of Scholarship adopted by the school in 1999. Each full-time faculty member submits a Report of Professional Activity at the end of each academic year. The response is a formal letter from the dean indicating strengths and areas that need attention. Both documents are kept in the faculty file.

There are approximately 210 undergraduates and 60 MAT students engaged in full-time study on campus. On average, 100 student teachers graduate each year who are eligible to be licensed in Oregon and/or Washington. As primarily a teacher training/preparation

program, a good deal of assessment focuses around teacher classroom competency. During the student teaching experiences, students must develop and teach a minimum of two work samples. These efforts are observed by the University supervisor and cooperating teacher. Formal evaluations are completed on the work samples and lesson presentations. Students must be evaluated positively on these lessons and on the student teaching experience as a whole. The University supervisor, using input from the cooperating teacher, recommends a grade for student teaching experiences to the director of teacher education.

Student progress is monitored through individual course assessment activities and through standardized tests that act as markers throughout the program. Tables 2.45 and 2.46 indicate the graduation statistics of the undergraduate programs.

Table 2.45
Summary Graduation Statistics: Undergraduate Elementary

	Number	CBEST	MSAT	Professional Knowledge	Cum GPA	Ed GPA
Oregon Min. Req.		123	147	661	2.50	2.75
1996	54	142	157	665	3.33	3.70
1997	52	153	167	654	3.35	3.63
1998	31	149	162	667	3.38	3.76
1999	28	155	162	668	3.54	3.79
2000	26	151	163	N/A	3.48	3.77
2001	37	149	164	N/A	3.48	3.74

Table 2.46
Summary Graduation Statistics: Undergraduate Secondary

	Number	CBEST	MSAT	Professional Knowledge	Cum GPA	Ed GPA
Oregon Min. Req.		123	147	661	2.50	2.75
1996	17	160	171	643	3.35	3.76
1997	15	150	151	670	3.42	3.67
1998	6	156	N/A	669	3.61	3.81
1999	9	146	164	663	3.37	3.71
2000	7	167	173	N/A	3.57	3.84
2001	12	156	164	N/A	3.46	3.78

Assessment

Assessment in the School of Education is conducted both internally and externally. Internally each course is evaluated by students, and the programs are evaluated by the faculty curriculum committee. Students have the opportunity to evaluate the quality of instruction and the effectiveness of the instructor at the end of each course. At program completion, students are again asked to evaluate the quality of their education. Externally, the state-mandated Consortium for Educational Advisement and Development Committee (CEAD) is actively involved in both program and unit evaluation. Table 2.47 lists the various means of assessment and evaluation used in the undergraduate program.

Table 2.47
Assessment in Undergraduate Education Programs

	Undergrad. Elementary	Undergrad. Secondary	Program Evaluation
Grades			
Cumulative GPA	√	√	
Education GPA	√	√	
Individual Course Grades	√	√	
ENG 107 and CST 107	√	√	
External Testing			
CBEST	√	√	
MSAT	√	√	
Subject Area Tests		√	
Student Teaching			
Field Experience Evaluation	√	√	
Lesson Plan Evaluations	√	√	
Mid-Term Progress Evaluation	√	√	
Work Sample Evaluation	√	√	
10 Supervisor Observations	√	√	
UTEC Review			
Individual Assessments Above	√	√	
Faculty Recommendations	√	√	
Assessment of Program Progress	√	√	
CEAD Annual Summary Report			
Focus Group Surveys			√
Administrative Team Briefings			√
Course Evaluations			
Program Evaluations			√
Reflective Exit Papers			√
Faculty Program Reviews			√
Cooperating Teacher Evaluations			√
University Supervisor Evaluations			√
Graduate Survey			√
Interim Survey (Dean)			√
External Evaluations			
CEAD Summary Report			√
TSPC Program Approval Reviews			√
NCATE Accreditation Review			√
NASC Accreditation Reviews			√

Each of these data sources is analyzed for themes and the results are provided to the faculty as a whole as source material for program reviews. Dean interviews are summarized and the results are returned to the faculty. The CEAD committee writes a summary report from their data, which is submitted to the dean. The dean writes a response to that report, which is returned to the CEAD committee. Both documents go to the faculty for review. Course evaluations are reviewed by the dean and the individual faculty member. Anonymous statistical summaries for all classes are provided for the faculty. Reflective papers within graduate programs are reviewed for themes by the graduate program director and the dean. Results of this analysis are also conveyed to the faculty. Cooperating teacher and supervisor evaluations are reviewed by the director of teacher education and the dean. Based on the conceptual framework, faculty input, and the assessment data, some or all of the programs are reviewed each year.

Monitoring and Adjustment in Light of Data Collected

Recent examples of the impact of evaluation strategies include:

- Professional Year teaching experiences were reordered to improve student preparedness and continuity of experiences.
- Student teaching placement procedures were improved to have students in schools in a more timely manner.
- The number of education credits were reduced in both the elementary and secondary programs to allow for more rigorous content training.
- Articulation of two courses, Parent, School, Community Relationships (ED 404) and Student Teaching Seminar (ED 487, ED 488), was improved to reduce redundancy.
- The curriculum was revised to emphasize technology in all courses.
- Professional studies were expanded to include Introduction to Education (ED 150).
- A proposal to upgrade requirements in the social studies endorsement area has been submitted; action is pending.
- A more standardized testing schedule was implemented in undergraduate programs.

Employability of Graduates

A good indication of the quality and success of the teacher education programs is the employment status of graduates. Table 2.48 and Figure 2.3 present the data for both undergraduate and graduates of the University of Portland School of Education.

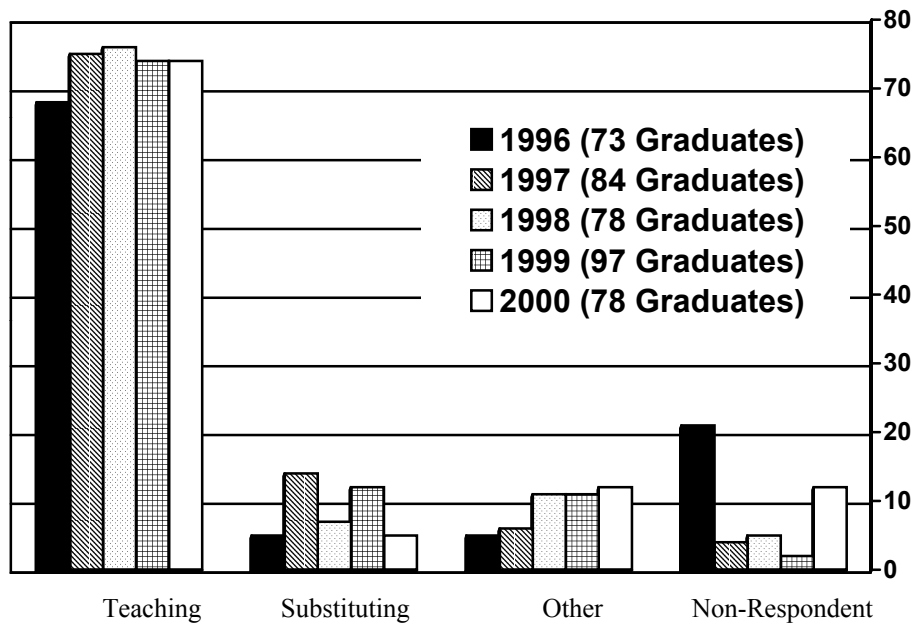
Table 2.48
Employment Status of School of Education Graduates since 1996

	Elementary Undergraduate					Secondary Undergraduate					Master of Arts in Teaching*				
	#	T	S	O	N	#	T	S	O	N	#	T	S	O	N
1996	51	36	2	2	11	15	10	2	0	3	7	4	0	0	3
1997	52	40	7	5	0	15	12	2	0	1	17	11	3	0	3
1998	31	22	4	4	1	6	5	1	0	0	41	32	1	5	3
1999	28	18	3	6	1	13	8	2	2	1	56	46	7	3	0
2000	25	20	0	4	1	8	5	1	1	1	45	33	3	4	7

= Number of Graduates
T = Graduates currently in full-time teaching positions
S = Graduates currently substituting
O = Graduates employed in non-educational professions
N = Non-respondents
* Does not include ACE students

Statistics of national averages of new teachers still in the profession after 5 years generally run about 50 percent. The faculty and dean are particularly proud of the high percentage of University of Portland graduates who remain in teaching.

Figure 2.3
University of Portland Graduates Still Teaching
Five Years After Graduation



Analysis and Appraisal

The School of Education probably has been the most thoroughly scrutinized unit in the University in the last decade. As a result it has undergone tremendous changes. In 1992, the school voluntarily decided to drop its NCATE accreditation because resources were not in place to meet standards. In 1993, it was visited by TSPC and found wanting in the areas of administrative support, curriculum delivery, and faculty qualifications. As a result of that visit, the dedicated position of director of teacher education was instituted, faculty qualifications were more closely scrutinized, and curricular changes were made. In 1995, the school underwent a complete program review. The review was submitted to an outside evaluator who recommended that the school become more focused in its mission, and develop a deliberate plan to accomplish its goals. Also in 1995, the University underwent the interim visit from the Northwest Association of Schools and Colleges. That visit resulted in a strong recommendation concerning the administration and organization of the M.Ed. off-campus program (which, at the time, was administered under the Office of Continuing Education rather than the School of Education) and called for a focused interim visit to take place three years hence.

Subsequent to the NASC interim visit and the program review of the School of Education, several significant events took place in 1996. Among them were a new dean who took office in June, the M.Ed. program was moved under the jurisdiction of the School of Education in October, the undergraduate curriculum was reorganized by January, national faculty searches were conducted and three tenure-track positions previously held by visiting faculty were filled by April. The faculty prepared for the focused visit scheduled for the M.Ed. program in 1998 and the regularly-cycled TSPC reaccreditation visit that same year. Both visits were very successful, with all licensure programs approved by TSPC until 2003 and the concerns of NASC about the off-campus M.Ed. program answered. In 2000 two faculty members earned tenure and the school hosted a very successful joint visit with TSPC (for reaccreditation) and NCATE (seeking accreditation). The results of those visits were approval of all licensure programs until 2006 by TSPC, and meeting of all standards for NCATE, with the exception of faculty diversity. The NCATE team commended the efforts of the school to diversify the faculty but noted that the program had not attained a strategic plan objective in this area. In 2001, an additional faculty person received tenure and the NCATE accreditation was made official. The future continues to be positive, with four more faculty seeking tenure in 2002 and applications to most education programs on the rise.

The School of Education is presently enjoying the fruits of the intense efforts of the last five years. It is situated in Franz Hall and enjoys exceptional physical resources for teaching, research and service. The energetic and dedicated scholar-teacher faculty is 40% tenured; many have national reputations and some have international reputations in their research areas. All full-time faculty members are regularly on-site in K-12 schools, supervising students and collaborating with personnel. The faculty is active on University committees and sought out by faculty across campus for pedagogical assistance and consultation. The school has taken specific measures to recruit persons of color to join

the faculty. The University capital campaign was successful in obtaining an endowed chair for the school. A search to fill the chair is planned in the next two years.

The undergraduate student enrollment has remained constant while the quality of student has improved, as indicated by SAT and GPA data and standardized testing results required for licensing. The complete documentation for this claim is included in the NCATE institutional report. The one area in which the enrollment has not been maintained adequately is in secondary education. The education curriculum committee is addressing this issue. Another area that needs some attention is the recruitment of diverse students who want to be teachers. The unit works proactively with the admissions office on this issue.

A theoretical conceptual framework that is consistent with the mission of the School and University guides the curriculum for all undergraduate and graduate degrees. The freshman year experience course, ED 150: Introduction to Education, has become a service course that allows majors and non-majors alike to test their resolve and suitability to be a teacher. Blending theory with practice and focusing on service learning, the program aspires to professional excellence in all aspects of teacher development.

Next Steps

- The education faculty will meet with each of the various department chairs of the College of Arts and Sciences to review the required program of study for the secondary education majors and to encourage them to promote this career path for their majors.
- The unit will continue to actively pursue strategies to attract a diverse faculty and students.
- The advantages and disadvantages of merit pay within the unit will be discussed and, if appropriate, criteria will be established to award it.
- The faculty will continue monitoring and implementing the unit strategic plan.

Graduate Programs (2.D, 2.E, 2.F)

The Graduate School was established as a separate administrative unit of the University in 1950. Graduate education motivates students and faculty alike to develop and extend intellectual capacities, the body of knowledge, and functional skills so those graduates may perform as professionals in chosen fields. Mirroring the diversity of the undergraduate curriculum, the graduate programs range from those with traditional academic underpinnings to those with a professional specialization. The Graduate School encompasses 10 degree programs in seven academic areas. Table 2.49 lists the degrees in the respective academic units.

Table 2.49
Graduate Programs of the University of Portland

College of Arts and Sciences	Professional Schools
Communication Studies: M.A. in Communication M.S. in Management Communication	Pamplin School of Business: M.B.A.
Performing & Fine Arts: M.F.A. in Drama M.A. in Music	School of Education: M.Ed. M.A.T. M.A.
Theology: M.A. in Pastoral Ministry	School of Engineering: M.Eng.
	School of Nursing: M.S. in Nursing

Organization

The assistant to the academic vice president serves as the Graduate School dean. A director in the appropriate school or department administers each of the graduate programs. These directors, together with the dean, comprise the Graduate School Council. Each program is defined with appropriate educational objectives and differs from undergraduate programs in depth of study and increased opportunities for development of student intellectual and creative capacities.

Programs

During the past decade, each of the graduate programs has been reviewed, and those with special accreditation have been approved by their professional associations. In keeping with the Mission of the University, the Strategic Plan states that the "University will remain committed to the special values of a broad, liberal arts education as essential to its baccalaureate education and as characteristic even of special programs at the graduate level" (SP 1.5.4.). As a result of these reviews, and in keeping with both the Mission and

Strategic Plan, several master's programs were discontinued. Table 2.50 specifies the enrollment in each program in the last five years.

Table 2.50
Graduate Student Enrollment

	1996		1997		1998		1999		2000	
	Full-time	Part-Time	Full-Time	Part-time	Full-time	Part-time	Full-time	Part-Time	Full-time	Part-time
Arts and Sciences										
Communication MA	2	6	6	6	1	7	4	4	2	1
Mgmt Communication MS	6	0	3	3	0	7	0	2	0	2
Fine Arts MFA	0	0	1	0	0	0	1	0	1	0
Drama MFA	13	2	7	5	4	6	3	2	4	0
History & Government MA*	1	3	0	0	1	0	0	0	0	1
Music MA	0	1	0	0	0	2	1	3	2	1
Theology MA*	0	2	0	3	0	3	0	3		
Pastoral Ministry MA									0	11
Business - MBA	37	100	26	97	7	89	30	65	41	74
Education										
MA	1	1	2	1	3	1	2	1	3	1
MED (off-campus)	118		180		165		204		125	
MAT	16	43	43	65	60	56	50	3	53	10
College Student Personnel*	7		0		1					
Engineering										
Mechanical	5	3	5	2	2	5	4	1	6	1
Electrical	2	0	1	0	4	1	0	2	1	1
Civil	0	0	0	0	0	1	0	0	0	0
Nursing										
Nursing MS	0	24	0	21	1	13	0	3		
Leadership in Health Sys MS					0	1	0	9	0	21
Family Nurse Pract. MS					0	2	0	11	0	13
FNP Post-Masters					0	1	1	7	0	2
TOTAL Graduate	208	185	274	203	249	195	300	116	238	139

*discontinued programs

Graduate Programs in the College of Arts and Sciences

Communication Studies

Mission

At the heart of the graduate curriculum in the Department of Communication Studies is the desire to provide students with a set of understandings and abilities that enable them to comprehend and enhance the communication processes that are crucial to the success of human cooperation in private, organizational, and public settings. The purpose the Department of Communication Studies' graduate program is to stimulate the intellectual growth of students at an advanced level, as well as to enhance their ability to apply communication theory in professional settings. Successful graduate students are equipped with the knowledge and skills to be responsible, ethical, and able professional communicators.

Curriculum

The Department of Communication Studies offers graduate programs leading to Master of Arts and Master of Science degrees (*Bulletin* 114-6). The Master of Arts program prepares students broadly for professional advancement or for doctoral study. The Master of Science program is a specialized course of study in management communication offered in conjunction with the Pamplin School of Business Administration.

Communications studies graduate work has the following characteristics:

- Research that demonstrates the ability to locate, read, understand, and synthesize pertinent existing research. Graduate students should support, extend, and develop ideas so that differences and similarities of scholarly argument, evidence, and discoveries are addressed in an effort to create and extend an analytic position.
- Demonstration of the student's ability to construct and refine an appropriate methodology or analysis for a research project
- Research and writing that demonstrates evidence of original thought that is revealed by the discovery and presentation of authentic, fresh insights that challenge or extend pertinent, currently published research
- Research and writing that demonstrates an analytical ability such that ideas are not presented merely in a simplistic summary but provide an original investigation and analysis
- Ideas that are always presented creatively within the guidelines of the assigned style manual

Courses for the degree are taught as both 400- and 500-level courses. Graduate students must complete an extra assignment and their work must match the standards listed above to reveal an in-depth level of inquiry and a deep understanding of the topic being

covered. Thus, the quality and quantity of graduate work required in any given course exceeds the undergraduate performance level.

Strategies for Program Assessment

Program reviews in 1992 and 1998 have helped the department articulate the means for measuring the success of the master's programs. Academically, the programs appear to prepare the students for advanced study, based on their ongoing study and publications. In recent years, three of the masters graduates have been accepted with stipends at prestigious Ph.D. granting institutions: University of Utah, University of Colorado, and University of California. Still other students have had their papers accepted for presentation at national and regional conventions. One student had a publication with a faculty member, and another is currently working on a publication with two faculty members.

Additionally, the communication studies graduate programs have prepared students for professional advancement. Several students have received promotions, based on the completion of their master's program, at companies such as Kaiser Permente, Pendleton Woolen Mills and Mentor Graphics. Alumni of the communication studies graduate programs have provided leadership, service, and professional contributions that have enhanced the University's reputation. Graduates include at least eight professors, a former Gresham mayor, a former president of Portland General Electric, and a director of marketing and communication in a high-tech corporation.

Monitoring and Adjusting the Program in Light of the Data Collected

The department has implemented a variety of changes to improve the master's programs. In the 1992 program review, the curriculum was streamlined, removing courses that did not promote a depth of understanding about the communication process, but only focused on a breadth of understanding.

Based on what was learned from a survey of graduate students in 1995, the department developed a *Graduate Student Handbook*, emphasized that the programs were more academic in nature than pre-professional, and provided more opportunities for interactions between graduate students and faculty.

In 1997, the master's degree course work requirements were increased to meet the standard of 36 credit hours specified by the National Communications Association, and the course offerings were aligned with national trends in communication. A new advanced research class added increased opportunities for scholarship.

In the 1998 program review, some course requirements were deleted based on their applicability to the program, and the approved electives were changed to reflect current course offerings. Based on the advice of the outside reviewer, the department explicitly stated what had been implicit criteria for graduate students and extended syllabi descriptions of departmental criteria for master's-level work.

During the 2000 self-study assessment, the business electives for the Master of Science were aligned with the new business courses and numbering system adopted by the Pamplin School of Business Administration. As a result, graduate students can now focus their business courses in either marketing or human resource management.

Next Steps

- The Communication Studies Department will review the viability of the Master of Arts program, given the decreasing enrollment.
- The faculty will incorporate the same assessment-based review program at the graduate level that the department has implemented at the undergraduate level.
- A workable capstone or culminating experience for graduate students will be instituted.

Drama

Mission

The Master of Fine Arts in directing offers a unique combination of generalized core courses, a specialized focus on the directing and acting courses, outreach opportunities, and electives, all intended to provide excellent training for those seeking professional careers in the theatre. It is the only M.F.A. degree in directing offered in the state of Oregon.

Students Served

The M.F.A. in directing is the appropriate terminal degree for directors in theatre. The degree candidate should graduate from the program ready to undertake full-scale professional responsibilities, either with a producing organization or in an academic setting.

Curriculum

A minimum of 60 semester hours is required to complete the program (*Bulletin 116-7*). Prior to the candidate's last semester of course work, a written comprehensive examination is required in four major areas: dramatic criticism, theatre history, directing, and acting. Each candidate completes an internship and a main stage thesis project, directing the production and receiving full departmental support for the sets, costumes, lighting, sound, and house management. A two-phase oral examination on the thesis is required of each candidate.

Strategies for Program Assessment

The program was recently accredited by the National Association of Schools of Theatre (NAST), which requires that the Master of Fine Arts in directing be subject to on-going assessment by the accrediting body. Prior to receiving accreditation, the program received continual evaluation by the theatre faculty as part of the College of Arts and Sciences regularly scheduled annual planning and program review process. In two instances, outside consultants were brought in (1992 and 1997) to provide assessment of the current program and suggestions for strengthening it. Both the University and NAST programs of assessment will continue.

Additionally, the program is tracking its graduates and continues to receive feedback from those students about the impact of the program on their connections to the theatre community. Curriculum and experiential changes have come about through the suggestions of past graduates. In the last seven years, 23 students have graduated with degrees in the program. More than half of those are currently working as directors in theatres in the Portland area, including high schools and other academic institutions, community theatres, and professional and semi-professional theatres.

The program also receives evaluation through the internship component of the degree. Each graduate student serves an internship as an assistant director with a working professional. The student's work is assessed by the professional, in consultation with the graduate program director. Strengths and weaknesses of the student's training are evaluated by the internship supervisor and suggestions are included in the regular program reviews.

The current M.F.A. degree program is sufficient in the judgment of the faculty, given the size of the faculty, the number of students it serves, and the mission of the department. It is going into the third year of NAST accreditation and will receive a thorough review with the department's renewal application for NAST in 2005.

Monitoring and Adjusting the Program in Light of the Data Collected

The graduate curriculum has undergone dramatic change since the last accreditation self-study in 1989-90. At that time, the degree program was 38 semester hours. It now stands at 60. Whereas the previous requirements were loosely structured, the latest requirements are highly structured. The thesis process for graduate directors is now more effective. They receive full production and faculty support and are closely mentored from their initial selection of a thesis project to the final completion of the written document.

One concern is the place of the M.F.A. graduate program within the department. Currently the drama program is undergoing a five-year evaluation of the M.F.A. program. Of particular concern to NAST as well as to the faculty is the ability of the program to sustain an adequate core of students for training in the degree program. While graduates have been satisfied with the education they receive, the University provides no financial resources towards this program, either as scholarships or assistantships. With the absence

of this support, finding a stream of qualified and financially viable students remains a challenge.

Next Steps

- The drama program will continue to evaluate the need for graduate student financial aid.
- The program will complete the initial five-year evaluation for NAST and apply for reaccreditation in 2005.

Music

Mission

The purpose of the Master of Arts in music is the continued development of :

- individual talents, interests, and philosophies that can be used creatively both to preserve and extend the cultural heritage
- professional competence and evaluation of knowledge
- scholarly competence in the organization, interpretation, and evaluation of knowledge
- professional competence in the communication and dissemination of knowledge
- individuals with the potential to solve contemporary problems in various aspects of music

Students Served

The degree is intended for the musician who plans a career in such activities as solo performance, teaching, composition and arranging, church music, or advanced conducting. Students are also prepared for additional work toward a doctoral degree.

Curriculum

The M.A. in music is a generalist degree that contains a required core of general studies in music, including studies in performance, history, and theory (*Bulletin 123*). This core constitutes approximately one-third of the curriculum. An additional one-third consists of other studies in music. The remainder is comprised of elective studies in supportive areas.

Strategies for Program Assessment

The graduate program is evaluated in the annual planning process, as part of the program reviews (1992 and 1996), and in preparation for renewal of accreditation by the National Association of Schools of Music, which will occur in 2001-02. Students complete course evaluations each semester. Capstone projects are developed with the graduate advisor and presented publicly. In recent years this has included conducting choral concerts,

presenting a vocal recital, and composing and conducting an orchestral work. All music faculty attend the capstone presentation and the student's committee gives feedback directly to the student. Over several years, the capstones provide a method for assessing the success of the program.

Monitoring and Adjusting the Program in Light of the Data Collected

As a result of the last program review and NASM accreditation self-study, both in 1996, the M.A. was developed to replace the Master of Music degree. Two master's programs, leading to a Master of Music Education and a Master of Music in Music and Worship, were discontinued.

Next Steps

- The music program will complete a self-study for NASM re-accreditation for the M.A. in music in 2002.
- Recruiting will be continued in order to maintain a critical mass of graduate students so that the program is of sufficient size and scope to maintain high quality and properly utilize faculty.
- Sufficient graduate course offerings will be maintained, especially during the fall and spring semesters.
- The curriculum will be revised to require participation by every graduate student in conducted or coached ensembles.

Theology

Mission

The graduate program in pastoral ministry (M.A.P.M.) is designed as a service to the churches of the Northwest, particularly to the Roman Catholic Archdiocese of Portland. It is designed to provide pastoral ministers with a sound theological foundation, basic ministerial skills, and resources for ministry and personal spirituality. The program is offered through the Northwest Center for Catholic Graduate Theology, a collaboration between the University of Portland and Gonzaga University in Spokane.

Students Served

The program is primarily oriented toward laity, religious, and deacons or diaconate candidates who are, or will be, involved in professional pastoral ministry. The program includes a practicum.

Curriculum

The curriculum is a modified version of the program at Gonzaga University, which is accredited by the Association of Theological Schools (ATS). Coursework includes forty

semester hours in theology, ministerial skills, ministerial resources, research methods, and a practicum (*Bulletin 126-7*).

Strategies for Program Assessment

The program is accredited by through ATS. An ATS visitation team reviewed the program during 2000-2001 and formally approved it as a bonafide graduate extension program. Additional strategies for assessment include normal course evaluation procedures and ongoing discussions within the department and with archdiocesan officials.

Monitoring and Adjusting the Program in Light of the Data Collected

There have been two sources of data so far: a site visit by the ATS accreditation team in Fall 2000 and evaluations by students in the first cohort. This information, combined with department analysis, required a modification in the M.A.P.M. curriculum to meet archdiocesan needs. Consequently, courses covering the epistles of Paul and Christology were inserted into the curriculum.

Next Steps

The primary task is to carefully nurture and monitor the growth of this fledgling program, including:

- The Department of Theology will carefully monitor the M.A.P.M. curriculum and its success in meeting the needs of archdiocesan students.
- Communication between the department and the Archdiocese regarding the M.A.P.M. program will be maintained and enhanced.
- The viability of weekend programming of courses will be monitored carefully.
- The department will nurture the ongoing relationship with Gonzaga University, searching for ways to enhance communication with its Department of Religious Studies.
- The department will address requests from the ATS accreditation team.

Pamplin School of Business Administration: Master's of Business Administration (M.B.A.)

Mission

The Pamplin School of Business Administration offers a Master of Business Administration program that provides graduate students the opportunity to develop their skills in fundamental business principles and leadership while focusing on one of five areas (finance, marketing, management, global business, or entrepreneurship) or a general degree.

Current Situation

The M.B.A. program consists of eighteen credit hours of foundation core requirements, twenty-one credit hours of integration core requirements, nine credit hours of concentration requirements, and six credit hours of electives. The description of these courses and their sequencing is presented in the *Bulletin* (112-4).

Taking appropriate undergraduate courses may fulfill the M.B.A. foundation course requirements. Consequently, the total required coursework varies from 36-54 credit hours. Typically, students have completed their foundation requirements before entering the M.B.A. program if they had earned an undergraduate degree in business from a school of business accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB), in which case their degree requirements would be 36 credit hours. Additionally, incoming students are expected to be proficient in both statistics and computer applications for business (word processing, spread sheets, data bases, electronic presentations, and the world-wide web).

Entrance requirements into the M.B.A. program require that students attain a minimum score of 450 on the GMAT examination and have an undergraduate grade point average (UGPA) of at least 2.75. The average GMAT score of current students is 531 and the average UGPA is 3.1. Thirty-five percent of M.B.A. students are female. Fifty-eight percent are Caucasian, a much lower percentage than in Oregon or Washington See Standard 3 for Census 2000 information. The average age of M.B.A. students is 28.6 years.

In addition to the traditional M.B.A., the school also offers the B.B.A./M.B.A. program for accounting undergraduates who plan to sit for the Uniform CPA examination in Oregon. The State of Oregon requires individuals to have completed 150 semester credit hours before taking the CPA exam. The B.B.A./M.B.A. option is designed so that undergraduate students may receive their accounting degree and an M.B.A. degree within five years by taking an additional 30 hours of graduate work during their fifth year of study. Only students who complete an accounting major at the University of Portland may elect this option.

Analysis and Appraisal

The same methods of analysis and appraisal used in the undergraduate program, outlined above, are applied to the graduate program.

School of Education:

Master of Arts, Master of Arts in Teaching, Master of Education

Mission

The mission of the graduate programs of the School of Education is to provide up-to-date and integrated post-baccalaureate, education experiences to various groups interested in being active at the elementary and secondary school level. The off-campus delivery mode of the M.Ed. purposely extends the Mission of the University to provide recognized leadership to the (educational) community and the world. The targets of the School of Education are those areas in which opportunities for graduate education are limited for full-time professionals, and in which the Catholic population is under-served by Catholic institutions.

Current Situation

The School of Education has the most extensive graduate program and the largest enrollment of graduate students of all the University's units. The graduate enrollment in education is actually larger than the undergraduate enrollment. There are three education graduate degrees.

The Master of Education (M.Ed.) for licensed, practicing teachers enrolls about 150 students a year, mostly at off-campus sites. These students are taught by full-time faculty and experienced adjuncts, who travel to the sites to deliver instruction in person. This specific program was the subject of a focused interim visit in 1998, and since that time it has experienced no substantial change in its administration, curriculum or management.

The Master of Arts (M.A.) is for educators seeking education beyond the master's degree. This program is very small and is maintained to accommodate international students who want to study educational leadership, but are not concerned with licensing issues, and for those few applicants who are interested in a graduate program with a thesis requirement. This degree requires the same core subjects as the M.Ed. and draws on many of the same courses.

The Master of Arts in Teaching (M.A.T.) is for those with an undergraduate degree seeking a teaching license. This ten-month program extends over three semesters and enrolls about 60 students per year. Upon completion, graduates earn an initial teaching license. Because of the nature of the license obtained, many of the policies and procedures used to administer the undergraduate program apply to these students.

All education graduate programs require 36 credits, with extensive field experience and service learning incorporated into the course requirements. A focused research project is the culmination of each degree. In addition all graduate students are required to submit a reflection paper that demonstrates integration of thought and critical thinking.

There is no differentiation between graduate and undergraduate faculty. All faculty teach at both levels. This is consistent with the Mission of the University that expects exceptional teaching and scholarly activity from all tenure-track faculty.

The same theoretical conceptual framework guiding the undergraduate programs is applied to the graduate program. Tables 2.51 and 2.52 specify the courses that address each principle. The syllabi for these courses indicate the objectives, activities, and assessment strategies employed to ensure the mastery of the principle.

Table 2.51
Master of Arts in Teaching Program Conceptual Framework Matrix

Required Courses		Conceptual Framework Principle								
		Lifelong Learning	Empathy and Respect	Communication	Knowledge of Diversity	Content Knowledge	Knowledge of Learners	Pedagogical Knowledge		Theory into Practice
Dimensions of Education	530	█	█	█	█					Summer
Theories of Learning	531			█			█			
Literacy Across the Curriculum	535						█	█	█	
Development, Assessment, and Evaluation	532									Fall
Methods of Teaching and Learning	533		█	█						
Classroom Management and Organization	534			█	█					
Research in Schools	537	█								Spring
Student Teaching	540		█		█	█	█	█	█	
Student Teaching Seminar	536			█						
Project with Reflection	538									Spring
Student Teaching	541		█		█	█	█	█	█	
Student Teaching: Advanced	542									

Table 2.52
Master of Education Program Conceptual Framework Matrix

Core									
Personal and Professional Growth and Development	550	■	□	□	□	□	■	□	■
Social and Cultural Foundations	551	□	■	■	■	□	□	□	□
Teacher as Researcher	555	■	□	□	□	□	□	■	■
Education Research for Improved Student Learning	558	■	□	□	□	□	□	■	■
Project with Reflection	560	■	□	□	■	□	□	□	■
Leadership									
Curriculum Development and Implementation	570	□	□	□	■	■	■	□	□
Enhancing Classroom Relations	571	□	■	■	□	□	□	□	□
Quality Teaching and Peer Consultation	573	□	□	□	□	□	□	■	□
The Teacher as Leader: Challenges & Opportunities	574	■	□	■	□	□	□	□	□
Transforming Schools	575	■	□	□	□	□	□	□	■
Improving the Instructional Process	578	□	□	□	■	■	■	□	□
Special Educator									
Communication Disorders: Supports and Strategies	503	□	■	■	□	■	■	■	□
School, Parent, Community Relations	504	□	□	■	□	□	□	□	■
Behavior Support: Consultative and Collaboration	505	□	□	□	□	■	■	■	■
Assessment, Evaluation, and Diagnosis	506	□	□	□	□	■	■	■	■
Special Ed. Methods and Materials	508	□	■	□	■	■	■	■	■
Special Education Practicum	564	□	□	□	□	□	□	□	□
Reading									
Elements of Reading	580	■	■	□	□	□	□	□	■
Reading, Language, and Cultural Diversity	581	□	■	■	□	□	□	□	□
Diagnosis and Instruction of Reading Problems	583	□	□	■	■	□	□	□	■
Admin. and Evaluation of Reading Problems	584	□	□	□	■	■	■	■	■

Table 2.53 lists the number of graduate teacher candidates (M.A.T.) graduating each year. Averages of cumulative GPA are also listed for each year. Although general knowledge tests are technically entry requirements for M.A.T. students, they are provided here for comparison. During 1998 and 1999 ACE (Alliance for Catholic Education) students received recommendations for Oregon licensure as part of graduation from the program and had to pass all appropriate tests at the Oregon- required levels. Therefore they are included in the statistics for those years.

Table 2.53
Summary Graduation Statistics: Master of Arts in Teaching

	Number	Cum GPA	CBEST	MSAT	Professional Knowledge
Oregon Min. Req.		3.0	123	147	661
1996	31	3.88	149	174	671
1997	59	3.81	172	155	669
1998	104	3.81	123	168	670
1999	111	3.79	169	168	670
2000	49	3.84	166	170	671
2001	52	3.92	172	169	N/A

Table 2.54 lists the number of graduate advanced preparation candidates (M.Ed.) graduating each year. Averages of cumulative GPA are also listed for each year. Through program reviews, the School of Education has worked hard to ensure that the M.Ed. is academically challenging and reflects best practice for the students. The reduction in cumulative GPA is an indication of the increased rigor of the program.

Table 2.54
Summary Graduation Statistics: Master of Education

	Number	Cum GPA
1996	143	3.92
1997	122	3.90
1998	180	3.91
1999	49	3.88
2000	132	3.90

Assessment

All the internal and external assessment processes described for the undergraduate program apply to the graduate program as well. Table 2.55 lists the specific activities and data collected.

Table 2.55
Program and Conceptual Framework Evaluation:
Graduate Programs in Education

	MAT	M.Ed.	MA	Program Evaluation
Grades				
Cumulative GPA	√	√	√	
Individual Course Grades	√	√	√	
External Testing				
CBEST	√			
MSAT	√			
Subject Area Tests	√			
Miller Analogies Test		√		
Graduate Record Exam			√	
Student Teaching				
Field Experience Evaluation	√			
Lesson Plan Evaluations	√			
Mid-Term Progress Evaluation	√			
Work Sample Evaluation	√			
10 Supervisor Observations	√			
Culminating Research Project				
	√	√	√	
CEAD Annual Summary Report				
Focus Group Surveys				√
Administrative Team Briefings				√

	MAT	M.Ed.	MA	Program Evaluation
Course Evaluations				
Program Evaluations				√
Reflective Exit Papers				√
Faculty Program Reviews				√
Cooperating Teacher Evaluations				√
University Supervisor Evaluations				√
Graduate Survey				√
Interim Survey (Dean)				√
External Evaluations				
CEAD Summary Report				√
TSPC Program Approval Reviews				√
NCATE Accreditation Review				√
NASC Accreditation Reviews				√

Monitoring and Adjusting the Program in Light of the Data Collected

In addition to the extensive list of adjustments noted for the undergraduate program, the following specifically apply to the graduate degrees:

- M.A.T. courses were rescheduled based on student time commitments.
- A course in literacy was introduced into the M.A.T. curriculum.
- Research courses and instructors were aligned to afford more continuity and integration in the M.Ed. program.
- The school requested more student food and library service hours for summer students.
- Instruction in technology and library resources was increased and became more deliberate.
- A new handbook was developed, containing extensive material relating to the graduate programs.

Analysis and Appraisal

The School of Education enjoys additional resources to support the graduate program, particularly at its off-campus sites. However the school is also responsible for marketing and recruiting all of the graduate students. Because, of late, the school has moved to the cohort model, the recruitment process has become more challenging and time consuming while generating fewer students. The faculty is addressing this issue in its future planning.

Next Steps

- The School of Education will increase its efforts to market the off-campus M.Ed. program.

School of Engineering:

Master of Engineering

Mission

A Master of Engineering (M.Eng.) program is offered to students who want to supplement courses in engineering with studies in business administration and, as an elective, communication studies.

Current Situation

The objectives of the graduate program in engineering are:

- To provide a high quality educational experience, with a strong emphasis on design and hands-on laboratory experience
- To provide close interaction between the graduate student and the faculty teaching graduate courses, along with interactions with local industry
- To foster in the students a respect for good oral and written communication as well as good teamwork skills

A student who enrolls in a graduate program in engineering must already have earned a bachelor's degree within a discipline of engineering or another discipline related to it. The degree includes 30 semester credit hours of graduate work that is distinctively different from the undergraduate course work (*Bulletin* 121-2).

Strategies for Program Assessment

The assessment tools used to ensure that students meet the objectives of the master of engineering program are similar to those utilized in the undergraduate programs. Examples of assessment tools include alumni and employer surveys.

Monitoring Adjusting the Program in Light of the Data Collected

Until Fall 2001, the School of Engineering offered three master of engineering degrees: Master of Science in Civil Engineering, Master of Science in Electrical Engineering, and Master of Science in Mechanical Engineering. Consistent with the University's articulated goal of eliminating programs that do not have the potential to become excellent and supporting the programs that do, these three graduate programs are being discontinued. The school and University decided that a Master of Engineering (M.Eng.) degree would be better suited to student needs and the resources available. It was instituted in Fall 2001.

Next Steps

- The School of Engineering will closely monitor the new degree program.

School of Nursing: Master of Science in Nursing

Mission

The School of Nursing offers an M.S. degree in nursing and prepares nurses for advanced practice in two areas: Family Nurse Practitioner and Leadership in Health Care Systems. In addition to the degree programs, the school also offers post-master's certificates for Family Nurse Practitioner and Teaching in Nursing. Graduates of the master's program are eligible for national certification.

Current Situation

In Fall 2000 there were 36 students in the graduate program. Students who enroll in the master's program must hold registered nurse licensure in the State of Oregon and have a B.S.N. degree from an accredited school of nursing.

Each of the two clinical options in the master's program has a set of competencies that specify skills and knowledge of graduates. These competencies are consistent with the requirements of the discipline and are provided below. Intellectual demands differ between the undergraduate and graduate programs and are demonstrated most clearly in the areas of independence in practice decisions and the range of therapeutic nursing interventions available to the practitioner. The competencies for the undergraduate and graduate programs indicate these differences.

Evaluation of student performance is based on the domains and competencies of nurse practitioner practice developed by the National Organization of Nurse Practitioner Faculties (NONPF). This lists below, one for each program, are adapted from NONPF, *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996)

Family Nurse Practitioner:

- Management of client health/illness status
- The nurse-client relationship
- The teaching-coaching function
- Professional role
- Managing and negotiating health care delivery systems
- Monitoring and ensuring the quality of health care practice

Leadership in Health Care Systems:

- Collaborates with organizations, populations, and communities to improve health outcomes.
- Assesses and analyzes health needs in organizations, populations, and communities.
- Plans and implements community health programs that address the health of identified population aggregates.

- Evaluates community health programs.
- Provides culturally competent care to organizations, populations and communities.
- Evaluates health and social policy implications for health care systems and the affected population.
- Provides leadership in collaborative multi-disciplinary environments.
- Articulates a personal practice framework for APN.
- Contributes to knowledge development in advanced practice nursing.
- Utilizes knowledge of financial planning and management skills.
- Uses technology for communication and to manage data and information.

Analysis and Appraisal

The same methods of analysis and appraisal used in the undergraduate program, outlined above, are applied to the graduate program.

Graduate Faculty and Related Resources (2.E)

Although there is not a separate graduate faculty, each graduate program takes care to assure that faculty teaching graduate courses are accommodated accordingly. In the larger programs, business, education, and nursing, faculty teaching in these programs meet the standards for each of the accrediting agencies. In the semesters that they teach graduate courses, these assignments are part of their total course load. The major reason for eliminating graduate programs in the College of Arts and Sciences over the past decade was the inability to provide faculty specifically for teaching graduate students and separate graduate courses. In the School of Education great strides have been made in recent years to improve the number of full-time faculty who travel to the off-campus sites to teach.

In those graduate programs that have need for specific resources particular to the discipline, appropriate resources have been assigned. In the professional schools, as well as the programs offered in the College of Arts and Sciences, approval for offering graduate programs is given only when adequate resources are available. Library resources have developed very carefully with graduate needs in mind. Presently, a 0.5 FTE position in the library is assigned specifically to provide off-campus students with adequate resources, especially to the off-campus programs offered by the School of Education.

Graduate Records And Academic Credit (2.F)

The regulations and admission policies for the graduate programs are published in the University *Bulletin* (109, 111) as well as in each program's brochure, which is sent to each individual upon inquiry about a program. The *Bulletin* is available to both prospective and admitted graduate students through the Graduate School or the Registrar.

Policies and regulations for the Graduate School are consistent and support the character of the University. These policies and regulations are reviewed regularly with each academic unit offering graduate programs, approved by the Graduate School Council, and then approved by the Committee on Curriculum and Academic Regulations of the Academic Senate.

Admission to a graduate program is given only when all the required documents, as outlined in the University *Bulletin*, have been met. The applicant's completed folder, including all the required documents, is sent by the Graduate School to the department or school for an evaluation by the graduate program director and the faculty teaching in the program. The graduate program director makes a recommendation to the Graduate School to admit or not to admit an applicant to their program. The Graduate School formally admits the applicant to graduate studies in a particular program of studies.

With the approval of a graduate program director and Graduate School dean, a maximum of nine semester hours may be transferred to a master's degree program from an accredited institution if they are acceptable for graduate credit. However, credits and courses used to satisfy the requirements of any other degree may not be applied to a subsequent degree in the Graduate School. Several programs, including those operating on a cohort model in education and pastoral studies, do not permit the transfer of credits in those specific programs.

Graduate credit is offered for internships, field experiences, and clinical practices that are consistent a particular graduate program, especially in programs offered by the Schools Nursing, Education, and Business, as well as most of the graduate programs offered in the College of Arts and Sciences. Each of these options is carefully reviewed for applicability to the program's curriculum. The University does not offer credit for prior or experiential learning.

Analysis and Appraisal:

Since the last NASC visit in 1990, graduate programs at the University have undergone significant change. In the 1992 Strategic Plan, the University emphasized enrolling undergraduate, resident students. Subsequently, in program reviews in the College of Arts and Science, those departments that offered graduate degrees evaluated the feasibility of continuing the programs. Presently, the Schools of Business, Education and Nursing offer the major graduate programs, and each has been evaluated in light of the University Mission, demand for these programs, and resources. The graduate programs still in existence have been justified under these criteria.

In particular, the School of Education's off-campus M.Ed. programs have been thoroughly assessed and adjusted. The administration of this program is centered in the School of Education because of the need to respond quickly and effectively to a changing clientele. These programs are challenging to administer, but the efforts expended are

justified, especially when they are offered in locations where students have no other options for graduate study in education.

The Schools of Education and Nursing now assign their regular faculty to teach in the graduate programs, thereby relying less on adjunct faculty. In the Pamplin School of Business Administration and the departments in the College of Arts and Sciences that offer graduate programs, faculty who teach graduates balance these responsibilities with teaching assignments of undergraduates.

The University decided to offer fewer courses that are cross-listed for both graduates and undergraduates. To continue all the courses, at both the 400- and 500-level, more faculty would be required. As a result, some programs have been discontinued.

The same procedure for keeping undergraduate records is in place for graduate programs. In addition the Graduate School office offers some assistance in the admission process and in recruiting. However, the major responsibility for graduate programs remains with the academic units offering the programs. Each has a graduate program director that meets regularly with the dean of the Graduate School to assure the academic integrity of all programs.

Next Steps

- The Graduate School will continue assessment of each graduate program in light of the Mission, the program's effectiveness, and student demand.
- The school will continue monitoring off-campus programs and, where possible, incorporate some of these experiences on campus

ROTC

Mission and Purpose

The United States Air Force and Army provide military training programs through their Reserve Officer Training Corps (ROTC) at the University of Portland. Students who complete the programs successfully are commissioned as officers upon graduation.

Current Situation

During 2000-01 there were 181 students enrolled in Air Force ROTC and 18 were commissioned as officers in May. The Army program involved 106 students, 11 of whom graduated and became officers. Air Force ROTC is long established at the University and has been recognized nationally for the excellence of its program. Army ROTC was available to University students when it was based at Portland State University, but since moving its headquarters to the University of Portland in August 1996, the level of participation has risen dramatically.

Courses are offered in Military Science and Aerospace Studies by officers of the Army and Air Force who have faculty appointments. However, the University does not offer degrees in these areas. All University of Portland ROTC students are enrolled as majors in regular degree programs.

Military scholarships and stipends are available to students in both programs. In addition, the University provides scholarships to cover room and board.

Analysis and Appraisal

The ROTC programs are well integrated into campus academic and extracurricular programs. Communication among faculty, administrators, and the officers is frequent and cordial. ROTC orientation programs are coordinated with the University's orientation, enabling students to benefit from both.

Next Steps

- The University will continue the current levels of communication and coordination with the ROTC programs.

STANDARD THREE

|| || ||

STUDENTS

Purpose and Organization (3.A)

Mission and Purpose

“Development of the whole person” is a phrase that draws together the various parts of the Mission of the University of Portland. The University provides programs and services that support students’ academic and personal development in the context of a community of scholars. This includes those parts of the Mission involving leadership, individual attention, justice and ethical behavior, and service, as well as academic support services. Each program has its own mission, which is included with program descriptions below.

The University's dedication to development of "mind, body, and spirit" is reaffirmed in the Strategic Plan (2.6), which requires the Student Services division to "seek opportunities outside the classroom to realize this commitment through the relationship of its offices to each other and through its adoption and support of the goals of the common curricula."

Current Situation

Organization (3.A.1). The organization of services to students is consistent with the Mission and Goals of the University. All four divisions of the University provide services covered under Standard 3, but the bulk are offered through the Student Services Division. See Table 3.1. This structure has evolved over time, taking advantage of the strengths of particular divisions and natural working relationships. Figure 6.1, in Standard 6, contains a complete organizational chart, including the names of current staff.

Table 3.1
Divisions of the University and the Programs and Services Offered

Division	Programs and Services
Student Services	Student Activities, Residence Life, Career Services, Health Center (including Office for Students with Disabilities, Learning Assistance Program), Adult Programs, International Student Services, Volunteer Services, Admissions, Orientation, Judicial Coordinator, Public Safety. Campus Ministry reports to the resident but functions within the Student Services Division. Bon Appetit Food Service is under a contract supervised by the vice president for student services.
Academic	Advising, Registrar, Early Alert Program, Shepard Freshman Resource Center, Orientation, Academic Advisor to Student Athletes
Financial	Financial Aid, Student Accounts. Barnes and Noble College Bookstore is under a contract supervised by the vice president for financial affairs
University Relations	Athletics (Intercollegiate and Intramural), Publications

Staffing (3.A.2). The student programs and services are staffed by professional and support personnel qualified for their respective positions. Table 3.2 provides the staff profile for the Student Services Division. Job descriptions are developed and kept current for each position. Employees are evaluated at least annually by their supervisors.

Table 3.2
Professional, Support, and Student Staff in the Student Services Division

	Professional	Support	Student	Other
Female	23	11	121	2
Male	27	1	91	
Degrees:				
Phd, EdD	2	0	NA	
MD, JD, MSW	1	0	NA	
MA, MS	21	0	NA	
BA, BS	27	5	NA	
AA, AAS, Certificate, etc.	0	1	NA	
Years Experience in Field:				
None	7	0	104	
less than 5	19	6	74	
5-10	11	3	0	
11-15	3	1	0	
16-20	5	1	0	
More than 20	4	1	0	
Full-time:				
9/10 months	20	2	0	
12 months	28	10	0	
Part-time:				
9/10 months	0	0	150	
12 months	1	0	0	

Policies and Procedures (3.A.3). Policies and procedures are in place for the various student programs, both at the division and department/program level. Both staff and faculty are involved in planning and presentation of student development programs (SP 2.4.4). The objectives of the various programs are compatible.

Resources (3.A.4). Human, physical, and financial resources are allocated based on strategic planning and program assessment. Since 1990, many of the buildings housing student programs have been newly built or substantially renovated . See Table 3.3 and Standard 8.

Table 3.3
Facilities Housing Student Programs and Services

Location	Office, Program, or Department
Waldschmidt Hall*	vice presidents for the four divisions, Admissions, Financial Aid, Registrar, Early Alert Program, Judicial Coordinator, Publications
St. Mary's	Student Activities, Volunteer Services, Orientation (coordinated by Student Activities)
Buckley Center	Residence Life, International Student Services, Shepard Freshman Resource Center
Orrico Hall+	Health Center, Office for Students with Disabilities, Learning Assistance Program, Career Services
Commons and Pilot House (The Cove)	Bon Appetit Food Service
Pilot House*	Barnes and Noble Bookstore
Chiles Center	Intercollegiate Athletics
Howard Hall	Intramural Athletics
Shipstad, Kenna*, Christie*, Mehling*, Corrado+, and Haggerty+ Halls; Villa Maria; University Court+	Residence Halls

* substantially renovated since 1990

+new construction since 1990

Analysis and Appraisal

The organization of services functions adequately to serve the Mission. There is regular, ongoing contact among the programs. The size of the University and personal working relationships among the staff encourage cooperation in serving student needs.

Planning and evaluation, based on the Mission, Goals, and Strategic Plan have become more systematic since 1990. Annual evaluation and planning are now the norm.

During the past decade, financial resources allocated to student services have reflected the University's own struggle with budget pressures. However, since the budget cutbacks between 1995-1997, the University has been able to refill most cut positions, and to add new staff in units critical to enrollment growth and to student retention. For example, Residence Life staffing was increased with the 40% expansion of residential bed spaces. Of concern, however, is the stress placed on the student services infrastructure by

continued enrollment growth. The building spaces available for student recreation, food delivery services, and student activities and meetings have not been expanded.

Several positions have been restored in recent years after earlier budget cuts, but there is a continuing need to re-examine the staffing and conduct compensation studies. Some positions have been difficult to fill due to under-funding, including positions in Student Activities and Career Services. In light of concerns about compensation, staff with salaries under \$25,000 received a substantial pay increase for 2001-02.

Staff turnover is a function of the institution's size and finances, but is similar to the challenges faced by comparable Universities. The University recruits highly educated and skilled professionals who are often lured, after a short while, to more lucrative positions with better prospects for advancement. The support staff has a longer average tenure at the University.

Appropriate building space is a pressing challenge for many services to students. In the latest Student Satisfaction Survey (SSI), 34% of survey respondents (all juniors and seniors) expressed dissatisfaction with the student center; well over half were neutral or dissatisfied. 28% of seniors responding to the 2000 College Student Survey (CSS) survey were dissatisfied with campus recreational facilities; 60% were neutral or dissatisfied in regard to the facilities.

St. Mary's, used primarily by Student Activities, is old, difficult to maintain, and cannot adequately accommodate the program. A university center (as envisioned in SP 3.1.8) could offer meeting, activity, and performance/lecture spaces, offices for staff and student programs, and the enhanced coordination and communication that close proximity makes possible. Howard Hall, the intramural recreation facility, is too small and does not meet current standards. Orrico Hall was designed for the Health Center and Career Services. While it is a wonderful new facility, the increased enrollment is putting pressure on the medical examination space.

Next Steps

- Programs will continue to refine planning and assessment based on the Mission and resources available.
- The University will develop and construct appropriate facilities for activities, meetings, offices, and recreation.

General Responsibilities (3.B)

Current Situation

Student Characteristics, Needs, and Services (3.B.1). The University employs several measures to identify student characteristics and needs and makes provisions to meet them. These include both academic issues and a variety of services to students.

In Fall 2000, the total University enrollment, undergraduate enrollment, and new freshman enrollment all reached record high levels. See Figures 3.1 and 3.2. Total University enrollment reached 2926, nearly a 3% increase over 1999. Undergraduate enrollment was 2464 (an increase of 5% over 1999) due to the largest-ever first-time freshman class (an increase of 4% over 1999), and a high number of continuing students. Graduate student enrollment was 377 (this figure includes M.Ed. students, whose course schedule begins after the standard University fall census date), down about 9% from the previous year. Ethnic and geographic diversity of the undergraduate student body increased as freshman continued to be slightly more diverse. Sixteen percent of the freshman class (not including the international students) was of minority status. The 2000 freshmen class maintained the high academic record of 1999 (based on SAT scores and GPA), following years of dramatic improvement.

Figure 3.1
Undergraduate Enrollment, 1991-2000

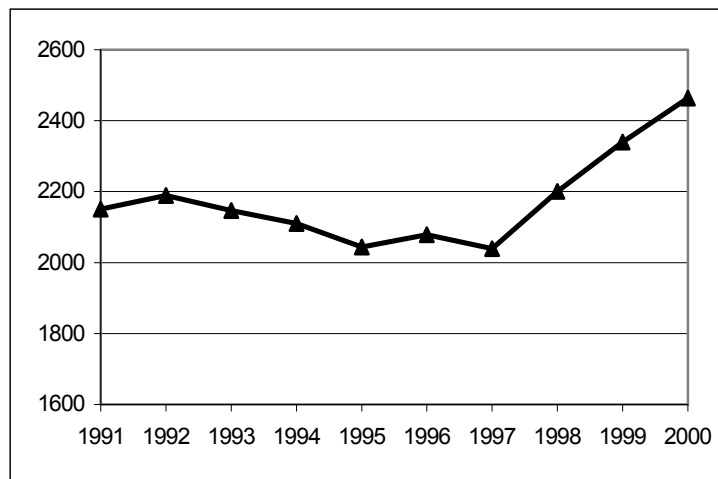
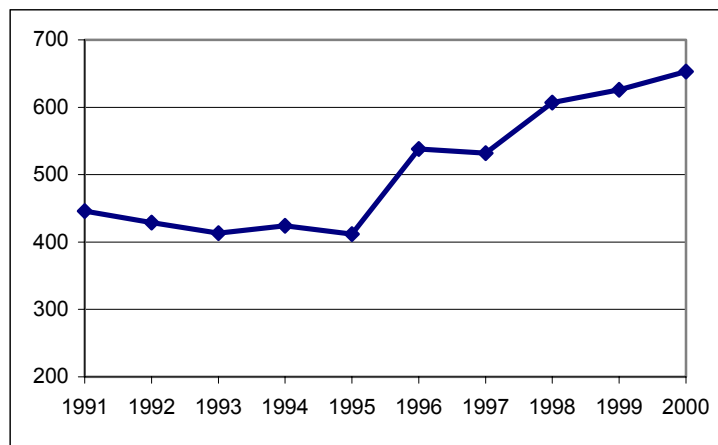


Figure 3.2
Entering Freshmen, 1991-2000



Systematic data about students allow programs and departments to respond better to personal, social, spiritual, developmental, and academic needs of the student population (SP 2.5). The University's Office of Institutional Research provides a variety of data sources designed to inform the University about the characteristics and needs of enrolled students. Examples of assessment and data gathering instruments include:

- Fall Enrollment Report (demographic data)
- Retention Reports
- Enrollment Tracking Reports
- Core Alcohol and Drug Use Survey
- Noel-Levitz Student Satisfaction Survey
- Alumni Survey
- Cooperative Institutional Research Program (CIRP)-Freshman Survey
- College Student Survey (CSS)-Senior Survey
- NCAA Reports

Students are tracked throughout the course of their college career and beyond, using surveys and student data, in order to understand their needs and plan appropriate services. The CIRP freshman survey is useful for understanding entering students' preparation for, and expectations about, college. Surveys during and after their college careers (CSS Senior, Satisfaction, Alumni) add to the University's knowledge of their involvement, satisfaction, and perception of gains from their college experience. Additionally, using student data to track student movement and attributes through college helps in identifying the characteristics of successful and unsuccessful students. Linking this student data with longitudinal survey data provides a rich source of information for identifying student needs.

Students who are identified as having special needs are served by two programs in the Health Center. The Learning Assistance Program is available to all students who want or need to learn more about how to learn (e.g. study skills, reading comprehension, organizational skills, time management, test taking, note taking). The professional staff person offers campus workshops and trains student peer mentors. The same staff person serves as the coordinator of the Office for Students with Disabilities. A team from the Health Center evaluates the students' documentation, and the coordinator works with students to create an accommodation plan, which is shared with all affected faculty and staff. In Spring 2001, 52 students at the University had disability accommodation plans, the culmination of a steady increase from 13 students in 1995. The majority of these are for learning disabilities and attention deficit disorder. Students with disabilities are supported by policies and procedures outlined in a procedures manual (found at www.up.edu/student/health/disabilities/default.html) as well as the complementary *Faculty Guide* and *Student Guide* published by the Office for Students with Disabilities.

The International Students Services program provides support for international students, including second language support and social activities. Student Activities offers an Adult Student Program for students over 25. The Shepard Freshman Resource Center,

Early Alert Program, Writing Center, Math Lab, and Student Athlete Advising Program offer programs through various departments in the Academic Division.

Student Governance and Faculty Involvement (3.B.2). The Associated Students of the University of Portland (ASUP) provides the structure for student governance. Of the seniors responding to the 2000 CSS survey, 14% reported having participated in student government in college and 13% were elected to student office, higher rates than for other private universities.

ASUP appoints student representatives to Academic Senate Committees and Presidential Advisory Committees. Faculty has involvement in student services programs through an assortment of presidential advisory committees. These committees include committees on athletics, health and safety, and the student-faculty court. See Standard 6 for further information.

Students and faculty are recruited for advisory committees for Student Services programs and are consulted in the development of policies and programs. For some departments this input is on an ad hoc basis (e.g., Office for Student with Disabilities policy development) and in other instances there has been a regular standing committee (Volunteer Services and Office of International Student Services).

Student Rights and Responsibilities (3.B.3). The *Student Handbook* and *Bulletin* are distributed to all students, and policies contained in them are administered in a fair and consistent manner. The handbook includes a chapter on Students' Rights and Responsibilities (40) containing Statements of Student Freedoms and Responsibilities, University Regulations, and University Judicial System. The *Bulletin* contains policies on academic regulations, records, and appeals (13, 19, 27). The Code of Academic Integrity (*Bulletin* 13), approved by the Academic Senate in 2000, specifies procedures for handling academic violations by any member of the University community, whether faculty, staff, or student.

Within the Student Services Division, there is a provision for handling issues of concern and violations of non-academic University regulations. Residence Life, through its hall staffs, holds resident students accountable for living within the rules of the campus community. Student Services employs a judicial coordinator to address student infractions of University regulations either by non-resident students or by resident students who have not responded positively to the hall staffs. The judicial coordinator investigates and imposes sanctions, unless the violation is so serious that suspension or dismissal is possible. In that case the accused student may choose to have a hearing before the Student-Faculty Court, which can only recommend action, or privately with the vice president for student services. In either case the vice president makes the final decision, although that decision may be appealed to the president of the University. The judicial coordinator handles over 30-35 cases a year. Generally, only 3-4 cases are appealed annually. In the 1999 SSI, 58% of students responding said they were satisfied that 'student disciplinary procedures are fair'; 51% were satisfied that 'residence hall

regulations are reasonable.' The student government has not raised this as an issue in many years.

Safety and Security (3.B.4). A safe secure environment facilitates students' ability to learn, and safety of the campus community is of paramount concern for the University. Students were very positive about the safety of the campus as expressed in the 1999 SSI, in which 92% expressed satisfaction that the campus is safe and secure, while 61% of those responding were satisfied that security staff respond quickly in emergencies.

Student safety is addressed at several different levels by various University departments or offices. A presidential advisory committee on Health and Safety reviews University policies and procedures and conducts annual "safety audits" throughout campus. The Office of Public Safety coordinates overall efforts to ensure the safety of students, faculty, staff, and visitors to the campus and works with other departments as these departments implement safety procedures. Academic departments establish and implement procedures for student safety in laboratory and clinical areas.

The Office of Public Safety is responsible for enforcing "applicable federal, state and local laws, as well as University policies and regulations" (*Public Safety Bulletin*, 1999-2000). Public Safety staff monitor the campus and nearby residential area, respond to concerns, and alert the Maintenance Department of safety hazards needing repair; they also assist with security or safety issues such as accessing buildings and rooms, starting stalled vehicles, or escorting community members to their vehicles at night. Public Safety maintains a cooperative relationship with the surrounding neighborhood and neighbors, responding to calls about student behavior, which is regulated both on- and off-campus according to the University Regulations published in the *Student Handbook*. The wide range of Public Safety activities, policies, and standards, as well as data related to safety (e.g., types and numbers of crimes, arrest statistics) are listed in the Public Safety's *Campus Crime Report and Drug and Alcohol Policy*, which is distributed annually to all members of the University community. The University works closely with Oregon State, Multnomah County, and Portland city law officials as necessary. The parameters of authority for Public Safety staff and their relationship to these officials are outlined in the *Campus Crime Report*.

The Office of Public Safety collaborates with other University departments as department safety procedures are implemented. For example, Public Safety disposes of biohazards generated by the University Health Center, School of Nursing, and Biology Department; it maintains records of exposure to blood-borne pathogens for 30 years; it keeps current files on students with special health needs that outline procedures to be used if the student requires emergency medical care; and provides Residence Life with an "Inventory Record" for student use in identifying personal property.

The Office of Residence Life works with students living on campus to provide a safe living environment and security of student property. As students move into the residence halls, they are required to complete an Emergency Medical Information form, alerting

hall staff to special requirements or conditions (e.g., allergies). Residence hall staff members are trained to be available for students, and to monitor student conditions.

The University Health Center offers health care services, emergency mental health consultation and intervention services, and health promotion educational activities throughout the year.

Residence Life and the University Health Center also collaborate in the management of the Peer Health Educator program that places at least one trained, student health educator in each residence hall. These students conduct educational programming and are available to provide educational and referral information. Since 1990, Residence Life and the University Health Center have conducted a mandatory program for freshman to prevent acquaintance rape and sexual assault. Also, the University Health Center also maintains a Sexual Assault Survivor Advocates Network of students, faculty and staff who are trained and available to provide support to individuals who have survived an assault and are seeking information on available resources.

Discussions of issues such as anger management, impulse control, date rape, and personal safety in interactions with others occur frequently in the residence halls, and are frequently facilitated by hall staff. These issues are also addressed by the staff of the University Health Center in both individual consultations and in campus outreach activities. Such discussions enhance the safety of students, but they also foster a sense of individual responsibility and give students the opportunity to examine their personal values about social relationships, and how they perceive and value other individuals as well as themselves. This process is a good example of how addressing safety issues truly contributes to a nurturing environment for students.

Despite all of the safety and security measures listed above, the University was deeply shocked and saddened by the murder of a student on campus in May, 2001, the first in the University's history. As this report was being finalized, increased security measures had been implemented to make a safe campus even safer. The campus will remain vigilant, especially since the police have released little information and there has been no arrest in the case.

Bulletin and Student Handbook (3.B.5). The *Bulletin* is the primary and official source of information about the University. It is updated annually and contains information about the Mission (3), admission requirements (27), academic regulations (13), degree completion, credit courses and descriptions requirements (see the sections for the College of Arts and Sciences and the professional schools), tuition, fees, and refund policy (31). The *Bulletin* also includes information about the curriculum, withdrawal from the university, special programs, student services, student life, campus ministry, computer facilities, the University Library, administration, faculty degrees conferred, and the graduate school. Each enrolling student receives a copy of the *Bulletin*, as do the employees in each unit of the University.

The *Student Handbook* is updated and published each fall by Student Services. The contents include information about student life on campus, campus resources, academic resources, City of Portland resources, and student rights and responsibilities. The document also includes a lexicon section and a section of frequently asked questions with responses. The material is published in an inviting format and includes a host of trivia about the University. See 3.B.3.

Systematic Evaluation of Student Services and Programs (3.B.6). Offices that provide services to students, and the University as a whole, employ a wide range of methods to assess the effectiveness of their programs. Assessment methods, adapted to individual programs, are augmented by University-wide satisfaction surveys, including the CSS Senior, Student Satisfaction, and Alumni surveys provide broad assessment that includes student involvement in student service activities. The data are used to adapt and improve the programs. For example, the Noel-Levitz Student Satisfaction Survey, a longitudinal information-gathering instrument, was administered to freshman and sophomores in March 1997 and to juniors and seniors in March, 1999. The feedback particularly supported the development of renewed vigor in evaluating and implementing advising services provided by faculty, and it also provided support for the development of the Shepard Freshman Resource Center that opened August, 2000.

Offices also maintain databases on information such as rates of utilization and user profiles, post event debriefing sessions, critical incident reporting mechanisms, grievance procedures, needs assessment surveys, and financial aid data, including repayment rates.

The Student Services Division has initiated a training and discussion process to enhance the efficiency and effectiveness of their assessment and evaluation activities. To this end, a nationally renowned expert was contracted in 2000 to provide additional training during a two-day on campus workshop. The division is now working towards a more systematic approach to assessing and improving the effectiveness of their services and programs. The exhibits contain the annual reports of each office in the division.

Analysis

Improved institutional research documentation is supporting better program development that is targeted at the specific needs of students. Continuing consistent research will help refine the planning and assessment process for student support services.

More data and additional evaluative procedures are needed in the Student Services, so the division is developing a more systematic assessment methodology, especially procedures for collecting data on student involvement in, and use of, student services programs, and a more efficient use of assessment instruments that can be used across divisions.

Faculty and student advisory committees are inconsistently implemented for Student Services programs. While there has been no identified problem or complaint in this regard, a policy for systematic involvement may further the already established openness between the Academic and Student Services Divisions and enhance the timeliness

between input from campus constituencies and policy revision. Such a policy could benefit from clearly defined goals and objectives, timelines, and communication plans to ensure focus and meaningfulness of such activities.

Next Steps

- The Student Services Division will develop and implement consistent procedures for faculty and student advisory committees for Student Services programs, including goals and objectives.
- The Student Services Division will continue to refine assessment procedures for its programs.

Academic Credit and Records (3.C)

Mission and Purpose

The University of Portland keeps accurate, secure, and comprehensive student records to document students' academic achievements.

Current Situation

University policies on academic credit and records are found in the Academic Regulations and Records sections of the Bulletin (13, 19, 109).

Credit (3.C.1). Evaluation of student learning or achievement and the awarding of credit, are based upon clearly stated and distinguishable criteria. Academic Regulation II.B (Bulletin 14) states: "The instructor of a class determines the requirements for the successful completion of a given course. The instructor will inform students in writing of these requirements and grading policies within the first week of the opening of the class." All syllabi are to include a statement on goals and objectives for the course.

Procedures for defining and awarding academic credit are documented in the Academic Regulations II.C and IV.E-I (Bulletin 14, 109). One semester credit hour is to represent 45 hours of class time and student preparation. Full-time undergraduates take normally take approximately 15 units, but not less than 12, and a full load for graduate students is 9 units. An undergraduate student's dean must approve a course load of more than 18 units.

Criteria used for evaluating student performance and achievement (3.C.2). In November of 1999 the University of Portland's Academic Senate approved a University-wide policy for the creation and implementation of Course Assessment Criteria across the College of Arts and Sciences and the Professional Schools. This policy provides a backdrop for and the driving force behind continual efforts at the University to develop appropriate and concrete criteria for evaluating student performance on the individual course level, as well as at the level of degree achievement for undergraduate and graduate students alike. Full participation in this continuing process has been demonstrated by the

creation of a faculty assessment committee (which has now successfully completed its work), an assessment website (<http://lewis.up.edu/assessment>), and full faculty attendance at an Assessment Planning Workshop held on May 4, 1999.

The results of this process thus far have yielded a change in how individual course syllabi are constructed. Individual teachers are creating course syllabi that clearly state the evaluation criteria for a course. Furthermore, programs across the University are striving to hone and develop appropriate capstone projects, theses, practica, and internship criteria components that provide students with clear indicators of how their work will be evaluated at the degree achievement level. This can also be viewed in the end results of student work.

Degree and Non-Degree Credit (3.C.3). Clear and well-published distinctions between degree and non-degree credit are given in the *Bulletin* (15). The *Bulletin* also indicates when credit will be recognized toward a degree or if special conditions exist before such credit will be recognized for the following: transfer students (pages 17, 28), non-matriculated students (29), auditors (30), advanced placement and CLEP (28), pass/no pass and incomplete (15).

Continuing Education Credit (3.C.3). Extension and x credit are not applicable to the University of Portland. Continuing Education Credit is noted in the *Bulletin* (19) and on the back of official transcripts.

Transfer Credit (3.C.4). Procedures for transfer of credit from other institutions are outlined in the *Bulletin* under Academic Regulations VII.A-B (17) and Admissions (28).

Students planning to transfer 26 or more semester hours may be considered for admission if they have an overall grade point average of 2.5 and are in good academic standing in the college most recently attended. Admission to the University is determined by the academic dean's evaluation of the student's academic record. Many academic programs require specific course work and a college grade point average well above 2.5. The maximum number of credits that may be transferred into the University toward the upper division requirements for the major is 25% of the total.

When students transfer from an accredited college or university, all acceptable credits are counted in determining the class standing. Students transferring into the University as sophomores, juniors, or seniors will complete the normal requirements in the curriculum in which they are enrolled.

With the approval of the dean, credits designated as transfer (100 level or above) with a grade of C (2.00) or higher, may be accepted from community colleges and baccalaureate degree granting institutions accredited by regional accrediting associations, as well as by professional accrediting agencies when appropriate, subject to the limitations imposed by the degree requirements of a student's specific major. Academic credit for other courses and advanced placement may also be given with approval of the academic dean.

Comparability and applicability of courses are reviewed and decided upon by examination of school bulletins, course syllabi, and discussions among colleagues in the individual departments. Regular communication between staff in local community colleges in Oregon and southern Washington and the University provide the most up-to-date information that can be provided to potential transfer students. The Office of Admissions publishes Transfer Equivalency Sheets for local community colleges. Students normally meet with an adviser and an evaluation of credits is prepared. In general, course work not specifically fulfilling major and core requirements can count as elective credit. (Policy 2.5)

Articulation Agreements with other Institutions. The University has no official agreements in place (see 2.C.4). However, the School of Education has informal agreements with Warner Pacific College and George Fox University. These agreements provide that all credits taken by students in a prescribed set of courses at the collaborating institution will be counted towards the School of Education degree program.

Transfer of students from foreign institutions (Policy 2.5). Foreign transcripts are evaluated for level and credit value by an Admissions staff member with many years experience as a teacher and principal overseas. Faculty members then evaluate the courses for their comparability and acceptability for specific programs.

Graduate Credit. Policies for graduate school credits, including transfers, are outlined in the Graduate School Academic Regulations (*Bulletin*109). The grade of C is the lowest grade that carries with it graduate credit. Graduate students may transfer a maximum of nine semester hours to a University of Portland Master's degree program from an accredited institution if the credits are acceptable for graduate degree credit in the source institution. The transfer must be approved by the assistant to the academic vice president.

Records (3.C.5). The Registrar's Office compiles and maintains students' permanent academic records according to the policies in the Bulletin (19). Admissions files are transferred from the Office of Admissions to the Registrar by office staff after enrollment for classes at the end of the second week of the semester the student begins courses.

Confidentiality (3.C.5). All individuals who are allowed access to student files are trained about confidentiality concerns and Family Educational Rights and Privacy Act (FERPA) regulations. All student workers with access to files are to sign a confidentiality agreement. The Office of the Registrar maintains the permanent records in accordance with guidelines from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and state and federal governments, and is currently compiling a records retention policy manual specific to the university.

Records and Data (3.C.5). Student records in admissions and in the office of the registrar are maintained in secure, fireproof filing cabinets that are locked at the end of the workday. A duplicate file for current students is maintained by their college or professional school and a duplicate copy of prior students' records is maintained on

microfilm. A copy of the microfilm records is stored in the office and a duplicate copy is stored in safe deposit at Wells Fargo Bank.

Data maintained in computing systems are backed up daily and all system and user files are backed up weekly. All backup files are stored in Buckley Center and with Arcus Data Security. In the event of a disaster, these backup files can be restored and replace any system files that were lost or damaged. The Office of Computer and Telecommunication Services maintains access to data in computing systems. Each individual with access to the computer system network, the Banner student data system, and the email system must sign an agreement with Computer and Telecommunications Services and is then assigned a user name and private access passwords. There are plans to have a confidentiality agreement published at the initial login screen to the student data system.

The release of information is conducted in accordance with FERPA regulations and University policy regarding release of information is published in the *Bulletin* (19), in the *Registration Information and Course Schedule 2001-02* (8), and in the *Student Handbook* (43).

Analysis and Appraisal

The handling of academic credit and records is generally appropriate. However, compliance with confidentiality is an issue at times in departments and programs, but not in the offices of the deans or registrar. Some students who handle confidential information do not sign confidentiality agreements. While there have been no reports of problems with confidentiality, the education about confidentiality requirements is not uniform. Some faculty are not aware of FERPA requirements. A records retention manual would promote a uniform standard that could be better implemented.

In order to determine the extent to which student learning or achievement and the awarding of credit are based on clearly stated and distinguishable criteria, course syllabi from the College of Arts and Sciences and the four professional schools were sampled during the spring 2000 semester. Two factors were identified to determine if the criteria were clearly stated and distinguishable. First, the syllabus needed to state the distribution or percentage allocation of each graded element in the course toward the final grade. Second, the syllabus needed to indicate a scale for awarding grades of A, B, C, D and F. Virtually all syllabi included information on the allocation of graded elements toward the final grade. However, a scale for awarding of grades was specified less often. Some syllabi included a specific statement indicating that grades would be assigned on a curve. 100% of the syllabi from the Schools of Education and Nursing listed grading scales in the this study. Subsequently, the School of Engineering required faculty to include this in all syllabi. Faculty in the College of Arts and Sciences have been informed of the problem and department chairs are working with faculty to implement the change.

Next Steps

- Faculty will specify a scale for awarding grades in every syllabus.
- The registrar will centralize storage of all records and organize the records for more efficient searches.
- Records will be increasingly digitized to improve storage and access.
- The registrar will complete and implement a records retention policy manual.
- The registrar will propose increased campus education about appropriate handling of confidential records, including faculty, students, and staff.

Admissions, Student Needs and Characteristics, Placement, Retention, and Graduation (3.D.1-5)

Mission and Purpose

The University of Portland provides programs and establishes and implements policies that support the successful completion of academic degrees by students and uphold the academic standards of the institution. These include the admitting appropriate students; identifying and serving the needs and characteristics of the student body; placing students properly in programs and courses; publishing and enforcing requirements for continuation, termination, and readmission; and publishing and verifying the completion of graduation requirements.

Current Situation

Admissions (3.D.1). The purpose of the University of Portland Undergraduate Admissions Office is to identify, inform, support, and serve—not just select—the prospective student. It is to give honest and precise information for the purpose of assisting prospective students in making an informed choice during their college decision-making process. The admissions program emphasizes the Mission of the University of Portland as a Catholic university served by the Congregation of Holy Cross. Marketing efforts are directed toward students who have demonstrated academic potential, an interest in the University's Mission and Holy Cross values, and a motivation for service and personal growth. The primary geographic area served is the Pacific Northwest and Catholic secondary schools in the west, but also including other western and mid-western states, U.S. territories, and selected international areas.

Admission to the University of Portland is governed by qualifications based on the Mission and established by the Board of Regents and deans of the University. Admission requirements are carefully articulated through a variety of University publications and documents that are regularly updated in consultation with the deans and CAS department chairs. In all cases, admission to the University is in accordance with the established guidelines spelled out in these publications.

In 1995, the Office of Admissions was moved to the Student Services Division and two years later the University revised the director's job description, changed the title to Dean of Admissions, and hired a new person for the role. The Dean of Admissions meets regularly with both academic deans and directors of the various student services departments. Soon after the new dean's arrival, the responsibility for admitting freshmen was transferred from the academic deans to the Dean of Admissions. Ongoing updates of the admissions standards are recommended by the Dean of Admissions to the academic deans for approval before such changes are implemented. These innovations have improved the University's consistency, efficiency, and communications. The University can now more uniformly admit students not just to the individual schools, but to the University as a whole.

Table 3.4 reports admissions data for students entering in the fall semesters of 1997-2000, including the number of applicants, acceptances, denials, and enrollments.

Table 3.4
Admissions Report, 1997-2000

	2000	1999	1998	1997
First Time Freshmen				
Applications Received	2169	1813	1741	1697
Admitted	1902	1608	1526	1427
Denied	171	138	102	91
Enrolled	653	626	607	532
Transfer				
Applications Received	392	400	376	405
Admitted	276	273	251	294
Denied	47	36	52	53
Enrolled	148	148	151	129
Graduate				
Applications Received	541	489	421	439
Admitted	405	238	298	316
Denied	39	79	42	67
Enrolled	169	156	85	126

Tables 3.5 and 3.6 list qualifications and characteristics of incoming freshmen in the past decade.

Table 3.5
SAT scores and GPAs of Entering Freshmen, 1991-2000

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
SAT*:										
Average	1060	1066	1097	1108	1133	1126	1136	1139	1135	1132
25th %ile	960	960	1000	1020	1030	1020	1035	1040	1050	1040
75th %ile	1180	1170	1190	1210	1240	1220	1230	1240	1240	1230
Avg. HS GPA	3.25	3.36	3.39	3.48	3.51	3.52	3.54	3.58	3.57	3.54
% in top quarter of HS class	55%	57%	59%	66%	63%	65%	73%	68%	67%	63%

* SAT scores are all recentered. The University uses only the highest SAT score if the test is taken more than once.

Table 3.6
Undergraduate Student Characteristics, 1992 - 2000

	1992	1993	1994	1995	1996	1997	1998	1999	2000
% Female	56.0%	55.8%	56.2%	57.4%	55.5%	55.0%	56.4%	56.6%	57.1%
% Minority	6.6%	6.6%	7.7%	8.1%	10.3%	12.8%	13.3%	14.3%	14.7%
% Catholic	44.5%	45.8%	45.2%	47.1%	49.5%	51.6%	51.4%	51.3%	49.4%
% from outside OR/WA	22.1%	22.1%	21.3%	21.5%	21.8%	25.2%	25.9%	25.9%	28.1%

Graduate Admissions. Graduate students are admitted according to the general criteria specified in the *Bulletin* (113) and specific criteria for each graduate degree program (*Bulletin* 114).

Student Characteristics and Needs (3.D.2) The University seeks to attract and retain a geographically and culturally diverse student population (SP 2.5). About 20% of entering students are first generation college degree earners (neither parent has a college degree). Admissions targets recruitment to diverse student populations, including selected regions and schools from a much broader area than in 1990. Ongoing efforts include hosting weekly activities of Bridgebuilders, a development program for African American high school boys from North and Northeast Portland, and the annual Cesar E. Chavez Leadership Conference for Hispanic high school students from around Oregon. See SP 2.5.4, which commits the University of Portland to reach out to minority grade school and high school students.

The University is committed to continuing to study and address minority student needs, provide cross-cultural workshops, and promote programs that encourage the sharing of different cultural traditions and values (SP 2.5.1-3, 2.5.5). Beginning Fall 2001, Student Activities has a full-time multi-cultural program director. Examples of cross cultural programming includes the Martin Luther King, Jr. Birthday commemoration, Hawaiian Club's annual Luau, International Student Week, and *The Wise Monkey* (a widely-distributed publication of the International Student Club, which focuses on multicultural topics).

Table 3.7 shows that the University of Portland is more racially diverse than the four-county Portland metropolitan area, and the three northwest states of Oregon, Washington, and Idaho. The primary factors that increase the University's racial diversity are that there are fewer whites (non-Hispanic) and more Asian/Pacific Islanders. By comparison, California and the United States as a whole have more racial diversity. For the past 5 years, the international and other minority student population among undergraduates has averaged 21% of the total student population. The minority (non-international) student population has grown from 6.6% in 1993 to 14.7% in Fall 2000. Extensive uses of financial aid both merit and need based, have helped to attract greater numbers of ethnically diverse and low-income students. See Standard 3.D.6. As an example, students who self-identified as Asian/Pacific Islander have shown a strong and consistent increase in numbers since 1991 when there were 44 students in this category, to Fall 2000 when there were 211 students in this category.

Table 3.7
Racial Diversity of Undergraduates* 2000-01,
Compared to States in the Region and the Entire U.S. (2000 U.S. Census)

Category	Univ. of Portland	Portland	Metro Area**	OR	WA	ID	CA	USA
White (non-Hispanic)	81.7%	76.8%	84.1%	86.6%	81.8%	91%	59.5%	75.1%
Asian/Pac. Islander	9.1%	7.2%	5.2%	3.2%	5.9%	1.0%	12.1%	3.7%
Hispanic	3.9%	6.8%	7.4%	8.0%	7.5%	7.9%	31%	12.5%
African American	1.2%	7.2%	2.8%	1.6%	3.2%	0.4%	7.5%	12.3%
Native American	0.5%	1.2%	0.8%	1.3%	1.6%	1.4%	0.9%	0.9%

*Using student self-identification in categories utilized by the 2000 Census and the University of Portland. The University numbers do not include graduate students or international students. Totals are not 100% because of students who did not identify an ethnic category.

**Multnomah, Washington, Clackamas Counties (Oregon), Clark County (Washington).

The majority of undergraduate students come from Oregon and Washington. See Table 3.8.

Table 3.8
Geographic Distribution of Undergraduates, 2000-01

Source of Students	Percentage of Undergraduates
Portland metropolitan area	34.7%
Oregon, outside Portland metro area	14.2%
Vancouver/ Southwest Washington	5.6%
Other locations in Washington	17.2%
Other western states (AK, AZ, CA, CO, HI, ID, MT, NM, NV, UT)	21.7%
Other (including international students)	6.4%

A broad range of services that address diversity issues are provided to students, faculty, and staff. See Table 3.9.

Table 3.9
Support Services Addressing Diversity Issues for Students

Provider	Activity
Office of Campus Ministry	Outreach, directory of local houses of worship, and Bible study groups
Office for Students with Disabilities	Counseling, advising and education
Learning Assistance Program	Counseling, tutoring, workshops
University Health Center	Counseling, education/outreach, immunization services
Office of International Students	support services, advising, educational events, orientation
Residence Life	Educational and social programming, "Life on the Bluff" policies
Early Alert Program	support services and referrals
Shepard Freshman Resource Center	Advising, programming, research, practical assistance (bus schedules, etc.)
Office of Institutional Research	surveys and reports
Student-Athlete Academic Advising	Life Skills Class, tutoring, advising
Office of Student Activities	Activities, cultural programming, clubs, adult student programs (See Standard 3.D.15)
Student Services	GLBT confidential group

Financial Status. Table 3.10 shows the distribution of students by family income level. Nearly one-fourth of incoming freshmen in 2000 came from families with incomes below \$45,000, while just over 40% have family incomes of over \$80,000. A large percentage of the University's students find it necessary to take on paying jobs during their college attendance. According to the 2000 CSS senior survey, 43% of students in that class worked more than 10 hours per week during college; 29% worked between 6 and 10 hours per week.

Table 3.10
Family Income of Entering Freshmen

Family income	% of freshmen
0 to 24,999	8%
25,000 to 34,999	7%
35,000 to 44,999	7%
45,000 to 59,999	13%
60,000 to 79,999	19%
80,000+	45%

Religious Diversity. Since the University is a Catholic institution, it targets some recruiting to Catholic high schools. During 2000-01, 49% of undergraduate students identified themselves as Catholic. No students are required to attend Catholic worship

services, but all students are welcome. Campus Ministry helps non-Catholic students stay connected with their own religious groups through Bible study groups for students of diverse Christian traditions, referrals, and a printed directory of local houses of worship. There has been a dedicated Muslim prayer room in Christie Hall for many years. When the building was renovated in 1995, the room was rebuilt to include the appropriate ritual washing facilities.

Placement (3.D.3). Placement of students in various courses and programs is accomplished through registration advising by the staff in the academic department chairs' and deans' offices and by the faculty members in given disciplines. Incoming freshman are also registered by Admissions personnel. Examinations are used to place incoming students at the appropriate level in Spanish and French courses. Students who have a minimum score of 630 on the SAT verbal are exempted from English 107 (College Writing). The University does not have an open admissions policy, so the "ability to benefit" standard indicator does not apply.

Requirements for Continuation, Termination, and Readmission (3.D.4). The University *Bulletin* specifies requirements for continuation in, or termination from, educational programs, as well as an appeals process (*Bulletin* 17). The policy for readmission of students who have been suspended or terminated is clearly defined (*Bulletin* 17).

Retention. Improving the retention rate is a high University priority. This is being accomplished through more effective admissions policies, orientation, advising, and the Shepard Freshman Resource Center. Table 3.11 demonstrates the dramatic change in the past five years. The University's goal for retention of students between their first and second years is 90%.

Table 3.11
Retention Rates for Freshman Cohorts, 1995-1999

% returning between:	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort
1 st -2 nd year	79.4%	78.1%	80.2%	80.9%	81.8%	83.2%
1 st -3 rd year	69.4%	68.6%	71.0%	71.9%	75.8%	
1 st -4 th year	64.2%	66.1%	68.4%	67.7%		

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Graduation Requirements and Rates (3.D.5). University and program graduation requirements are stated clearly in appropriate publications (*Bulletin* 17, and under individual programs), and are consistently applied in both the degree and certificate verification process. Reference to the Student Right-to-Know Act is included in required publications (*Bulletin* 19, *Student Handbook* 43). As Table 3.12 indicates, the University has shown a steady improvement in its graduation rate during the past five years.

Table 3.12
 Graduation Rates for Freshman Cohorts, 1991-1996

% graduating (cumulative)	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort
4 Years	44.0%	48.2%	45.7%	48.8%	50.6%	57.4%
5 Years	57.3%	64.2%	61.1%	63.0%	65.4%	
6 Years	59.4%	65.1%	62.5%	64.2%		

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Analysis and Appraisal

The University has been increasingly successful in recruiting highly qualified students, retaining them, and supporting them through to graduation. The new dean of admissions has energized the program and raised the level of professionalism among the staff and in publications. Better recruiting has been a primary factor in raising retention and graduation rates. A goal of the Shepard Freshman Resource Center (instituted 2000; see below) is to increase retention further, but data are not yet available.

The CIRP freshman survey regularly indicates that the quality of academics is one of the most important reasons that students elect to attend the University. Over the past 10 years the University's academic reputation has been the most frequently cited reason that was "very important" in their college selection decision, along with the size of the college. The religious affiliation of the University has been a "very important" reason for about one-fourth of entering students in deciding to attend this University.

Most incoming freshman placement is done through advising. The foreign language placement tests are effective, but since they are taken during orientation, immediately before classes begin, some students have already pre-registered for a course at the incorrect level and must change schedules. The use of the SAT verbal score of 630 to waive College Writing (English 107) has been assessed by the English faculty. Written work by these students in their college classes has confirmed their ability.

Geographic and racial diversity have increased among students. Admissions personnel are expanding their efforts into new areas of the country. While the University is more racially diverse than the surrounding counties or states, Hispanics, African Americans, and Native Americans are still underrepresented by comparison to the region's population. This occurs despite outreach from Admissions, targeted financial aid, and programs for minority youth on campus, and student outreach, such as tutoring minority students in the Portland area.

Religious diversity among students has remained constant, with about half the students being Catholic. Students who are not Catholic are well-informed about the religious nature of the University before they begin to study. Campus Ministry (see below) supports students in maintaining connections with their own religious affiliation.

While there are a variety of reasons for students to leave the University before graduating, analyses done of the attrition groups provide some guidance in where to focus efforts to retain those students most at risk of dropping out. Academics play a large part, with poor performance in the early semesters much more likely to be associated with dropouts. This has led to closer analysis of the first year academic performance of freshmen. The entering freshman survey provided some indications that financial concerns, emotional health, and an early commitment to a major and career may be associated with retention. More significantly, incoming academic characteristics (SAT scores and high school GPA) are associated with retention at the University, which explains in part the improvements in retention rates coinciding with the increasing quality of entering freshmen over the past several years. This trend is beginning to be reflected in higher graduation rates as well. Not only are graduation rates increasing, but the time to graduation for degree-earners is improving; of those students graduating in 1996, 73.8% graduated in four years or less, while in 2001 that rate had increased to 82%.

Next Steps

- The University will continue to seek to admit students who meet its increasingly high academic expectations and come from geographically and culturally diverse backgrounds.
- The Department of English and Foreign languages will study the feasibility of web-based placement exams for foreign languages, which would allow them to be taken conveniently before freshman pre-registration.

Financial Aid (3.D.6-7)

Mission and Purpose

The Financial Aid staff helps students, prospective students, and parents to seek, obtain, and make the best use of financial resources necessary to attend the University.

Current Situation

Financial Aid Program (3.D.6). The Strategic Plan commits the University to continue providing student financial aid as an important aspect of student recruitment and retention, while recognizing that this will limit the resources for other operational needs (SP 1.5.8), and that continued fundraising to increase the endowment for aid is necessary (SP 3.1.1) The Financial Aid office allocated over \$25 million dollars in multiple forms of financial aid and over \$16 million dollars in institutional aid to over 85% of the students at the University of Portland for 2000-2001. See Table 3.13. Average institutional aid to enrolled students has increased each year in the past decade, and rose sharply in 1996 when the institution shifted more funds to merit-based aid programs. Financial Aid works closely with Admissions to evaluate awarding policies each year to

distribute both institutional and federal sources of financial aid to best serve students and enable them to enroll and stay at the University of Portland.

Table 3.13
Financial Aid Distributed in 2000-2001

Type of Financial Aid	Amount
Institutional scholarships, grants, talent awards, remissions	\$17,166,150
Endowed and Annual Scholarships	\$1,332,340
Institutional work	\$2,013,860
Federal Grants	\$1,066,231
Federal Loans	\$11,197,753
Federal Workstudy	\$493,283
State Grants	\$538,042

Merit Award Program. In the 1996-1997 school year the current merit award program was instituted at the University of Portland with the goal of increasing enrollment of students who have high standards of academic achievement in high school. This current merit program is consistent with the Mission and goals, the needs of current students, and institution resources. Yearly, the institution reviews itself and is also subject to external reviews to verify compliance with federal guidelines under Title IV.

Minority Scholarships. The scholarship review process includes a diversity component designed to increase minority enrollment. All minority students are considered for a higher level of merit-based aid than is available to non-minorities. Need is taken into account when the students also meet specific merit levels and come from specific minority groups that are underrepresented on campus (African Americans, Hispanics, and Native Americans). The University will meet their unmet need after the merit-based scholarship, loans, and workstudy are offered. For example, if a student has federally-defined need of \$20,000, a merit-based scholarship of \$3500, and loans and workstudy of \$4625, the University of Portland offers an additional University-funded grant for the remaining unmet need of \$11,875.

Scholarship Information (3.D.7). Information regarding categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students. The institution employs a systematic method of providing financial aid information that is both timely (appropriate for each stage in the admissions process) and informative for students and families. At admissions fairs, students are provided with a general financial aid information form that includes types of aid and pertinent dates. When students apply for admission they are automatically sent a financial aid application packet that includes applications and an additional brochure that provides information about financing their education. When students are offered financial aid, they receive an additional brochure that describes the award in detail, including how to maintain satisfactory academic progress (minimum full-time status with a 2.0 GPA). In addition, the office produces a newsletter once or twice a year for current students.

Workstudy. The demand for workstudy jobs has increased. This became a problem during the 1999-2000 school year, when some incoming freshmen who had been promised workstudy jobs as part of their financial aid package had difficulty finding campus employment. Starting in Fall 2000, the students who are promised workstudy are given priority for hiring during the first weeks of the semester, after which, if the jobs are unfilled, other students may be hired.

Indebtedness. Because of increased student aid, the average indebtedness of undergraduates who completed degrees in 4-years has declined from \$19,188 in 1995-96 to \$16,323 in 2000-01. This has occurred at the same time that tuition has risen steadily.

Awarding of Loans and Entrance Counseling. The University of Portland Financial Aid Office (FA) awards four types of federal loans to students: Perkins Loan, Nursing Loan, Stafford Loan, and unsubsidized Stafford Loan. Students who are awarded any of these loans must go through entrance counseling before they can receive the loan funds. This requirement is enforced by a restriction that is built in to the Financial Aid module in Banner. Funds cannot be released until a Financial Aid staff member has manually removed the restriction (Appendix A).

Students can complete their requirement for entrance counseling in three ways: 1) attend one of the on-campus sessions held by FA at the beginning of the school year, 2) review an entrance packet sent by mail or 3) complete the process on-line at www.mapping-your-future.org/. Each of these three methods require students to read information on loan debt management and on their rights and responsibilities as borrowers acknowledging to FA a statement that they have read these materials and understand their obligations.

Exit Interviews. As students who have borrowed money prepare to graduate from the University, they are required to attend an exit interview with Financial Aid or Student Accounts staff. They are notified of this obligation by letter (Appendix C). One exit interview session is held on-campus at the end of the summer and fall semesters; since the majority of the students graduate in May, multiple sessions are held for students graduating in the spring. During the exit interviews, FA gives to each student a personalized loan sheet that lists each of the students' lenders and the amounts that the students owe to each lender (Appendix D). The students are given an exit information booklet (Appendix E), and the session covers the students' obligation for repayment, as well as topics such as deferment and cancellation. Financial Aid also asks students to update their addresses if they plan to move after graduation.

Repayment and Default Rate (3.D.8). The Student Accounts office collects alumni loan payments for the Perkins loan and Nursing Loan. If monthly payments are not received by the deadline, the computer system automatically generates reminder notices that are sent to students each month. Stafford loan payments are collected directly by the lenders or by the secondary markets to which the lenders have sold the collection responsibility. When necessary, the lenders communicate with FA to locate and contact students who are behind on their payments.

The Registrar's Office submits information to a national database, including the names of students who are registered for classes in the current semester and the number of credit hours for which each student is registered. The lenders use this database to determine when to begin billing students for repayment of their loans. The federal government uses all of this information to determine the University's loan default rate. The most recently calculated rate, for the cohort of students who entered repayment in Fiscal Year 1999, is 0.8%, far below the Oregon average of 3.5%.

Analysis and Appraisal

The merit award program has been highly successful in attracting students with strong academic profiles. The University has seen a steady increase in freshmen enrollments and improvements in their academic profiles. It is expected that as the student profiles improve there will be additional pressures to increase the amounts of merit scholarship awards. Minority undergraduate enrollment has increased in the past decade. Targeted financial aid has contributed to this success.

One of the primary reasons for the recruiting of more highly qualified students has been financial aid provided by the University itself. The level of unfunded aid has increased dramatically since 1989, from 15% to 36% of tuition. A consultant is currently studying the financial aid packages awarded to incoming freshman for the past three years, attributes of those students, and other variables, with the goal of increasing the University's understanding of the financial aid implications on enrollment for coming years.

The new system for hiring workstudy students has succeeded in matching jobs with students who were promised one as part of the financial aid package.

The University is proud of the low default rate of its graduates. This can be attributed to both the comprehensive nature in which student-borrowers are oriented about their repayment obligations and to the strong value-orientation of University students as responsible and conscientious.

Next Steps

- The offices of Financial Aid and Admissions will review and implement appropriate recommendations from an external consultant's current study on financial aid and its effect on admissions.

Orientation (3.D.9)

Mission and Purpose

Orientation is provided to new students, both undergraduate and graduate, as well as special populations. The purpose is to help students understand the academic program of the University and the services and activities available to students to assist their academic and personal success.

Current Situation

All new students are offered orientation programs, including specific activities for undergraduates, graduates, and special populations. All orientation efforts attempt to provide students, and where appropriate, their families, the opportunity to learn about the programs and meet and interact with faculty, staff, administrators, and current students through a series of formal and informal events. The majority of both undergraduate and graduate orientation takes place at the beginning of fall semester, over the course of four days in August, with a few additional events that occur over the course of approximately a week.

Undergraduate Orientation. Undergraduate orientation is organized through a partnership between the Student Services Division and the Academic Division, which involves faculty, staff, administration, and students. Coordination of the program is handled primarily through Student Activities, whose director co-chairs the program with a faculty member. This cooperative effort allows for an integrated overview and representation of the key components that pertain to students' college experience: academic life and faculty expectations, campus resources, programs, activities, and services. The largest orientation program is held for four days at the beginning of fall semester and a much smaller orientation program is held in the beginning of spring semester with a different format. Fall undergraduate orientation information is sent to incoming students and their parents in June. During orientation in August, 2000, approximately 577 of 653, or 88% new undergraduate students attended the main orientation programs with representation from faculty, staff and student leaders (i.e., more than 50 student "crew" leaders) who led the various events.

Undergraduate fall orientation is structured to expose students and their families to the University's Mission of providing "excellent teaching, [and] individual attention in an environment that fosters development of the whole person". Some of the basic tenets of the Mission are clearly reflected in specific orientation events, particularly teaching, faith, service, and holistic development of the individual. In addition to events and activities for all new students, individual programs and departments provide events tailored for their enrollees, including the College of Arts and Sciences and professional schools, Athletics, ROTC, Honors Program, and Residence Life.

Special Populations Orientation. Targeted supplemental orientation events are also organized for special populations. Since the University of Portland is emphasizing a

four-year, residential program, there is a relatively small number of incoming international, adult, transfer, and commuter students. New Fall 2000 students in these categories number, respectively, 13, 41 (including 40 transfers and 1 freshman), 150, and under 60.

The Office of International Student Services provides additional orientation activities for both undergraduate and graduate, new, international (foreign) students. These activities are intended to: 1) assist students in adjusting to a new culture and in understanding academic expectations; 2) provide essential orientation information and introductions to key resources on-campus; 3) link international students to a support network of new and returning students. In addition to special programs to meet these goals, the office provides special services, extra pre-orientation mailings, help with moving on campus or locating off-campus housing, and providing both campus and city tours.

The Adult Program of Student Activities provides additional orientation activities for adult students (defined as age 25 and over). The goals of activities are: 1) to provide adult students with essential orientation information in a format appropriate to their greater maturity and multiple responsibilities; 2) To introduce them to services and resource people particularly helpful to adult students; 3) to link them to a support network of other adult students on-campus. orientation activities are designed to provide a streamlined introduction to the University, catering to the typical time constraints of adult students, primarily through two programs: a lunchtime orientation session for students and a family barbecue.

Recognizing transfer students' prior college experience and specific needs, the Office of Student Activities provides additional orientation activities as well as separate sections of the "home base groups" during fall orientation. Goals for the transfer programming are: to provide transfers with information germane to their situation (e.g., policies and procedures on transfer of credits) and to provide them with a support network of other transfers, former transfers, and upper division students. Two members of the student orientation crew are assigned to assist traditional-age transfers.

Starting with the 2000 fall orientation, the Office of Student Activities began development of additional activities for commuter freshman, who typically live in the Portland metropolitan area with their parents. Goals include 1) to provide information germane to their situation (e.g., places to study and rest on campus), 2) to provide activities and/or a place to rest on campus during gaps in the orientation schedule when resident students are resting and /or attending Residence Life orientation events, and 3) to link them with a support network of other commuter freshman, as well as returning commuters. Two members of the student orientation crew were assigned to assist commuter freshman.

The Honors Program provides a one-unit orientation course, starting three days before general orientation.

The Air Force and Army ROTC programs provide specific orientations to their new recruits and parents during and after orientation weekend in the fall.

Graduate Student Orientation. A general orientation for all graduate students is supplemented by school- and program-specific orientations.

The Pamplin School of Business Administration offers an orientation for all Masters in Business Administration (MBA) students in which graduate students are provided an overview of the MBA program by the Dean and Associate Dean and are introduced to the MBA faculty. The Associate Dean also conducts individual orientations with all their graduate students.

The School of Education provides different orientations for new students in the Masters in Arts in Teaching (MAT) and the Masters of Education programs (M.Ed.). The MAT students receive a two-day orientation program outlining the curriculum and procedures for the program. M.Ed. students have their orientation in the classrooms at their local cohort site. The first instructor, a library staff member, and the site-coordinator are all involved in providing orientation information to the new students.

The School of Nursing presents orientations to their graduate students in both summer and fall, which include a full orientation to the curriculum, courses and requirements for the graduate program in nursing. All students receive copies of the School of Nursing Graduate *Student Handbook* and also an individual consultation with Nursing faculty.

The School of Engineering has a small graduate program that typically enrolls a few international students. The Engineering Graduate Program Director and the Office of International Student Services provide individualized orientation to these students.

Within the College of Arts and Sciences, graduate students are accepted into communication studies, music, drama, or theology. Individualized orientation is given by the Graduate Program Directors in the various disciplines.

Analysis/Appraisal

The fall orientation program has implemented a participant satisfaction survey for many years. Overall, feedback has been consistently positive, as in these responses from 2000:

- The amount of opportunity to learn about campus life- 84.6% responded "about right"
- The amount of opportunity to learn about services and programs- 80.4% responded "about right"
- Made new students feel welcome and at home- 80% responded "yes" while only 1.3% said "no"

Each year the responses are analyzed to improve upon the experience and to become more effective in meeting the program's goals. Evaluations of orientation activities for international and adult students from the past four years also reveal consistently high

ratings and steady improvement. Program analysis and survey data demonstrate excellent collaboration among faculty, staff, and departments. Some concern has been expressed, from all respondents, that more emphasis should be placed on the academic program during orientation. Therefore, in 2001, the faculty panel on academic expectations was moved to be the first activity of the weekend (which is consistently well attended) and all students and families were briefed on the core curriculum's purpose and structure.

While relatively few transfer students and commuter freshmen have responded to the orientation evaluation survey, the responses received confirm the impression that both groups feel less satisfied with the design of the orientation program than resident freshmen do. The complaints by transfers appear to be connected to the emphasis placed on freshmen during the orientation period and the inherent conflict in their desire to be acknowledged as experienced college students, while having their needs met as new students at the University of Portland. The programming complaints from commuter students appear to be connected to the emphasis placed on residence life during portions of the orientation period as well as the fact that the University has no adequate student center with facilities, services and programs to meet their needs between orientation activities and/or classes.

Next Steps

- The orientation planning team will continue to seek improved ways to meet the orientation needs of adult, transfer, and commuter students.

Advising (3.D.10)

Mission and Purpose

Academic advising assists students in three areas: academic counseling, registration, and personal counseling.

Current Situation

At the University of Portland, academic advising is under the authority of the Academic Vice-President. The administration of advising is decentralized under the direction of the Deans, so advising is tailored to meet the needs of students by discipline. Advising is primarily a faculty role, but administration and staff also participate in specific tasks and situations. The College of Arts and Sciences and the four professional schools each provide discipline-specific materials to their faculty.

Advisors assist students in the following specific areas:

- Help students develop and define their school and career goals and expectations.

- Help students plan an educational program that is consistent with their interests, abilities, and aspirations.
- Coordinate between programs for students who seek minors, double majors, or interdisciplinary degrees.
- Provide advice and insight on professional fields, including jobs available in the majors.
- Refer students to other campus resources.
- Help students plan and schedule their courses and monitor their progress toward completing their degree, including meeting with each student before pre-registration.
- Provide accurate information on the major and University requirements, policies and procedures.
- Follow up with students who receive academic warnings.

Students who have not declared a major are advised by faculty in the College of Arts and Sciences. The primary reason for this is that the majority of lower division courses taken by all students is from the core curriculum, which includes almost exclusively courses offered by CAS.

All freshmen can take advantage of both professional and peer advising at the Shepard Freshman Resource Center. The director assists students with academic and non-academic issues, making referrals as needed. See further information below in Standard 3.

Faculty advisors promote and assist with applications for major scholarships, including programs such as the Fulbright, Truman, Marshall, Rhodes, and Goldwater scholarships.

Analysis and Appraisal

The advising system is decentralized, which allows local solutions and increased accountability. Centralization of advising might provide more consistency of policies, but less accountability. It is to be expected that some faculty are better at advising than others. Also, some units are more adept than others.

Student satisfaction with advising, as measured in the Student Satisfaction Surveys, rose between 1997 and 1999. See Table 3.14-3.16 below. Some part of the improvement in ratings likely is due in part to older students' usage and understanding of the advising system, requiring a more mentor-like guidance as opposed to the course scheduling and selection needs of younger students who may require more attention. Currently, advising for undeclared majors is uneven, though the Shepard Freshman Resource Center is changing this situation by giving special attention to this group. The Center's director is now registering first-semester undeclared freshmen and planning faculty advisor assignments, based on student interests as much as possible. This should prove important in raising retention of first year students, as analysis of withdrawing students has shown that undeclared majors are among the students most at risk for leaving the University.

Table 3.14
Satisfaction with Advising, Student Satisfaction Survey, 1997 and 1999

	1997 avg.*	1999 avg.*
My academic advisor is concerned about my success as an individual	4.92	5.32
My academic advisor is approachable	5.24	5.57
My academic advisor helps me set goals to work toward	4.12	4.52
My academic advisor is knowledgeable about requirements in my major	5.50	5.68

Based on 1-7 scale: 1=not satisfied...7=very satisfied

Both the CSS Senior survey and the Student Satisfaction survey indicated some variance in satisfaction with advising across schools. Education, Arts and Sciences, and Nursing students had relatively higher satisfaction rates. While Engineering was somewhat lower, business students tended to be significantly less satisfied with academic advising.

Table 3.15 lists the percentage of CSS Senior survey (Spring 2000) respondents who noted that they were 'very satisfied' or 'satisfied' with academic advising.

Table 3.15
CSS Senior Survey Data, Satisfaction with Advising

CAS	Business	Education	Engineering	Nursing
67%	33%	69%	57%	65%

The results of the Student Satisfaction Survey (Spring 1999) are in Table 3.16.

Table 3.16
Advising Data, Student Satisfaction Survey, Spring 1999

	CAS	Business	Education	Engineering	Nursing
My academic advisor is approachable	6.04	4.67	6.05	5.13	5.40
My academic advisor is knowledgeable about requirements in my major	5.94	4.64	5.57	5.89	5.88
My academic advisor is concerned about my success as an individual	5.74	4.09	5.84	4.93	5.53
My academic advisor helps me set goals to work towards	4.82	3.50	5.43	3.94	4.62

satisfaction rating of academic advising: (Based on 1-7 scale: 1=not satisfied...7=very satisfied)

Student satisfaction with advising is relatively uniform except from students in the School of Business, which was rated consistently and substantially lower.

Faculty are expected to give academic warnings to students who could fail a course. The form instructs students to meet with their advisors, but the advisors themselves do not

always get a copy of the academic warning. If a student does not follow up, the faculty advisor may not know about the problem.

Web registration, which is currently being tested in a pilot project for upper division students, should separate registration (not a faculty task) from advising (a faculty task). It also makes it easier for students to change registration when a course is closed without the difficulty or delay of getting an advisor's signature.

Banner offers the opportunity for increased information to advisors, but it has often been difficult to use and was inaccessible to Macintosh computers. Banner web access for faculty and staff was instituted in the summer of 2001, which should increase the information available and efficient use of time.

Students who have not declared a major are a particular advising challenge. Faculty advisors are not always knowledgeable of programs in a student's potential major. Sometimes students are frustrated that their advising is done through the College of Arts and Sciences when they are really thinking of a major from one of the professional schools. Starting in Fall 2001, there will be a faculty advisor in each of the professional schools to assist students who want to enter these programs but either have not finally decided or are not yet qualified, based on their incoming records. The director of the Shepard Freshman Resource Center is currently studying the effectiveness of advising for undeclared students, but there is not yet enough information to draw conclusions.

The faculty advising for major national scholarships has been increasingly successful. More students are submitting applications. In the past three years students have received Fulbright, Truman, Marshall, and Goldwater Scholarships and one has been a finalist for the Rhodes Scholarship.

Next Steps

- The registrar will ensure that faculty advisors consistently get copies of academic warnings.
- The Academic Division will continue to clarify the role and methods of advising within each unit and among all faculty.
- The University will increase the effectiveness of Banner for faculty advising, through more education and better access.
- The director of the Freshman Resource Center will continue to study the effectiveness of the advising of students who have not declared majors.
- The dean will study the academic advising in the Pamplin School of Business Administration and make appropriate changes.

Career Services (3.D.11)

Mission and Purpose

The mission of the Office of Career Services is to guide the University community—students, alumni, staff, and faculty—in achieving career satisfaction and excellence in their life work. The program assists clients, both students and alumni, in identifying and choosing major fields of study, planning and developing careers, and applying effective job search skills for all levels of professional employment. At the same time, the program acts as a resource, an advocate, and a liaison to remove barriers and open new doors; creates and uncovers experiential and career opportunities; and empowers clients with tools and processes that are useful for future career self-renewal. Career Services is committed to providing a confidential, supportive, and effective career counseling service and state-of-the-art facility for members of the University community.

Current Situation

The career service management team includes a director, assistant director, and program assistant. Eight students work in the office and provide support.

Of the respondents to the 2000 CSS senior survey, 56% said they were satisfied with career counseling and advising, while 56% were satisfied with job placement services. Of the respondents to the SSI survey, 64% of students in 1997 (freshmen and sophomores) and 74% of students in 1999 (juniors and seniors) expressed satisfaction with the adequacy of services to help them decide on a career.

The 1999 Alumni Survey of 1989 and 1994 graduates revealed that a high percentage are employed in jobs related to their field of study (80% of respondents). The same survey showed that a large percentage (over 40%) earn a graduate degree, while an even larger group plans to do so.

The Career Services Office provides the following services:

- individual career counseling
- resume assistance and critique
- interviewing training/mock interviews
- information resource center
- on-campus company recruiting
- Job Direct (on-line services)
- career workshops
- computerized career planning
- self-assessment and vocational testing
- career/graduate/volunteer fairs
- job postings
- education graduates credential files
- internship search

Individual career counseling is available to assist students with choosing a major, interest identification, career exploration, and developing a career and life plan. The resource center contains information on career planning, resume writing, interview skills, career trends, company literature, internships, and job postings. Four computers are available to students for internet research and for drafting resumes and cover letters.

Throughout the year, the Career Services offers a variety of workshops that take place on campus. Topics covered in the workshops include the following: resume writing, internships, basic interviewing skills, job fair preparation, and choosing an advanced degree.

Two major career fairs are hosted each spring by the Office of Career Services: the Society of Women Engineers Technical Fair for engineering and science majors, and the Oregon Liberal Arts Consortium Fair for liberal arts and business majors. More than 300 employers are represented in these two fairs. Students in the School of Nursing and the School of Education are assisted with their professional goals in a variety of other opportunities. In the fall, the Oregon Graduate School Fair is held off-campus for students interested in pursuing an advanced degree. Life Trek, a volunteer service fair, offers students the opportunity to explore options available through volunteer organizations.

The career services staff can help students access online sources, such as company websites and job postings, and can also assist students in sending electronic resumes to potential employers. Via the University's website (www.up.edu), students, staff, and faculty can access detailed information about the career services office, including up-to-date information on job postings and upcoming events.

Analysis and Appraisal

Although the Career Services staff is present at orientation and works with academic departments to make contact with students throughout their time at the University, it is a continual challenge to engage students in career planning prior to their senior year. Each of the five units (School of Education, School of Engineering, School of Nursing, Pamplin School of Business Administration, and College of Arts and Sciences) has its own career service bulletin board that is updated every Friday with relevant information on recruiters and events for the following week. Information tables have also been set up in the schools to promote Career Services. The office has many opportunities for students at all phases of their academic life and at any level in their career decision-making process. Freshmen can take interest surveys, sophomores can sharpen their career goals and establish an action plan, and juniors may begin a preliminary job search and look into graduate school examinations. And while seniors are the most frequent users of these services, increasingly alumni consult the office for help with career transition issues. Thus, career counseling and placement services are consistent with student needs and institutional mission.

Career Services spent much of the 2000-2001 academic year restructuring the office and its programming. The office has struggled with three primary challenges in the past 5 years: 1) significant staff turnover and shortages, including three directors in five years (the current director arrived in March 2001), 2) connecting academic advising with career preparation and planning, and 3) the increasing importance of technology in career research, job searches and evaluation. A career services consultant was contracted in February, 2001 to evaluate and advise the Vice President for Student Services on restructuring the office and its programs.

Next Steps

- Career Services will increase faculty input into the design of its programs.
- Coordination will be improved between Career Services and academic programs (especially business, education, and nursing) regarding internship opportunities.
- Career Services will continue to develop the role of technology to serve students in career development.
- Efforts will be made to increase the professional counseling staff to bring the staff/student ratio on par with comparable liberal arts colleges in the area.
- The Career Services director and vice president for student services will implement recommendations made by the consultant.

University Health Center (3.D.12)

Mission and Purpose

The University is committed to providing an education of the whole person; an education of the heart and body, as well as the mind. Towards this aim, the University Health Center's mission is to provide integrated health and psychological services aimed at "physical, social-emotional, intellectual, and spiritual wholeness which fosters growth, development, and well-being within the University community" (*Bulletin 21*).

Current Situation

The University Health Center (UHC) went through numerous reconfigurations during the 1990's. Health and counseling services were merged together in 1991 under a single director, organized around a holistic model of health. Physical and mental health services were combined into one center and renamed the Center for Health and Counseling (SP 2.6.2-3). In 1993 the center was renamed the University Health Center. In 1995 the Office for Students with Disabilities (OSWD) was transferred from the School of Education, and added to the UHC service array. The UHC shifted from a physician-based health care model, to a nurse practitioner model in 1993. In 1995 the UHC was physically relocated to the upper level of Orrico Hall, a structure that was specifically built to house the UHC and Career Services (a separate unit in the lower level).

At present, the UHC offers the following services:

- Physical health care
- Health promotion/education, immunizations
- Medical/advanced practice nursing care
- Therapeutic massage
- Counseling
- Psychological counseling/testing
- Learning Assistance Program
- Pastoral care counseling
- Substance abuse prevention
- Educational outreach programming
- Disability determinations
- Case monitoring and advising
- Consultation/education services

All clinicians are licensed by the State of Oregon to practice in their professions. Basic services are available during business hours (8:30 a.m. to 4:30 p.m.). Provisions are made for after hours emergencies (e.g., medical and mental health), and for particular programming and outreach needs (e.g., wellness programs, classroom or residence hall presentations). At present, a licensed psychologist directs the center. Staff members include an additional psychologist, a psychiatric nurse practitioner, a pastoral counselor, a learning assistance and disability specialist, two physical health nurse practitioners (NP), a medical assistant, a wellness coordinator (who also serves as medical receptionist), and an administrative assistant. The center contracts with other professionals as necessary (e.g., massage therapist, psychiatric NP, physician). Additional workers include Peer Health Educators (PHEs), two International PHEs, and various work-study students. This composition of staff allows the center the ability to provide integrated care and to pursue the mission of the center and the University.

UHC services are available to all currently enrolled students for minimal or no cost. There is no charge for most services, with the exception of laboratory fees, immunizations/vaccines, therapeutic massage, and certain types of psychological testing. All students are eligible to utilize the UHC services, regardless of insurance.

The UHC manages the health concerns of most students who seek UHC services and, for specialty needs or more severe problems, it maintains relationships with community providers, clinics, hospitals and other resources.

Several methods of assessment of both students and the UHC programs are used. The Core alcohol and drug survey was administered on campus to enable the Health Center staff to prepare for the needs students may have in these areas of concern, and the results of the survey are shared with all directors in the Student Services Division. Other data are tracked as well, including diseases (e.g. measles), tuberculosis screening compliance, numbers of various presenting problems, procedures employed, critical incident reports,

and sales and inventory records. There are audits of chart completeness and pharmaceutical dispensing.

The Office of Public Safety serves as the University's emergency first responders. Dispatchers and officers are on duty 24 hours a day. As warranted, officers can be sent to the scene of an incident to offer assessment, CPR, first aid, or to secure an area. The dispatcher coordinates communication among University administrators on-call and other key personnel. City emergency services are contacted as necessary.

The Office for Students with Disabilities (OSWD), administered through the Health Center, oversees compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The coordinator facilitates accommodation plans for University-sponsored events and for individual students. In 1995 the director worked with 13 students to produce accommodation plans; in 2001 there were 60. In addition, this office consults with administration and individual departments (e.g., Residence Life, Physical Plant) regarding improving access in remodeling and new construction (adding lifts, ramps, automatic doors, improved bathroom facilities, parking) and making program accommodations (assistive technology, classroom accommodations, etc.). Planning for continuing improvement in this area occurs in the meetings of the ADA Committee, in weekly office assessment, and in the program planning of the OSWD.

Analysis and Appraisal

The Strategic Plan envisioned the integration of UHC services (SP 2.6.2). The UHC has been successful in expanding and integrating various services, such as medical care, counseling, wellness, pastoral care, learning assistance. After an initial transition period that presented challenges with the merging of services (counseling and medical, in particular) and change in leadership, the UHC has emerged into a close working team. Interdisciplinary and collaborative care has been highly successful and steadily improving as evidenced by in-house referrals, qualitative and quantitative assessments. There is a good balance of care providers for the majority of student needs.

Increased enrollment has led to higher usage of UHC programs, burdening both personnel and the building space at times. Some particular areas needing attention will be managing substance abuse prevention programming and treatment, finding space for the massage therapy, enhancing the center's Internet presence for health education information.

The CSS Senior survey revealed that 54% of responding seniors were 'satisfied' or 'very satisfied' with campus health services (compared with 47% at other Catholic colleges). The Student Satisfaction survey of 1999 resulted in a satisfaction rating of 4.93 (on a 1 to 7 scale) in regard to the competency of the health service staff, higher, though not significantly so, than the four-year private institution mean of 4.74.

The University Mission and its Catholic character are reflected in the activities of the Health Center. The UHC explicitly addresses spiritual health concerns, offering pastoral

care counseling as appropriate for individual students. The UHC does not provide birth control prescriptions or condoms, but does make available STD testing and reproductive health education to both women and men.

Next Steps

- The University Health Center will improve planning and resource allocation efforts by organizing activities according to the health goals spelled out by the Surgeon General's program, Healthy People 2010, which have been adapted to the program's mission and goals, as Healthy Campus 2010.
- The UHC will find creative solutions to meet future increased demand for health and counseling services that will come from increased enrollment and its improved reputation on campus.
- The UHC will monitor the workload and staffing in the Learning Assistance Program and Office for Students with Disabilities as demand continues to increase in both areas.

Early Alert Program

Mission and Purpose

The Early Alert Program is a formal system to facilitate a coordinated response to diverse student needs and concerns, including academic, personal, health, financial and/or disciplinary matters. This helps fulfill the University Mission of providing "individual attention in an environment that fosters development of the whole person."

Current Situation

The Early Alert Program was instituted in 1996. When faculty or staff members have reason to be concerned about a student's physical or emotional health, academic progress, financial situation, or overwhelming personal problems, they can contact the Early Alert Program coordinator, who uses a special email address, alert@up.edu. The coordinator does an assessment of the student's situation to identify the extent of the problem, and then implements a plan to address the issue. This may include multiple contacts with individuals or departments involved with the student or making appropriate referral of the student to resources within the University. The success of the program depends upon the faculty and staff working with the coordinator to identify and address student's concerns early on, before they become more serious problems.

From its inception until the 2000-01 school year, the Early Alert Program served all students. Approximately 100 students have been served annually. In Fall 2000, 49 students were referred by 26 faculty and staff. With the establishment of the Shepard Freshman Resource Center, freshman concerns are now handled by the director of that program.

Analysis and Appraisal

A student's life is not compartmentalized; a problem in one aspect of life may well affect another. This holistic, coordinated response to a student's concern is a distinctive way of fulfilling the Mission.

The coordinator's workload varies, but at times is very heavy, limiting the service that can be provided. This has eased somewhat because of the new Shepard Freshman Resource Center. The Center may be a useful model for serving students other than freshmen.

The program works well when problems are reported, but the program is still not well-enough known on campus to reach full effectiveness.

Next Steps

- Early Alert will continue to raise the awareness of faculty and staff about the program.
- Early Alert will propose the development of a resource center for all students.

Shepard Freshman Resource Center

Mission and Purpose

The Shepard Freshman Resource Center was established to help the University improve its services to first-year students in an effort to raise freshman retention rates above 90 percent. The center's director coordinates existing services for freshmen and works with various campus departments to oversee counseling and academic advising for first-time students, and to help resolve problems with career planning, financial aid, registration, and social adjustment.

Current Situation

The center began operation in August, 2000, and the primary task of the first year was development of programs to meet the center's goals. The full-time director, who reports to the academic vice president, has a staff of five student peer mentors and four student office assistants. The program seeks to support student success and retention by providing professional and peer advising and mentoring to every first-year student. In its initial year, approximately one-third of the freshman class visited the center. Most sought assistance with study skills, time management, selection of a major, tutoring, personal counseling, and academic advising. Students who have not declared a major are targeted for assistance, since experience shows that they have a higher retention risk. The center receives copies of freshman academic warnings, which allows the director to seek out and provide assistance to those first-year students who have a strong potential for not returning. The center provides weekly mentoring for freshmen on academic probation,

resulting in 61% of the participants raising their GPA above 2.0. Other tasks include locating absent students, advising students changing majors, and developing a resource list.

When the Early Alert Program is notified of concerns about a freshman student, the information goes to the center's director, who coordinates information and assistance with both Academics and Student Services. This centralization allows a unified, timely response, using resources already in place, and enables intrusive counseling.

The center produces and distributes two publications: the bi-weekly Freshman Newsletter, and the monthly Freshman Parents Newsletter. Both are designed to emphasize the importance of the first year and to acquaint first-year students and their parents to University culture and procedures that are frequently misunderstood or unknown.

Analysis and Appraisal

Because the program is just one year old, there are not enough data for accurate analysis. The large percentage of freshmen who visited the center in its first year demonstrates that students are aware of what is available. By the end of 2000-01, it was known that 12% of the freshman class would not return for a second year, but no meaningful comparison with previous classes could yet be made. The second-year retention rate for freshmen entering in 1999 was 83%. The director is analyzing University's systems, including academic advising, first-semester registration, tutoring, and data collection, to see how freshman can be better served.

The upper-division student mentors appear to be successful in improving retention, but the data are not yet complete. To improve their effectiveness, they would benefit from training in how to teach study skills and time management. While the students have been helpful, there are still tasks that the director must do. Students who are called to come in often do not respond to a request from another student, so the director must make the calls. Because of time limitations, it is challenging for the director to handle both recording keeping and analysis of data, so one is often sacrificed for the other. Administrative assistance by a non-student could enhance the efficiency, effectiveness, and confidentiality of the program.

Next Steps

- The director of the Shepard Freshman Resource Center will profile retention-risk freshmen and determine factors influencing risk.
- The center will continue to collect data to confirm the link between mentoring and improvement.
- The center will continue to train upper-class mentors about teaching time management and study skills.
- The director will study the need for administrative assistance.

International Student Services

Mission and Purpose

The Office of International Student Services (ISS) carries out the University of Portland mission of teaching, faith and service by helping international students succeed academically and socially in a scholarly community of diverse races, ages, nationalities, and religions. The Office assists the University in achieving its goal of fostering respect for the “authentic religious beliefs and aspirations of other faiths” (Goal I.c) and “providing opportunity for their expression.” The program encourages students, staff and faculty to expand their visions beyond their own social and economic background, geographic experience and nationality, and to seek the contribution of those of different cultural experiences in study and related activities. The program also helps reconnect international alumni to the University.

Current Situation

In Fall 2000, the University of Portland had 86 undergraduate and 78 graduate international students from 38 different countries. The Office works with international students and other University programs (e.g. academics, admissions) to assist student achievement and socialization. Some permanent residents also come to the office for advising and are involved in a variety of International Club and office activities. U.S. students are involved in various programs such as the Friendship Partners and participate in International Club activities.

The office provides various services to international students. Some of these are unique to students studying in the U.S. but holding foreign passports; some are similar to those services offered students who are U.S. citizens, but require special expertise for international students. A great deal of time is spent on Immigration and Naturalization Service (INS) related issues. Additionally, advising and other services require special training and call upon understanding of cross-cultural adaptation, primarily an understanding of learning methodologies for students studying in a language other than their first (native) language, and of leadership development in a multi-cultural setting.

Several students are selected each year to serve as coordinators of various international student programs. These are paid leadership positions and include an international student coordinator, International Peer Health Educators, and International Week coordinators. These students have significant responsibilities for administration and implementation of these programs. These positions help cultivate student leadership as well as serve the office. The Office of International Student Services is also guided by an Advisory Committee of students and faculty.

International Student Services is assisting the Alumni office in reaching out to former international students. The office produces an electronic alumni newsletter that is e-mailed to international alumni 3-4 times per year.

Analysis and Appraisal

The University has renewed a commitment to its international dimension as demonstrated by increased international recruitment and alumni activity at the executive level of the administration. The office should expand its services both to enrolled students and to alumni who return to their home countries (e.g. collaborating on community service activities in those countries).

Currently, much of the on-campus service provided by the program is social. While this is helpful to students, there is concern in academic programs that more academic and language assistance is needed for international students.

Perhaps the most stressful challenge facing the International Student Services program is INS policies that seem to present increasing barriers to international students seeking higher education opportunities in the U.S. This fact complicates and increases the recruiting competition the university faces from other countries, particularly the United Kingdom, Australia, and New Zealand. These countries make it easier and less expensive for foreign passport holders to enter their countries and their educational systems.

The American Language Academy (ALA), housed on the University campus, is an independent contractor that provides English as a Second Language (ESL) training to non-enrolled persons from foreign countries. Currently there is only a small amount of cooperation and coordination between the University of Portland and ALA, which is a missed opportunity. Some ALA graduates enroll at the University.

Next Steps

- The program will increase the focus on academic and language services to international students, to supplement the social programs currently provided.
- The international alumni newsletter will be sent six times annually.
- The program will plan more activities for international alumni at the on-campus reunion each June.
- The program will integrate the learning experiences of international students and domestic students (especially those who have returned from study abroad).
- The program will improve cooperation and program integration with the American Language Academy.
- The program will continue to reconnect international alumni to the service tenet of the Mission.

Campus Ministry

Mission

Campus Ministry works in support of the University's Mission to education the whole person, to concern itself with issues of justice and ethics, and to serve God and neighbor. Campus ministry is an institutional Catholic presence, witnessing to the University's Mission in all areas of campus life. It does not minister exclusively to the Catholic community but offers a variety of activities open to all members of the University, including students, staff, and faculty.

Current Situation

Until recently, the Office of Campus Ministry functioned more as an adjunct unit within the organizational structure of the University than as a full-fledged operational department, such as programs in the student services division. In 1967, the Priests of the Congregation of Holy Cross (C.S.C.) signed a Deed and Trust Agreement that, among other things, “granted to the University all of their estate, rights, title and interests” in their holdings in the legal entity called the University of Portland. This transference to a lay Board of Regents contained conditions that included that faith-based ministerial activities would continue to be maintained, guided, and funded by the Congregation of Holy Cross. The development and growth of the Office of Campus Ministry made it more obvious in recent years that the faith-based ministerial services provided students by the campus ministry staff naturally fit into the Mission of the University and into the organizational structure within the context of the University’s Roman Catholic identity. In practice, the University President has appointed of the director of the office, and portions of programming and staff funding are included in the University’s budget. Therefore, in 2000 the Congregation of Holy Cross and the University of Portland Board of Regents signed a Modification of Deed and Trust Agreement that brought the Office of Campus Ministry under the legal and financial structure of the University. Again for practical reasons, the assumption of full financial responsibility by the University will be phased in over four years, 2000-2004.

In the present organizational configuration, the Office of Campus Ministry reports directly to the University president in all liturgical and canonical (Church law) matters. However, for operational and budgetary matters, the director of the program reports to, and is monitored by, the vice president for student services, with whom the director meets one-on-one biweekly, as do other student services directors. He is also a full participant in bi-weekly program directors meetings held by the vice president to discuss Student Services matters.

Campus Ministry is staffed with a director, three associate directors (sacramental preparation, music and liturgy, and faith development), a full-time administrative assistant, an additional part-time assistant director for music, as well as two part-time employees to assist in educational and sacramental preparation, spiritual retreats, and pastoral counseling. The program fosters faith development (in a spirit of ecumenism) by

collaboration with students and faculty of many faith traditions, nurturing leadership and developing educators through sacred song, small prayer groups and bible studies, leadership training, and peer education opportunities. Additionally, the program provides support and guidance to pastoral residents (mostly Holy Cross priests and brothers) living in each of the University's eight residence hall complexes, and provides a visible location for pastoral care to off-campus residents by maintaining a physical office in the University's Pilot House. Finally, the University, under the auspices of Campus Ministry, supports and maintains a Muslim prayer room in Christie Hall.

Analysis and Appraisal

The growth and development of the Office of Campus Ministry has evolved similarly to the growth and development of the University itself. In times when the University was less certain of its faith-based mission and behaved more secularly, the work of Campus Ministry was left to the Congregation of Holy Cross. It was sometimes not perceived as central to the University's definition of itself, nor to the academic and student services divisions of the University. But this past decade has seen a significant change in the University's focus, both in highlighting its active religious tradition and integrating Campus Ministry with the broader University Mission. In 1990 it could be said that the University of Portland often lacked self-esteem about its Catholic character, and had for some 20 years. That is no longer true. The University welcomes all, but it now takes pride in its Catholicism as one of the primary marks of its distinctiveness.

The University is strongly committed to continuing its support of the growth and development of the Campus Ministry. It will take financial responsibility and the director will continue to report directly to the President. However, there are still challenges to be met. These include:

- limited programming due to insufficient staffing
- space for programs that attract groups of more than 35 participants
- the location of staff offices in the Chapel of Christ the Teacher, which makes it difficult to work while respecting the quiet of the sacred space.

In the past, the primary assessment activity was to count the number of students (and maybe faculty & staff) who showed up for events (including liturgies) and to count the number of sacraments administered. Recently, however, the office is making attempts to assess its effectiveness at even a deeper level. For the first time, during the 2000-01 academic year the office sought feedback from those it most regularly serves, i.e., those attending Sunday masses. Additionally, the office developed a second instrument to be administered to a more comprehensive sampling of the University community, both participating and non-participating in the office's services. One hope is to learn more about the full community's needs and expectations regarding spirituality and spiritual "direction" (counseling, advising.)

The office has gained some understanding of the students' sense of their own spirituality by examining responses to the freshman and senior surveys. For the most recent group of seniors, about 44% of them rated themselves above average or in the top 10% in

spirituality, compared to their peers, when they entered as freshmen; as seniors, those rating themselves at that level was the same for females but dropped to 32% for males.

Moreover, when they entered college most of the University's students had attended religious services on an occasional or frequent basis (87%). This changed somewhat during college when, as seniors, 76% reported attending services occasionally or frequently.

Next Steps

- Campus Ministry will continue to develop its strategic plan to address in even greater depth the needs and expectations of its diverse constituencies, including non-Catholics.

Office of Volunteer Services

Mission and Purpose

The University mission states that "Central to the daily life of the University is concern with issues of justice and ethical behavior. The University encourages service to God and neighbor." The mission of the Office of Volunteer Services (OVS) is to provide members of the University of Portland community with opportunities to grow through direct service, reflection, and leadership opportunities. Catholic Social Teaching encourages people to contribute to a just and peaceful world through active engagement in issues of social concern.

Current Situation

The Office of Volunteer Services was created in August of 1985 to support various pre-existing community service programs, create new opportunities, and to further advance a service ethic that has been a part of campus life since the university's inception. OVS empowers students to grow through direct service, reflection and leadership opportunities. The staff includes a full-time director (12-month), a full-time assistant director (10-month), a half-time support staff person, and 31 Student Coordinators, each of whom work 3 to 5 paid hours per week (in addition to their volunteer hours in their particular service programs).

The office sets goals within the university's strategic planning process, and completes an annual report each summer that guides its activities for the coming year. There are currently 30 programs supported by the OVS. During 2000-01, approximately 600 undergraduates participated in one of the service projects (approximately 25%). Programs reflect a wide variety of student interests, populations served, and time commitments required.

Service learning (linked to a particular course(s), planned by or with faculty members) is a growing component of the university's academic curriculum, and of the OVS' responsibilities. The leading current example is a project to study ways to integrate service learning into the core curriculum. In January of 2001 the University was awarded a three-year grant from Campus Compact and the Corporation for National Service to accomplish this further institutionalization of service learning. Key elements in this project include strategic planning, assessment, and partnerships among faculty, OVS staff, and community partners. The primary goals are increased service learning awareness, knowledge, and competency by faculty. A Service Learning Advisory Team (the director plus three faculty members) meet regularly to advance service learning institutionalization.

Student leadership of the programs remains a hallmark of the office. Through monthly meetings with the director or assistant director, de-briefing after major events, and participant evaluations in the case of the more intensive programs, student coordinators assist in the evaluation and direction of the programs.

The office has nine motor vehicles (5 cars, 2 mini-vans, and 2 twelve-passenger vans) available for transporting students to service sites. All have come to the office used (donated or passed on from other campus departments) but all are kept in safe working condition by the University's physical plant staff.

Analysis and Appraisal

OVS is devoted to one of the key elements of the University Mission. In the past ten years the program has dramatically increased its visibility and engagement within the campus community. The major challenge facing the office is the management of growing demand, enthusiasm, and expectations for its programs. Several factors raise the visibility of the office and make the work more complex: student generosity, idealism and leadership; a national trend toward more civic engagement for higher education; faculty and administrative support for service learning; and the office's natural alignment with the university's mission of teaching, faith and service.

Careful judgement and consistent vision are required for future planning. Service learning should be better integrated into campus life, ensuring both involvement and academic rigor. At the same time, it is important to preserve and honor the spirit of volunteerism, student initiative, and simplicity that have often marked OVS' best efforts. OVS does not have a monopoly on service, but does have a special responsibility to ensure ongoing dialogue, learning, and action for the common good.

Catholic Social Teaching and the Mission remain OVS's inspiration and guide, emphasizing service to the poor, marginalized, and oppressed and recognizing the many ways the University and its individuals can impact society. This is demonstrated in student leadership formation, relationships with community partners and low-income groups, a focus on both direct service and systemic social change, exploration of spiritualities of service for a diverse student body, and all policies and practices. While

social service is part of the Catholic tradition, opportunities for service are accessible to everyone, regardless of faith or ideology.

Students are favorable about their ability to get involved in volunteering at the University. 83% of seniors responding to the CSS senior survey expressed satisfaction with the opportunities for community service. Volunteer service has had a significant impact on the lives of its volunteers. An analysis of freshmen and senior survey respondents showed a relationship between participation in volunteering and the desire to achieve goals in life related to serving the community, as well as positive perceptions of their development in knowledge, thinking skills, and understanding of themselves and others.

Reflection and education on particular issues are encouraged before, during and/or after service, but programs vary widely in their successful use of reflection opportunities. The office's various trips and overnight immersion programs tend to provide the best reflections, while programs in which volunteers serve for shorter periods, or less frequently, have a harder time structuring effective reflections. Occasional seminars, book discussion groups, and guest speakers offered by the office also provide educational enrichment on various issues of social concern,

The use of technology has assisted OVS, but there are still challenges. The program's computer hardware has been upgraded in the past year, but the ability to track data is hampered at times by incompatible hardware and software. The office's web site would more effectively connect students to service opportunities if it had appropriate links and interactive capability.

Staffing and program supervision remain challenging given the workload and current staffing level, despite the addition of a half-time support position in 2001.

Next Steps

- The Office of Volunteer Services will seek increased funding to support the office's mission, especially for student immersion programs (service or service-learning programs that involve overnight accommodations and, often, high travel costs), staff salaries and positions, faculty development and support for service learning, student coordinator leadership development and formation.
- The OVS will continue to collaborate with the academic division in development and implementation of service learning related to courses and degree programs.
- The program will establish reliable system for data collection and analysis, including sufficient and appropriate software, hardware, personnel, training, technical support, clear policies and lines of responsibility across divisional lines.
- OVS will sharpen and improve the distinctiveness of the program, based on Catholic Social Teaching.
- The program will improve systems and clarify goals and policies to support involvement of university staff in OVS programs.

- OVS will increase overall student participation rate in its programs, especially by reaching under-represented groups (e.g. commuters, upper-division students, students of color).

Residence Life (3.D.13)

Mission

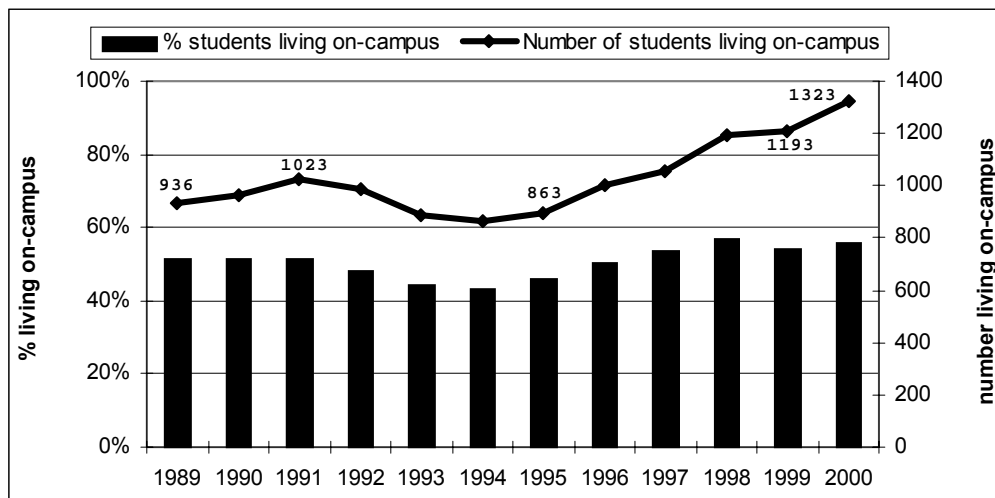
The Residence Life Program offers students housing in an environment that fosters personal development in a community setting, based on the University Mission and the tradition of Holy Cross.

Current Situation

The residential nature of the University, guided by the presence of the Congregation of Holy Cross, is one of its defining features. The principle of living in an environment that is complementary to academic learning has guided the work of Holy Cross since its founding in France in 1837. The University of Portland operates eight residence hall communities. There are approximately 1470 students in residence in these halls, representing a planned increase of more than 590 students (40%) between August 1995 and August 2001. See Figure 3.3. To accommodate the growth (increased freshmen class size and an increase in retention of juniors and seniors), Corrado Hall was built and opened in the fall of 1998. This traditionally-designed hall was the first residence built on the campus in thirty years. Two years later, Haggerty Hall and University Court, housing 215 upper-division students, opened in University Village, a newly developed section of campus north of Portsmouth Avenue. In addition, approximately 60 students rent University-owned houses just off campus. They receive programming and communication outreach from the office staff.

This increased emphasis on residential life at the University reflects the Strategic Plan, which states that “the undergraduate student body will remain strongly residential and the University is prepared to support growth in this characteristic” (1.5.5) and that the University “will seek more ways to model residence life as an integrated approach to intellectual, spiritual, and social development” (2.6.4).

Figure 3.3
Full-Time Undergraduates Living On-Campus



Students may choose from several campus housing options. Of the six traditional residence halls, there are three co-ed halls (Corrado, Kenna, and Shipstad), two all-male halls (Christie and Villa Maria) and one all-female hall (Mehling). Haggerty Hall and University Court provide various apartment-style units for 4-17 students (with private sleeping rooms). Significant growth in the number of students seeking campus housing is anticipated in the coming years. Additional housing will be considered to meet future needs. As of Fall 2001, all dorms have been wired for computer network access in student rooms.

A specialized housing program, co-sponsored by the Department of English and Foreign Languages and Residence Life, was implemented for the first time with the opening of a Foreign Language Unit in University Village in Fall 2001. Other joint program spaces will be considered and evaluated annually.

Staffing. Staffing for Residence Life has increased as the residential population has increased in the past ten years. One position has been added in the office, which handles physical operations and services, including Judicial Affairs (staffed by the Associate Director of Residence Life). There are currently 7 hall directors, 7 assistant hall directors, and 38 resident assistants. There is a Holy Cross priest or brother residing in each residence as a pastoral resident. A new director began service Fall 2001.

Candidates for the position of hall director are professionals who are attracted to the University primarily because of its mission, Catholic character, and/or relationship to Holy Cross. Currently the staff has among its members University alumni, other Holy Cross schools, and those who have done service programs with Holy Cross; the rest are men and women committed to the mission of residentiality at the University of Portland who come via other outreaches. Systems have been put in place to attract candidates for these positions from these constituencies as well as others. The average hall director is between 26-32 years old with either a Master's degree or applicable life experience.

They are selected based on their ability and their willingness to function in an office/community that has strong departmental values and a strong commitment to the University's Mission and the mission of the Student Services Division

Assistant Hall Directors are usually graduates of the University of Portland, alumni of the Holy Cross Associates (a year-long post-graduation service program), or others with a connection to the University who have spent one or two years out of college in a teaching or service position. Assistant Hall Directors are graduate student level, and are considered student employees. They do receive a stipend, but most work elsewhere as well. They do not receive benefits.

There is structured staff training for professional and student staff to build upon these foundations. Professional development is offered to the Residence Life staff through attendance at and participation in conferences and conventions of student service professionals.

Development of Mission and Programs. A clearer sense of mission and expectations of staff and resident students have been developed in recent years. Residential policies, contained in *Life on the Bluff*, the Residence Life handbook, are based on the University's residential and educational mission. They guide students to an understanding of the breadth of a residential community experience and their collective role in its development.

To support its mission, the Office of Residence Life has instituted structured programming to support the residents' out-of-class learning experiences. Residence hall community building is based in policies that promote individual responsibility, community awareness and personal integrity.

Collegial and Collaborative Efforts with others on Campus. A concerted effort has been made in the past seven years to build bridges with various departments across campus, supporting their programs and developing collaborative ones. There are now numerous links that allow better response to resident student needs and enhance programming efforts. The newest program, as of Fall 2001, is the Foreign Language Unit, a co-ed program in University Court with housing and co-curricular language activities for 16 students of German, Spanish, and French. Table 3.17 highlights some of the other projects.

Table 3.17
Residence Life Collaborative Programs

Office	Program
Academic Departments	Faculty are invited for dinners, discussions, and debates held in residence hall as regular programming throughout the year.
Admissions	Admissions Host Program, Weekend on the Bluff
Athletics	Promotions of team sports and events; Howard Hall recreation nights for each hall weekly; a vibrant intramural program
Campus Ministry	Pastoral Resident Program, Hall Masses, Annual Hall Retreats
Career Services	Communications set-up for internships and interview announcements; programs promoting post-graduate career opportunities
Computer and Telecommunications Services	Computer Set-up and assistance programs each semester
Holy Cross Community	Each hall does fundraising for the work of Holy Cross ministries in Latin America, Africa or Asia.
Library	Accessing the Library on-line where the staff has held programs in each hall.
Public Safety	Fire and Safety Prevention Programs. Campus Duty coordination each night.
Student Activities	Orientation Weekend, Leadership Development Programs
University Health Center	Peer Health Educator Program, Alcohol Education programs. Programs on acquaintance rape and sexual assault required for all new residents.
Volunteer Services	Brother André Cafe, Family Shelter Program, and strong support for the many plunge programs. Semi-annual clothing and food drives.

The Office of Residence Life works very closely with many campus offices regarding operations, communications, and management. See Table 3.18 for examples.

Table 3.18
Offices and Programs with which Residence Life Collaborates

ADA Liaison	Early Alert
Alumni Relations	American Language Academy
Bon Appetit	Freshmen Resource Center
International Student Services	Mail Center
Physical Plant	Print Shop
Public Relations	ROTC (Air Force & Army)
Student Accounts	Study Abroad
University Events	Public Safety
Schools of Education and Nursing School (primarily during summer school)	

Notably, Public Safety and the Physical Plant give support to Residence Life. Such support assists the hall staff in promoting an environment that is safe and secure, clean, and well maintained.

Analysis and Appraisal

Residence Life has experienced significant growth in the past ten years and through its staffing and programs appears to be effective in meeting the needs of students who choose to live on campus. Students learn the value of community as well as mutual respect and understanding of individual differences.

The residence hall is a major source of campus social connections for students. About one-third of respondents to the CSS Senior survey said that most of their close friends were from their residence halls, the most common institutional source of such relationships. Additionally, based on the results of the 1999 Student Satisfaction survey, on-campus residents had a greater sense of campus involvement than off-campus students, rating their satisfaction higher for a sense of belonging, the ease of getting involved in campus organizations, and knowing what is happening on campus.

While the mean satisfaction score given by juniors and seniors in the 1999 Student Satisfaction survey of 4.71 for 'living conditions in the residence halls are comfortable' is merely neutral, it is significantly higher than the national 4-year private institution average of 4.42. It is also a substantial improvement over their satisfaction rating in 1997 as freshmen and sophomores, when the mean satisfaction for residence hall conditions was 4.23, which that year was about the same as the national average rating. In the Spring 2000 Senior survey, just over half of the senior respondents who could rate student housing said they were satisfied or very satisfied.

Respondents to the 1999 and 1997 Student Satisfaction surveys also rated their satisfaction with the level of concern residence hall staff have for the student as an individual, giving them a mean satisfaction rating of 5.10 in 1999 and 5.66 in 1997 (5 = somewhat satisfied). Both ratings were above those for the national group of private 4-year institutions (4.90 in 1999 and 4.82 in 1997), with the University of Portland substantially higher in 1997. While the ratings went down between 1997 and 1999, it is probably due in large part to the differences between junior/senior and freshman/sophomore perspectives about this aspect of residence life.

Staffing and remuneration are key challenges to meeting the demands of a vibrant residence hall system and fulfilling the mission of service to students. Continued efforts toward more open communication among the Residence Life office, hall staffs, and all supporting campus offices, especially Physical Plant and its Housekeeping office, will continue to enhance the effectiveness of the program .

Next Steps

- The University will continue the commitment to the mission of residentiality in the Holy Cross character , and the encouragement of members of the Holy Cross community to live in residence halls, in the tradition established at the University since its founding.

- Residence Life will continue to analyze student needs and interests for housing and meal plan options in the context of continued growth.
- The University will explore new possibilities of program housing in collaboration with academic and student services departments.
- Residence Life will continue to assess the upgrading of living spaces to make them more suitable, comfortable, and technologically equipped to meet the needs and expectations of college students and their families.
- Residence Life will continue to work on communication with the Physical Plant to ensure that the physical condition of the residence halls remains sound and safe.

Food Service (3.D.14)

Mission

The University provides healthy and convenient food service through its contract with Bon Appetit.

Current Situation

Food services are provided for both resident and non-resident students in two locations on campus, the University Commons and the Cove. The Commons, a cafeteria that serves food to campus residents through a meal plan, is open every day (weekdays, 7.5 hours; weekend days, 4 hours). The Cove, located in the Pilot House, offers sandwiches, entrees, grill food, etc. both on a cash basis to the whole campus and through meal plan options to resident students (Sunday-Thursday 7 AM- 2 AM); Friday/Saturday 7 AM- 12 AM). Resident students select from a variety of meal plans through the Residence Life office and commuter students can purchase meals through Bon Appetit. The Holy Cross Community contracts with Bon Appetit for full meal service in the Holy Cross Dining Room in the Commons. Faculty and staff are welcome to purchase weekday lunches there as well, and many eat there on a regular basis. Menus in the Commons and Cove are prepared weekly and customized by Bon Appetit specifically for the University of Portland.

Additional food service is provided for special events, either for the University or non-University groups who use campus facilities. This ranges from a simple coffee service to large receptions and full-meal catering.

Bon Appetit's goal is to maintain the highest standards in order to fulfill its stated mission: "...to be the premiere food-service company, known for its culinary expertise and exceptional customer service." Campus food services are supervised by professionally trained food-service staff and meet recognized nutritional and mandated health and safety standards. Bon Appetit has a management staff of ten people, all of whom have extensive food service backgrounds, with a minimum of five years experience each. Every person who prepares food holds a certificate from a program accredited by the American Culinary Federation Educational Institute. Also, Bon

Appetit sponsors continuing education annually for its culinary staff, with an CFEI-accredited culinary program. Bon Appetit adheres to American Dietetics Association standards and recognizes the need for nutritionally balanced menus. The company's northwest region has on staff a registered dietician, who is available for consultation with the Bon Appetite's executive chef at the University of Portland. During orientation, new students are informed of their food service options. Students who have particular dietary needs are encouraged to meet with the general manager or the executive chef to create a program specifically suited to them.

Bon Appetit is regularly visited by Multnomah County Health Department to ensure proper food handling techniques and storage. As well, the company maintains its own Food Assurance Certification Training program. Bon Appetit maintains a regularly updated manual of safety procedures, with which all of its full- and part-time employees are required to comply, and conducts weekly, mandatory safety classes. The safety committee, supervised by a management staff person who is designated as the safety coordinator, meets monthly to perform safety audits.

Analysis and Appraisal

Increasing enrollment is testing the limits of seating capacity in the Commons and the Cove. However the food preparation, cooking, and storage facilities are adequate to meet the increased demand.

Campus food services are commonly rated low in satisfaction across most college campuses. In the 1997 Student Satisfaction survey, University of Portland students gave a mean rating of 3.93 (somewhat dissatisfied - neutral range) to 'an adequate selection of food is available in the cafeteria' and in 1999 the mean rating was 3.92. The national figures at 4-year private universities for 1997 and 1999 were 3.86 and 3.95, respectively. However, the University is satisfied with the food service provided.

Next Steps

- The University will monitor the ability of the Commons and Cove to accommodate seating demands and plan adaptations as necessary.

Student Activities (3.D.15)

Mission and Purpose

The mission of the student activities program is to complement the academic program of studies and enhance the overall educational experience of students through the development of, exposure to, and participation in social, cultural, intellectual, and governance programs.

Current Situation

The programs and services offered by the Office of Student Activities foster the intellectual and personal development of students. A primary vehicle for pursuing this goal comes from the provision of opportunities for students to learn and practice leadership and “followership,” ethical decision-making, program planning, governance, and other social skills, with coaching and advising from its professional staff, faculty and other experts. Decisions about policies and programs are guided by the Mission as a Catholic university.

The Student Activities staff is largely involved in advising student leaders and in providing support for student events. Some programs (e.g. Espresso UP, cultural programs, and September social programs) are planned by the staff, without direct student involvement in the planning and without formal evaluation. Informal input from the student government, observation of the activities, and participant comments are used to guide the development of these activities.

Student Activities offer the following programs:

- New student orientation (a collaborative project with the academic division co-chaired by the director of Student Activities and a faculty member a faculty)
- Student clubs and organizations
- Student media
- Student government
- Activities calendar (co- and extra-curricular events for students)
- Adult Students (age 25 and older)
- Cultural Programs
- Minority student support/Multicultural Programs
- Junior Parents and Families' Weekend
- Building Management (The Pilot House, St. Mary's)
- Policy Implementation (club recognition, solicitation, posting)
- *Student Handbook*
- Social programs

The *Student Handbook*, updated and published annually by the Student Services Division, contains a general policy statement on student clubs and their relationship to the University. The Resource Book for Student Clubs and Organizations, published annually by the Office, further spells out University policy on the recognition and responsibility of student clubs, as well as policies and procedures related to club activities. Table 3.19 lists the clubs that were recognized by Student Activities in 2000-2001.

Table 3.19
Student Clubs Recognized by Student Activities in 2000-01

Association of Computing Machinery	Foreign Language Club	Music Club
American Chemical Society	Green S.P.A.C.E.	Phi Alpha Theta
Alpha Kappa Psi	Hawaiian Club	Philosophy Club
Alpha Lambda Delta	Honors Student Association	Pilot Fan Club
Arnold Air Society	Institute of Electric and Electronic Engineers	Society of Automotive Engineers
American Society of Civil Engineers	Inline Hockey	Students in Free Enterprise
American Society of Mechanical Engineers	International Club	Student Nurses Association
Black Student Union	Kappa Delta Pi	Social Sciences Club
Business Leadership Council	Lacrosse- Women's	Society of Women Engineers
Blue Key	Lambda Phi Eta	Tri-Beta
Chess Club	Men's Soccer Club	Vietnamese Student Association
Collegiate Republicans of UP	Mitchell Rifles	Women's Rugby Club
Crew Club	Mock Trial/Pre-Law	Women's Soccer Club
English Society		

Additional student organizations exist under the auspices of academic departments, but there is currently no system or policy to track or officially recognize them. These include honoraries and groups whose membership or officers are not exclusively students.

Student Government. The constitution and other documents of the student government contain the purpose of the student government and its relationship to the University, as well as policies and procedures of the student government (lewis.up.edu/stuweb/asup/government/constitution.html). Student governance is covered more thoroughly in Standard 6.

Campus Program Board. This branch of the student government provides the backbone of social activities for the student body, including a number of events that are big and/or complex, which enrich campus life. Over the past three years, some conscious efforts have been made to diversify the programming to serve more sub-cultures of the University community.

Student Media (3.D.19). Student media are operated through the Office of Student Activities. *The Beacon*, the student-run newspaper, is published weekly on Thursdays throughout the academic year. *The Log* is the official yearbook of the University, edited by a staff of students. The president of the University is publisher of *The Beacon* and *The Log*. KDUP, the student-run radio station, broadcasts a variety of musical programming to residence halls, Buckley Center, The Commons and the Pilot House.

The Student Media Guide, given annually to all members of the Student Media Committee and to all students working in the student media, spells out the relationship of

the student media to the University. It also describes the rights and responsibilities of the Student Media Committee, the Student Media adviser, and the student media staff.

The Board of Regents originally adopted the 25-page comprehensive student media guide in May, 1991. The document, which is available to student media editors, managers and staffers as well as the general population, includes clear statements of purpose for each of the student media: *The Beacon*, the campus weekly newspaper; *The Log*, the student yearbook; and KDUP radio. The document explains the responsibilities, freedoms and personnel guidelines for each of the campus media as well as codes of ethics. The Media Guide also explains the University's policies regarding academic standards for students in paid media positions. It provides a statement of the goals *The Beacon*, *The Log* and KDUP radio as well as a clear explanation of the University's relationship to student media. The Student Media Committee revised the Media Guide in May 1997.

The media adviser is responsible for the day-to-day oversight and advice of media staffers. The media adviser's responsibilities are clearly defined in the Student Media Guide. The media adviser is responsible to the director of student activities, who in turn reports to the vice president for student services.

The Student Media Committee is responsible for defining the role and purpose of the student media and recommending appointments and dismissals of student editors and managers to the president. The president has final authority. The committee interviews candidates for top positions and also receives reports from and provides feedback to student media leaders. The committee is made up of representatives of the major constituencies at the University--students, faculty and staff--as well as the director of student activities. The Media Committee, and its subcommittees, meet several times during the year, more often as should the need arise. The Media Committee is guided in its relationship with student media by the Code of Ethics of College Media Advisers.

Activities for Students with Disabilities. The Office for Students with Disabilities, in collaboration with the Office for Student Activities, has created policy guidelines to ensure all ex-curricular activities are accessible to individuals with disabilities. Only accessible facilities are used for Student Activities functions, and accessible transportation is provided when necessary. The University has made provision through the Office on Students with Disabilities for services, when needed by students with disabilities, to facilitate their participation (e.g. an interpreter for the hearing impaired).

Activities for Adult, Commuter, and Part-time Students. Programs and activities are open to older students and most are appropriate for them (e.g. cultural events, movies, comedians, coffeehouses), although some larger events may not attract older students simply because of the overwhelming number of traditional-aged students participating (e.g. a dance). Programs occur at various times so that students on different schedules will find some programs offered at convenient times, with most programs being held in the early evening, late evening, or on weekends. Programs sponsored by the Office of Student Activities are open to both resident and commuter students, full-time and part-time students, and graduate and undergraduate students. A few programs sponsored by

the Campus Program Board, which is funded through the student government fee, are limited to full-time undergraduates, who pay that fee, but most programs are open to all students.

Adult Students. The number of non-traditional age students, 125 in 2000-01, has decreased in the past decade for several reasons, particularly the emphasis on recruiting students for a four-year, residential, traditional-age undergraduate program, a decrease in transfer students, and the discontinuance of the University's continuing education program. An evaluation of the needs of adult students (defined as 25 and older) and the best way to serve them was conducted in 2000-01. Services had been provided in a joint office with International Student Services, but responsibility for the program was shifted in summer 2001 to Student Activities. The primary functions of the program have been peer support and networking, along with professional advice on managing college (child-care, financial aid, and time-management) while balancing other responsibilities.

Analysis and Appraisal

Activities. Activities for students are adequate to meet the need. Students are allowed to form clubs according to clear policies, and seek funding for activities from the student government.

Orientation. The fall orientation program for new students is one of the strongest programs offered by the office (in collaboration with the academic division). The high regard of the new students and their parents, evidenced by systematic evaluations, as well as positive feedback from meetings with various campus constituencies attests to the excellence of this program. Its strength is due to a number of factors, including the dedication and cooperation of every segment of the campus, and a large number of high-quality student volunteers to assist in planning and running the program.

Student Government. The student government has been very strong in recent years. The committee structure, updated in 1996-97, now provides a system whereby problems are delegated to groups within the student senate for investigation and report. The leaders and members have, for the most part, an excellent working relationship with the administration and various departments. The student body president meets weekly with the vice president for student services. The student government is less effective in communicating with its constituents. Many members of the student body appear to be unaware of the work and achievements of the student government, and at times student concerns that could be brought to the student government are not. See Standard 6.E. for more information.

Planning and Evaluation. The Office of Student Activities conducts an annual evaluation by the participants in the fall orientation program and the Junior Parents and Families' Weekend, using the information collected to gauge the effectiveness of these programs in meeting their goals and to guide planning. Planning and evaluation of other programs is less formal. Some programs, such as the multicultural programs, are planned by students or with student in-put. There is currently no systematic evaluation of these

programs. Over the past eight years, various attempts at needs surveys of the minority student population have been made, with low response in each case. From time to time, but not on a regular, systematic basis, the Office has surveyed club leaders and/or advisers to determine the effectiveness of the Office's support for and service to the clubs. Results from the 1991 Student Satisfaction survey are provided in Table 3.20.

Table 3.20
Student Satisfaction with Student Activities (1999 SSI)

Percent 'very satisfied' or 'satisfied' or 'somewhat satisfied':	
Sufficient number of weekend activities for students	63%
Easy to get involved in campus organizations	81%
Generally know what's happening on campus	70%
Student activities fees put to good use	53%
Campus demonstrates commitment to the needs of:	
Older students	57%
Under-represented populations	43%
Commuters	45%
Students with disabilities	66%

Adult and Commuter Students. As the University has increasingly emphasized a four year, traditional age, residential program, adult and commuter students have felt more marginalized. Some have expressed the desire for a dedicated lounge where they could work, relax, and meet similar students.

Facilities. A new University Center is envisioned in the University of Portland Strategic Plan (3.1.8). The shortage of attractive, functional, appropriate space on campus for meetings, events, and socializing is a real challenge. At times this has meant foregoing educational and recreational opportunities. The space shortage has also contributed to the challenge of engaging and involving off-campus students in campus life and activities.

Staff. In recent years, the Office for Student Activities has had significant staff turnover, and, in 1996-97, experienced a cut in staffing, which has since been restored. For a time, students were not given the same level of experienced guidance in some of their activities (e.g., support for and service to student clubs; multicultural programming; minority student support), as they would have received had the staff been larger and more stable. In the past two years, the staff has stabilized.

Student Media. The student newspaper does a good job of providing the campus with information and a forum for discussion of ideas, as well as providing its student staff with challenging opportunities for learning and support for meeting those challenges. The Beacon wins multiple awards annually at a state-wide contest for university student newspapers. The student yearbook provides an annual memory book for the student body. Both the yearbook and the radio station offer opportunities for student participants to learn and practice leadership and develop organizational and technical skills. The number of students participating as DJ's has declined in the last decade, even as the

number of full-time undergraduates has risen. Space for the station is inadequate and the equipment is outdated.

Next Steps

- The University will follow its Strategic Plan in developing a university center that would provide adequate and appropriate facilities to support student activities sponsored by the Office of Student Activities, by student organizations, and by other University departments and programs.
- Student Activities will develop a more systematic planning system, including evaluation of student needs and outcomes of the services provided, particularly in the areas of club support/service and minority student support.
- Student Activities will develop a way of integrating campus clubs and organizations that are not now recognized by Student Activities.
- Student Activities will institute, collaboratively with the Campus Program Board, a systematic way to assess the social and cultural needs of the student body and to evaluate the effectiveness of the programs offered in meeting those needs.
- The program will continue to study the need for services for adult and commuter students.
- Student Activities will conduct a study to clarify the mission and effectiveness of the student radio station and the needs for funding and space.

Bookstore (3.D.18)

Mission

The University contracts with Barnes and Noble College Bookstores to provide service to the University community. The bookstore offers text and reference books, school and office supplies, University of Portland label clothing and souvenirs, and convenience items.

Current Situation

The University renewed an agreement, begun in 1985, with Barnes and Noble to run the bookstore on campus. A 1996 renovation, paid for by the company, added over 400 square feet of new retail space, which brings the site to approximately 4500 square feet. The arrangement with Barnes & Noble has guaranteed the University over \$100,000 annually. The bookstore manager reports directly to the Financial Vice President of the University, who is responsible for store audits.

Two full-time, salaried managers, plus 19 students, working part-time, staff the bookstore six days a week. The store is open Monday-Thursday 8:30 a.m.-6:00 p.m., Friday 8:30 a.m.-4:00 p.m. and Saturday 10:00 a.m.-3:00 p.m. During the first week of classes the store operates under extended hours to meet demand.

Because the bookstore is aware of increased internet shopping by students, the bookstore now offers an additional selection of used textbooks with a savings of up to 25% and a more liberal returns policy. Barnes and Noble operates a website specifically for the University's bookstore (www.bkstore.com/uportland). Services on the web include:

- Faculty book orders for courses
- Students advance book orders, which are packaged and ready for pickup. This service includes first chance at used books
- Orders of University mementos for alumni and friends off campus
- Information and ordering of faculty publications

The bookstore facilitates the process for ordering books on tape from Recordings for the Blind and Dyslexic (RFB & D), which are ordered by the Office for Students with Disabilities. The bookstore makes a contribution to the University's membership in RFB & D.

The student government recently began a book exchange service. This provides another option for the purchase of used books on campus.

Analysis and Appraisal

The bookstore adequately meets the needs of the University's academic community most of the time. Formal analysis of customer service throughout the University is pursued through regular meetings with the Student Senate, contact with deans and department chairs when possible, and a strong working relationship with Public Relations and the University Events. The quality of service has varied somewhat, depending on the manager, but the incumbent has made a very positive difference. Barnes and Noble conducts evaluations using anonymous shoppers. The store received a 90% rating in 2000-01. Customer comment cards are always available but rarely used.

Recently increased service hours for weekends and special events have been beneficial for students and visitors. The lack of regular evening service is a disadvantage to students who are on campus only in the evenings, especially graduate students, but it is not economically feasible to keep the store open late except during the first week of classes for the fall and spring semesters and at the beginning of both summer sessions. The store does stay open upon request for particular programs.

Next Steps

- A faculty/staff/student advisory committee for the bookstore will be established.

Intramural Program (3.D.17)

Mission

The Intramural Program supports the University Mission by fostering “development of the whole person:” mind, body, and spirit. Students are offered opportunities to explore a wide variety of physical activities to maintain their well-being.

Current Situation

The Intramural Program offers many opportunities, including various team and individual sports, equipment rental opportunities, bike and camping rentals, weight training, swimming, outdoor recreational activities and fitness classes. Participation in recreational and outdoor activities has increased each year, documented by participation records from the past four years. Howard Hall is the facility that provides most physical recreation opportunities for students, staff and faculty. The building houses a swimming pool, weight room (with free weights, machines, and cardiovascular equipment), a gymnasium, fitness classroom, a full-service bicycle shop and camping center, equipment check out closet, equipment storage, meeting area and offices.

Information on how to sign up for a sports team or an outdoor recreation trip is found in the recreation brochure. Activities are promoted widely on campus to students, staff, and faculty. Activities are also extended to alumni and spouses of any student, staff or faculty member at a nominal fee. There is no specific programming for the physically disabled, adult, evening, part-time, or commuter students. However, all are invited to participate in any provided activity. In general, Howard Hall is not ADA compliant, but a lift was recently installed to enhance wheelchair access to the gymnasium.

In recent years several new programs have been added or expanded, based on evaluations and suggestions. A new outdoor program offers opportunities such as climbing Mount Hood. Water basketball and aerobics now take place in the pool. Supplementing more traditional aerobics classes are yoga, tai chi, belly dancing, and kick boxing.

Students have participated in intramural sports at a relatively high rate and with satisfaction about their experience. Fifty-eight percent of University of Portland seniors responding to the 2000 CSS survey said they participated in intramural sports, significantly higher than at other private universities. Results of the SSI indicated that there is a 67% satisfaction rate with the variety of intramural activities offered.

Analysis and Appraisal

Although the Intramural program has high student participation that continues to increase, the condition of Howard Hall is a real concern. It was designed for competitive athletics, not recreation. Built in 1927, it has become outdated and inefficient. The building does not comfortably accommodate the number of people who use it and the overall condition is poor. Exercise and weight equipment is crowded into a small room

and the separate exercise classroom holds a maximum of ten people for aerobics. The pool is small, accommodating only six lap swimmers at a time, and its design makes it hard to perform rescues. The acoustics in the building are poor. Since the gymnasium is on the second floor, every step or bounce of the ball is intensified and can be heard below in the weight area, offices, shops, and locker rooms. Handicapped access does not meet ADA standards.

Next Steps

- The University will evaluate the effectiveness of Howard Hall in meeting the University's needs for physical recreation facilities.

Intercollegiate Athletics (3.E.1-6)

Mission and Purpose

The four components of the Athletic Department mission are:

- To educate minds, hearts and spirits of student-athletes, in such areas as fairness, discipline, teamwork, competitiveness, and sacrifice;
- To advance the University to preeminence among its peers by fielding teams and student-athletes that are talented and competitive at the NCAA Division I level;
- To provide additional non-curricular “teaching moments” for all students;
- To formulate and perpetuate programs that reflect the University as a whole, and which symbolize the University’s mission. (*Bulletin 24*)

Current Situation

The Strategic Plan states that the University will: continue membership in NCAA Division I (AAA) and the West Coast Conference (WCC) (see Table 3.21); continue to develop an inter-divisional support system within the University (including an orientation class) to enhance athlete academic performance and raise the graduation rate for student athletes; develop marketing potential; and enhance salaries and budgets (SP 2.6.5, 2.7, 2.7.1-3).

Table 3.21
West Coast Conference Membership

University of Portland	Saint Mary’s College
Gonzaga University	University of San Francisco
Pepperdine University	Santa Clara University
University of San Diego	Loyola Marymount University

Over the past decade, the Athletic Department has taken steps to articulate increasingly its mission, to broaden its athletic opportunities for female student-athletes, and to achieve a high level of competitive success. The program now supports 16 teams in intercollegiate athletics. See Table 3.22. In Fall 2000, 212 students, or 8.7% of the entire undergraduate student body, participated in intercollegiate athletics. Spring 2001, 194 students, or 7.9%, took part.

Table 3.22
University of Portland Athletic Programs

Gender	Sport
women and men	basketball, cross country, golf, indoor track, outdoor track, soccer, tennis
Men	baseball
Women	volleyball

Institutional Control (3.E.1). In August of 1996, a change was made in the administrative reporting structure for several University departments to accommodate the retirement of the executive vice president. As a part of this reorganization, Athletics was made the responsibility of the vice president for university relations when that department was placed in the Division of University Relations.

While the Executive Committee of the Board of Regents is briefed and provides consultation to the president of the University on key issues related to athletics, the president is responsible for major policy decisions. The president of the University also receives regular updates both from the vice president for university relations, the director of athletics, and the faculty chair of the Presidential Advisory Committee on Athletics.

The director of athletics reports regularly to the vice president for university relations and is responsible for the daily operations of the department. The director manages policies, procedures and guidelines established by the president of the University and both the WCC and NCAA.

The Athletic Department conducts a range of systematic and regular evaluations of missions, goals and objectives, budget, and personnel. The NCAA Self-Study occurs every five years, most recently in 1997. This study involves review and analysis of Athletics in the following areas: governance, academic integrity, fiscal integrity, and commitment to equity. The University is required to submit annual reports to the NCAA on graduation rates. The NCAA and WCC require the regular and systematic evaluation of student-athletes' academic performance. Further, coaches are regularly evaluated as teachers of student-athletes and against the responsibilities associated with managing several intercollegiate athletic team or program. The athletic director also meets six times per year with the Student-Athletes Advisory Board to hear the concerns and observations of the student-athletes themselves.

Goals, Policies, Expectations (3.E.2). Department of Athletics publishes the goals and objectives of the athletics program and the institutional expectations of staff. These are

provided to candidates for athletic positions. Also, coaches are expected to submit annual goals to the Director of Athletics by September 1 of each year. Policies and rules for athletics are reviewed by administrators and by all coaches and assistant coaches. The duties and authority of the director of athletics, Presidential Advisory Committee on Athletics, and others involved in athletics policy-making and program management are stated explicitly in writing. Examples can be found in the staff job descriptions, the NCAA Self-Study Report, Fall 1997, and in Rules Compliance Manual and the Operations Manual.

The Athletic Department provides various handbooks and guides to student athletes, coaches and administrators. These are essential in maintaining compliance with policies, in pursuing the mission and goals and in clarifying expectations.

Administrative Responsibilities (3.E.3). At the University of Portland, admission requirements and procedures, academic standards and degree requirements, and financial aid awards are vested in the same institutional agencies that handle these matters for all students. When applying for admission as freshmen, student athletes are evaluated by the same criteria as non-athletes. When the basic criteria are met, the student is admitted automatically. In cases in which one or more criteria are not met, the case is considered by the Admissions Committee, which consists of the Dean of Admissions, the Senior Associate Director of Admissions, and an Academic Dean.

Academic standards and degree requirements are managed within the respective professional schools and the College of Arts and Sciences and are not altered for student-athletes. As envisioned in the Strategic Plan, a semester-long orientation course for athletes is now offered by a highly qualified full-time academic advisor to athletes, who is supervised by the Academic Vice President. Student-athletes perform well academically within the University as seen in the following (data from 2000-01):

- 107 of 194 (54%) student-athletes have a cumulative GPA of 3.00 or higher
- 116 of 194 (59%) student-athletes achieved a 3.00 or higher GPA in Spring 2001
- 47 of 194 (24%) student-athletes were named to Dean's list in Spring 2001
- 4 of 194 (2%) student-athletes continued or were placed on academic probation
- 3 student-athletes graduated with honors
- 5 former student-athletes completed degree requirements
- The Fall 2000 GPA for all student-athletes was 3.05, compared to 3.09 for all undergraduates
- The cumulative GPA for all student-athletes (through Fall 2000) was 3.09, compared to 3.15 for all undergraduates.

The graduation rate for student athletes is measured in two ways. The NCAA mandates a report of six-year graduation rates that includes only student-athletes on scholarships, both those who entered as freshmen and those who transferred in. Table 3.23 shows that this group, labeled "All athletes on scholarship," has a much higher graduation rate than their entire freshmen cohorts (i.e. 76% vs. 59%). Student athletes who enter as freshmen

had a minimum 6-year graduation rate of 90% for the cohorts that entered between 1991 and 1994.

Table 3.23
NCAA Report of Student-Athlete Graduation Rates - 6-year rate

Cohort year	All athletes on Scholarship*	Cohort of Athlete Freshman on Scholarship**	Cohort of All UP Freshman***
1991-92	76%	95%	59%
1992-93	72%	100%	65%
1993-94	78%	90%	63%
1994-95	Na	92%	64%

*includes scholarship athletes entering as freshmen and transfers

**includes only scholarship athletes who entered as freshmen

***excludes transfers

The graduation rate for all student-athletes, which includes students who didn't receive athletic scholarships, has varied in recent years. See Table 3.24. The 1994 cohort had better five- and six-year rates than the overall population. The rates dropped for the 1995 group, but rose again with the 1996 cohort.

Table 3.24
Four, Five, and Six-Year Graduation Rates for Student-Athletes* and All Students

	1994 cohort		1995 cohort		1996 cohort	
	All Student-Athletes*	All Students**	All Student-Athletes*	All Students**	All Student-Athletes*	All Students**
4 years	41%	49%	38%	51%	50%	57%
5 years	67%	63%	58%	65%	64%	69%
6 years	69%	64%	58%	67%		

*Scholarship and non-scholarship students who entered as freshman athletes. Excludes transfers.

**Includes students who entered as freshman. Excludes transfers.

Athletic Budget (3.E.4). The budget for the Athletic Department is developed systematically each year. Funds raised for and expended on athletics are subject to approval of the administration and are accounted for through the institution's generally accepted practices of documentation and audit. The NCAA Self-Study Report, Fall 1997, for example, includes independent audits ordered annually by the officers of the University and the Board of Regents, and mandated by the NCAA.

Gender Equity(3.E.5). The University of Portland has demonstrated a commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities. The Board of Regents and the president of the University have approved and

implemented a Gender Equity Plan for Athletics as a part of the Title IX compliance efforts of the University (see NCCA Self-Study p. D13).

Scheduling Policy (3.E.6). Consistent with both the University's and the department's mission to educate student-athletes, policies and procedures are in place to minimize the amount that athletic competitions or practices interfere with class attendance or test preparation. The Athletic Director approves all practice schedules. Coaches must follow published policy concerning the scheduling of intercollegiate practices and competition for both men and women that minimizes conflicts with the instructional calendar, particularly during end of semester examinations, but also including religious holidays and commencement day.

Analysis and Appraisal

Despite the fact that it is one of the smallest schools in the WCC, the University has enjoyed significant athletic achievements. At the same time, the academic achievements of the student-athletes have been among the highest in the WCC. The University maintains 16 intercollegiate teams, which allows a relatively high percentage of the student body to have the benefits of participation. However, this high rate of participation also creates some challenges. Student absences for competitions often require make-up exams, assignments and labs. Likewise, academic schedules may make it difficult for coaches to schedule both practices and games for some sports. These challenges are being addressed by more collaboration and communication between the Academic and University Relations divisions.

There are significant costs to offering a Division I AAA program. Independent financial audits during the past decade document well-managed operations with a small but effective staff. The auditors have noted that there have been no errors in fiscal management despite the great workload. The University continues to improve its financial management and reporting of athletics despite limited financial resources and the many competing demands for those limited resources.

Beginning with the 1998-99 school year, a full-time academic advisor has been serving student athletes, and working with staff and faculty. The two different women who have held the position, both of whom have doctorates in education, have been effective in assisting student-athletes in balancing the demands required for success in both academics and athletics. They also have helped the student-athletes become integrated in the wider University community.

Coaches at the University of Portland are selected because they understand the Mission, that their players are students, and that there must be compatibility between their coaching philosophy and the academic program. The University places high importance on the graduation of student athletes.

In general, the student-athletes become an active part of the wider University community. Because of their training schedules, long competitive seasons, and high profiles, some

individuals and teams (i.e. women and men's soccer, men's basketball) are sometimes perceived as subcultures, not fully integrated into the University. In a small academic community, this is noticeable and problematic. Efforts are made to ensure these student-athletes live in residence halls with their classmates and are involved in activities and programs such as Volunteer Services. Increasing the integration of the coaches with campus life would assist this effort.

The Athletic Department is managed with close and effective oversight of the officers of the University, and through the policies and reporting structures required by the WCC and the NCAA. Consistent data-based annual planning linked to the Mission is being improved with measurable objectives and reported results. As with many areas of the University, the Athletic Department would benefit from an intranet posting of the many policies, handbooks and guidebooks to increase access to these documents. This would also serve as a resource in educating the wider University community about the mission, goals, and policies of the Department of Athletics.

Graduation rates for scholarship athletes are very high, especially for those who entered as freshmen. This reflects the University's priority on academic as well as athletic success for student-athletes. The difference in rates between scholarship and non-scholarship athletes has not been studied, but possible explanations include higher personal expectations and higher satisfaction with athletic participation among the scholarship students. Those who are unsatisfied with their university-level athletic achievements may transfer to other institutions for increased athletic opportunities.

Next Steps

- The University will continue to monitor carefully its commitment to NCAA Division I AAA status, measuring the benefits as compared to the cost of programs and the changing rules of the NCAA .
- The University will improve scheduling through a joint effort of the Academic and University Relations Divisions.
- Athletics policies will be published as part of the University's new online policy book.
- Athletics will establish measurable benchmarks with objectives, so success and change can be documented with data.

Policy 3.1

The University of Portland is in compliance with all applicable aspects of Policy 3.1.

STANDARD FOUR

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FACULTY

The University Mission: Teaching

The University places superb teaching as both its first virtue and one of the three central tenets of its Mission: teaching, faith and service. The Goals and Objectives are more specific:

- To foster faculty development through sabbatical leaves, continuing education, and research opportunities (III b).
- To offer compensation that is adequate to attract and retain staff and faculty equal to the goals of the University (III c).
- To recognize the primacy of teaching in faculty development, in review for promotion and tenure, and in compensation (VII a).
- To recognize the essential and complementary contribution of scholarship to the quality of instruction (VII b).
- To uphold scholarship, including research and creative endeavors, as integral to a community of scholars (VII c).

In two Strategic Plans (1992-1998 and 1998-2003) the University has further identified several priorities to attract, retain, and develop excellent faculty. The first academic priority of the present Strategic Plan specifically states that:

The University will enhance the quality of the instructional relationship between faculty member and student. If the University is essentially expressed in its academic purpose, then the central image of this purpose is seen in the faculty member leading the student in the learning process. This is the heart of the “community of scholarship” referred to in our traditional statements of mission. This relationship of faculty member with students is the strongest link in our institutional identity; it holds the key to our ability to attract students and to retain them, to inspire faculty, and to win support from friends. It ranks highest in the evaluations of current students and lasts longest in the memory of alumni (SP 2.1)

For over a decade the President of the University, in articulating the key role that faculty play in carrying out the institution’s Mission, has stated that the faculty are the major resource within the University. In recognizing the primacy of an excellent faculty, the University has

hired a third of its present full-time faculty in the past decade, all of whom are excellent teachers, scholars, and participants in the University's goal of becoming the premier Catholic teaching university in the west. More specifically, the expansion of faculty across the University has been accomplished through careful planning following systematic assessment in every academic unit. These additions of faculty positions, as well as replacements, have followed program reviews in the College of Arts and Sciences, accreditation visits in the professional schools, and adherence to the Strategic Plan and Mission of the University. Besides allocating resources to support additional faculty positions, the University also recognizes in its Strategic Plan that it must maintain this excellent faculty and has further set for itself the following priorities to guarantee the goal of establishing a community of scholars and teachers:

- Faculty need to be supported through services that free them from burdensome tasks unrelated to teaching. Much of that freedom can be obtained by making available to each faculty member adequate computer hardware and software to support teaching and pedagogical purposes, research, and scholarship, and to ease the burden of practical clerical duties. The University will strive to obtain grant monies and other sources to address this need and to maintain and advance this resource (SP 2.1.2)
- Faculty continue to need time free of teaching and service responsibilities that they can dedicate exclusively to scholarship. The University will continue its commitment to the offering of sabbaticals on a regular basis of at least one semester with full compensation, will make available summer stipends for scholarship through funds available from the Arthur Butine Faculty Development Fund, and will enhance this endowment (SP 2.1.3).
- The distribution of teaching and service responsibilities must be made with full attention to their impact on the faculty member's ability to give personal attention to students and adequate time to course development and to scholarship and research (especially research in which students are involved). An individual faculty development plan to attain this goal should be implemented in every academic unit of the University (SP 2.1.4).
- Faculty need to pursue their professional development and to communicate with colleagues in other universities and in other parts of the country. The University has set an initial goal of providing \$1,000 per full-time faculty member for professional travel on an annual basis (SP 2.1.5).

Each academic unit of the University has also participated in an annual review of its progress in accomplishing these priorities identified in the Strategic Plan. In the annual budgeting process deans have further set specific priorities for their units in accomplishing these goals. As the University began its Defining Moment Campaign in 1999, the case for the campaign further identified faculty needs. Table 4.1 indicates those specific goals of the campaign and also provides the progress made to date on achieving them. In addition to those goals identified in the Case for the Campaign, there have been additional gifts that have enhanced faculty development (e.g. \$11.5 million to endow the School of Business and \$2.2 million to endow the University's Center for Entrepreneurship). While all of the goals set in the campaign have not yet been met, there is confidence that several more or all of them will be realized in the last year of the campaign.

Table 4.1
Defining Moment Campaign
 Faculty Goals and Amount Raised

Designated Area of Need	Campaign Goal	Amount Raised (Summer, 2001)
Endowed Chairs	\$8.5 million	\$7.4 million
Endowed Professorship	\$5.4 million	\$1 million
Distinguished Lecture Series	\$1 million	\$400,000
Faculty Development Fund	\$2 million	\$500,000
Equipment & Technology Fund	\$6 million	\$ 2.5 million
Franz Hall	\$10.6 million	\$10.6 million
Swindells Hall	\$10.5 million	\$10.5 million

Based on the Mission, planning, and systematic reviews in the academic units, as well as the goals of the capital campaign, the University has made remarkable progress in increasing the size and quality of its faculty over the past decade. It has been successful in attracting professionally qualified faculty from the best research universities in the country with primary commitment to teaching as well as to the Mission of the institution. Across academic units, faculty are deemed to be qualified and are representative of individual fields or programs in which each unit offers major work.

As this self study began two years ago, a survey based on the elements of Standard 4 was developed and distributed to all full time and adjunct faculty in all academic units. There was a 40 % response rate. The results of the survey were examined at two levels: the university and the academic unit. Although there may be differences between faculty perceptions and the intent of policies and procedures, as well as the actual progress made in the academic units, these perceptions may serve as indicators of the faculty’s experience within the university. The results of the survey (*Survey 2000*) are not a substitute for data: the results do inform the response to the standard. And, perhaps more importantly, when the results of the survey are analyzed with the actual data, it is apparent that some faculty do not fully realize the University’s accomplishments of the past decade in attracting and developing an excellent faculty.

Professionally Qualified Faculty (4.A.1)

Current Situation.

The present faculty is comprised of 166 full-time appointments at various academic ranks with various years of experience here at the University of Portland, as well as previous experience at other similar institutions. Table 4.2, the Institutional Faculty Profile, provides a summary of the University’s faculty for the academic year, 2000-2001. In the past decade 73 full time faculty have left the University as a result of retirement, resignation, not being tenured, and death (See Appendix 4.C).

Table 4.2
Institutional Faculty Profile, Fall 2000

			Full-Time Faculty														
			Number Terminal Degrees		Salary, 9 Months*			Years Experience at Institution			Total Years Teaching Experience			Fall Term Credit Hour Load**			
Rank	Number		Dr	M	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	
	Full Time	Part Time															
Professor	31		31		56,200	61,300	88,100	5	20	36	10	28	37	4	9	13	
Associate Prof	72		69	2	39,192	50,700	88,276	0	11	35	2	15	35	6	8	21	
Asst Prof	42	25	41		35,000	41,100	72,000	0	2	35	1	4	35	5	8	20	
Lecturer	7		2	1	30,000	34,000	34,550	1	3.5	6	na	na	na	3	6.5	15	
Visiting Asst	10		5		29,000	33,500	42,500	1	16	23	na	na	na	7	9	12	
Visiting/Adj Instr	2	57			28,000	32,540	37,080	0	0	2	na	na	na	8	8.5	9	
Teaching Assoc	2				32,500	32,858	33,216	1	2	3	na	na	na	0	1	2	

*excludes endowed professorships; faculty with administrative responsibility adjusted to 9-month

**student credit hours

The University insures professionally qualified faculty by requiring the terminal degree as the basic qualification for faculty filling a full-time, tenure track position. As new faculty have come to the University, they have been scrutinized with great attention to professional qualifications as well as an understanding and willingness to participate in the University's Mission and in particular to the priority given to excellent teaching.

The University's goal is to have in place three full-time faculty (at a minimum) for every degree program offered. Each position, whether new or a replacement for an existing position, has been assessed based on department or school needs as identified in program reviews and the annual planning reviews in each academic unit. As programs have been reviewed over the past decade, each major has examined its present resources, particularly faculty, and decisions have been made to discontinue majors, reallocate resources within academic units, or to request additional positions to assure that there are sufficient faculty to offer each major program (See Standard 2 for programs discontinued and restructured as a result of Program Reviews).

Faculty demonstrate their commitment to teaching in multiple ways. Each year, in a faculty member's self development plan, teaching is the first area considered. Non-tenured faculty work closely with department chairs and deans to assure that he or she has the necessary resources to become an excellent teacher so that at the time of tenure review, the individual faculty member can ably demonstrate excellent teaching. The University's post tenure review process further evaluates the effectiveness of teaching as its primary consideration.

There are also less formal processes to encourage and demonstrate excellent teaching. A faculty development day is scheduled annually for the purpose of providing faculty an opportunity to formally attend workshops specifically addressed to teaching. In Fall 1998 the University was invited to participate in the Carnegie Teaching Academy Campus Program.

The program was initiated to broaden the conception of scholarly work and extend that discussion to issues related to teaching and learning. These Carnegie Conversations have been informal, with the numbers of faculty attending indicating a commitment to excellent teaching. (See Table 4.3)

Table 4.3
Carnegie Working Group 1999-2000

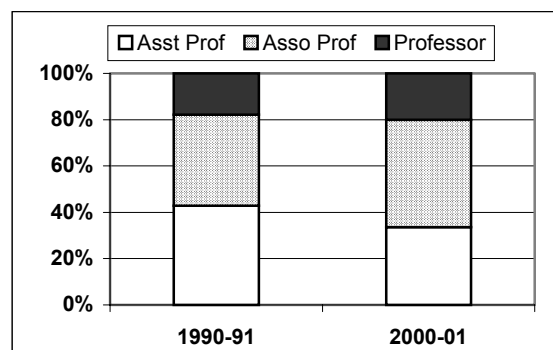
Topics	Focus	Attendees
Critical Moments	Write and share examples of a critical moment in teaching on a chronological continuum.	51
Teaching Topics	Building a course through syllabus design; leading effective class discussions; grading as a student motivator.	47
What is a Premier Teaching University Anyway?	A nominal group process was used to answer questions specific to the University's premier status. Faculty discussed changes they could make to achieve that status.	53
Double Header	A discussion of "How do the campus climate, attitudes, policies and practices contribute to or inhibit scholarly teaching?"	35

The energy of the Carnegie Working Group has had positive outcomes. Faculty arranged informal conversations to meet at lunch to talk about teaching. Similar to other informal conversations, attendance and minutes are not recorded. Interested faculty host agenda-free "teaching tables" in the Holy Cross Dining Room, which is open to faculty at lunch. The teaching tables, initiated in 1999-2000, have addressed a wide range of topics including student motivation, critical thinking, peer review, classroom management, diagramming sentences, and teaching and technology.

Analysis and Appraisal

Perhaps the greatest challenge departments and schools have had to meet has been and will continue to be the allocation of faculty positions to the areas most in need of them. Given the number of programs of study offered, and with the goal of having at least three full-time

Figure 4.1
Distribution of Faculty by Rank, 1990-91 and 2000-01



faculty in each major program, shifts in enrollment from one major program to another are not easily adjusted. With continued review and planning, there have been significant changes in faculty that are indicated in the following table.

Table 4.4
Faculty Increases by Academic Unit, 1989-2000

Academic Departments And Schools	No. Faculty 1989-90	No. Faculty 2000-01
College of Arts and Sciences	72	92
Biology	5	9
Behavioral & Social Sciences	8	10
Chemistry & Physics	7	9
Communication Studies	6	7
English & Foreign Languages	8	12
History & Political Science	5	8
Mathematics*	12	9
Performing and Fine Arts	7	9
Philosophy	6	7
Science	0	2
Theology	8	10
School of Business	20	26
School of Nursing	6	12
School of Engineering	16	21
School of Education	4	15
TOTAL	118	166

*Computer Science dept. moved to School of Engineering in 1999

Also, since 1990, there has been a significant increase in the number of senior faculty as noted in Table 4.5.

Table 4.5
Changes in Faculty Ranks: 1989-2000

Academic Rank	1989-90		2000-01	
	Male	Female	Male	Female
Professor	16	4	26	5
Associate Professor	35	9	51	21
Assistant Professor*	34	14	30	22
Instructor*	1	0	1	1
Teaching Associate	0	0	1	1
Lecturer	4	1	2	5
Total	90	28	111	55
Total Faculty	118		166	

*includes visiting faculty

In fulfilling the priority of the Strategic Plan of attracting and maintaining excellent faculty from the best research Universities, Table 4.6 provides the listing of Universities and the number of present full time faculty who have earned their terminal degrees from each of those institutions.

Table 4.6
Number and Source of Terminal Degrees of Faculty*

Institution Granting Terminal Degree	No. of Degrees		Institution Granting Terminal Degree	No. of Degrees	
	Doctor	Master		Doctor	Master
Arizona State U	1		U California-Berkeley	4	
Baylor College of Medicine	1		U California-Los Angeles	3	
Boston College	1		U Central Florida	2	
Brown U	1		U Chicago	8	
California State U – Chico		1	U Colorado	3	
Carnegie Mellon U	1		U Denver	6	1
Case Western Reserve U	1		U Freiburg	1	1
Catholic U Nijmegen	1		U Georgia	1	
Catholic U of America	2		U Glasgow	1	
Clarion U		1	U Hawaii	1	
Cleveland State U	1		U Illinois	5	
Columbia U	1		U Innsbruck	1	
Cornell U		1	U Iowa	2	
Duke U	2		U Maryland	2	
Florida Atlantic U	1		U Massachusetts	2	
Georgia Institute of Tech	1		U Memphis	1	
Georgia State U	1		U Miami	1	
Harvard U	1		U Michigan	1	
Indiana U	4		U Minnesota	3	
Iowa State U	1		U Montana	1	
Johns Hopkins U	1		U Nebraska	2	
Lewis & Clark Law School	1		U New Mexico	1	
Michigan State U	2		U North Carolina	1	1
MIT	1		U Notre Dame	6	
North Carolina State U	1		U Oklahoma	2	
North Texas State U	1		U Oregon	16	1
Northern Illinois U	1		U Portland		2
Northwestern U	1		U Salzburg	1	
Oregon Graduate Institute	1		U St. Michael's Coll., Toronto	1	
Oregon Health Science U	1	1	U South Carolina	1	
Oregon State U	3		U Southern California	1	1
Portland State U	2		U Stirling	1	
Purdue U	4		U Strasbourg	1	
Rutgers U	2	1	U Texas	2	
Simmons College		1	U Utah	2	
Stanford U	1		U Vermont	1	
SUNY-Stony Brook	2		U Washington	7	3
Syracuse U	1		U Wisconsin	2	
Technical U Prague		1	Utah State U	1	1
Texas A&M U	1		Washington State U	3	
U Alabama	2		Yale U	1	
U Arizona	1				

*personnel with regular faculty status Fall 2000; includes teaching associates, librarians, registrar, archivist; does not include visiting professors, adjuncts, or administrators with 'adjunct' faculty status

Since 1995, no one has been appointed to a regular, tenure track position without completion of the terminal degree, a change from previous practice. Now, if a faculty member without a completed degree is hired, the appointment is to the rank of visiting instructor until the degree has been finished.

Decisions to eliminate majors following formal program reviews have resulted in realigning and maximizing resources, including human resources. These opportunities have provided additional positions to programs that have the potential for excellence, and have also reallocated positions from one program to another. As difficult as these types of decisions are, the University has made demonstrated progress in carrying out the goals set for itself in the Strategic Plan to provide excellent and sufficient faculty to support programs.

The commitment of the University to increasing student enrollment and increasing the academic skills of those enrolled students has had an impact on the number of faculty required to fulfill the mission. Multiple factors influence the adequacy of faculty: number of students, ability level of students, ratio of regular to adjunct and part-time faculty, and support for faculty in their tripartite role (teaching, scholarship, and service). To achieve the vision of becoming the premier Catholic teaching university in the west necessarily requires more faculty than an institution whose role is to provide higher education for citizens of the state. Providing faculty in sufficient numbers and in areas most needed has been and will continue to be one of the greatest challenges each academic unit faces as it assesses and plans for the future.

Just as an adequate number of qualified faculty is critical to fulfilling the institution's teaching goals, there is also the necessity for a cadre of staff who provide the support necessary so that faculty are freed of the burdensome tasks that interfere with teaching. Staff are often the first persons to welcome new students and new faculty. In many areas the number of staff has not kept pace with the demands of the academic unit. Again, even though additional staff has been added across the University to assist faculty, this too remains a challenge as each academic unit plans and makes use of technology to guarantee the type of assistance that will enhance the role of faculty.

Next Steps

- Each academic unit will continue to recruit and appoint professionally qualified faculty in sufficient numbers to guarantee the quality of its major programs.
- The goal of having at least three full-time faculty for each major will be monitored and adhered to so programs are not offered in excess of existing faculty.
- All decisions to add or reallocate faculty positions will be based on continued reviews and planning with care to monitor and fulfill the goals of the Strategic Plan.
- The University will continue to support the Carnegie Working Group as a means of developing faculty and carrying out the goal of providing excellent teaching.

Faculty Participation in Planning, Curriculum Development, Program Review, Advising, and Institutional Governance (4.A.2)

Current Situation

All faculty have the opportunity to participate in academic planning, curriculum development and review, academic advising, and institutional governance at the unit level. Faculty membership on university committees demonstrates a pattern of participation in institutional governance. Further, 92.5% of faculty who responded to the *Survey* indicated that they perceive that faculty are active participants. Table 4.7 reflects the breadth of faculty participation. See Standard 6 for more information on faculty governance.

Table 4.7
Faculty Participation

	Academic Planning	Curriculum Development	Curriculum Review	Academic Advising	Institutional Governance
Individual	Plan activities to maintain personal competence to fulfill mission and goals; Participate in forums; scheduling activities	Develop syllabus within the context of major; selection of teaching methods; develop course appropriate assessments	Syllabus; Interdigitation of courses; evaluation of courses taught	Advising individual students; graduation checks; knowledge of academic policies	Collaboration, trust, willingness to be involved; participate in providing input into decisions within academic unit; participation in forums (Core Evaluation Team, Carnegie Working Group, Academic Senate)
Academic Unit	Plan program of study; committee membership within unit; plan for equipment to support curriculum to meet mission and goals; participate in establishing priorities for resources; establish statements on scholarship for academic unit	Participate in the development of majors and minors	Self-study for discipline-specific accreditation; serve on program review within academic unit; develop assessment plans	Establishing guidelines for advising within academic unit; discipline-specific clubs	Committees within academic unit; developing strategic plans for the academic unit; input into budget for unit; elects senators to Academic Senate
University	Common curriculum within the framework of the mission; core curriculum; Core Evaluation Team	Serve on Curriculum committee	Academic Senate: serve on program review for Curriculum & Academic Regulations (CAR)	Establishing policy within the University (Constitution of the Academic Senate)	Academic Senate; Presidential Advisory Committees; liaisons with societies & awards

Academic Planning. First and foremost academic planning takes place within each academic unit. Since 1992, when the University put in place its first Strategic Plan each department in the College of Arts and Sciences as well as each of the professional schools has participated annually in planning. The Academic Senate also determines the policies to be followed by the University in academic matters, subject to the provisions of its constitution. The areas over which the Senate shall set policy embrace:

- faculty appointments, reappointments, decisions not reappoint, and dismissal of faculty;
- faculty promotions, granting of rank and tenure; curriculum development, degree requirements, admission requirements and academic regulations;
- teaching methods and research;
- and other matters that are purely academic in nature and are contained in the *Articles of Administration* (Part III, Article IV) and in the sections on Admissions and Academic Regulations of the University Bulletin.

Curriculum Development. Academic units are accorded broad discretion in their processes for engaging in curriculum planning and development. However, there are similarities across units. An individual faculty member or an interest group within the faculty initiates curriculum development. Under the aegis of Dean of the College of Arts and Sciences and the Department Chair for each academic unit every program in the College regularly engages in formal program reviews. As well, similar reviews led by the deans of each of the professional schools in preparation for national and state accreditation's provide systematic periodic reviews of each of their programs. See Standard 2 for a complete description of program reviews as well as the schedules followed for those reviews.

Curriculum Change Procedure. New courses, academic policies, and academic programs generally originate from faculty members. The idea is discussed and refined within the department, and if the department supports the proposal, it is brought to department chairs in the academic unit for comment before being submitted to the dean. The academic unit conducts a thorough examination of the course or program proposal. This includes an assessment of the resources needed, the impact on the existing curriculum, projected student demand, pros and cons of the course or program, and any other germane issues. If the proposal continues to have merit, the academic unit seeks support from departments/schools that may be impacted by the changes. The academic unit then forwards the proposal and letters of support to the Committee on Curriculum and Academic Regulations, which consists of a chair, elected by the Academic Senate, eleven faculty members, as ex-officio members including the Academic Vice President, academic deans, and one undergraduate and one graduate student. The Committee recommends curriculum changes and academic regulations to the Academic Senate for approval. Actions of the Academic Senate are validated by the Academic Affairs Committee of the Board of Regents through the Academic Vice President's office.

Academic Advising. Academic Advising is considered an academic function and is under the authority of the Academic Vice President. "Each academic unit implements its advising function to address the unique needs of students within the unit and to take advantage of their particular strengths and resources" (*Faculty Handbook* 28). Multiple patterns of advising are

in place to fulfill the needs of the specific academic unit. Several academic units have developed manuals to assist faculty, students and staff.

Faculty perceive themselves to be actively engaged in the advising process. In the College of Arts and Sciences and in each of the professional schools, the dean’s office assigns advisees to each faculty member who has been at the University for at least a year. (See Appendix 4.A. for the number of advisees each faculty member is assigned).

Based on two student surveys in 1997 and 1999, the same group of students viewed their advisors more favorably as junior and senior students in 1999 than they did as freshmen and sophomores in 1997. See Table 4.8.

Table 4.8
Student Satisfaction Surveys, 1997 and 1999, Academic Advising

Question	1997 Average	1999 Average
My advisor is concerned about my success as an individual	4.92	5.32
My advisor is approachable	5.24	5.57
My advisor helps me set goals	4.12	4.52
Faculty care about me as an individual	5.43	5.73
Faculty are usually available after class and during office hours	5.61	5.99

Scale: 1 = not satisfied at all, 2 = not very satisfied, 3 = somewhat dissatisfied, 4 = neutral, 5 = somewhat satisfied, 6 = satisfied, 7 = very satisfied.

Analysis and Appraisal

Operational evidence indicates that the coordination at the level of the deans is consistent with the decentralized governance format that is in place. The pattern of decentralization appears to have several advantages; however, there are areas in which a more centralized approach could be beneficial, and the deans have collaborated when and where the opportunities exist. Scheduling of classes, orientation for new faculty and students, budgeting and planning have benefited from this more centralized approach.

The University, academic units, and faculty have benefited from Program Review. There is an identified process for conducting the review and there are specific components to be addressed by the academic unit. The Committee on Curriculum and Academic Regulations has also set criteria for its role in evaluating programs, and is currently adjusting those criteria to meet changing standards of the reviews.

In addition to achieving improvements in programs, the implementation of program review has had a positive impact on disseminating knowledge and appreciation of programs. Other opportunities exist through other committees. For example, members of the Committee on Curriculum and Academic Regulations become knowledgeable of programs that are presented for change. The members of the Committee on Rank and Tenure develop a genuine respect and appreciation for individual faculty members as they present themselves for review.

Faculty participation varies according to the interest and skills of individuals and the academic unit. Faculty participation is most obvious in the areas of curriculum, rank and tenure, and advising. The *Articles of Administration* provide broad criteria for appointment and promotion of faculty.

The focus on student retention further validates the importance of faculty as academic advisors. The University has also recognized the importance of advising for freshman, especially those who enroll without a specific major, or are in majors that are sometimes unsuitable to their interests and academic ability. With the inception of the Freshman Resource Center in Fall 2000, further consideration is given to the unique role that freshman advisors exercise if retention is to be improved between the freshman and sophomore years.

The Faculty Welfare Committee is the “official vehicle whereby policies concerning faculty salary, fringe benefits and working conditions are brought to the University administration,” and “it is to be a negotiating team to work directly with the administrative offices on areas of interest to the entire faculty.” (*Constitution of the Academic Senate*: Article III, Section 7: 2). As an ex officio member of the Academic Senate’s Faculty Welfare Committee, the Financial Vice President participates in committee meetings and meets annually with the Academic Senate. Although all meetings of the Senate are open to faculty, there is a special announcement of the annual meeting with the Financial Vice President. These interactions provide opportunities to share information.

Next Steps

- The Academic Division develop a mechanism by which effective practices in advising can be shared across academic units.
- Freshman advisers will be provided, in consultation with the director of the Freshman Resource Center, opportunities to develop a systematic and effective program specifically for advising freshmen,
- The Committee on Curriculum and Academic Regulations will develop and disseminate to faculty an explanation of the process for making curriculum changes.
- The Senate will monitor the number and workload of ad hoc committees and task forces.
- As campus technology continues to improve, for both students and faculty, academic advising will be separated from the registration procedure.

Faculty Workloads (4.A.3)

Current Situation

The *Articles of Administration* [Article IV, Section 10] state that “The faculty member is expected to be available for either instructional or non-instructional services during the period covered by the contract [presently the dates are specified in the annual Notification of Salary], with the exception of the vacation periods stated in Section 13 of this article.” The *Articles of*

Administration, then proceed to elaborate the present policies that affect faculty workload as follows:

Under Instructional Services, faculty members are responsible for fulfilling their teaching and research obligations. These include: counseling and advising of students, submitting grade and other reports and schedules at the times requested, and adhering to the academic regulations of the University. In this regard, faculty members are to submit copies of their course syllabi to their Dean at the beginning of each semester, post suitable office hours for the student counseling, and in the event circumstances require them to miss or cancel one of their sessions, to inform the Dean of their proposed absence and provide opportunities for their students to make up any work missed because of their absence.

No hard and fast rule can be prescribed to cover the wide variety of circumstances, which will govern the determination of the instructional services for each full-time faculty member. It is the responsibility of the Dean of the College or School, in cooperation with the Department Head where applicable, to provide for an equitable work load for each member of the faculty in conformity with stated University policy defining student-teacher ratios. Special circumstances may require that the ratio differ in a particular College, School or Department. In determining the instructional requirement, the Dean shall take into consideration the faculty member's class responsibilities, credit hours, number of students served, laboratory and thesis supervision, research activities and other academic responsibilities.

The involvement of a faculty member in the University's Continuing Educational program may or may not be considered as fulfilling part of the instructional service requirement. A determination shall be made by the faculty member's Dean and the Academic Vice President.

Academic Deans are ordinarily expected to teach one course each semester in order that they might remain current in their field and have first-hand knowledge of the classroom situations in which members of their faculties must operate.

The non-instructional service requirements of a full time faculty member include participation in the general programs for the counseling of students, assistance at pre-registration and registration of students when requested by the deans and service on committees. Full-time members of the Faculty are expected to attend general meetings of the Faculty as well as those of their own College, School or Department, and to attend Commencement exercises and other normal academic events in academic regalia when requested [*Articles of Administration*, IV, Section 10, A, 1)-4) and B, 1)].

Analysis and Appraisal

In the middle 1990s, the University implemented the practice of faculty teaching three courses per semester (although the University expectation is four each semester) for the purpose of providing time for enhancing teaching, research, and service. With approximately five years of practice, it is appropriate to assess this practice in light of its original goals. In preparation for

this self-study, the University gathered helpful data regarding faculty workload, including teaching responsibilities, scholarly activities, and committee assignments. There are inequities that exist among the faculty, which are addressed by the deans.

The Articles of Administration clearly state that each dean is responsible for determining an equitable workload for his or her faculty. The Articles also categorize the same three areas of responsibility for faculty for which they are evaluated, tenured and promoted: teaching, research, and service. However, deans, with the approval of the academic vice president, have discretion in determining what variables constitute workload. These may differ greatly from discipline to discipline. Table 4.9 provides an overview of current variables that deans use in determining the workload of their faculty.

Because there are recognized variations in faculty workload, there is frequently the perception that some faculty are overworked while others do not carry as fair a share of the workload as they might. Deans consistently and continually review and adjust workloads according to the variables noted in Table 4.9. In recent years accommodations for recognized inequities that exist within departments, schools and the University have been addressed in some departments and schools at the time of the annual faculty development assessment, determination of salary, and at the time of tenure and promotion. Deans have exercised their responsibility in addressing these inconsistencies and continue to work with faculty for a common understanding of expectations.

Table 4.9
Variables Used by Deans in Determining Faculty Work Load

<p>Teaching:</p> <ul style="list-style-type: none"> • Number of classes taught each semester • Size of Classes • Number of course preparations, including courses taught for the first time • Laboratories: numbers, sizes and preparation involved • Supervision of theses, capstone projects, student research projects each semester • Methodology of the classroom teaching, i.e., seminars directed studies, etc. • Internships and Practica (e.g. nursing clinicals, supervision of student teachers) responsibilities • Number of advisees as well as expertise needed for certain types of advising <p>Scholarship:</p> <ul style="list-style-type: none"> • Research agendas approved by the dean, usually to assure a junior faculty's ability to complete research and publications for tenure and promotion • Time needed to complete requirements for fulfilling external grants • Special research and publications approved by the dean and academic vice president <p>Service:</p> <ul style="list-style-type: none"> • Committee assignments—within the department, school, and university • Administrative assignments (Department chairs, chairs of Rank and Tenure and the Academic Senate, Graduate Program Directors, positions mandated by accrediting bodies) • Major service commitments outside the University (with the approval of the dean and academic vice president)

Next Steps

- Deans will continue to review and assess their faculty's workloads according to the University's Mission and Strategic Plan, emphasizing the improvement of teaching, scholarly activities, and service.
- The academic units will continue to foster a clear understanding of how the University's policies on workload are reflected within their units in order to assure that all faculty share equivalently in the University's work .
- Each academic unit will continue to examine faculty workloads in annual planning reviews, using standards appropriate to the disciplines and addressing the program's potential ramifications on the limited resources of the institution.
- University rewards (e.g. salary, promotion, course reductions and awards) will reflect faculty workload.

Faculty Salaries and Benefits (4.A.4)

Current Situation

The University has been fortunate to attract and retain outstanding faculty. However, providing acceptable salaries and benefits challenges University resources and has been identified in the University's Strategic Plan as a priority. Salary distribution in a small, comprehensive institution with four nationally-accredited professional schools is a complex issue that is a constant institutional challenge. The University is not immune to market demands for excellent faculty, and deans have consistently worked to be able to offer salaries that will attract the best possible individuals to fill open positions. With significant growth of the faculty over the past decade, deans have distributed considerable amounts of salary increases at the initial levels in order to attract new faculty. As a result, some higher levels of faculty rank have not kept pace with salaries compiled by College and University Personnel Association (CUPA). Additionally some academic units face greater competition within the service sectors of their disciplines that creates salary compression at the higher ranks even within the same discipline.

Academic units are relatively decentralized in the implementation of programs and salaries. A decentralized approach provides for flexibility in meeting program goals and recognizes variation in salaries across disciplines. However, differences in compensation for disciplines in the professional schools, when compared to other areas within the University, lead to perceptions of unfairness. In addition, salaries for new appointees in the professional schools sometimes exceed salaries of senior and tenured faculty even within the same discipline. These market differences are a continual challenge to hiring and will continue to be so, especially since some technical areas lack sufficient trained faculty to meet the needs of academic institutions.

In determining salaries for summer session, the University's practice is to compensate faculty one-twenty seventh of the annual salary for each credit hour taught that generates sufficient course enrollment to meet that determined salary. In the cases where sufficient enrollments do

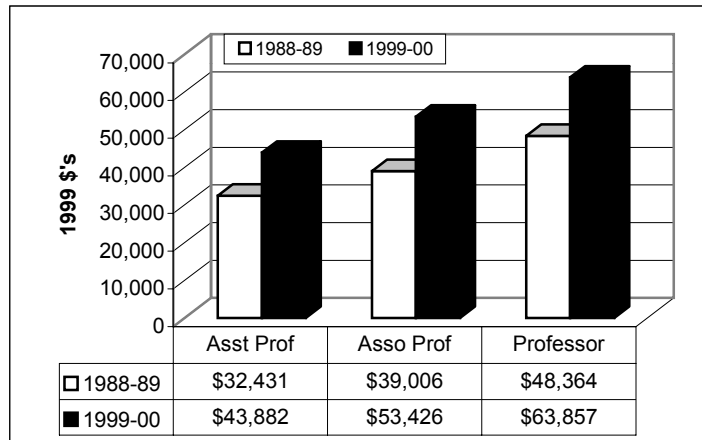
not produce the revenue needed for full salary, the faculty member is provided seventy-five percent of the billed tuition of students enrolled in the particular course.

In courses offered off campus full-time faculty teaching these courses are ordinarily accommodated into the individual's regular teaching load. In the rare cases when faculty are teaching courses in excess of the four-course teaching load, he or she would be compensated for that overload based on the same salary a comparable adjunct would receive for teaching that course. As faculty have moved to the practice of teaching three courses per semester rather than the expected four, overloads have been strongly discouraged.

In cases where faculty teach in the University's study abroad programs (usually summer opportunities), the individual program determines the compensation for teaching as well as stipends for travel abroad, room and board. Some faculty in the professional schools do offer continuing education courses in preparation for professional licensing, and compensation for these courses are made specifically in relationship to the particular assignment with the approval of the dean, the academic vice president, and the financial vice president.

Figure 4.2 indicates a comparison of University salaries from 1988-89 to 1999-00 that provides a perspective of the changes in the University and indicates the commitment of the University to improve salaries as stated in the Strategic Plan.

Figure 4.2
Average Faculty Salary, by Rank, 1988-89 and 1999-2000



During the past year, the University compared its salaries at all ranks for each department in the College of Arts and Sciences and the professional schools with CUPA averages for 1999-2000 to similar institutions (These are four year, private, non-doctoral granting institutions, n = 501). Table 4.10 indicates the ranks and comparable disciplines to faculty positions at the University, as well as where the University of Portland salaries fall above or below CUPA averages for similar type institutions. Using these data, as well as a comparison of staff salaries at comparable institutions, salary distributions were determined with the goal of

addressing the irregularities that exist. For 2001-02, there were targeted increases for faculty in the College of Arts and Sciences and for staff earning less than \$25,000 per year.

Table 4.10
1999-00 University of Portland Faculty* Salaries and CUPA Comparison

	Professor	Asso Prof	Asst Prof	New Asst	Instructor
CAS Avg	59,095	46,491	38,780	38,080	31,214
CUPA	67,442	50,186	40,722	38,324	33,248
UP % diff.	-12%	-7%	-5%	-1%	-6%
BUS Avg	77,562	68,303	64,106	65,000	
CUPA	82,481	61,524	55,379	50,983	
UP % diff.	-6%	+11%	+16%	+27%	
EDU Avg	55,120	49,267	39,992	42,000	
CUPA	64,351	49,551	40,906	39,038	
UP % diff.	-14%	-1%	-2%	+8%	
EGR Avg	75,205	63,416	52,031		**
CUPA	89,952	66,110	57,540		**
UP % diff.	-16%	-4%	-10%		
NUR Avg	60,500	51,758	47,167		
CUPA	59,771	49,105	41,426		
UP % diff.	+1%	+5%	+14%		

*excludes endowed chairs; faculty with administrative responsibility
adjusted to 9-month faculty salary
**n=1 for cell

Analysis and Appraisal

The University's commitment to use the CUPA data as a basis for addressing salary irregularities across the campus is a positive step. The use of CUPA averages as a benchmark has clarified existing practices in distribution of salaries across the University. This action provides an external, objective basis for approaching salary levels. Furthermore, consideration of staff salaries—especially at the lowest levels—has been a primary concern of the University. The University will continue to address the irregularities that exist among salaries across campus with the goal of bringing faculty and staff to the CUPA averages. Similarly an examination of salaries for library personnel in the area will likewise serve as the basis for the current comprehensive salary proposal.

Another recent concern in hiring faculty centers on the difficulty of the desired faculty member's spouse finding suitable employment. More frequently than salary concerns, potential faculty are concerned as to whether there will be an available position for their spouses should the University hire the individual. Because of the small size of the University, there are rarely opportunities easily found for hiring spouses within the institution, and only informal practices exist among similar private institutions that sometimes provide an opportunity for spousal employment.

Next Steps

- Using CUPA data annually before decisions are made, deans will continue to monitor salary distribution within their units, as well as provide appropriate distributions to faculty in senior ranks, especially where irregularities presently exist.
- Deans are encouraged to communicate their rationale for the determination of salaries for regular, adjunct, and part-time faculty.
- Deans will work closely with their counterparts in similar local institutions to provide employment possibilities for spouses of potential faculty when and where possible.

Benefits. Benefits are described in the *Articles of Administration* (Article IV, Sections 16), and those provided by the University are listed in Table 4.11. The most current information about all benefits was disseminated in a memo on June 26, 2001. Excerpts, noted below summarize the latest status of benefits that apply to the faculty.

Retirement: The University's retirement plan contribution was increased to 9% of annual salary for eligible employees. This marks the sixth consecutive yearly increase since implementing a new plan design in 1995. The target goal for the University's contribution is 12% of annual salary.

The University's goal is to match TIAA/CREF contributions with other educational institutions with the annual increase of .05%.

Tuition Remission: The remission benefit for eligible employees and their spouses has been increased from one 3-credit class per semester at 90% remission to two 3-credit classes per semester at 95% remission. The benefit for dependent children remains at 100% remission for up to fulltime undergraduate study

Dependent Children may also qualify for the Tuition Exchange Program. Details of this program are available from the University comptroller.

Dental Insurance: The one-year waiting period for this coverage has been eliminated. Employees are now eligible on the first of the month following their hire date. Despite the increase in cost, the University continues to pay 100% of the monthly premium cost for employees and their eligible family members.

The University provides monthly premium payments for health care insurance to cover the status of the individual faculty member equal to the rate quoted by the lowest cost provider. As with other industries, the University is challenged to utilize traditional providers for health insurance

Long Term Care (LTC) Insurance: The University is now a "sponsoring employer" for Long Term Care insurance offered by TIAA-CREF. This designation enables TIAA-CREF to pass along significant discounts on LTC premium costs to employees and provides for payment of

employee premiums through a payroll deduction. Under this plan, employees, their spouses, their parents-in-law, and retired employees are eligible for coverage.

Home Purchase Grant Program: The University formed a partnership with HOST Development Corporation, a non-profit housing builder, which expanded home purchase opportunities to HOST’s Charleston Place development in the St. Johns neighborhood near Pier Park. The Employee Home Purchase Grant Program provides a forgivable grant of up to \$8,500 to assist employees with the purchase of a home in the University Park Neighborhood area and now in St. Johns at Charleston Place.

Other benefits of University employment include the use of the Holy Cross Dining Room (open to faculty, staff, and their guests for modest-priced lunches), a free campus parking permit, and a confidential, free, 24-hour Employee Assistance Program (EAP) for employees and dependents, which is managed by an off-campus private agency.

Table 4.11
Faculty Benefits

Benefit		Participation		
Enrolled in faculty retirement		100% of those eligible		
Dental		100% of those eligible		
Group life (last 2 years: 2 death benefits; 1 LTD)		100% of those eligible		
Enrolled in supplemental plan		95%		
Health insurance		100% of those requiring insurance		
Share the Savings (rebate for unused health insurance when the individual is covered elsewhere)		28% (74 individuals)		
Employee Home Purchase Grants		Faculty account for 6 of the 14 grants awarded.		
Tuition Remission				
Academic fiscal year	Number of faculty	Total for Faculty (spouses & children)	Total Employees	Total for University Employees
1996-97	12	\$128,410	15	\$213,292
1997-98	11	\$120,934	24	\$387,298
1998-99	10	\$106,678	34	\$563,808
1999-00	9	\$ 63,689	27	\$487,367

Analysis and Appraisal

Policies related to benefits are easily accessible. Faculty perceive that traditional benefits are equitably administered and that benefits have been competitive. However, there is concern that this competitive edge is eroding.

Next Steps

- The University will continue to address the challenge of maintaining the level of health care presently provided.
- The University will continue to make the addition of a .05% contribution to the annual pension increase a priority until reaching a level that is commensurate with other similar institutions.
- The personnel office will continue to hold, and encourage attendance at, annual information sessions that explain the benefits to faculty and staff.
- The Faculty Welfare Committee of the Academic Senate will be more proactive in communicating the concerns of the faculty to the senate and administration, and in sharing, with the faculty, information about senate discussions regarding benefits.

Faculty Evaluation (4.A.5, Policy 4.1)

Current Situation

The *Articles of Administration* (Article II; Section 2) provide for the evaluation of faculty: deans/department heads are “To evaluate the effectiveness of faculty members, to discuss the evaluation with the individual faculty member, provide the faculty member with a written copy of the evaluation, and transmit it to the Dean” and (section 1.12) “To conduct a thorough review of non-tenured regular faculty members at the midpoint of the service period required for their formal review.” These evaluations are to assist faculty members in their development and to serve as the basis for tenure review.

Existing policies provide for a systematic process for students to evaluate faculty at the end of each course. Consistent with Policy 4.1a, a clearly written process was established by a committee of the Academic Senate and is included in the *Faculty Handbook*. These policies ensure the fulfillment of instructional responsibilities. Faculty members distribute forms for evaluation to all students for all courses taught. Signatures by the students are welcomed; however, students are informed that these are confidential evaluations. Faculty members do not see the evaluations until after grades have been submitted. Deans/department chairs review the results and send the evaluation package to the faculty member within one month after the end of the semester. Subsequently the deans/department chairs discuss the results with the faculty member. The evaluation package ultimately becomes the possession of the faculty member to be kept for evidence in subsequent tenure, promotion and post tenure reviews.

Each academic unit implements faculty evaluation in accordance with the *Articles of Administration* (Article II: Section 2) on an annual basis. A decentralized governance model results in a variation in the procedures for evaluation, but all would include an evaluation of one’s teaching, scholarship, and service. The dean of the academic unit guides the formulation of these procedures. Table 4.12 provides an overview of present requirements for faculty evaluation. Variations within the academic units include various ways self-evaluations, peer evaluations, administrator evaluation and reviews, and the inclusion of qualitative methods of evaluation are handled. For example, the CAS procedure for performance review is clearly

outlined with documents prepared by the dean summarizing criteria for tenure and promotion. A major change has been to require a full file with raw evaluation data and external review for the mid-tenure evaluation. In the past evaluation relied on letters from senior colleagues in an academic unit. In alignment with the *Guidelines of the Committee on Rank and Tenure*, external peer review is expected.

Table 4.12.
Faculty Evaluation Processes

Time Table for Evaluations	Summary of the Process
Annually Required of all Faculty	Self written evaluation (Faculty Development Plan) that includes an evaluation of one's teaching, scholarship, and service within the University and to the community. Goals are set for the next year. Department chairs and/or deans respond to these evaluations (development plans).
Halfway to Tenure	Self-written evaluation of non-tenured faculty of one's teaching, scholarship, and service with input from all senior faculty in the department or school and some evidence of peer evaluation. The department chair and the dean respond formally to this evaluation pointing out areas that need improvement before tenure.
At the Time of Promotion or Tenure	Formal process outlined in A Guide to Promotion, Tenure and Periodic Review. This process includes a written evaluation of the faculty member, evaluations from peers, especially senior faculty, and formal evaluations and recommendations from department chairs and deans addressing teaching, scholarship and service. Recommendation from the Committee on Rank and Tenure forward to the Academic Vice President and final decision from the President of the University.
At the Time of Post Tenure Review	Formal process outlined in A Guide to Promotion, Tenure and Periodic Review. Faculty under review provide files similar to those prepared for promotion and tenure. Evidence of teaching effectiveness and a habit of scholarship are included with emphasis on the previous three years, accompanied by evaluations from peers, senior faculty, department chairs and deans.

The Committee on Rank and Tenure evaluates regular faculty when they apply for tenure and/or promotion and undergo periodic review of tenure. The policies for these evaluations are stated in the *Articles of Administration* and the procedures to implement these policies are made available to all faculty in “*A Guide to Promotion, Tenure and Periodic Review.*” This *Guide* clearly delineates the components of the tenure and promotion file. The faculty member submits all student evaluations for all courses taught for a three-year period. The summary and analysis of these student evaluations and of peer evaluations provide evidence of the faculty member's fulfillment of university requirements. It is the intent of the Committee, the Academic Senate and the university to assure that the faculty member's “. . .work is reviewed by those prepared to provide an informed critique.” This careful review provides a collegial evaluation process as required by the Policy on Faculty Evaluation 4.1.

The Committee on Rank and Tenure meets with new faculty during orientation to provide an overview of the procedures, there is a work session with new faculty during the spring

semester of their first year, and the Committee conducts an annual workshop that is open to all faculty.

It is expected that the faculty presenting themselves for review for tenure, promotion, and periodic review of tenure have received guidance from their dean. Faculty members develop their files in accordance with the guidelines provided by the Committee on Rank and Tenure and the files are forwarded to the Chair of the Committee on Rank and Tenure. The *Guidelines* mandate that the dean provide an evidence-based evaluation of the faculty member and include a recommendation. The extent to which the disciplinary statements on scholarship are used by faculty and deans vary by academic units, thereby providing for the many different ways individual disciplines define scholarship.

Following the evaluation of faculty eligible for tenure and promotion during the fall semester, the recommendations from the Committee are forwarded to the Academic Vice President who makes his recommendations to the President. Tenure is granted only by written notification from the President. There is a process for appeal when the president does not accept the recommendation of the committee and denies tenure. See Table 4.13.

Table 4.13
Tenure and Promotion Decisions, Fall 1989 through Fall 2000

Tenure	Reviewed	Granted	%age
	65	55	85%
Promotion	Reviewed	Promoted	
to Associate	71	50	70.4%
to Professor	42	22	52.3%
to Adj. Professor	1	1	100%

The University recognizes that the professional competence of the faculty is manifested in consistent growth through out one’s academic career. To this end, the University engages in the periodic review of tenured faculty every eight years, using a process approved by the Board of Regents in 1982. The Committee on Rank and Tenure has the sole responsibility for this review, whose primary aim is to provide an opportunity for a careful, in-depth, periodic self-evaluation. The criteria and required evidence for the review are published in “*A Guide to Promotion, Tenure, and Tenure Review.*” This is intended to be a positive experience, and the committee serves as a resource to assist the faculty member, at times requesting additional evidence that may complete and strengthen the file. After the review, the Committee notifies by letter those faculty members who continue to meet the criteria upon which the original grant of tenure was awarded. Letters affirming the faculty member’s status are sent to their dean and the Academic Vice President. In the event that the committee determines that a faculty member does not continue to meet the criteria, the faculty member, their dean and a member of the Committee develop a program to correct the deficiencies. The faculty member is given three years to correct the deficiencies. The university commits itself to aid faculty members in their program of improvement.

Analysis and Appraisal

The *Articles of Administration* (Article IV, Section 3) require faculty to give “evidence” related to teaching and scholarship for appointment and promotion. The evidence to assure that full-time faculty are evaluated annually is kept by the deans of the respective units.

Currently, the various academic units use a wide variety of instruments to evaluate courses. Faculty across the University are engaged in discussing the use of a standardized faculty evaluation instrument, which would include quantitative and qualitative items and could be augmented for specific academic units and individual courses. An effective instrument would need to be able to differentiate between popularity and teaching effectiveness.

Although there is a process for the evaluation of faculty by administrators, peer evaluation is less structured. Beginning in 2001, the materials submitted to the Committee on Rank and Tenure by individuals presenting themselves for tenure, promotion, or post tenure review will include peer reviews of teaching as evidence to support the faculty member’s application. Academic units are encouraged to develop processes for the conduct of these evaluations and presently are doing so. The purpose of the process is to encourage excellence in teaching and to assist faculty in their development.

In responding to *Survey 2000*, 85.7 % of regular faculty indicated that evaluation processes in their academic unit were developed in a collegial fashion. Further, 71% indicated that procedures specify the processes and criteria by which faculty members are evaluated.

The faculty evaluation process operates in a more consistent manner across academic units than was the case previously. There is the perception that the Academic Vice President’s leadership has contributed to the improvement of coordination and sharing within the dean’s group. This Self-Study has been a catalyst for sharing processes and documents included in the faculty member’s annual self-evaluation. Also the College of Arts and Sciences has in place a document that explains the purpose of the annual faculty development plan, the half-way to tenure evaluation, the process used for tenure, promotion and post-tenure review. As the peer evaluation process matures, it is suggested that provision for such evaluations be included in the annual self-development plan at least every three years.

Next Steps

- Academic units, the Academic Senate, and the administration will work toward discipline-specific faculty evaluation processes that include clear procedures for peer and administrative evaluation.
- Those departments and schools that have implemented peer evaluation will assist those that have not yet developed a process for their faculty.
- Academic units will continue to refine discipline-specific statements on scholarship to demonstrate the value that is placed on the types of scholarship distinctive to each specific discipline.
- The purpose of course evaluations that students complete each semester will be clarified and communicated to both faculty and students.

- The faculty and administration will explore ways of addressing the concern for a more valid and reliable course evaluation instrument.

Recruitment and Appointment of Faculty (4.A.6)

Current Situation

The *Articles of Administration* (Article II, Sections 1 and 2) provide for the recruitment of new faculty. “To make initial contacts with potential faculty members and prepare adequate evaluations of those proposed to the Dean for faculty positions, Department Heads should work closely with the Dean in anticipating faculty changes and additions.” The process for the recruitment of faculty follows the general pattern outlined for the recruitment of academic administrative officers.

There are guidelines for the process of recruiting and hiring new faculty that are reviewed annually by the Academic Vice President and the Deans as replacements and new faculty are brought to the University. The College of Arts and Sciences has also developed Guidelines for the Hiring of Regular Faculty.

All advertisements for applicants for faculty positions contain clear statements of the University’s mission or its central tenets. As part of the interview, the dean and academic vice president discuss the mission of the University with the applicant. All interviews include a discussion of what it means to be a Catholic University and the role of the faculty member in supporting the University. In addition, the orientation for new faculty includes one day that is devoted entirely to mission. In the matter of hiring, the University acknowledges its relationship to the Congregation of Holy Cross. Therefore, members of the Congregation who hold appropriate credentials may receive preferential consideration for appointment.

Analysis and Appraisal

The process for hiring regular faculty is clearly articulated. The process for hiring other full-time faculty follows similar guidelines. When lecturers are hired, the position is defined by the department, approved by the dean and the academic vice president, and then finally approved by the Rank and Tenure Committee. In the hiring of visiting positions, two processes are possible, depending on the nature of the appointment. If the visiting position is for replacement of a faculty member who is ill or on leave of absence, the department chair and dean arrange for the hire with the approval of the academic vice president. If the visiting position is offered to a candidate who has not yet completed the terminal degree, the hiring process is exactly as that of a regular tenure track position. These processes have worked very well in recent years.

The statement of Goals and Objectives includes II.a. “seeking the contribution of those of diverse cultural experiences and background in study and in related activities”. Oregon’s population is primarily of European extraction although the number of Asians and Hispanics is increasing. Academic units and the University have a desire to recruit and appoint an ethnically diverse faculty. However a limited number of candidates have responded to these recruitment efforts. Search Committees in every academic unit seek qualified applicants from

ethnic and racial minorities. Many of these committees do not receive a single response from minority candidates. There has been greater success in recruiting women.

Next Steps

- The Academic Division will study options for increased recruitment and appointment of minority faculty, including the resources that contribute to attracting minority candidates.
- University personnel will seek ways to develop an ethnically diverse pool of faculty candidates.

Academic Freedom (4.A.7)

Current Situation

The University of Portland subscribes to a set of principles upon which academic freedom and responsibility are based. These are stated in the *Articles of Administration* (Article IV, Section 8):

Faculty members as teachers and scholars are free to seek the truth in research as they see it, and as their particular professional training direct them to it, and to publish the results of their research.

Faculty members are free to plan their courses and discuss the subjects according to the dictates of their training and knowledge. Where controversial matter is introduced as part of the class instruction, teachers must present as clearly and as objectively as possible all aspects of the problems and the various solutions proposed. They should clearly indicate when they are presenting their own position or opinion, and should permit a free discussion and questioning of their position by the students.

Teachers are citizens, members of a learned profession and officers or members of the University of Portland. When they speak or write as citizens they are free to present their position as they see it, but they should recognize that their special position in the community imposes special obligations.

During the past 10 years, the University has become more explicit about its identity as a Catholic university. In 1992, the University joined *Collegium*, a consortium of Catholic universities in the United States that emphasizes what it means to be a Catholic university. *Collegium* provides two opportunities for enhancing the Catholic Mission of universities and colleges. A week-long conference is held annually on the campus of a Catholic university. Member institutions each send a faculty member to hear excellent presentations on Catholic higher education and to engage in discussions with peers from similar institutions across the United States. The University has sent a representative from each of the professional schools and several departments in the College of Arts and Sciences to these meetings. In June, 2001, the University of Portland hosted the meeting on its campus. Also, *Collegium* provides a compendium of resumes for current doctoral students who have expressed an interest in

teaching in Catholic universities and colleges. The University has hired one faculty member from that source.

The president has discussed on several occasions the evolving implications of *Ex corde Ecclesiae* with individual faculty and in University convocations. Copies of the document were distributed to all faculty members. The Theology Department and the administration have met several times with the Archbishop of Portland to discuss the document as well. See Standard 9 for further information.

Analysis and Appraisal

Faculty have not reported concerns about the infringement on their freedom to teach, conduct research and publish according to their expertise. From time to time, a concern is voiced about the potential infringement of assessment and peer and external reviews. However, given the standards on assessment, program reviews, and peer evaluation of the Northwest Association and the professional schools' accreditation agencies, it is difficult to recognize these demands as an infringement on academic freedom.

Next Steps

- Each academic unit will review the ways that academic freedom must be fostered and protected.

Adjunct Faculty (4.A.8-10)

Current Situation

The use of adjunct faculty varies across the academic units. Adjunct faculty members fall into two categories. Some teach for many years and are well incorporated into the life of the department. Others teach only one course for perhaps only one semester. Although rarely used in Business and Engineering, adjuncts are used in CAS, the School of Nursing and the School of Education. The *Articles of Administration* specify that the criteria for appointment and promotion for adjunct faculty be the same as the criteria for regular faculty. The appointment form for hiring adjunct faculty specifies the designated rank, the period of service, the requirements of service, and the payment schedule. These appointments carry no obligation to re-appointment on the part of the appointee or of the University. Service rendered under special appointment does not give tenure and may not be considered in the period of service required for attainment of tenure nor toward promotion in Regular Faculty rank (Articles of Administration, III. Article IV, Section 4, A.3) a).

Adding adjunct faculty to the University is not a priority. Rather, over the past decade, academic units have worked to reduce their reliance on adjunct faculty by creating lectureships, visiting faculty positions, and special faculty positions. Table 4.14 presents data to demonstrate the progress of the School of Education's efforts to decrease the dependence on adjunct faculty.

Table 4.14
School of Education's Progress in Decreasing Reliance on Adjuncts

Year	Number of Adjuncts	FTE*	Courses Taught	Undergraduate Students in these courses	Graduate Students in these courses
1996 – 97	25	17.25	69	752	551
1997 – 98	19	12.25	51	318	521
1998 – 99	16	7.5	30	117	501
1999 – 00	12	6.25	25	85	362
2000 – 01	12	5.5	22	74	301

*FTE is equivalent to teaching four 3 unit courses.

Similar to the success in the School of Education to reduce reliance on adjunct faculty, Table 4.15 indicates how the College of Arts and Sciences and the other professional schools have likewise reduced their dependence on adjunct faculty. These achievements have been realized through careful planning and increasing the size of the regular faculty.

Table 4.15
Number of Adjuncts by Academic Unit

	1989 - 1990	1995 -1996	2000 – 2001
CAS	60	91	63
Business	8	5	4
Education	14	24	12
Engineering	4	3	3
Nursing	10	12	3
Total	96	135	82

Analysis and Appraisal

The University is fortunate to retain a cadre of adjunct and part-time faculty who have been consistent contributors over time. Faculty and students appreciate the contribution of non-tenure track faculty to achieving the University's teaching mission. Particularly in the professional schools these adjuncts, who are often actively involved in the profession, lend a sense of reality, practicality and credibility to the classroom learning for the students.

Because of the nature of the programs, there are some academic units that must rely on adjuncts who are active in their profession (clinical faculty for nursing, supervisory faculty for education, professionals in criminal justice, and professional musicians for music lessons), and these units have carefully developed a current cadre of adjunct faculty who enhance each program. Yet, in certain areas of the curriculum (e.g. introductory writing and introductory philosophy) there still remains heavy reliance on adjuncts, especially for introductory courses. Only by careful monitoring of the use of adjuncts in those units will progress be made to assure less dependence on them. As adjunct faculty salaries have been increased, departments and schools have been careful not to add courses that are under enrolled with the justification that an adjunct faculty member could be hired to cover the costs of these courses. As the

University continues to evaluate and assess its core curriculum, and as departments undergo program reviews, reducing the reliance on adjunct faculty will remain a priority.

Next Steps

- Through annual reviews, more systematic programmatic reviews, and budget planning, academic units will continually assess the status of their adjuncts to ensure the continued high quality of the adjunct faculty.
- As the university evaluates the core, the departments will consider the assignment of faculty with the goal of even higher participation of regular, full-time faculty in core courses.
- In academic units where adjuncts are used, the deans and department chairs will take particular care to orient new adjunct faculty to their responsibilities and the expectations of the academic unit.

Faculty Scholarship (4.B.1-3)

Current Situation

Consistent with institutional mission and goals, faculty are engaged in scholarship, research, and artistic creation. The Mission defines the University as a “community of scholars.” The Goals and Objectives state that in implementing and realizing the Mission, the University will:

- Be guided by Catholic academic, intellectual, and pastoral traditions in the formation of a community of scholars (I.a).
- Recognize the essential and complementary contribution of scholarship to the quality of instruction (VII.b)
- Uphold scholarship, including research and creative endeavors as integral to a community of scholars (VII.c)

In the *Articles of Administration* scholarship is further defined for the University:

- Members of the Full-time Teaching and Research Faculty should be excellent teachers and exemplary leaders of their students. They must be experts in their discipline and demonstrate the scholarly way of life.
- Teaching and Scholarship, considered as the central tasks of the Faculty, are in no sense opposed to each other, even though they may be carried out by different actions. Teaching is kept creative by means of scholarship; scholarship gains impetus and direction from the demands of teaching.
- Beyond advanced degrees earned, there must be other acceptable evidence of a habit of scholarship such as:
 - Continued study and progress in general and specialized areas of one’s discipline;
 - Familiarity with current scholarship and publications in one’s field;
 - Direction of and participation in research or in production of creative works and/or performances of quality;
 - The advancement of theory and methodology;

- Participation in scholarly symposia;
 - Scholarly or professional contributions to public service, government or industry;
 - Conference papers, reviews, analyses, bibliographies, textbooks and pedagogical works;
 - Publication of significant research or creative works;
 - The respect of competent colleagues and professional recognition;
 - And other marks of scholarship.
- Schools and departments shall provide to the administration and the Committee on Rank and Tenure statements concerning accepted scholarly practices in their disciplines (*Articles of Administration*, III, A.2).

At all levels of evaluation, faculty are required to demonstrate a “habit of scholarship.” Table 4.16 lists the most common occasions for evaluating faculty scholarship.

Table 4.16
Frequency of Faculty Evaluation

Annually: In the faculty member’s development plan, faculty set their goals for scholarship in the coming year. Department chairs and deans review these plans.

After the third year of employment: In the midway to tenure evaluation, senior faculty in the department, department chairs, and deans evaluate the faculty member’s scholarly activity to date and advise accordingly.

Tenure and Promotion: The individual faculty member demonstrates his/her scholarly activity and are evaluated again by senior faculty, department chairs, colleagues outside the University, and deans. Departments in the College of Arts and Sciences have prepared guidelines for acceptable scholarship within their disciplines that provide a basis for specific descriptions of what is acceptable scholarly activity. See also the Rank and Tenure Committee’s *A Guide to Promotion, Tenure and Period Review*.

Post Tenure Review: The Rank and Tenure Committee reviews all full-time faculty formally every eight years after tenure. The procedure follows essentially the same process used for initial tenure and promotion. Senior colleagues, department chairs, deans, and colleagues outside the University evaluate the faculty member’s scholarship.

In addition to the formal and regularly scheduled processes in place for evaluating faculty scholarship, at the time of program review in the departments in the College of Arts and Sciences faculty scholarship is an area of examination that is included in the review. Furthermore, those programs in the College of Arts and Sciences that are nationally accredited also evaluate faculty scholarship to demonstrate the quality of their faculty. As well, each of the professional associations that accredit those programs gives great attention to the quality and quantity of faculty scholarship.

The Committee on Teaching and Scholarship of the Academic Senate also evaluates a faculty member’s scholarly activity as it determines the recipients of Butine Grants each year. This

committee, along with the Rank and Tenure Committee, also serves to communicate to faculty current interpretations of scholarship through discussions and revisions of the guidelines each prepares as it implements its role in evaluating faculty scholarship.

Faculty have been and are consistently involved in defining what is acceptable and recognized scholarship in their particular disciplines. This is done formally when departments and schools review and update their guidelines for scholarship for the administration and the Rank and Tenure Committee. The guidelines for scholarship that are used in determining the University's Annual Award for Scholarship as well as for the distribution of Butine Grants are prepared and approved by faculty. Any formal changes in University expectations of scholarship are formally approved by the Academic Senate and then by a full vote of the faculty and final approval from the Board of Regents Academic Affairs Committee.

Analysis and Appraisal

The University's Teaching and Research Faculty are actively engaged in a wide variety of scholarly activities that are consistent with the Mission and Goals of the University (See Appendix B). For more specific examples of faculty research, scholarship, and artistic creation, see individual faculty vitae filed by Department and School and kept in the respective unit.

Both the quantity and quality of faculty research have developed over the past decade, and the various opportunities that faculty are given to demonstrate their progress are clear and suitable. *The University of Portland Report* provides a chronicle of faculty scholarship that demonstrates the many accomplishments of faculty within a given year. The annual faculty development plans, program reviews, and the more formal processes used for Rank and Tenure provide both the individual faculty member as well as the deans the opportunity to individually express concerns for those faculty who are not at a level of scholarship commensurate with expectations. The deans provide both guidance and resources to assist faculty in developing an acceptable habit of scholarship.

Faculty at the department level and within the professional schools all participate actively in determining what is considered a current definition and/or description of research, scholarship, and artistic creation. With the assistance of the Rank and Tenure Committee, faculty have also begun to seek external reviews of their scholarship at the time of tenure, promotion and post-tenure decisions. The Carnegie Working Group conversations have also addressed the scholarship of teaching and in doing so have provided for the discussion of this type of scholarship that frequently involves students in research and scholarship. And, since the University values scholarship that can be related directly to teaching, and especially projects that involve students, it is important that evaluators understand and appreciate this form of scholarship.

Procedures are in place at both the formal and informal levels of what is and what is not acceptable scholarship. Even though faculty, department chairs, deans, and committees of the Academic Senate have consistently disseminated current practices of scholarship, there are some faculty who do not accept these standard practices. Department chairs and deans have

worked with all of their faculty to assure their understanding of scholarly activities, as well as the University's expectations. Perhaps the most convincing argument they have to indicate how well these expectations are understood is that several faculty have decided to resign or retire rather than proceeding through a formal review that will be unfavorable for them.

Faculty are also involved in the University's Institutional Research Board that monitors research involving human subjects. A committee exists within the College of Arts and Sciences that also monitors research involving animals. Both the guidelines for each of these boards have been developed and approved by faculty. As increasing numbers of faculty/student research projects have evolved, these boards have worked to communicate the necessity of having projects approved so as to assure the ethical use of subjects in research.

Next Steps

- The Rank and Tenure Committee will continue to provide guidance to faculty in methods to demonstrate a habit of scholarship and will continue annually to review its promotion, tenure, and periodic review educational process and informational materials.
- Department chairs and deans will continue to refine the processes in place for the annual faculty development plans and the mid-way to tenure reviews.
- In the review process, the goals of faculty members will continue to be evaluated in a way that encourages a habit of scholarship, continuing teaching effectiveness, and service.
- As necessary, faculty will be provided mentors and resources to assist them in the successful completion of appropriate scholarship.
- Programs with strongly established faculty-student research project expectations will monitor them in accord with available resources.
- Faculty engaged in these types of research projects are responsible for defining and describing how these forms of scholarship are current and acceptable in their disciplines.
- The Academic Division will support the continuation of the Carnegie Working Group as well as the modeling of other departmental procedures that define and demonstrate the scholarship of teaching.

Institutional Support for Faculty Scholarship (4.B.4-5)

Current Situation

Consistent with the University's goal to establish a community of scholars, it also commits itself to supporting faculty research, scholarship, and artistic creation. In the Strategic Plan, goals related to time, financial support, physical resources and administrative resources have been set to emphasize the importance of supporting faculty.

Time for Scholarship. Because faculty need to have time free from teaching and service responsibilities that they can dedicate exclusively to scholarship, the University has provided a sabbatical program that is linked closely with each faculty's self development plan. Table 4.17. indicates the number of faculty who have received sabbaticals over the past decade.

Table 4.17
Sabbaticals Granted 1989-90 through 2000-2001

Academic Year	No. of Faculty	Full Year	Semester
1989 – 90	8	3	5
1990 – 91	8	0	8
1991– 92	3	0	3
1992– 93	7	1	6
1993 – 94	7	3	4
1994 – 95	10	3	7
1995 – 96	11	4	6
1996 – 97	5	3	2
1997 – 98	6	4	2
1998 – 99	13	4	9
1999 – 00	13	4	9
2000 – 01	9	2	7
TOTAL	100	31	68

Over the past decade, one hundred faculty members have received a sabbatical, even though the official commitment of the University continues to specify only one person per academic semester. The success of the sabbatical program has been due to careful planning within the departments and schools and a willingness of colleagues to assist one another in assuring that programs are not unduly affected by a faculty member's sabbatical absence from regular teaching assignments. Additionally, with the expansion of full-time faculty from 118 to 166 over this same period of time, most departments and schools have been able to accommodate faculty sabbaticals for those faculty meeting the eligibility standards in the *Articles of Administration*.

The specific requirements for a sabbatical are based on criteria that address the merit of the sabbatical project: its impact on the applicant and the University; the applicant's length of service at the University; previous awards to the faculty member; and funds available. Since June, 2000, this process has been linked to the annual faculty development plan, so that academic units are aware of, and able to plan well in advance for, faculty sabbaticals. Department chairs, deans, and the academic vice president then evaluate sabbatical requests and make recommendations to the president, who makes the final decision and informs the faculty members in writing during the fall semester in the academic year before the sabbatical takes place.

Additionally, since 1993, the Arthur Butine Faculty Development Fund has been in place as a result of the University's First Strategic Plan. One of the goals of this fund was to make available summer stipends for scholarship (Strategic Plan, 1998-2003, 2.1.3), and many faculty have used the awards to free them from teaching summer courses. Since its inception, 191 faculty have received awards in support of their scholarship. Table 4.18 indicates the number of faculty and the amount of money distributed from this fund. Additionally, department chairs and deans in their annual reviews of faculty have taken steps to reduce teaching loads for some faculty in order for them to increase their scholarly activities, especially for non-tenured faculty.

Table 4.18
Arthur Butine Faculty Development Fund Recipients, 1994-2000

Year	# of Faculty Supported	Amount Distributed
1994	14	\$40,000
1995	19	\$55,000
1996	12	\$50,000
1997	32	\$85,000
1998	46	\$108,000
1999	44	\$112,000
2000	24+supplements	\$118,000
Totals	191 +	\$568,000

Financial Support: Having recognized the importance of internal funding for faculty scholarship, the Strategic Plan for 1998-2003 set for itself the goal of enhancing the Arthur Butine Faculty Development Fund. The Case for the Defining Moment Campaign identified an additional \$2 million dollars to add to this fund. As of the summer of 2001, \$550,000 has been added, providing additional funding for faculty development in the years to come.

Aside from the Butine funds, the University has set for itself the goal of providing \$1,000 per full-time faculty member for professional travel on an annual basis (Strategic Plan, 1998-2003, 2.1.5).

Physical Resources: With the building of Franz and Swindells Halls, physical space for faculty to engage in research and scholarship has also increased. In particular, Swindells Hall, the new science facility, has provided labs for faculty and student research that did not exist three years ago. In 1992, the University committed itself to providing computer hardware for every full-time faculty member through an external grant from the Meyer Memorial Trust. Additionally the Murdock Foundation has provided significant support for hardware and software that has enhanced technological needs for faculty and students, especially in the sciences. Additional external grants for individual faculty have regularly included funding for hardware and software for their own research and the library that has benefited and enhanced the possibilities for research.

Administrative Resources: The University, in recognizing the important need for securing external funding, has set for itself the priority of securing grants (Strategic Plan, 1998-2003, 2.1.2). The Development Office has designated an Office of Research Administration that assists faculty in identifying granting possibilities, assistance with writing grant proposals, and some clerical assistance in formulating the final proposal with appropriate approvals.

Analysis and Appraisal

The University has provided support for faculty research, scholarship, and artistic creation with remarkable success. These advances have been due in large part to planning, successful fund

raising, and grants that faculty have been able to secure for themselves. Increasingly, faculty from the College of Arts and Sciences and each of the professional schools have secured external funding over the past five years that simply did not exist previously. Table 4.19 indicates the success in obtaining external grants in the last five years.

Table 4.19
External Grants Obtained in the Last Five Years, by Academic Unit

College or School	1995-2000
College of Arts and Sciences	\$5,268,043
Pamplin School of Business Administration	\$ 373,660
School of Education	\$ 421,500
School of Engineering	\$ 500,540
School of Nursing	\$1,007,673

The significance of these grants goes beyond the monetary funds that each brings to the faculty involved. Since they are reviewed by external peers and experts, successful proposals bring prestige and accomplishment to the individual faculty securing the grant, in addition to the funding. Furthermore, the rewards from securing grants remain primarily with the individual faculty member or program thereby providing resources that go beyond what the University can provide from its annual operating budget. Also, in each discipline's description of its scholarly activities, grant writing and successfully securing grants from external sources must be given the recognition they deserve as a form of acceptable scholarship.

While many faculty have participated in writing and securing grants, there are still many who have not attempted to do so. Those faculty who have received grants are the best mentors for faculty who have not yet received them and would like to do so. Relying on personnel in the Development Office to identify and secure grants for faculty will never provide the success that faculty expect in seeking grants. It remains primarily the responsibility of the individual faculty member to seek out and secure grants for research. However, whatever assistance the Office of Research Administration can provide is important, and department chairs and deans regularly engage faculty in preparing grant proposals that have the likelihood of being funded.

As the number of faculty has grown in each academic unit, and as expenses for travel to professional meetings have grown, the \$1,000 commitment to support each full-time faculty member has not kept pace with actual expenses. And, in fact, the College of Arts and Sciences has not yet reached this goal for all full-time faculty. While the supplemental funds from the Arthur Butine Fund have been used to support faculty travel to conferences and professional meetings, frequently there are more requests for these funds than can be supported.

While sabbaticals have increased and have been very helpful for faculty in having time for major research projects, scholarly writing, or artistic creation, it is understood that they are not entitlements, but rather confirmations of a faculty member's commitment to a habit of scholarship. Coupling the request for a sabbatical to the faculty member's annual self-development plan has placed the process in a context that builds on the individual's record of scholarly accomplishments. Each academic unit's participation in sabbatical requests of its faculty also provides a deliberate and effective process for determining which individuals most

reasonably can request a sabbatical within a program's needs, and when that sabbatical might occur.

Next Steps

- The University will continue to support faculty research as it has identified it as a priority in its Strategic Plan and *Defining Moment Campaign*.
- As the Butine Fund increases in value, the Committee on Teaching and Scholarship will continue to address the particular needs of faculty in support of their research and scholarship and adjust the criteria for awards.
- The University will encourage the faculty who have been successful in writing and securing grants to mentor their colleagues who are interested in doing likewise.
- Faculty will be encouraged to plan for sabbaticals based on the merits of their on-going research and scholarly activities, as demonstrated in their annual self development plan.

Faculty Research, Mission, and Academic Freedom (4.B.6-7)

Current Situation

The University of Portland is guided by Catholic academic, intellectual, and pastoral traditions in the formation of a community of scholars. The Goals and Objectives provide a framework for the pursuit of scholarship, research, and artistic creation. These include "foster[ing] an atmosphere that is supportive of authentic religious belief and the aspirations of other faiths (I.c)," "uphold[ing] scholarship, including research and creative endeavors, as integral to a community of scholars (VII.c)"; "support[ing] study and research on ethical and social justice issues (IX.a); and providing the opportunity for hearing and redressing of injustices, both within and outside of the University (IX.c)".

The Constitution of Academic Senate establishes the Faculty Welfare Committee "to be the official vehicle whereby policies concerning . . . working conditions are to be brought to the University Administration". Consistent with a community, faculty would discuss their concerns or issues with colleagues prior to moving into the broader and more formal University structure.

Academic units adhere to the University policy set forth in the *Articles of Administration*, and individual faculty research and scholarship are systematically reviewed. Article IV, Section 8, A states, "Faculty members as teachers and scholars are free to seek the truth in research as they see it, and as their particular professional training directs them to it, and to publish the results of their research." Finally, Article IV, Section 8, F, of the *Articles of Administration* states, "Except for the provisions contained or implied in the *Statutes of the University*, there are no other express or implied limitations on the academic freedom of the faculty, staff or administrative officers of the University.

Analysis and Appraisal

Each academic unit indicates awareness about the importance of making sure that sponsored research and grants adhere to the mission. However, the statements are broad and mostly focus on the increase in obtaining internal and external funding support, and less on whether academic freedom is ensured. Each Academic Unit has developed its own statement of what constitutes scholarship, in accordance with University mission and goals, yet little evidence has been gathered regarding any *perceived limitations* on academic freedom. In sum, faculty appear to have academic freedom to pursue scholarship, research, and artistic creation consistent within the context of the institution's mission and goals.

In the formal application processes for seeking either external or internal grants, deans write letters of support indicating both the importance of the research as well as its compatibility with the University's mission as well as departmental or school mission. In particular, any grant proposal to an external funding source requires the signature of the President of the University so as to receive the support of the institution, assuming the request is not in conflict with its mission.

Over the past two years, the president of the University has held formal and informal meetings with the entire University community in explaining and updating the papal document *Ex corde Ecclesiae*. Archdiocesan leaders have also been incorporated into several of these meetings, and the overall results have been very positive for both the University of Portland and the Archdiocese of Portland. The president has also provided an interpretation of the papal document that has been beneficial for more focused discussions and meetings.

Next Steps

- Research that is supportive of the University's Mission will continue to be given priority in funding according to the guidelines of the Arthur Butine Faculty Development Fund.

STANDARD FIVE

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LIBRARY AND INFORMATION RESOURCES

Library and information resources are the infrastructure of the academic life of any educational institution of higher learning. The University of Portland Mission statement describes itself as a “community of scholars” that provides leaders through the “quality and innovation of its programs.” The Goals and Objectives (*Bulletin 4-5*) assume the need for up-to-date library and information resources:

- To offer contemporary curricula grounded in the liberal arts that prepare students for lives of continued learning, including advanced study and in professional practice (III)
- To provide and maintain facilities and equipment equal to the needs of the University (IIIId).

The strategic plan notes that “the instructional relationship deserves settings that provide adequate amenities as well as the required equipment” (SP 2.1.7). The plan also notes that “continued renovation and improvement of existing facilities, and increased computer support for the academic programs and for administrative activities” is needed to support the goals of the University (SP 3.1, 3.1.4, 3.1.5, and 3.1.10). This report will address the library and computer and telecommunications separately, applying the same standards to both.

Library

Mission

The mission of the Wilson W. Clark Library is to serve the students, faculty, and staff of the University by providing library resources and services necessary for teaching, learning, and scholarly achievement. The library does this by acquiring and organizing collections and resources, and by facilitating research through its access and educational services. The faculty and staff of the library are committed to the Mission in supporting the University’s community of scholars and its curriculum by offering services and resources that provide and support excellent teaching and individual attention and by creating an environment that fosters development of the whole person.

Purpose and Scope (5.A)

Resources to Support the Curriculum (5.A.1-2). The library maintains an active collection of books, journals, microforms, sound recordings, videos, slides, and electronic resources to support the programs of study offered at the University. Developing the collection to meet current and future needs of the academic community is defined in the library's Collection Development Policy Statement (lewis.up.edu/library/policy_dev_coll.html) as a pivotal part of the library's service mission. To meet those needs, librarians and teaching faculty collaborate to build and sustain collections, and secure access to resources that complement and support the curriculum. The collection includes more than 360,000 bound volumes, 1,600 current print and electronic periodical subscriptions, and back-runs of significant journals in microform. Over 5,000 books, journals, videos and sound recordings are added annually.

Independent access to the library is available through its web page (<http://lewis.up.edu/library>), which is available from both on and off the campus network. Students and faculty can access the online catalog of materials within the library, a host of electronic databases, and countless other resources and services available on the Internet. These resources are made available off the campus network through the Innovative Interfaces Web Access Module, installed during Spring 2000. The library's electronic resources include indexes and full-text databases.

Supplemental offerings are furnished through the library's memberships in the Portland Area Library System (PORTALS) and Orbis. PORTALS delivers access to the online catalogs of the 16 member libraries in the greater Portland area and to several other databases and online services. Orbis, a consortium of 18 academic libraries in Oregon and Washington, provides access to a union catalog of nearly 4 million items housed at these institutions. The library uses a number of resource-sharing protocols including ILL links with World Cat, Orbis patron-initiated borrowing, and reciprocal-borrowing agreements, independently connecting users with needed information. Formal documented agreements are established between the University and these other providers.

Resources for Programs and On- and Off-Campus (5.A.3). Library and information services are planned to meet the requirements of the University's academic programs, almost all of which are offered on campus.

Information Resources and Services (5.B)

Equipment and Materials (5.B.1). Over the past ten years, the library has seen sweeping changes. One of the most dramatic was the automation of key library functions and resources. In 1995 the library implemented Innovative Interface's online integrated library system, moving from a primarily manual environment. The public catalog, circulation, reserve, cataloging, and acquisitions functions are linked, and librarians have access to a variety of statistical information about how the collection is growing, accessed, and used. This enormous change, coupled with the provision of resources in a wide variety of formats, demands that, as technology changes, so must the equipment. Today both public service areas and staff desktops are automated. Twelve networked

microcomputers and six laser printers are available in the reference room, along with online catalog terminals on every level. An Aladdin reader, an assistive device for patrons with low vision, was added to the reference room in 1999. Viewing and printing equipment such as microform readers and printers have been added or upgraded as needed. A new technologically appropriate classroom for bibliographic instruction was completed in Fall 2000 with 11 networked microcomputers and LCD projection capabilities. Fifteen video-viewing stations, six audio stations, and a group video viewing area are available for students using media. These improvements would not have been possible without the change in the University infrastructure that now allows the library to adapt as technology develops instead of lagging behind.

Independent and Effective Use of Resources (5.B.2). A primary goal of reference and library instruction is to develop independent research skills. During school sessions, reference services are available for a total of 60 hours weekly. During an average week in the 1999-2000 academic year, reference librarians assisted over 270 clients in finding needed resources. Distance education students can call the reference desk or email requests and questions to the library email account. Patrons needing assistance after hours can submit requests via voicemail, online, or paper forms, or circulation desk personnel can provide limited assistance. Sample data are taken periodically regarding the number of questions received after hours to ensure that service hours are adequate.

Individualized instruction occurs in the course of any reference transaction. This may be as in-depth as the student requires and time allows.

Group instruction sessions for courses are generated in response to a faculty member's request. Reference librarians work closely with classroom faculty to develop library instruction sessions that are linked to the curriculum and match the needs of the students. During sessions for upper-division courses, the librarian encourages students to make appointments with librarians for further in-depth information. The number of course-related instruction sessions is steadily increasing. During Fall 2000, the library provided 40 sessions, reaching 785 students. Using the Association of College and Research Libraries information literacy standards as a guide, librarians are moving away from teaching specific tools toward a conceptual approach to library instruction, providing students with life-long information literacy skills. Librarians have identified Communication Studies (CST) 107, "Public Speaking," as a course that involves library research and is required by many University programs. Instruction librarians have developed particular goals for library sessions for this course and have collaborated with faculty to provide sessions to every CST107 student.

Instruction librarians have also collaborated with Computing and Telecommunications Services (CTS) to offer drop-in classes for instruction in the use of electronic resources. Over the past few years, librarians have participated in the campus-wide faculty development day by offering sessions in the use of electronic resources.

Systematic Development of Resources (5.B.3). Responsibility for collection development was consolidated in Technical Services in 1993. Since that time a number

of practices have been updated. A Collection Development Policy Statement has been adopted and posted to the library's web page (lewis.up.edu/library/policy_coll_dev.html). In 1995 a formula to set acquisitions allocations was developed. This formula, based upon factors such as number of faculty, credit hours offered, and costs of materials within the disciplines, is used to divide the acquisitions budget into departmental allocations.

In an effort to utilize the library budget more effectively, book-and-slip approval plans were recently implemented in several disciplines. Ten years ago the library spent 44% of its budget on collections. The percentage today is much the same, 41.6%, although the definition of resources has expanded to include not only books and journals but also media and access to electronic resources. The buying power of regional consortia, allowing for group purchases of databases, permits the library to provide access to far more databases than would be possible if purchases were made independently.

In 1991 a 0.5 FTE position was added to work on collection maintenance. As a result, the monograph collection has been culled of most duplicate and superceded editions. The education, nursing, government documents, and professional library collections have also been weeded, along with portions of the holdings in engineering, computer science, American literature, and biology. During the past three years, bibliographers completed a major review of periodical holdings. In most disciplines, retention rates have been set for back-runs, titles in duplicate formats have been cancelled, and out-of-scope titles withdrawn. This review and withdrawal has provided adequate space for managed collection growth and made the remaining materials easier to access.

Standard library conventions are followed in concomitant services that support collection development and access, including acquisitions and cataloging. Acquisitions utilizes firm and standing-order plans, and print-and-forms approval plans. Cataloging is based upon national cataloging standards using OCLC and Innovative Interfaces. This improves cost savings, efficiency, and standardization that, in turn, allow the library to interface with national and regional resource-sharing arrangements. The acquisitions staff is presently working on making more effective use of the acquisitions module of the Innopac. This includes creating order records for serials and standing orders and electronically exporting order records to vendors. The cataloging staff focuses its resources upon cataloging new materials, retrospective conversion of those titles most in demand, and database maintenance. Staffing limitations currently prevent completion of thorough authority work (consistency of entries) on the database and a comprehensive retrospective conversion project. Approximately 20% of the library holdings have yet to be added to the online catalog, as well as the media collection that arrived with the IMC. Although priorities have been set for these projects and staff is working on them, they are viewed as long-term undertakings.

Faculty, Staff, and Student Involvement (5.B.4). The library has a long history of cooperation with the classroom faculty to build and maintain its collections. In 1998, to strengthen this collaboration, the library adopted a bibliographer/liaison model for development of the collection. The bibliographer serves as the primary contact with faculty for all matters relating to collection development, including budget, collection

building, and weeding. For further information on faculty, staff, and student involvement, see 5.E.1 below.

Facilities and Access (5.C)

The University's Strategic Plan states that the "instructional relationship deserves settings that provide adequate amenities as well as the required equipment....The continued automation of the library and building its collection will continue as a high priority" (2.1.7).

Accessibility to Students and Faculty (5.C.1). The library is currently open a total of 100.5 hours per week. In Spring 2000 the library expanded hours in response to an increase in early morning use and feedback from students that it would be helpful to be able to use the library before classes begin each day.

At the time of the previous self-study in 1990, the Instructional Media Center (IMC) was administered separately from the library. Shortly thereafter, the reporting structure changed and the IMC coordinator reported directly to the University librarian. In September, 1999, the IMC was split into two entities: classroom media equipment, which is now administered through Computer and Telecommunication Services, and media collections, viewing, and graphics, which were incorporated into the Access Services Department of the library. The lower level of the library was remodeled to provide a new and expanded facility for the IMC, which, in the past year, has been utilized by as many as 78 students a day. With this move, the IMC's operating hours expanded to more closely match those of the library.

Patrons can access their circulation record to renew materials after hours, email the library or leave a voice mail if they have circulation questions or problems. The use of electronic reserves for off-campus classes began in the fall of 1999 allowing this group of students full access to the reserve collection of articles and books chapters. When the need arises, circulation personnel provide special assistance or accommodation to disabled students. Typically the circulation supervisor assigns a student employee to work with any student in need of physical assistance while in the library. In other instances a more formal arrangement for specific services is made on the student's behalf by Student Services.

Cooperative Arrangements (5.C.2). Library services are enhanced through the linkages provided by the library's membership in consortia such as PORTALS and Orbis. A council, made up of library directors, acts as the governing board of both consortia, and the University librarian serves on those boards. Both PORTALS and Orbis have extensive committee structures that are responsible for shared collection development (including group database purchases), resource sharing policies, and continuing education. University librarians are members of all these consortia committees. As a benefit of its membership in the Northwest Association of Private Colleges and Universities (NAPCU), the library receives comparative statistics that it uses in planning.

The library uses a number of resource-sharing protocols, including ILL links with World Cat, Orbis patron-initiated borrowing, and reciprocal-borrowing agreements, to independently bring users together with needed information. Over the past ten years, dramatic changes in technology have completely altered the nature of resource sharing between libraries and significantly reduced the amount of time it takes to fill requests. Interlibrary loan requests can be submitted via the OCLC/FirstSearch link while searching databases, via a paper form available at the reference desk, or via email. A web request form, which is under development, will provide another option for patrons to submit requests. Distance education students email, fax or telephone their requests. Materials for these students are sent priority mail or Federal Express. Requests can also be filled in a matter of hours using a fax or Ariel software. As of Spring 2000, desktop delivery software (Prospero) allowed articles to be sent electronically, eliminating mailing time and providing 24-hour access to requests received. The library participates in three regional consortia: PORTALS, Orbis and NAPCU and has documented agreements providing for onsite direct patron borrowing with all three. PORTALS libraries provide reciprocal borrowing and give priority to each other when processing ILL requests. Members of the University of Portland community may initiate electronic requests to borrow books from other Orbis member libraries. Typically Orbis requests are received in approximately 48 hours, much faster than traditional interlibrary loan. To support distance education program, arrangements have been made for students to be served by local libraries (e.g., University of Guam).

Personnel and Management (5.D)

Staffing and Organization (5.D.1, 5.D.4). Since the last self-study in 1990, the library has seen a great number of changes in personnel. Ten years ago the library was organized into 4 departments: Reference, Technical Services, Serials and Government Documents, staffed by 5 librarians and 7 support personnel. The long-time library director retired in 1994. His successor began the process of reorganizing the library and modernizing services and functions. Responsibility for government documents was placed within the serials department. The current University librarian was appointed on an interim basis in 1997 and permanently the next year.

The University librarian, who reports to the academic vice president, reorganized the library staff into three departments: Reference and Instruction, Access and Delivery Services, and Technical Services and Collections. Circulation, Distance Education Services, and Interlibrary loan were transferred to the newly created Access Department and Access and Technical Services absorbed the functions of the now-defunct Serials Department. Fine-tuning of this reorganization continued in 1999 with the transfer of the Instructional Media Center to the Access Department, and in 2001 with the transfer of distance education functions from Access to Reference.

Staff Qualifications and Responsibilities (5.D.2). All library faculty have accredited MLS degrees and many have second master's degrees. The responsibilities of librarians are clearly defined. The staff has been reorganized under the current director.

Librarians at the University are appointed and ranked in a system adopted in 1999 (Part III, Article VII of the University's *Articles of Administration*). This ranking system, paralleling that of the teaching faculty (Article III), resolved the long-standing issues surrounding the appointment of librarians to tenure-track positions. The two librarians holding tenured positions maintained those appointments and were dually ranked under the new system. The remainder of the library faculty received appointments in accordance with the new Article VII. A peer committee evaluates candidates for promotion according to standards developed at the same time as the *Articles* were revised. These standards also serve as the basis upon which the University Committee on Rank and Tenure evaluates the remaining tenured faculty for post-tenure review.

Salaries have been a constant challenge over the past decade, despite a five-year improvement plan that was implemented between 1988 and 1994. While adjustments have been made to the University librarian's salary and to staff salaries, the scale for the remaining librarians will be addressed in fiscal year 2001-02, and the library director has in place a salary enhancement plan linked to the recently-implemented appointment and ranking system for librarians with a goal of resolving this inequity over a three-year timetable.

Each support staff position has a clearly-defined position description that is updated annually. In addition, the equivalent of 13 FTE student assistants work in various departments in the library, supporting the work of the permanent staff. In the years prior to 1990, turnover was quite low in the library, which resulted in a stable, well-trained staff, knowledgeable about library practices as well as University issues. However, with the exception of one faculty member and one staff member, all other library employees are new to the library since the last review. The recently hired faculty and staff have all brought fresh perspective, knowledge, and skills to the library.

Professional Development (5.D.3). Each librarian is given a professional development budget each year to spend on courses, meetings, or organizational memberships, and is encouraged to participate in professional organizations at the local, regional, and national level. Participation is also encouraged by the granting of release time for these activities. Additionally librarians and staff are encouraged to take advantage of local courses and workshops. The PORTALS consortium offers a variety of job-related workshops for both staff and librarians, as does CTS, and many take advantage of these opportunities.

Curriculum Development (5.D.5). Library and information resources staff are consulted in curriculum development. The bibliographer assigned to each program works with the faculty to make available appropriate materials to support student learning. The process of curriculum approval involves the library formally. Proposals for the creation or modification of degree programs, which are submitted to, and approved by, the Committee on Curriculum and Academic Regulations, must include a letter from the library stating that it can provide sufficient resources to support the changed curriculum. Also, the library is represented in the Academic Senate, which gives final approval to all changes of degree programs.

Financial Support (5.D.6). The University provides sufficient financial resources for library and information services that support the academic programs, and for the maintenance and security of the materials.

Planning and Evaluation (5.E)

Library Planning (5.E.1). Library planning takes place in conjunction with University planning, particularly in the academic areas. The director of the library participates in the regular deans' meetings and a librarian serves in the Academic Senate. Librarians are eligible to, and do, serve on standing and ad hoc committees. The library has close communication with computing services. Two representatives regularly communicate with library staff and assist with systems issues. The University Librarian serves on the University Committee for Telecommunications and Computing (UCTC), a campus-wide presidential advisory committee. In addition, the bibliographer role connects the librarians to the various academic units, which ensures that their needs are heard.

To gather information the library uses a suggestion box, now electronic, to solicit input and questions about library resources and operations. In January, 2000 a baseline user satisfaction survey was distributed to the University community to gather information to be used in evaluation, assessment, and planning. The Student Senate has provided input and has invited the director of the library to speak at its meetings. Information from all of these sources is used to develop and prioritize ideas for possible projects. Planning discussions occur in the director's weekly meetings with department heads and with all librarians, and in the all-staff meetings held at least once a semester. Annually, in August, the director presents the library's goals for the coming year to the academic vice president, who assists in the prioritization of library projects.

Electronic resources are selected to support the University's educational program and use statistics are analyzed to ensure appropriate resources are maintained. The library's recently purchased Web Access Management module provides usage statistics for databases whose producers have not provided statistics in the past. Use statistics are employed to decide on the renewal of electronic databases. Recently the library's subscription to Cambridge Scientific Abstracts was cancelled when librarians determined that the most frequently used portions of this database were lists of web sites or material duplicated in other databases.

Management and Technical Linkages (5.E.2). See the section on Computer and Telecommunications Services below.

Library Evaluation (5.E.3). The library has a number of tools for systematic evaluation of library services, collections and facilities. Among them are the user satisfaction survey, collection usage data, library usage data, instruction evaluation, and program review.

The user satisfaction survey conducted in 1999 measured patrons' self-reported usage of the library and satisfaction levels with library services, collections, and facilities. The

majority of patrons rated the library at the high end of a 5-point scale, indicating overall satisfaction with the library. This survey will be a baseline for a continuing effort to measure usage and satisfaction. The library plans to survey its target population every five years, prior to program review. The results from these surveys will be used to determine planning goals.

University of Portland students regularly give library reference service high ratings. According to the University's Student Satisfaction Inventory, satisfaction with service increased from 5.22 to 5.52 (on a 7-point scale with 7 the highest score) from 1997 to 1999. The user satisfaction survey echoes these results; 55% of respondents were "very satisfied" and 29% somewhat satisfied with the helpfulness of reference librarians.

For the purpose of benchmarking, the library compared itself to the 1995 Association of College and Research Libraries Standards (ACRL), prior to the adoption of the 2000 edition. The standards recommend a collection of at least 212,000 volumes for the University's library, based upon numbers of students and faculty, number of majors and minors, and graduate program offerings. The University's library has over 434,000 volumes, including bound volumes and holdings in microform. Several thousand volumes available in electronic form supplement this number. The library maintains approximately 1,600 periodical subscriptions. Over the past five years the library has gone from mounting two CD-ROM databases on a server to providing access to over 80 web-based resources across the disciplines.

Evaluation of the library's collection involves an examination of both the growth of the collection and the use of materials. Reports generated by the library's online system and its approval vendor indicate that over the past five years the collection has been growing in all areas in which the University offers programs. While the collection is growing in appropriate fashion, librarians must continue to define and follow best collection development practices to ensure needs are met.

Evaluation of library use takes place on a regular basis. During specific weeks, the library counts people in the library, study room usage, and reference questions to evaluate library utilization. Using these numbers the library evaluates whether study room availability, opening and closing hours, and staffing levels are adequate.

Analysis and Appraisal

Though an excellent facility when it was constructed in 1958 and expanded 20 years later, today the library building and its appointments are showing their age. The appearance is dated and unappealing to both enrolled and prospective students. The facility lacks many of the features suited to the needs and expectations of today's students and does not provide adequate workspace or ergonomically appropriate furnishings. The library has requested upgrades including:

- Campus network connections in study carrels
- An ADA-compliant elevator and entrance
- Improved acoustics

- Upgraded HVAC system
- Adequate space for collections
- More seating for library patrons
- New furniture and floor coverings
- Ergonomically-designed furniture for staff use
- More office space
- New lighting
- Asbestos removal

The Library has a staff of 7 FTE Librarians and 9 FTE support staff and has added only 1 professional position and a 0.5 staff position since the last review. The 1995 ACRL standards states that “support staff shall be no less than 65% of the total staff. ” The library's ratio of 9 support staff to a total staff of 16 falls is at 56%. A number of residual cataloging projects remain from the 1995 conversion to an automated environment, and there is an ongoing need for catalog authority maintenance to ensure the consistency of entries. Current staffing levels allow only minimal attention to these important projects. The addition of more staff would allow database building and maintenance in a more thorough approach. The Reference and Instruction department has an active instructional program and is currently instituting an Information Literacy program, but with only three FTE devoted to this activity as well as most of the reference desk coverage, there is a limit on program expansion. While there have been requests from the campus that reference hours be extended and library hours be increased to 24 hours, 5 days a week, these cannot be accomplished without increased staffing. Over the past several years the University has enrolled increasing numbers of freshman students, who have come to the University more academically prepared and with higher expectations than previous classes. At the same time, libraries have seen an explosive growth in web-based information resources, creating an increasingly complex library environment. With present staffing levels, the library can maintain present programs but has minimal capacity to enhance its ability to meet the increased needs and expectations of these students.

The library acquisitions budget increases have not kept up with inflation. As a result the library has been unable to maintain the past rate of collection development. Although the recent library survey indicated that a large majority of the respondents were very satisfied or somewhat satisfied with the library overall, some written comments have mentioned both the lack of depth and age of the collection. This is particularly a problem in serials where prices continue to rise and where the cost of electronic materials is so steep.

The library collection budget has increased most years with one notable exception. In 1998-99 the collection budget was cut \$43,500 from the previous year to assist in balancing the University's budget. The increases in subsequent years have not offset the rate of inflation for serials. See Table 5.1

Table 5.1
Library Budget and Inflation Rates for Books and Serials

Year	Budget	% increase over previous year	Inflation Rate for Books	Inflation Rate for Serials
1996-1997	666,500	6.1	1.8	9.9
1997-1998	710,000	6.2	1.8	10.3
1998-1999	645,800	(10.0)	2.8	10.4
1999-2000	681,000	5.5	n/a	10.0 (est.)
2000-2001	731,000	7.3	n/a	n/a

The 2000-01 budget was only \$64,500 (or 9.7%) larger than the 1996 budget.

Library bibliographers have tried to combat these budget shortfalls in recent years by reducing the number of titles that are archived on microfiche and canceling titles that are covered in full-text databases. At some point, however, without budget increases in this area, it will be necessary to cut the number of serials subscriptions or spend far less on monographs to make up the shortfall.

Next steps

- The User Satisfaction Survey will be conducted every five years in order to better evaluate services and plan for the future.
- The librarians will work with faculty to integrate information literacy instruction into the curriculum, optimally as a part of the core curriculum, which is currently being restructured.
- The development and evaluation of the bibliographer model will continue.
- The library will work with CTS for the eventual migration to Innovative's *Millenium* system.
- The library will continue to monitor and prioritize staffing needs to make hiring decisions.
- Long term budget priorities and goals for the collection will be developed in conjunction with the needs of the academic units.
- The library will improve the delivery and distribution of instruction session evaluations with the goal of getting better feedback for the planning of future instruction sessions.
- Librarians will work to formalize the library's role in curriculum development.

Computer and Telecommunication Services

Mission

The mission of Computer and Telecommunications Services (CTS) is to serve the students, faculty, and staff of the University by providing computer, telephone, and other

electronic communications services necessary for teaching, learning and scholarly achievement. In addition, CTS supports the University's administrative functions by providing data management and access for staff, faculty, and students. To carry out its mission, CTS acquires and manages appropriate resources, including hardware, software, and infrastructure.

Purpose and Scope (5.A)

Sufficient Infrastructure (5.A.1-2). Substantial improvements have been made in the hardware and infrastructure for technology in the past ten years. In 1991-2, the Banner administrative system was purchased, along with a Unix server. Beginning in 1992, a grant from the Meyer Memorial Trust provided funds for purchase of faculty desktop machines (Model 286, 33 MHz). Networking of the campus began in the early 1990's and by the mid 1990's, the 10 MB network was nearly complete. From 1995 on, the major changes have been increasing the number and capabilities of desktop computers and servers (e.g. software, files, print) and in wiring of the residence halls. The increased connectivity has given rise to greatly increased use and higher expectations for service on the part of both students and faculty. The backbone was upgraded to 1000 MB (1 gig) in August, 2001.

As of Fall 2001, all faculty and staff desktop computers have been upgraded and range from adequate to top of the line. Everyone has the capability of using Netscape mail, browsing the Web and using it for courses, sending and receiving attachments, and using standard software programs. Implementation of Microsoft Office 2000 is taking place in the summer and fall of 2001 and Windows 2000 will follow during the academic year 2001-02. Heavy users of scientific or statistical packages have sufficient memory and hard drive capacity to carry out their work. Recent upgrading of the Banner administrative system to a graphical user interface has made it friendlier for occasional users such as faculty.

The School of Engineering runs its own computer system and network and has its own Engineering Computing Plan. Budgeting and purchase of hardware and software for engineering is separate from the rest of the University. Two staff members who report to the dean of engineering provide support for users and systems. Although CTS and Engineering occupy the same building, network infrastructure and servers are separate. This is a result of historical precedent rather than current design, and steps are being taken to better integrate the two systems.

The Banner administrative system, built on an Oracle database, supports administrative functions for the departments of Admissions, Registrar, Financial Aid, Student Accounts, Payroll, and Finance. In addition, staff in the offices of the deans, as well as some faculty, use Banner for advising students and monitoring departmental budgets. Five staff members of CTS maintain the system and provide service to these offices. Banner was upgraded to a graphical user interface in the summer of 2000, which necessitated upgrades of hardware for many users. A separate administrative system, with 3 FTE in

staff, has recently been set up to serve the needs of Development, Alumni, and Public Relations through an independent Oracle database and Viking software system.

Services Based on Programs (5.A.3). The primary services provided by CTS support the faculty's responsibilities for teaching and scholarship, and also the University's need for administrative record-keeping. The University of Portland does not provide a distance education program, although there are off-campus locations for programs in the School of Education. These sites have access to the University's network and library system. The study abroad program in Salzburg also has internet and e-mail connections provided by the University.

Information Resources and Services (5.B)

The Strategic Plan includes computer and information resources infrastructure:

- Faculty need to be supported through services that free them from burdensome tasks unrelated to teaching. Much of that freedom can be obtained by making available to each faculty member adequate computer hardware and software to support teaching and pedagogical purposes, research, and scholarship, and to ease the burden of practical clerical duties (2.1.2).
- In support of its educational goals, the University must expand its resources and its physical plant [including] computer support of the academic programs [and] increased computer support of administrative activities (3.1.4, 3.1.5).

Equipment to Support the Educational Program (5.B.1). Computer resources support teaching by providing hardware, software, and network connections for students and faculty. Each fall CTS provides a handbook of technology services for faculty and staff, which describes the infrastructure, hardware, software, services, and facilities. CTS supports about 800 desktop computers (running Windows 95, 98 and 2000 and the Macintosh OS 7.5-9.0) and terminals, 20 servers and a total of some 8000 user accounts on Solaris, Linux and Windows NT servers. Approximately 22% of campus users, primarily faculty, run Mac OS; nearly all the others run Windows. About half of the desktop computers serve administrative needs and the other half serve faculty and educational purposes. The Engineering staff supports about 100 computers for faculty and staff and student laboratories.

The University provides over 50 applications on its servers for teaching, learning and scholarship. These range from computer algebra systems (Maple) and computer programming utilities, through large statistical packages (SPSS, Statview), to subject-specific programs purchased or licensed for a single class and/or instructor (Finale, NIH Image). These programs are made available in the student labs and the computer classrooms and can be accessed by faculty from their offices as well.

General-purpose software, such as the Microsoft Office suite of applications, is acquired according to what the department deems desirable in terms of functionality and cost. Selection and introduction of a new, campus wide email client (Netscape Messenger) was

done after consultation with and surveys of users across the campus, including students, faculty, and staff. All course specific software, as described above, has been acquired at the request of individual faculty members or departments. One member of the user services group is the main contact for faculty wishing to add software to the University's collection, akin to a bibliographic liaison in the library.

Training and Support for Students, Faculty, and Staff (5.B.2). CTS offers a number of courses that provide students, faculty and staff with sufficient familiarity with the University's systems to use email, word processing, spreadsheet and presentation software provided on campus (and frequently found on the students' own computers), and access the Internet. At the request of individual faculty members, CTS staff also make instructional presentations to individual course meetings if an introduction to more specialized software is required.

CTS has recently hired a new help desk coordinator, purchased help desk software, and is implementing a new program for one-stop assistance for all users. The University's help desk is open 8-5, M-F. It provides the department's first line of support for users on campus, and makes better use of departmental resources by centralizing the help process. It also keeps an inventory of hardware and other assets assigned to each faculty and staff member. As the help desk software is further implemented, it will collect improved statistics to help focus better on areas where either new products or better instruction could reduce problems affecting large numbers of users. In addition, CTS proposed a set of service guidelines, which was approved by the University officers and is being implemented in Spring 2001.

Policies and Planning (5.B.3-4). Policies relating to use of technology resources are currently being reviewed by the UCTC (see 5.E.1 below), and a draft document is available. The UCTC as a body has several working subcommittees involved in discussing issues of interest, including policies, the University web site, teaching with technology, and off-campus access. These are all areas discussed in the Strategic Plan for Computing. Each subcommittee makes recommendations to the entire committee. Approved recommendations are then sent to the University officers for approval and circulated to the campus community.

Obtaining Distant Information and Data (5.B.5). The University's access to the Internet, recently enhanced to three T-1 lines, enables it to access all regional, national, and international networks to which it is entitled, either for free or via individual or consortial membership. Faculty and students should not have difficulty obtaining materials they need, even from a distance. The professional schools, particularly Engineering and Nursing, make extensive use of national databases and web sites.

The University's web site, www.up.edu, is under the jurisdiction of the Office of Public Relations, whose staff are responsible for its design and content. The site, currently under development, will have five gateways, one each for prospective students, the campus community, the external community, alumni, and athletics (hosted by an outside service).

The server is hosted by CTS, and the information staff of University Relations work with CTS staff in maintenance of the equipment and network connections.

The University president decided recently to implement a campus portal, Campus Pipeline[®], to serve as an information and service-delivery channel for the campus community. This will become the University's formal Intranet and will house campus documents as well as providing on-line access to news, administrative functions, course-related materials, and other services. A campus-wide committee will be charged with planning the development of this site.

Facilities and Access (5.C)

Sufficient and Accessible Facilities and Services (5.C.1). There are three computer classrooms with Pentium IIIs or iMacs. There are four computer labs, with daily hours. As in the library, hourly head counts are used to monitor the usefulness to patrons of lab opening times. Students have also been the source of requests for longer hours at certain times, in particular at semester's end, and these are regularly provided.

In addition, all classrooms in Franz Hall, Science Hall, and Swindells Hall have network connections, so computers placed in these rooms can be used for presentation purposes. Seventeen cart-based computer units are available for use on an ad hoc basis. Twelve are permanently located in Franz Hall and others may be used either with the network or as stand-alone units. It would be desirable to have computers permanently located in additional classrooms. As of Fall 2001, all the residence halls will be connected to the network either directly or through a Digital Subscriber (DSL) device and will have computer clusters in the basement for student use. In addition to general-purpose computer facilities, specialized computer labs are also housed in the School of Engineering, School of Nursing, and the Science departments.

The Media Equipment Center stores, distributes, and maintains all types of audio-video and computer equipment for classes, special events, administration, faculty, staff, and students on an all-year basis. In addition to storage, there are several listening booths with audio and video systems, which allow students to watch tapes (mostly language tapes) or to record their voices.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University maintains a variety of assistive devices. TTY's have been installed in the University Health Center and the admissions office, with provision for links to other administrative offices, and in Buckley Center (pay phone). An Aladdin CCTV is available in the library for students, faculty, staff, and other patrons with vision impairments. The microcomputer lab makes available the Kurzweil 3000 scanner/reader software and the Dragon Dictate Naturally Speaking voice recognition software for students with disabilities. There are also audio recorders set up for recordings of books or lessons on tape for the vision-impaired students. These are used on a daily basis by 3 to 5 students who are assigned by the Health Center to record and duplicate the transcriptions. An assistive listening system (ALS) was installed in Buckley Center Auditorium, and the

University has a plan to add ALS's in its other meeting areas over the next five years. Taped texts, large print materials, and videotapes of classes are made available to students as accommodations for disabilities.

Consortia and Groups (5.C.2). The University is part of a number of informal technology consortia or groups, which provide extended access to information of interest to the campus community and a network of colleagues who can be called upon for advice and discussions. These include the Northwest Academic Computing Consortium, Educause, the Help Desk Institute, the Association for Computing Machinery's SIGUCCS, and Northwest Higher Education Academic Technology group. CTS staff regularly attend meetings and workshops sponsored by these groups, in addition to serving as hosts for colleagues.

Personnel and Management (5.D)

Staffing and Organization (5.D.1, 5.D.2, 5.D.4). Upon her appointment in Fall 1999, the director of CTS reorganized the staff of 17 FTE (qualified professionals and technical support personnel with clearly defined responsibilities) into three working groups: Administrative Computing, Networking and Telecommunications, and User Services. This latter group, responsible for computer classrooms, the help desk, faculty development, hardware maintenance and repair and traditional media equipment, is a major focus of the department's efforts. The director and 1 FTE of support staff complete the department. Each group meets weekly and is joined by one or more representatives of the other two groups, so that communication is fostered. The entire staff meets as a group at least once a month. The directors of the library and CTS meet at least once a month to discuss common issues.

Student workers play a major role in enabling the small permanent staff to serve its constituents adequately. Over 100 students work in labs, the help desk, the computer maintenance shop, the Media Equipment Center, and the networking and telecommunications group. They participate in a structured instructional program, intended to provide them with greater understanding of the University's services in computing and telecommunications, and a "ladder" for increasingly responsible positions. A small number of the most experienced employees are designated as assistant managers, who help their full-time managers with tasks such as documentation, scheduling, and the opening and closing of facilities.

Professional Growth (5.D.3). Members of the department are afforded numerous opportunities for professional development both locally, through courses and workshops, and by attendance at national meetings. Student workers also have opportunities to attend meetings of the local groups to which University of Portland belongs.

Curriculum Development (5.D.5). CTS is consulted in curriculum development when changes will require additional computer support. Proposals for the creation or modification of such degree programs, which are submitted to, and approved by, the

Committee on Curriculum and Academic Regulations, must include a letter from CTS stating that it can provide sufficient resources to support the revised curriculum.

Sufficient Financial Support (5.D.6) Financial support for purchase of hardware has increased in the last two fiscal years through the availability of funds from the Student Technology Fee (\$50/semester) instituted in Fall 1999. Half of the student-funded fees are spent on items that are decided upon in consultation with student representatives. For instance, the first year's student budget provided for a computer lab in the library, which had been highly desired by the students. The second year, the student fee allowed an increase of the bandwidth to the Internet. The third year's fee helped to pay for the DSL system in the two residences that are not part of the campus network. The capital budget for hardware has increased from \$250,000 in 1999 to an estimated \$600,000 for 2001-02. This amount covers upgrades to the infrastructure, servers, and telecommunications system, as well as the purchase of hardware and software.

Planning and Evaluation (5.E)

Planning Process (5.E.1). Policies are developed in coordination with the University Committee on Telecommunications and Computing (UCTC), which is a group appointed by and advisory to the president, composed of faculty, staff, and students. The UCTC meets regularly throughout the year to discuss policy issues. As mentioned above in section 5.B.3-4, a Strategic Plan for Computing was proposed by the UCTC and adopted by the University officers in June, 2000. It was circulated to the campus community in October, 2000. The plan sets forth seven goals for technology, which can be used as benchmarks for progress of the University towards integration of technology into its mission. In 2000-2001 the committee focused on review of policies and procedures related to technology. The assistant vice president for technology services, who is director of CTS, is a member of the UCTC. She also participates frequently in meetings with the deans and other officers of the University. Other CTS staff participate in a variety of ad hoc ways in information gathering and dissemination, including faculty and other departmental meetings and planning for new or renovated facilities.

Planning for CTS projects and services is not yet formalized across the board. The School of Engineering, which has its own network and hardware specifications, prepares a five-year plan every year. The CTS managers have a planning process to prepare for upgrades in the administrative system, implementation of the web-based student information system and faculty advising system, and other major systematic projects. Major upgrades of hardware and software normally take place during academic breaks and require detailed planning and follow-up. These processes have been improving over the last year. The Student Senate's Technology Committee meets with CTS staff from time to time to discuss their concerns and aid in planning.

Technical linkages (5.E.2) The CTS organization is responsible for all facets of technology, including administrative computing, academic computing, networking, and telecommunications. All members of the staff know the major projects being undertaken by each group and have a chance to meet and discuss all aspects of these projects before,

during, and after implementation. Cooperation and teamwork within the staff are high priorities. The directors of CTS and the library meet regularly, as do other members of both staffs, to ensure that all needs are known. In addition, the director of CTS and the director of Public Relations meet frequently to discuss the progress of the web site.

Evaluation (5.E.3) Evaluation of services provided by CTS has been sporadic, and a series of questionnaires has been developed to provide feedback on its services. The Help Desk will develop a set of criteria to measure its effectiveness in providing routine service. A questionnaire was sent to resident students in Fall 2000. It revealed that 85% of responding students own their own computers and 77% of those responding use the student computer labs. A similar questionnaire is in process for off-campus students.

Analysis and Appraisal

The goal of CTS is to provide a technology environment that enables faculty, staff, and students to carry out their educational goals; that is, to provide the technology to fulfill their current and future desires, and not to base desires on technology available. The new Banner group has the potential to provide more evidence for success of the University's assessment program. In addition, increased use of the administrative Banner system by faculty, particularly in the web-enabled form, will improve advising capability and help students explore academic options more easily.

Although the UCTC's "Report on the Impact of Technology on Teaching," April 1998, indicates that some faculty have made progress using technology to employ innovative teaching practices, it also indicates concern that "much potential remains untapped." Moreover, the Strategic Plan for Computing (October, 2000) also cites general uses of instructional technology as being desirable but does not lay out a plan for increasing its use.

Other issues for academic computing include size and layout of the computer classrooms, lack of built-in instructor computers in other classrooms, and lack of knowledge by faculty of the potential uses of particular software. No computer classroom can accommodate a class larger than thirty-two students unless they share computers. Administering a test in these classrooms is difficult because students can see the monitors of other computers.

Currently, CTS is still in a responsive mode towards requests from faculty. The goal is to be proactive, especially with respect to use of technology in teaching. Despite the number of faculty on the UCTC, many of their colleagues perceive that they do not have enough input into decision-making about technology. Implementation of a Help Desk to assist the campus community with their needs has been a useful step in providing service, but demand rises with use.

Keeping up with demands for connections for both voice and data is a major challenge. Central infrastructure is still lacking in some areas, including three major campus buildings (Commons, Mago Hunt, Chiles Center), which prohibits faculty and students

from using technology to its fullest potential. The internal network has some bottlenecks that could be alleviated with higher bandwidth fiber.

Upgrades of the desktop machines, increasing use of Netscape mail and class lists, and an increase of student computers in the residence halls have put tremendous strain on the servers and wiring infrastructure. Construction of a new science building and the opening of two new residences have increased the need for hardware, software, telephone and data connectivity, and support services. Design and construction of the buildings raised expectations, which CTS must now try to fulfill. Physical infrastructure, both wiring and servers, is continually upgraded as time, staff, and funds permit.

An Academic Technology Center is currently being planned, which will encompass music labs and foreign language labs in the basement of Buckley Center, in close proximity to the general-purpose lab, computer classroom, Help Desk, and Media Equipment Center. This location should provide for easy service and support of the technology center. Optimal use of the facility will depend on consistent maintenance and supervision of the space, and ability of faculty and students to take advantage of the possibilities offered.

The current FTE staff of 17 is an increase of five positions since 1990. This number has not kept up with the increase in numbers of computers, which went from 50 to 800, the complexity of the infrastructure, and the demands of the residence halls. The need for more staff assistance will only increase as the complexity of services required and desired grows.

Unlike the situation with the library, there are no industry standards or accepted benchmarks for staffing or funding levels as a function of institutional size or budget. However, the University of Portland has recently participated in a national survey, entitled COSTS, of budget and staffing of technology in over 100 institutions of all types. The purpose of the study is not to rank or set standards, but to enable the campus community to understand the range of technology support available at their peer institutions. Analysis of the University of Portland's data with respect to the COSTS median shows that the University is at or close to the 50th percentile in the following areas:

- Technology budget as a percent of institutional budget
- Technology budget per college-owned computer
- Total salaries for technology staff
- Average salaries for technology staff
- Purchases of hardware
- Software licensing
- Number of students, faculty and staff supported by central IT organization
- Number of student and college-owned computers supported by central IT
- Staffing for administrative functions
- Staffing for help desk
- Staffing for hardware and software installation and maintenance

The University of Portland is close to the 75th percentile for the following:

- Budget for professional development
- Salaries for student help
- Percent of central IT organization made up of students
- Staff available for network support and student support

However, the University is at the 25th percentile or below in these areas:

- Number of institutional computers available to students
- Staffing for hardware repair
- Staffing for training
- Staffing for curricular support and web support

Next Steps

- The academic units and CTS will continue to facilitate the integration of computing with the teaching/learning process.
- CTS and Public Relations will continue development of the University web site and a campus portal or other Intranet tool.
- The University should proceed with development of the Academic Technology Center.
- CTS will assure that the staffing needs are adequate for the necessary functions.
- CTS will provide training in effective use of assistive technologies to faculty and students.
- CTS will devise a comprehensive set of questionnaires to systematically evaluate services and use these data to continue being responsive to the University community.

STANDARD SIX

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GOVERNANCE AND ADMINISTRATION

Governance System (6.A)

The University of Portland is an independently governed Catholic university affiliated with the Congregation of Holy Cross (CSC). Incorporated in 1901, ownership and governance of the University was transferred to a Board of Regents on April 19, 1967 with the *Restated Articles of Incorporation* and the *University Deed and Trust Agreement*.

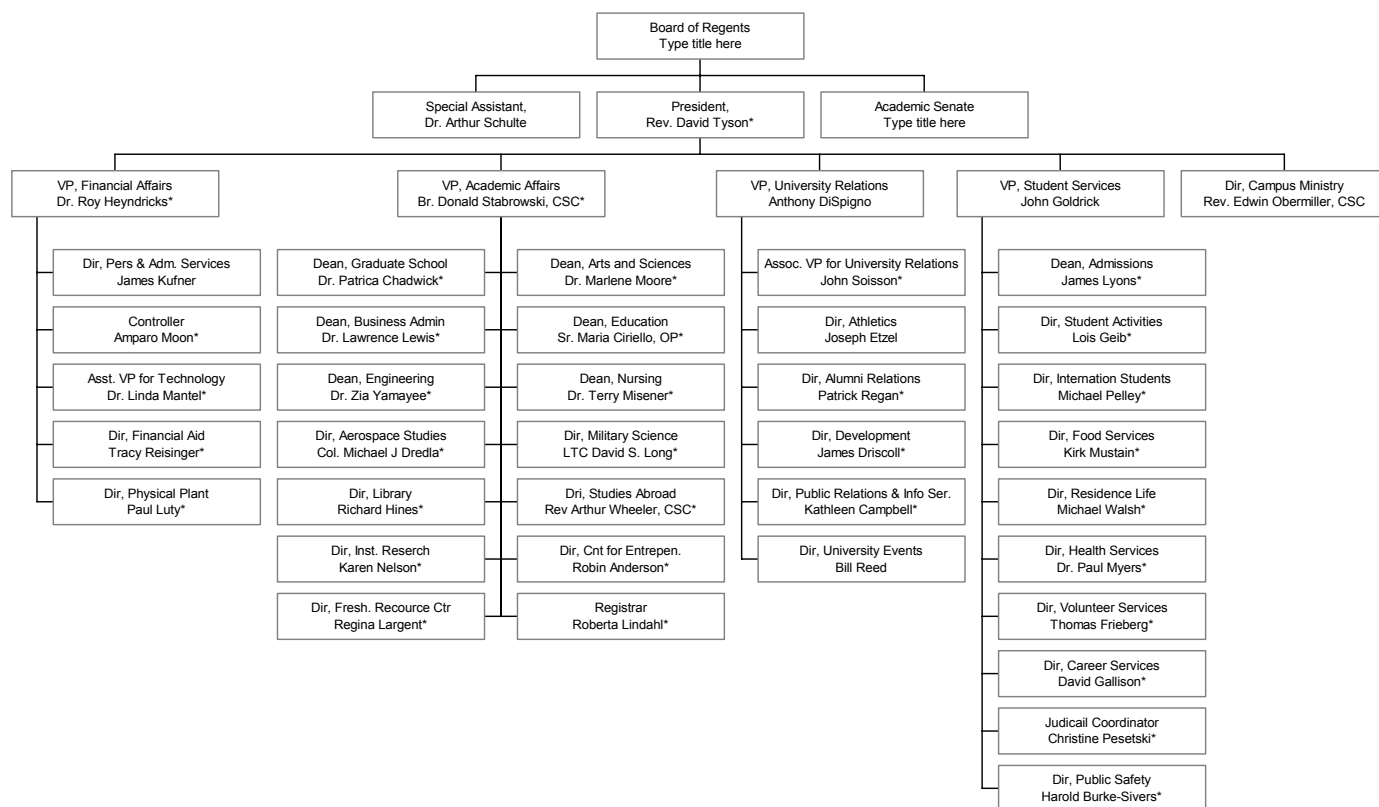
Governing Documents and their Implementation (6.A.1-2). The University is operated under the authority and procedures outlined in the following documents:

- The *University Deed and Trust Agreement* and the *Restated Articles of Incorporation*, which guarantee that the institution will remain a Catholic university
- The *Deed and Trust Agreement*, *Bylaws of the University*, and *Statutes of the University*, which give the Board of Regents full authority and complete responsibility for governance
- *Bylaws of the University*, which define the role of the University's officers (president and vice presidents)
- The *Articles of Administration* (Section III), the *Constitution of the Academic Senate*, the *Bylaws of the Academic Senate*, which govern academic administration
- The *Faculty Handbook* and *Staff Handbook*
- The *Constitution of the Associated Students of the University of Portland (ASUP)* and *ASUP Bylaws* define students' role in governance

The regents, officers, faculty, staff, and students understand and fulfill their roles as outlined in the governing documents.

Organizational Structure. The organizational structure of the University is diagrammed in Figure 6.1.

Figure 6.1
University of Portland Organizational Structure
*New Since 1990



Consultation and Communication (6.A.3). Various constituencies on campus are consulted in appropriate areas of decision and policy making. Forums for this include:

- Annual Convocation, during which the president addresses the faculty, officers, and senior program directors at the beginning of the academic year
- Officers of the University meet monthly and with the deans group twice a year
- The deans group, which includes the academic deans, dean of admissions, director of the library, and assistant to the academic vice president meet three times a month. Vice presidents of other divisions and directors of programs frequently join these meetings.
- Faculty meetings in CAS departments and the professional schools
- Regular meetings of program directors
- The Academic Senate brings together faculty, administrators, and students to make academic policy decisions.
- The Academic Senate and the student ASUP Senate have liaisons to the Board of Regents.

The University employs several methods of internal communications:

- *upbeat*, the faculty/staff newsletter, is published weekly.
- Email listserves for faculty, staff, and students. The use of these addresses is managed, restricting them to high priority messages.
- Policy memos are sent by campus mail.
- *Portland Magazine*, the *President's Report*, the *University of Portland Report*
- Postings on the University's web site and Intranet sites.

Multi-unit Governance (6.A.4). As an independent private, non-profit institution, the University of Portland is not part of a multi-unit governance system.

Analysis and Appraisal

The University's governance system allows for broad participation of the different constituencies. It is structured to facilitate communication between the different governing units through regular meetings.

The University is one of the smallest comprehensive universities to have four nationally accredited professional schools, a college of arts and sciences, a graduate school, and NCAA Division I athletics. This diversity provides overall stability in times of fluctuating program enrollments and the opportunity to bring a variety of expert faculty to campus. These benefits are best realized when the various programs of the University work collaboratively.

The governance system is decentralized among the five academic units, which allows appropriate autonomy and local decision making. However, this can allow inconsistency in policies and their implementation, as well as challenges for the collection of data. Since 1996, the deans have worked to improve collaboration among the units while still allowing appropriate autonomy. The University continually seeks an effective balance between centralization and decentralization in achieving the Mission.

Communication about resource allocation has been increased, including meetings of the faculty, by academic unit, with all of the vice presidents. The University has moved from a system in which many perceived that information was tightly controlled to a more open system.

While many policies were always in writing, some were informal and oral. Since the 1990 self-study, the University has implemented more formal, written policies and procedures. For example, a staff handbook is now in place for the first time. New faculty are given a detailed, two -day orientation before their first semester. Some divisions have fewer written guidelines than others. The academic division closely follows the Articles of Administration (Section III).

Generally, roles and responsibilities of the different constituencies are understood. Some faculty members believe that they should have a larger role in making long-term decisions about resource allocation, even though their perspectives can be represented through their academic units and the Academic Senate. These faculty consider

themselves to be less mobile than administrators and are concerned about their lifelong career commitment to the University, especially if it experiences financial difficulties as it did in the early 1970's.

There have been occasions when students have not understood their roles. During one year, ASUP did not appoint students to serve on some senate and Presidential Advisory Committees. For further information, see Standard 6.E.

Internal written and email communications are effective and timely. The weekly newsletter *upbeat* is particularly useful. 96% of those surveyed said they read it regularly. 86% said it is their primary source of information about the University. When faculty and staff responded to a satisfaction survey, using a 1-10 scale, *upbeat* received an 8.5 for how well it communicates university news, a 8.2 for how well it information about University services, and a 7.5 for how well it communicates University goals and plans.

There has been a University Web site for many years, and Intranet sites have been used for the Faculty Handbook, the Ad-hoc Committee on Assessment, and the Self-Study. However, the full potential of enhanced internal and external communication via the web has yet to be realized

Next Steps

- The University will continue to update and improve documents that detail governance policies.
- The *Articles of Administration* will undergo thorough revision.
- An online policy handbook will be developed, allowing easy access by the campus community.
- The University will continue to assess communication strategies, seeking improvements in representation, participation, and effectiveness, especially in the following areas: interdivisional communications; administration solicitation of student, staff, and faculty input in planning; and administration dialogue about plans and decisions that are or will be implemented.
- The University administration will clarify roles and responsibilities for development of the University's Web site, enabling it to support educational, administration, and communication strategies in addition to the current focus on University relations.

The Governing Board (6.B)

Membership (6.B.1). The Board of Regents is currently composed of 47 members, 38 elected and 9 ex-officio. Members of the Board receive no compensation. Elected members are nominated by the Board's Committee on Regents and include men and women of diverse backgrounds who provide representation from the University's stakeholders (e.g. alumni, parents, women, minorities). Their terms of office vary according to the date of their election but never exceed three years, and they may be

elected for additional terms if re-nominated by the Committee on Regents. Usually, the terms of one-third of the Board members expire at the Board’s annual spring meeting. Ex-officio members of the Board consist of up to ten members of the Congregation of Holy Cross, the religious order that has been affiliated with the University since its founding. The University president, the provincial superior, and the local superior serve on the Board as long as they hold offices. The Portland Chapter of the Congregation of Holy Cross elects three members; the provincial superior appoints the others after consultation with the President. All elected and appointed members serve three-year terms. For further information, see the *University of Portland Board of Regents Resource Manual* in the exhibits.

Table 6.1
The Organization of the Board of Regents

Body	Position	Personnel
Board of Regents	47 members	38 elected, 9 ex officio
Officers of the Board	Chair	Albert D. Corrado
	Vice Chair	Ed Sweo
	Secretary	Annie Tennant Buell
	Member-at-Large, Exec. Comm.	Bob Franz
	Member-at-Large, Exec. Comm.	TBD
Executive Committee	Chair	Albert D. Corrado
Academic Affairs Committee	Chair	John P. Lee
Investments Committee	Chair	Karl Smith
Finance/Audit Committee	Chair	Ralph Miller
Regents Committee	Chair	Ted R. Winnowski
Student Affairs Committee	Chair	Matthew W. Chapman
University Relations Committee	Chair	Margaret E. Haggerty

Duties and Decision Making (6.B.2-9). The board’s duties and authority are specified in three documents: the *Deed and Trust Agreement*, the *Bylaws of the University*, and the *Statutes of the University*. The *Board of Regents Resource Manual* is provided to all regents. Among the board's tasks are:

- to review and approve the University Mission
- to select and annually evaluate the president
- to approve all major academic programs, and all degrees, certificates and diplomas
- to guarantee the University’s integrity and academic freedom
- to establish policies necessary for the development and administration of the University
- to relate the University’s needs to resources
- to oversee the endowment
- to obtain needed capital and operating funds
- to approve the annual budget, all long-range financial planning, and all financial audit reports

- to approve all substantive changes in mission, policies, and programs
- to evaluate the performance of the board itself and monitor the effectiveness of policies
- to ensure that the University is organized and staffed to fulfill its Mission
- to delegate responsibility for management to the administration
- to be aware of the University's accreditation status and be involved, as appropriate, in the accrediting process.

The Board's decisions on these matters are final and not subject to review, and occur only by a majority vote of a quorum. The board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

Organization of the Board of Regents. The chair, vice chair, and secretary direct the board, which carries out most of its responsibilities through seven standing committees. See Table 6.2.

Table 6.2
Committee Structure of the Board of Regents

Committee	Members	Function
Executive	13	Approves the agenda for Board meetings
Investments	15	Supervises investment of funds
Academic Affairs	12	Reviews and recommends academic policy changes
University Relations	16	Oversees policies of the division
Student Affairs	17	Deals with issues related to student life
Committee on Regents	9	Selects, nominates, orients, & evaluates regents
Finance/Audit	13	Oversees University financial matters

The vice presidents of the University serve as staff officers for the committees. The president of the University and the chair of the board are ex-officio members of every committee. The Academic Affairs Committee includes the faculty chair of the Academic Senate and one student as non-voting members. The Student Affairs Committee includes the Director of Campus Ministry, a faculty member, and a student as non-voting members.

Meetings. Regular board meetings are held three times a year, usually in January, May and September. Committees meet in conjunction with the full board meetings and at other times, as needed. During the general sessions of each meeting, the president and the chair of each committee report on their activities and bring issues forward for full board consideration and action, including issues related to the self-study (Regents served on several Self-Study committees. See the committee roster in the Introduction.). The University's operating budget is reviewed and analyzed at each meeting and final approval of each new budget occurs at the May meeting. The fiscal year begins June 1 of every year.

The board formally reviews and approves the Mission every ten years as part of the institutional self-study in preparation for the accreditation visit. It informally reviews the Mission annually when reviewing the annually updated Strategic Plan and the annual operating budget.

The most important work of the board is the hiring of a full-time president and the board's ongoing relationship with him. The chair of the board meets formally and privately with the president every spring to conduct a performance review. The chair also meets informally with the president, often two or three times a week, and maintains a highly visible presence on campus. The board delegates to the president the responsibility for the effective and efficient management of the University, and for its organization and staffing.

Analysis and Appraisal

The Board has clear, well-developed bylaws that guide its operation and activity, and through its committees, the board is actively engaged in the life and affairs of the University. It delegates authority to the president and the officers of the University as appropriate.

The University has attracted outstanding community leaders to its board. These people contribute generously of their time, talent, and financial resources. Board meetings are well attended. Former board members continue their formal affiliation with the University as *emeriti* members. For the past eleven years, the University has benefited from continuity in the position of chair of the board. One chair served for five years and the current chair has served for six years. There is, however, a need for additional representation of women and minorities on the Board. Currently there are only five women and one member of a minority group.

The Executive Committee and the Committee on Regents monitor the performance of the board. As a result, in 1993 the Board changed its winter meeting to an off-campus retreat to encourage greater reflection. Also, the length of term for the board chair was changed from one year to three years, allowing better continuity.

Next Steps

- The current Committee on Regents will continue to actively address the need for greater representation of women and minorities on the board.

Leadership and Management (6.C)

The University President (6.C.1). Rev. David T. Tyson, C.S.C., University president, has provided consistent leadership for the past eleven years. He has articulated and promoted a clear mission and vision for the University, and serves full-time in the role.

Duties of and Qualifications of Administrators (6.C.2-3). The duties, responsibilities, and ethical conduct requirements of administrators are clearly defined and published. Resumes for the president and the four vice presidents are on file in the office of the president. Resumes for other administrators, along with copies of annual performance reviews, are kept on file in the offices of the supervising vice president. Annual performance reviews take place each spring. Vice presidents work at the pleasure of the president. See Table 6.4.

Table 6.4
Officers of the University of Portland

Position	Person	Appointed	Highest Degree
President	Rev. David T. Tyson, C.S.C.	1990	Ed.D.
Academic V.P.	Br. Donald Stabrowski, C.S.C.	1996	Ph.D.
V.P. Financial Affairs	Dr. Roy Heynderickx	1993	Ph.D.
V.P. Student Affairs	Mr. John Goldrick	1997	J.D.
V.P. Univ. Relations	Mr. Anthony DiSpigno	1991	M.A.
Spec. Asst. to President	Dr. Arthur Schulte, Jr.	1998	Ph.D.

The academic deans have dual roles as both administrators and faculty members appointed to five-year terms, which are renewable following a formal review in the fourth year of service. The deans influence the development of academic policy and its application within their unit. They maintain communication within their units by meeting regularly with the faculty, and they represent faculty views to the vice presidents and president. Due to its size, the College of Arts and Sciences has ten departments each headed by a department chair. The department chairs are appointed by the president after consultation with the faculty, dean, and academic vice president. The department chairs and directors of major programs meet regularly as a group with the dean of the College of Arts and Sciences.

Institutional Advancement (6.C.4). The University is currently engaged in a comprehensive capital campaign based on the Mission and Goals. See Standard 7.

Annual Planning and Decision Making (6.C.5, 6.C.7). An annual planning process allows for careful assessment of options, thoughtful planning, and informed and timely decision-making. The mandate of the institutional planning process is to facilitate the effective functioning of the University by focusing efforts and resources on programs of strength. The identification and development of those programs can only happen through rigorous communication and close working relationships. This process includes:

- Each division, department, and office reviews the Strategic Plan, identifying areas of the plan that have been accomplished as well as appropriate revisions and additions.
- The director of Institutional Research systematically conducts research and gathers information that is distributed to the appropriate offices within the University community to inform the planning process. The director frequently attends meetings of the deans group and meets regularly with the academic vice president, to whom she reports. These meetings have allowed for an understanding of research needs and

provide ongoing opportunities to report findings that contribute to the improvement of the teaching-learning process. The director tracks student progress, evaluates changes in majors, and reports grade distribution. Programs instituted with the help of grant funding are regularly evaluated for grant reporting purposes. The University Intranet is used to distribute data related to enrollment statistics, student body profile, and the results of any number of student or alumni surveys.

- The current-year budget is reviewed and a projected budget for the following year is developed. The needs identified in the Strategic Plan are thus incorporated in the budget for the following year.
- Since 71% of the budget is funded through tuition revenues, a review of tuition requirements for the next year follows. There are limitations to the amount of revenue that can be realized from tuition increases, however, and the University carefully assesses the feasibility of raising supplemental revenue from additional sources, primarily through gifts from alumni, parents and friends. Those fund-raising efforts are always directed to objectives identified in the Strategic Plan and thus always directly support the mission. In 1991, the current president returned a \$1 million grant to a foundation when he concluded that planning for the use of the grant was inadequate.

Coordination, Cooperation, and Communication (6.C.6). The organizational structure and regularly-scheduled meetings facilitate and encourage coordination and communication among organizational units. These include the Academic Senate (meets monthly), the deans group (which meets three times per month with the academic vice president), the officers (which meet formally at least once a month), and the Presidential Advisory Committees.

Appointment Policies and Salaries (6.C.8-9). Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published in the University's *Articles of Administration*, the *Staff Handbook*, and in the annual *Notice of Salary Placement* and its accompanying document, *Policy on Termination of Employment* that is provided to salaried employees. A copy of the *Staff Handbook* is provided to each employee at the time of hire.

The University has conducted a review of the University's salary and wage structure to make sure it is consistent with other schools. A decision has been made to target areas that are below a common standard to ensure that we can hire and keep the best administrators and staff. See more on faculty salaries in Standard 4. The University has engaged in a schedule of improvements in employee retirement benefits and health benefits, and will continue that program.

In spite of the pressures of a prosperous economy, however, the administration and staff at the University is stable. Table 6.3 provides the length of service for the approximately 325 employees, both administration and staff.

Table 6.3
Length of Employment for Administrators and Staff

<5 years	>5 years	>10 years	>20 years	>30 years
57 (17%)	152 (47%)	82 (25%)	22 (7%)	12 (4%)

There are approximately 40 administrative and staff vacancies per year. Twenty percent of those vacancies are filled within two weeks by hiring from within. Eighty-five percent of the remaining vacancies are filled within four weeks from off-campus applications. There is an average of 15-20 applicants for each vacant position.

Presidential Advisory Councils. These advisory bodies were created in 1997 to obtain the counsel of a diverse assembly of accomplished professional men and women. Each academic unit has a council, including the library. All the councils meet on campus twice a year. In addition to meeting with the dean or director of the unit, the councils meet with each other and with the president.

Analysis and Appraisal

During the past decade, the University's leaders have kept the University on a solid financial footing, have expanded its vision and reach, and have achieved higher levels of educational excellence.

The University's decision-making process is comprehensive, inclusive, and well integrated, all of which requires highly cooperative working relationships and coordination among organizational units. Even so, there is an opportunity for broader inclusion in the assessment, planning and, when appropriate, decision making or policy setting.

Academic administrators are evaluated regularly and most have renewable term appointments. Some faculty express a desire to have more time for the annual evaluation of academic administrators, which is scheduled during the pressure of the end of the school year.

Effective communication is always a challenge, and on various issues there are usually some constituencies who do not feel well represented, particularly if they disagree with the direction taken by campus leaders.

The officers, deans, and directors of the University continue to work hard to build bridges among divisions, departments and schools. Throughout the self-study, many have remarked that large workloads often mean that it takes extra effort to create opportunities for both communicating about future intentions and plans, as well as about past accomplishments and events. Repeatedly, the same observations were followed by strong commitment to improve communication.

Next Steps

- The officers, deans, and directors will continue to improve communication on campus.
- Communication needs will be included in the planning of all departments on campus.
- The Academic Senate will explore methods for evaluating deans and department chairs that increase participation while improving the accuracy and effectiveness of the feedback.

Faculty Role in Governance (6.D)

Faculty members are involved in institutional governance in four ways:

- through the Academic Senate, its permanent committees, and ad hoc committees
- within their academic units
- by service on Presidential Advisory Committees
- as members of advisory committees for various non-academic departments

Academic Senate. The Constitution of the Academic Senate (Article I) and the Academic Senate Bylaws specify the authority, responsibilities, and procedures of the Academic Senate.

The Academic Senate is responsible for developing the University's academic policies regarding:

- faculty membership, appointments, reappointments, dismissal, promotion, and the granting of tenure
- curriculum, degree and admission requirements, and academic regulations
- teaching methods and research
- “matters which are purely academic in nature,” subject to approval by the Board of Regents, as articulated in Part III, Article IV of the Articles of Administration
- academic policies on Admissions and Academic Regulations (Bulletin 13, 27)

The Senate also provides advice and consultation in formulating “policies and practices in non-academic areas.” The Senate works with the administration on faculty concerns involving salaries, benefits, and retirement plans. It also advises the administration “on those aspects of student life which directly relate to the educational process” as well as on “changes in the academic organization of the University.” Finally, through the Committee on Committees, the Senate works with the administration to make faculty appointments to Presidential Advisory Committees as well as to other University-wide committees (Constitution Article I).

Since 1995, when the Academic Senate was downsized by about fifty percent, the size of the Senate has been fixed at no more than 26 members. Nineteen members are regular faculty. Each department or school has at least one elected representative, who serves a

three-year term. The other elected seats are for one-year terms, and they are allocated annually to the academic units with the largest number of full-time faculty. The remaining thirty percent of the Senate are ex officio members, including the president of the University, academic vice president, dean of the College of Arts and Sciences, two deans from the professional schools, and the student body president and secretary. Ex-officio members have a right to vote at senate meetings.

The Senate meets seven times during the academic year. Senate actions and committee reports and are communicated to faculty through minutes of meetings.

The chair of the Academic Senate and the chair of the Committee on Rank and Tenure are allowed a one-course reduction in teaching during the academic year so that they might carry out their responsibilities. The administration also provides resources to carry out senate responsibilities. Every December the chair of the senate submits budgetary requests for the upcoming fiscal year to the University’s financial vice president. The officers of the University determine allocation of funds. The senate is supported by a part-time administrative assistant, who dedicates about six to eight hours a week, and a part-time student worker.

Most senate responsibilities are carried out through its committees. In 1995 the Senate cut back the number of committee assignments for faculty, administrators, and students by reforming its committee structure. The number of committees was reduced by realigning certain committees' jurisdictions. It also provided for continuity in committee membership by creating staggered terms for some committees. Currently, there are six senate standing committees whose members are named by the Committee on Committees. See Table 6.5. Members of these committees are generally full-time faculty. The Constitution of the Academic Senate and the Senate Bylaws specify the composition, roles and responsibilities of these committees.

Table 6.5
Committees of the Academic Senate

Committee	Members Serving	Constitution
Executive Committee	Chairs of the other 5 committees and the chair and secretary of the Academic Senate	Article III Section 3
Committee on Committees	4 faculty members and a Chair. The Senate selects all members.	Article III Section 4
Rank and Tenure	7 full time faculty members with tenure, chair elected by Senate	Article III Section 6
Curriculum and Academic Regulations	11 faculty members, chair elected by Senate, Academic V.P. and Deans are ex officio members, 1 graduate & 1 undergraduate student	Article III Section 8
Faculty Welfare	5 faculty members, a chair selected by the Senate, the Financial Vice President is ex officio	Article III Section 7
Teaching and Scholarship	8 senior faculty members and a chair who is elected by the Senate	Article III Section 5

The Executive Committee coordinates the work of senate committees and prepares the agenda for full senate meetings. The chair serves as the faculty liaison to the Academic Affairs Committee of the Board of Regents.

Committee on Committees meets each May to establish membership of the senate committees, and to recommend membership of University committees to the president of the University. If any changes are necessary for senate committees during the year, this committee addresses the change. If there is a change in a University committee, this committee is consulted and makes recommendations to the president.

The Committee on Rank and Tenure is vested with the responsibility of preparing “for Senate approval criteria and procedures for appointments to the faculty, promotion in academic rank and to tenure, and termination of faculty members’ contracts.” The committee, as stipulated by the constitution, also makes recommendations for the faculty on matters of tenure, promotion, and periodic tenure review. (See Constitution Article III, Section 6). It considers recommendations it receives according to procedures specified in the Articles of Administration. After reviewing the files of candidates, the committee forwards its recommendations to the academic vice president. The president makes the final decision.

The Committee on Rank and Tenure holds annual forums with new faculty members to acquaint them with the tenure process. It also offers an information session for all members who are coming up for tenure, promotion, and periodic review. A Guide to Promotion, Tenure, and Periodic Review, which is made available to faculty members, outlines the tenure process.

In recent years the committee has worked to make more explicit the qualifications for appointment and promotion of librarians. It also recently refined the Guide to Promotion, Tenure, and Periodic Review to state more clearly what materials are to be included in portfolios for faculty promotion, tenure, and review. The committee has also held campus-wide forums on scholarship at the University of Portland. In the past two years it has gathered statements from all academic units that specify their disciplines’ expectations concerning scholarly activities. This was done to ensure that the committee would possess the criteria necessary to evaluate the scholarly activities of faculty members from different schools and departments who coming up for tenure, promotion, and periodic review.

Committee on Curriculum and Academic Regulations consults with the administration on curriculum development and regulations. The chair serves as a facilitator of communication between departments and schools when curriculum changes are proposed. This committee also facilitates communication among the department or school proposing a new program of study, the library, and the financial vice president. Each fall, guidelines for the evaluation of new programs are sent out to deans and department chairs.

The Committee on Faculty Welfare consults with the administration on policies concerning faculty salaries, fringe benefits, and working conditions. It also serves as a negotiating team that works with the administration on matters of interest to the entire faculty. The committee also reviews grievances from faculty members. When faculty bring complaints of mistreatment or poor working conditions, the faculty member submits a written complaint that is reviewed by the committee to determine what course of action can be recommended.

Every year the chair of the Committee on Faculty Welfare invites the University's financial vice president to make a presentation to the Academic Senate at its March meeting. The vice president, who is also an ex officio member of the Faculty Welfare Committee, discusses upcoming budgetary issues as well as salaries and fringe benefits.

In the last several years, the committee has worked with the administration to develop a policy on phased retirement as well as a program to make housing in the local community more accessible to faculty and staff. The University now offers financial assistance to employees who are first-time homebuyers purchasing a house in the University neighborhood. More recently, the committee has been working with the administration on matters of faculty benefits.

The Committee on Teaching and Scholarship is responsible for developing and recommending "to the Senate for approval policies governing the award of grants provided by the University to support teaching and scholarship." In the past three years the committee revised the application guidelines to bring about greater uniformity in the proposals that were being submitted. These policies and guidelines are made available in the Faculty Handbook, which is accessible on the University Intranet (www.up.edu/intranet/academics).

Through the Arthur Butine Faculty Development Fund and University-funded Faculty Research Grants, the University provides funds to promote teaching and research. The Committee on Teaching and Scholarship awards funds, based on written faculty proposals, to support scholarship, summer stipends, and presentations at professional conferences and workshops. The committee, however, does not have control over the amount of funds available for allocation each year. Requests for proposals are announced in fall and spring, and the committee holds annual workshops for faculty interested in submitting proposals.

The committee also selects the recipients of the annual University Outstanding Teaching and Scholarship awards. Every spring the committee reviews portfolios submitted by faculty who have been nominated by their colleagues to receive these awards. Winners of the awards are announced in April.

When it was created in 1995, the Committee on Teaching and Scholarship also assumed the responsibilities for promoting "the continued improvement of faculty teaching and research skills" and for recommending "to the Senate for approval policies and procedures for student evaluation of faculty" (Constitution Article III, Section 5).

Because the committee has devoted most of its time in recent years to reviewing requests for funding and selecting the winners of the annual awards, the members have found it difficult to promote faculty teaching and research skills and to address policies and procedures for the student evaluation of faculty.

Periodically, the senate creates ad hoc committees to deal with policy issues falling outside the jurisdictional boundaries of existing committees. In recent years the senate created ad hoc committees to develop policies on academic integrity and assessment. After noting that some of these groups tended to persist for years, a decision was made to put a sunset clause into the charge given to ad hoc committees.

Academic Units: College of Arts and Sciences. Within the college there are ten departments ranging in size from 7 to 11 faculty members, and combining up to three disciplines. A department chair, whose duties are described in the Articles of Administration, heads each department. The departments have control over their own operating budgets, including funds for faculty development. Each unit assesses its programs, prepares annual planning reports, sets budget priorities, and establishes search committees as needed. The chairs meet as a group with the dean, associate dean, and directors of interdisciplinary programs at least twice a semester. This group works with the dean on planning and budget priorities for the college. The dean meets with the entire faculty to discuss specific topics, such as the University budget discussions with the vice presidents in Spring 2000, the Defining Moment Campaign, academic advising, and the core curriculum evaluation. Documents such as guidelines for salary distribution and for evaluating faculty members are distributed to the department chairs.

School of Education. The day-to-day administration and governance of the School of Education (SOE) is provided by the Administrative Team composed for the dean, the director of teacher education, and the graduate program director. This team meets regularly to coordinate the details of administering the programs, to propose policies for the approval of the faculty, and to develop agenda items for faculty meetings. The entire regular faculty of sixteen members meets weekly to participate in faculty development, to hear committee reports, and to make decisions. All regular faculty are expected to participate on an SOE committee. Ordinarily, the Administrative Team decides the composition of committees after asking for faculty volunteers and input. The three standing committees are: Resources (for faculty and students), Curriculum, and Assessment. Depending on the needs of the school in any given year, these committees may be supplemented by ad hoc committees. A faculty retreat is held in the spring to address progress on the University and school strategic plans and to determine priorities and committee needs for the following year. The faculty meets again in retreat in the fall to begin the work planned for the year.

School of Engineering. The dean meets with the entire faculty of the school at least once a month. There are three departments, each headed by a chair appointed by the dean on the recommendation of the faculty in the unit. The department chairs and associate dean meet with the dean at least once a month as a group, called the Academic Council of the Engineering School (ACES). The ACES works with the dean on planning and setting

priorities. There is one standing committee in the school, the Computer Committee, and other committees are formed as needed. Examples of other committees include: physical space, recruitment, and faculty scholarship standards. The departments choose the members and the dean appoints a chair from this group after consultation with the members.

School of Nursing. The governance model for the School of Nursing is one of shared decision-making by consensus. Using consensus, faculty, staff, and students participate in the discussion of issues and agree to actions. A body called the University of Portland School of Nursing Community is comprised of faculty, staff, and student representatives. The Community, chaired by a faculty member, meets monthly during the academic year. Committees facilitate the work of the school. This model provides individual members equal input into decision-making within the school. The three standing committees are: Executive Committee, Curriculum Committee, and Committee on Students. Committees may appoint subcommittees to assist in fulfilling their purposes. The Executive Committee is comprised of the chairs of the Curriculum Committee, Committee on Students, and Community and is chaired by the dean. The Executive Committee is responsible for the formulation of the strategic plan that is presented to the Community for ratification. The dean retains ultimate responsibility and authority to fulfill the academic regulations of the University.

Pamplin School of Business Administration. The School of Business has traditionally used the top-down managerial structure. However, in 1999 management was changed to a faculty-driven process. To this end, two committees were established to completely redesign the undergraduate and MBA curricula over a one-year period. After the initial year, the committees were reorganized into three groups: Undergraduate Curriculum and Assessment; MBA Curriculum and Assessment; and the Dean's Advisory Committee. The committees are responsible for course content; additions, deletions, and changes; and assessment of course effectiveness.

Graduate School. The Graduate School is lead by a dean, who is also the assistant to the academic vice president. Much of the programming for the twelve degrees is decentralized and run separately by the professional schools and College of Arts and Sciences (CAS). Each degree has a program director. These directors, together with the assistant to the academic vice president, comprise the Graduate School Council, which is responsible for policy development. The courses, curricula, and faculty are provided cooperatively by the schools and CAS.

Presidential Advisory Committees. Members of the faculty are also involved in University governance through participation on Presidential Advisory Committees. The president determines the duties and composition of these committees. The senate, however, consults on faculty appointments to these committees through the Committee on Committees, and a Senator is appointed to each. Currently, there are five presidential advisory committees:

- Committee on Athletics

- Committee on Computing and Telecommunications
- Committee on Health and Safety
- Committee on Student Media
- Student-Faculty Court

These committees are examined in more detail under Student Governance (6.E).

Analysis and Appraisal

The Academic Senate plays an important role at the University of Portland. It represents diverse academic viewpoints, and it is instrumental in setting academic policy and advancing the interests of the faculty on non-academic matters. It is a body through which senior faculty, associate and full professors, are expected to make a contribution to the academic life of the University. Since the restructuring of the senate in 1995, the percentage of senior faculty who serve on this body and who chair the principal committees has increased. Currently, all the chairs of the permanent standing committees are senior faculty and close to seventy-five percent of the faculty who now sit on the Academic Senate are senior members of the faculty.

The structure of the Academic Senate facilitates communication between members of the faculty and the administration. The inclusion of the financial vice president on the Faculty Welfare Committee gives faculty an opportunity to express views on budgets, salaries and benefits directly to this vice president in addition to communicating through academic units. For the past few years, the president and the academic vice president have met with the Executive Committee to discuss academic and non-academic issues at the University. There is a perception that the Senate has worked well with the administration over the past several years.

The Senate, however, faces certain challenges. The Senate's primary responsibility within the University is to make academic policy, yet its effectiveness is impaired by the need for someone who has the time and resources necessary to provide an institutional memory for the senate, and who has enough familiarity with senate operations to expedite the work of the committee chairs. The latter is especially critical, since the chairs of the permanent standing committees change every one to two years. Enhanced administrative support would enable the senate and the committees to play a more proactive role in governance. It would also ensure better senate record-keeping. Finally, more support is essential as the senate moves to enlist the Intranet as a vehicle to communicate with faculty regarding the actions of the senate and its permanent committees.

Some faculty believe that the Senate should be involved, in a more proactive and systematic way, in the long-term planning and budgetary processes of the University. While the faculty is engaged in planning through participation in the academic units and certain committees, there is no clearly articulated role for the senate in long-term planning, and there is no overarching institutional mechanism that engages the senate in the development and articulation of long-term plans.

The constitution and workings of the senate were reviewed when it was restructured in 1995 and again in 2000-2001. Certain provisions in the current constitution are ambiguous. In addition, the senate, as it has been reconstituted, has been afflicted with certain organizational or structural problems. The Committee on Teaching and Scholarship, for example, spends most of its time in reviewing and approving funding proposals and in selecting the recipients of the annual University Outstanding Teaching and Scholarship Awards. As a result, it has little time to attend to the promotion of teaching, something that is fundamental to the mission of the University. There are also concerns that the size of the Committee on Curriculum and Academic Regulations is too large, and that there are too many ex officio members on that body.

Faculty involvement on committees is a challenge. It can be difficult to find faculty members to serve on certain key committees and to ensure balanced representation. There is no clearly defined reward structure for serving on committees and for chairing committees, and chairs must also serve in the Senate and on the Executive Committee. This discourages some individuals from assuming more responsibilities on the senate. Finally, there is no assessment of faculty contributions to committees.

The Senate is currently following up on its restructuring of 1995 and 2000-01. An ad hoc committee has been asked to review the constitution and make recommendations to ensure that the senate will remain a vital governing body capable of advancing the Mission of the University. This review will include discussion of the role of the senate in long-term academic and financial planning and its need for more administrative support.

The functioning of academic units is evaluated through frequent meetings and a formal, annual process. Currently each unit has its own process for evaluation of faculty members, but there is a need for a University-wide, peer review system.

The department chairs in CAS have taken on a larger role as academic leaders without the benefits of job training or financial support. They receive release time from teaching, which in some ways hurts the academic program by taking them out of the classroom. A small stipend is provided for summer work. Often their service is at the expense of their scholarship.

Next Steps

- The Academic Senate will complete the current review of its effectiveness so that it can better fulfill its responsibilities.
- The administration and Academic Senate will set up a system for assessing the effectiveness of committees and the contributions of faculty members to them, including explicit expectations, accountability mechanisms, and rewards for service.
- The dean of arts and sciences will develop more support for department chairs, to assist them with their role and to provide meaningful assessment.

Student Role in Governance (6.E)

ASUP. All full-time undergraduates are members of the Associated Students of the University of Portland (ASUP), the student government association, which is governed by the *ASUP Constitution* and *ASUP Senate Bylaws*.

A primary function of the student government is to voice student concerns. Much of this is done through Student Senate committees, which are specified in the bylaws. Senate committees meet with administrators to give input on policies and procedures and to resolve problems and complaints brought to the attention of student government by its constituents. The Student Senate revised its committee structure in 1996-97 to make it more responsive to student needs.

An equally important responsibility of the student government is to allocate funds generated by the student government fee (*Bulletin 31*). Approximately \$220,000 is distributed each year to clubs, the student government itself, and to other projects that benefit students.

The ASUP Executive Board consists of four voting members (president, vice president, secretary, and treasurer), who are elected by the membership; one non-voting member (the program director), who is elected by the Student Senate; and a non-voting adviser (the director of student activities). These Executive Board officers are also the heads of the other branches or standing committees of the student government. The president serves as head of the Executive Board, the vice president is the president of the Student Senate, the secretary chairs the Election Committee, the treasurer leads the Finance Committee, and the program director is the director of the Campus Program Board.

The ASUP Executive Board receives extensive training and support, which includes a transition period of several weeks spent shadowing outgoing officers; a retreat for team-building, goal-setting and leadership training; ongoing coaching and advising both as a group and on an individual basis; attendance at a local or regional student leadership conference; and a reflective activity to complete the year's experience. The Student Senate is trained primarily through its annual retreat as well as ongoing coaching and advising throughout the year. Executive Board members also receive a scholarship that enables them to spend an average of twenty hours per week on student government duties instead of a workstudy or other paid job.

Residence Hall Governance. Each residence hall has a hall council, typically consisting of president, vice president, secretary, treasurer, as well as several other positions (such as a social coordinator, volunteer coordinator, publicity coordinator and wing representatives), all elected by hall residents. Hall councils lead the planning for hall activities and advise the professional hall staff on matters referred to the council. Some, but not all, of the hall councils have a constitution and bylaws. Orientation and training for the residence hall governments takes place each August and is ongoing throughout the year, typically through informal coaching by the adviser for each group.

The presidents and vice presidents of the halls comprise leaderships of the Residence Hall Association (RHA), which meets periodically to coordinate activities among the halls, as well as to advise the Office of Residence Life on matters it refers to the RHA.

Presidential Advisory Committees. Students serve in an official, voting capacity on the five Presidential Advisory Committees. See Table 6.6. The University president appoints these students upon recommendation by the ASUP president. The students receive the same information, orientation, and voting rights as faculty and staff members.

Table 6.6
Student Representation on Presidential Advisory Committees

Committee	Purpose(s)	Student Representation
Student Media	Recommend appointment of chiefs, of each student medium; advise on policy related to student media; provide feedback to student media.	2 students, 4 faculty, 6 staff
Athletics	Advise on matters related to athletic program.	2 students, 6 faculty, 5 staff
Health and Safety	Advise on matters related to campus health and safety policy.	2 students, 5 faculty, 6 staff
Computing and Telecommunications	Recommend policy related to computing and telecommunications	2 students, 8 faculty, 7 staff
Student-Faculty Court	Hear disciplinary cases and make recommendations to the vice president for student services, if student(s) under review request a hearing by court rather than an administrative hearing	6 students, 5 faculty

Student Representation on Other University Bodies. The ASUP president and vice president serve as non-voting, ex-officio representatives to two committees of the Board of Regents at two of their three meetings each year. The ASUP president meets with the Committee on Student Services, and the ASUP vice president meets with the Committee on Academic Affairs. The vice president for student services provides an orientation for the students before they meet with the committees for the first time.

The ASUP vice president and the ASUP secretary serve as voting, ex-officio members of the Academic Senate, receiving the same information and orientation as faculty members.

In addition, the Academic Senate bylaws provide for two students, one undergraduate and one graduate, to serve as members of the Committee on Curriculum and Academic Regulations.

Other Student Participation in Governance. Several programs and departments have formal advisory committees, which either include students or are made up entirely of students. See Table 6.7.

Table 6.7
Student Participation on Advisory Committees

Committee (Advises/Reports to:)	Purpose(s)	Student Representation
Office on Students with Disabilities Advisory Committee (Health Center Director)	Advises Health Center on policies and services related to students with disabilities	2 students
Student-Athlete Advisory Committee (Athletic Director)	Advises on matters related to NCAA student-athletes	12 students (one from each team)
Cadets Funds Board (Army ROTC)	Advises on expenditure of funds; ways to achieve cadet training requirements	8 students (two from each class)
Consortium for Educational Advisement and Development Committee (School of Education/ Director of Teacher Education)	Advises on new programs school operations	2 students
School of Nursing Committees (School of Nursing)	Community Curriculum Evaluation Students	2 students 2 students 2 students 3 students
Honors Program Executive Board (Honors Program)	Advises on selection of incoming honors students, major program decisions	4 students

Most other schools, departments, and programs provide for student input into policy, planning, and budgeting decisions as those units find necessary for their decision-making. Some, such as the School of Business and the Office of Student Activities, often turn to existing student organizations such as the Business Leadership Council and the student government, respectively, for opinions. Others, such as the library, Public Safety, and the University Health Center, gather information from surveys. At times students are appointed to ad hoc committees, such as those which interview prospective faculty. In other cases, such as Volunteer Services and International Student Services, the program planning is largely done by or with students.

Analysis and Appraisal

Participation by the student body in ASUP is good compared to other similar colleges and universities. In the 2000 Senior Survey, 14% said that they participated in student government (compared to 11% for other Catholic colleges) and 28% said they voted in a student election (compared to 18% for other Catholic colleges). Participation in the spring elections for ASUP officers was 30% in 2000 and in 48% in 2001.

In 2000-2001, a survey was conducted of all ASUP officers and senators, residence hall officers, and students serving on Presidential Advisory Committees, to determine the quality of their experience. In general, students participating in student government and/or serving as student representatives to University committees believe they are informed, trained, heard and considered, and supported. Most students serving in residence hall government and on University committees said that they did not have

documents pertaining to the group's purpose, role, and authority. Survey comments indicate some need for additional orientation or training, particularly in understanding the relationship of student government to the University administration.

The University committees vary greatly in the amount of activity, the clarity of purpose, and leadership style of the chair. For the most part, student members receive the same information and orientation as faculty and staff members of the committees. For committees run with a measure of formality and clear purpose, students can fulfill their role (e.g. the Student Media Committee, which is governed by a Student Media Guide outlining purpose, authority, roles, policies and procedures. See Standard 3.D.19). For committees that are run more casually or meet infrequently or not at all (e.g. the Student-Faculty Court, which hasn't needed to meet in several years), students are unclear about the purpose, their role, and the committee's authority and procedures. Some students may feel reluctant to participate freely on committees because of their inexperience with University governance and the student perception that they have less status in the decision-making process.

Through the ASUP Student Senate committees, students have the opportunity to formulate policy views representative of the student body and to present them to University programs and departments. However, where decision-making is ongoing and has a direct impact on students, there is less systematic consultation. Examples of areas in which students have expressed a desire for more input are the recognition of clubs and curricular planning within departments, before proposals are submitted to the Committee on Curriculum and Academic Regulations.

The student satisfaction survey conducted by the University's Office of Institutional Research in 1999 showed a significant gap, higher than for similar colleges, between student expectations of avenues for complaints and student experience with avenues for complaints. Throughout this self-study, students expressed a desire for more direct access to the top administrators and regents "where the decisions are made." This is understandable, and while more opportunities for contact between top administrators and the student body may be desirable, it also shows both a misunderstanding of the processes of decision-making at the University and a lack of knowledge about the amount of direct access student leaders already enjoy. It also demonstrates a desire for more information about "how things work." The student voices heard during the self-study also point out student frustration with areas in which students have input but not final decision-making authority, such as in official recognition of student clubs.

However, the lack of student knowledge about avenues for complaints and about student participation in governance is caused largely by communication problems. One aspect is student-to-student communication, the difficulty student representatives have in tapping into a broad range of student opinion, as well as in communicating the actions of the student government or committee back to a broad range of the student body. The other aspect is the effectiveness of communication from the administration, faculty, and staff to the student body at large, sharing information about avenues for bringing and resolving

complaints and about the available opportunities for student participation in University governance.

There are few opportunities for graduate students to be involved in University governance. ASUP is an undergraduate student government; the positions on presidential advisory committees are filled through recommendation of the ASUP president, and therefore by undergraduates. Only one position is specified for a graduate student, in the Committee on Curriculum and Academic Regulations.

Next Steps

- The director of student activities will provide more orientation for the ASUP Executive Board and the Student Senate regarding their relationship with the University and the student government's role, authority, and responsibility.
- Residence hall governments will develop a written document outlining purpose, policies and guidelines, funds available, and the role and authority of members, which would be provided to all students holding positions in residence hall government at the start of their terms.
- Where this is not already standard practice, university committee members will receive in writing, at or before the first meeting of the committee, the purpose and authority of the committee, the policies and guidelines under which it operates and for which is it responsible, and the role of the members.
- In order to support student participation, a special orientation for students appointed to serve on committees with faculty and staff will be devised by the Office of Student Activities, in cooperation with committee chairs.
- In its current review, the Academic Senate will consider adding to its bylaws a specific method and time-line for the nomination and appointment of student representatives to its Committee on Curriculum and Academic Regulations.
- To make the nomination process more systematic, the Committee on Committees will request nominations for undergraduate and graduate student representatives for the Curriculum Committee from the ASUP president and dean of the Graduate School.
- Student government will increase the effectiveness of communication to and from constituents, and will publicize the participation of students in University committees as well as student government.
- Departments and programs responsible for outside contracts, such as the bookstore, food service, and exclusive contracts for products to be offered on campus, should provide for more student input before contracts are made or renewed.
- The University will encourage appropriate consultation with students in matters of on-going decision making in those areas affecting them.
- The Graduate School will develop a graduate school council of graduate students to work with the program directors and the dean of the graduate school.
- The Graduate School will review existing committees for opportunities for graduate student representation.

Policy on Affirmative Action and Nondiscrimination (6.1)

The University of Portland is an equal opportunity employer and it has a clearly stated policy on nondiscrimination. It disseminates its policies on equal opportunity and non-discrimination in many different publications, and it states its position as an equal opportunity employer in all its job advertisements. Consistent with this, the University also seeks to “preserve its nature” and “foster its distinctive characteristics” by employing personnel “who desire to support and espouse its ideals and its philosophy of education.” The Board of Regents also “desires to preserve and foster” the University’s relationship with the Congregation of Holy Cross by giving “special consideration” to “qualified members of the Holy Cross Community” for faculty and staff positions, as specified in the *Statutes of the University of Portland*.

Responsibility for monitoring the implementation of the University’s affirmative action policies is assigned to the director of personnel. The director of personnel reports to the academic vice president on matters related to academic personnel and to the financial vice president regarding issues for non-academic personnel. The director has the responsibility for working with appropriate federal regulatory bodies.

Policy on Collective Bargaining (6.2)

The University of Portland has no collective bargaining agreement.

STANDARD SEVEN

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FINANCE

Mission and Purpose

The financial affairs division of the University is responsible for supporting the Mission of the University with sound financial planning, adequate resources, and financial management. This division collaborates closely with the university relations division in fundraising efforts.

Current Situation

The Strategic Plan commits the University to efforts to increase financial resources to support excellence in programs, services, personnel, and physical plant while maintaining a balanced annual operating budget and using resources conservatively (SP 1.5.9, 1.5.9, 3.1). The University's planning process is ongoing, realistic, and follows the Mission and Goals of the institution (*Bulletin 3*).

Financial Planning (7.A)

Financial Governance and Autonomy (7.A.1). The Board of Regents, which governs the University, has full power and responsibility over the University's long-range financial planning process. Although the board has final authority, they have entrusted oversight of financial affairs and planning of the University to the vice president for financial affairs. This vice president supervises the preparation and execution of the annual operating budget and reports to the Board of Regents' Finance and Audit Committee and Investment Committee regarding all income, funds, and assets belonging to the University.

Financial Planning (7.A.2) The new forecasting model identifies the weakness of an inadequate capital budget. The new five-year budget forecast seeks to build an adequate budget for equipment, technology, and major maintenance. The officers and Finance and Audit Committee of the Board of Regents are determined to build a capital budget over the next few years.

Annual Budget (7.A.3). The Board of Regents mandates that the University produce annually a balanced operating budget. A new budgeting and forecasting model was

adopted in 2000 to provide greater clarity and understanding, and to provide a more participatory and collaborative process for budget directors, deans, and officers. A new timetable requiring submission of requests earlier in the academic year enhances the prioritization of the allocation of resources. Forecasting for future budgets includes conversations with deans, other budget directors, and faculty. Both sources of revenues and the allocation of resources are discussed. This budget process facilitates continued improvements in the University's academic programs.

Debt for Capital Outlay (7.A.4). According to the bylaws of the University, all uses and issuances of debt require the approval of the Board of Regents. The Finance and Audit Committee of the board reviews, controls, and helps justify to the full board the need for any additional debt.

Adequacy of Financial Resources (7.B)

Sources of Income to Support the Mission (7.B.1). The University relies upon several sources of funds (tuition, auxiliary enterprises, endowment income and gifts) to finance its primary annual expenditures (instruction, financial aid, library, and auxiliary enterprises). About 60% of the operating budget depends upon revenue from tuition and fees, approximately the same as ten years ago. This income is dependent on enrollment. While the University anticipates a growth in its full-time undergraduate enrollment and growth of its part-time and graduate enrollments to a total of 3,000 campus-based students over the next decade, it does not otherwise anticipate or plan dramatic changes from its present enrollment distribution (SP 1.5.3). Growth in expenditures has outpaced revenue from public sources, the endowment, and auxiliary enterprises.

Adequacy of Funding (7.B.2, 7.B.5). The financial resources of the University are adequate in relation to the Mission and Goals of the University, and to the scope and diversity of the University's programs and services. Given the primacy of teaching in the University's mission, it is appropriate that 77% of the budget is directed towards support of teaching and related areas.

Over the last decade the University has relied on fundraising and bond issues to finance new physical attributes to support its educational programs. The primary uses of debt include bond issues for new academic facilities (Franz Hall, Swindells Hall) and residence halls (Corrado Hall, Haggerty Hall, University Court). This supports the Strategic Plan's commitment that the undergraduate body will remain strongly residential and the University is prepared to support growth in this aspect of student life (SP 1.5.5). A history of recent borrowings and future debt repayments are provided to the Board of Regents with the annual audited financial statements.

Financial Stability and Financial Aid (7.B.3, 7.B.6). Although the University has produced an increase in net assets each year, a continuing concern is the ratio of unfunded aid to tuition revenue. The Strategic Plan recognizes that institutional "student aid will continue to be an important aspect of student recruitment and retention and will limit our resources for other operational needs" (SP 1.5.8). Annually, the vice president

for financial affairs reviews the University's financial aid liability by source of aid to determine if the University can sustain the present level of funding for incoming students. The officers of the University, in consultation with the Board of Regents, then approve any changes to the policies for awarding financial aid.

Transfers and Interfund Borrowing (7.B.4). No transfers or borrowing between restricted funds and unrestricted funds have occurred.

Financial Reserves (7.B.7). Although the level of debt is moderate, the University still maintains liquid assets equivalent to one year's operating budget as reserves.

Auxiliary Enterprises (7.B.8). Auxiliary enterprises generally support themselves or produce revenue. Self-supporting programs include housing, food services, the student union, and the bookstore. Intercollegiate athletics is subsidized through education and general operations income. Although this program does not recover its costs, the Board of Regents has maintained athletics through the years with the belief that it is an essential element of the University's mission to serve the needs of its constituencies, both on and off campus. The Strategic Plan reinforces this commitment and looks to develop further the marketing potential of athletics by closely working with all units of the University relations staff (SP2.7, 2.7.2).

Financial Management (7.C)

Financial Organization, Management, and Reporting (7.C.1). The University's financial resources are properly organized, managed, and reported to ensure their integrity for sound financial decision-making. The organizational structure of the University is centralized in that all institutional vice presidents report to the president of the University. The president and vice president for financial affairs report regularly to the Board of Regents about the financial status of the University.

Financial Control (7.C.2-3). The management of all income and expenditures is the responsibility of the controller, who monitors revenue and individual budget accounts during the course of the fiscal year. The director of financial aid manages scholarships, grants, and loans and is responsible for the administration of federal guidelines. The annual, year-end audit reports detail the planning, budgeting and accounting for all sources of income and expenditures.

Investment Management (7.C.4). The University *Bylaws* designate the Investment Committee of the Board of Regents as the official advisory committee to oversee the investment management of the University's endowment and other investment funds. The Investment Committee has adopted the Statement of Investment Policy to outline the cash and investment policies for the University, subject to approval by the Board of Regents. The vice president for Financial Affairs is given the authority to administer all securities, endowment funds, and other non-operating properties under the policies and procedures established by the Investment Committee.

The Investment Committee administers all endowment and life income funds, and seeks advice from licensed asset management experts. The committee receives approval for its decisions from the Board of Regents.

Accounting System and Audits (7.C.5-7). The reporting integrity of the University's financial resources is protected by two elements: internal controls and the external audit. The University has two primary controls in place to protect the integrity of information: management oversight and the accounting system. Generally accepted principles of accounting are utilized throughout the accounting system. The second element is the annual external audit. The Board of Regents is responsible for approving the choice annually of the accounting firm to conduct the annual audit as well as for reviewing the audited financial statements and auditor's management letters. Audits are conducted by independent certified public accountants in accordance with General Accepted Auditing Standards. Along with the general financial audit, all funds for financial aid and other programs are audited. All audited reports are made available to the general public via the *President's Report*.

Availability of Audit Reports (7.C.13). The University makes available all federal, state, external, and internal audit reports as part of evaluations conducted by the Commission on Colleges.

Fundraising and Development (7.D)

Strategic Planning for Increased Resources(7.D.1). The fundraising and development function for the University is the responsibility of the Development Office, which is part of the University Relations Division. All fundraising activities are governed by the University's Mission and the priorities outlined in the Strategic Plan, and have been approved by the Board of Regents. The Strategic Plan (3.1-3.1.11) targets the specific areas for the expansion of resources. Examples include: financial aid (3.1.1), faculty scholarship and development (3.1.2), excellence in selected programs (3.1.3), computer support for academics and administration (3.1.4-5), laboratories, faculty offices, and lecture rooms for science and engineering (3.1.7), and a University center (3.1.8). Sections 4.1-4.2.4 of the Strategic Plan lay out a course for institutional advancement.

Compliance. All fundraising activities comply with federal and state legal requirements as well as the standards developed by the Council for the Advancement of Support of Education (CASE) and the National Society of Fund-Raising Executives (NSFRE).

The Defining Moment Campaign. The University is currently in the midst of its first comprehensive capital campaign. The campaign goals were the outcome of University strategic planning and are focused on students, faculty, and resources. See Table 7.1. Much needed new buildings are now in place, including academic buildings (Franz Hall, Swindells Hall), residence halls (Corrado Hall, Haggerty Hall, University Court), and a building housing the University Health Center and Career Services (Orrico Hall). New endowments have also been realized. While it is generally understood that the campaign

has little immediate positive effect on the budget, the University community recognizes that these visible outcomes have enhanced the campus for both students and faculty.

As of August, 2001, the campaign had raised \$97.4 million (since 1995). The announced goal in the spring of 1999 was only \$75 million, and the campaign is not scheduled to end until May 2002. To date, \$59 million has been paid against pledges, with \$38.4 million in pledges and trusts outstanding. See Table 7.1.

Table 7.1
Defining Moment Campaign Priorities and Accomplishments

Category	Program	Goal	Raised
The Students	Annual Student Aid	\$10,000,000	\$ 8,700,000
	Endowed Scholarships	\$ 5,000,000	\$21,900,000
	Campus Ministry	\$ 1,500,000	\$ 1,300,000
	Freshmen Resource Center	\$ 1,000,000	\$ 1,200,000
	Other	\$ 2,000,000	\$ 400,000
The Faculty	Endowed Chairs	\$ 8,500,000	\$ 7,400,000
	Endowed Professorships	\$ 5,400,000	\$ 1,000,000
	Faculty Development Fund	\$ 2,000,000	\$ 500,000
	Distinguished Lectures	\$ 1,000,000	\$ 400,000
The Resources	Academic Center (Franz)	\$10,600,000	\$10,600,000
	Science Center (Swindells)	\$10,500,000	\$10,500,000
	Campus Improvements	\$ 9,500,000	\$13,600,000
	Equip. & Tech. Fund	\$ 6,000,000	\$ 2,500,000
	Institute for Catholic Studies	\$ 1,000,000	\$ 1,000,000
	Health, Counseling, and Career Center (Orrico)	\$ 1,000,000	\$ 600,000
Other Resources	Endow School of Business	\$ 0	\$11,500,000
	Entrepreneur Center	\$ 0	\$ 2,200,000
	Undesignated	\$ 0	\$ 2,100,000
Total		\$75,000,000	\$97,400,000

Analysis and Appraisal

Discussions with the deans and faculty have provided evidence that resources are adequate, but challenges remain for some programs. In the College of Arts and Sciences issues revolve around faculty compensation, faculty development, and optimum courseloads. Other departments across campus (library, physical plant, athletic, and clerical staff) have expressed concern about salaries in relation to what other local private colleges pay. There is concern that if the university continues to grow in enrollment, what is sufficient today may become inadequate in the future, especially considering faculty workloads and the additional physical resources (e.g. classrooms, dormitories) that may be required.

The University controls costs in the operating budget as far as possible and projects operating increases on the basis of expected increases in revenues. However, costs for energy and other necessary support services may increase beyond projections.

While the campaign has substantially strengthened University's assets, the endowment is not yet able to support all of the University's vision. The endowment has grown over the past several years, yet continued growth is required to finance a high tuition discount rate and reduce the University's dependence on tuition revenue. The University's heavy reliance on unfunded student aid is evident from the accompanying financial data. Unfunded student aid has increased from 15 percent in 1989-90 to 36 percent in 2000-01. It would require additional financial aid endowments of \$270 million to provide the earnings to cover fully university aid awards. Regents, administrators, and faculty question whether and when a growing discount rate may negate a tuition rate increase. All agree the benefit of a high discount rate is the high quality of students now attending the institution.

The University recognizes that its fiscal challenges are many. The easiest solution over the past decade has been to grow enrollments and to accomplish this goal student aid has been successfully deployed. The three-year forecast accompanying this report and the five-year forecasting model used by the University illustrate the difficult decisions that must be made to provide financial equilibrium. The University is presently engaged in discussion about reasonable goals for enrollments, endowments, and other sources of revenues.

Next Steps

- The University will concentrate on stemming its current reliance on endowment earnings in the budget beyond the spending rate.
- The University will make development of a capital budget a priority.
- The University will consider enhancing current sources of revenue (e.g. increased enrollments, endowments, auxiliary enterprises).
- The Strategic Plan will guide deliberations on the reallocation of resources among University programs.

	TABLE 3 SUMMARY REPORT OF REVENUES & EXPENDITURES - PUBLIC & PRIVATE INSTITUTIONS									
	ACTUAL					PROJECTED				
	Year 1 (97-98)	Year 2 (98-99)	Year 3** (99-00)	Year 4*** (00-01)	Year 5 (01-02)	Year 6 (02-03)	Amount	Amount	Amount	Amount
Education and General	Amount	Amount	Amount	Amount	Amount	Amount				
Revenues	47,164,000	62,512,000	50,401,000	38,927,000	40,328,000	42,733,000				
Expenditures	30,799,000	36,441,000	36,852,000	36,058,000	37,075,000	39,354,000				
Transfers -Mandatory										
-Non Mandatory										
Net Excess (Deficit)	16,365,000	26,071,000	13,549,000	2,869,000	3,253,000	3,379,000				
Auxiliary Enterprises										
Revenues	6,260,000	6,997,000	8,916,000	9,305,000	10,344,000	10,213,000				
Expenditures	8,922,000	10,163,000	10,292,000	12,174,000	13,447,000	13,237,000				
Transfers -Mandatory										
-Non Mandatory										
Net Excess (Deficit)	(2,662,000)	(3,166,000)	(1,376,000)	(2,869,000)	(3,103,000)	(3,024,000)				
Net Operational Excess (Deficit)	\$ 13,703,000	\$ 22,905,000	\$ 12,173,000	\$ -	\$ 150,000	\$ 355,000				

** Most recent fiscal year for which audited financial statements are available

*** Budget for current year

STANDARD SEVEN - FINANCE TABLE 4 SOURCES OF FINANCIAL AID - PUBLIC AND PRIVATE INSTITUTIONS												
	ACTUAL						PROJECTED					
	Year 1 (97-98)		Year 2 (98-99)		Year 3** (99-00)		Year 4*** (00-01)		Year 5 (01-02)		Year 6 (02-03)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	332,000	1.5%	339,000	1.4%	408,000	1.5%	436,000	1.5%	460,000	1.4%	460,000	1.3%
Governmental State Aid	436,000	2.0%	391,000	1.6%	395,000	1.5%	535,000	1.9%	550,000	1.8%	550,000	1.6%
Federal Aid (PELL, SEOG, WWS)	239,000	1.1%	259,000	1.1%	387,000	1.4%	363,000	1.2%	353,000	1.1%	353,000	1.1%
Endowment Earnings (Non-Foundation)	549,000	2.5%	754,000	3.1%	1,375,000	5.1%	1,237,000	4.3%	1,500,000	4.8%	1,500,000	4.5%
Institutional Unfunded Aid	10,843,000	49.9%	12,651,000	52.7%	14,622,000	54.2%	15,432,000	53.7%	16,881,000	54.0%	19,016,000	57.0%
Federal Student Loans (if applicable)	9,319,000	42.9%	9,593,000	40.0%	9,778,000	36.3%	10,737,000	37.4%	11,500,000	36.8%	11,500,000	34.5%
Nonfederal Workstudy Aid		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Financial Aid	\$ 21,718,000	100%	\$ 23,987,000	100%	\$ 26,965,000	100%	\$ 28,730,000	100%	\$ 31,234,000	100%	\$ 33,369,000	100%

* Percentage of Total Financial Aid

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD SEVEN - FINANCE	TABLE 6 REVENUES - PRIVATE INSTITUTIONS ONLY										
	ACTUAL					PROJECTED					
	Year 1 (97-98)	Year 2 (98-99)	Year 3** (99-00)	Year 4*** (00-01)	Year 5 (01-02)	Year 1 (97-98)	Year 2 (98-99)	Year 3** (99-00)	Year 4*** (00-01)	Year 5 (01-02)	
Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
TUITION AND FEES	37,175,000	69.6%	40,184,000	57.8%	44,792,000	75.5%	46,986,000	95.4%	51,429,000	101.5%	
Less: Scholarships - Sponsored	(11,963,000)	-22.4%	(14,003,000)	-20.1%	(16,792,000)	-28.3%	(17,468,000)	-36.2%	(19,280,000)	-38.0%	
- Un-sponsored		0.0%		0.0%		0.0%		0.0%		0.0%	
GOVERNMENT APPROPRIATIONS											
Federal		0.0%		0.0%		0.0%		0.0%		0.0%	
State		0.0%		0.0%		0.0%		0.0%		0.0%	
Local		0.0%		0.0%		0.0%		0.0%		0.0%	
GOVERNMENT GRANTS & CONTRACTS											
Unrestricted	577,000	1.1%	721,000	1.0%	1,010,000	1.7%	1,271,000	2.6%	759,000	1.5%	
Temporarily Restricted		0.0%		0.0%		0.0%		0.0%		0.0%	
Permanently Restricted		0.0%		0.0%		0.0%		0.0%		0.0%	
PRIVATE GRANTS & CONTRACTS											
Unrestricted	6,464,000	12.1%	11,308,000	16.3%	10,782,000	18.2%	2,798,000	5.8%	2,718,000	5.4%	
Temporarily Restricted	4,419,000	8.3%		0.0%	1,355,000	2.3%		0.0%		0.0%	
Permanently Restricted	1,066,000	2.0%	18,246,000	26.2%	3,677,000	6.2%		0.0%		0.0%	
ENDOWMENT INCOME											
Unrestricted	4,464,000	8.3%	4,063,000	5.9%	5,025,000	8.5%	4,420,000	9.2%	4,702,000	9.3%	
Temporarily Restricted	71,000	0.1%		0.0%	63,000	0.1%		0.0%		0.0%	
Permanently Restricted	667,000	1.2%	205,000	0.3%	489,000	0.8%		0.0%		0.0%	
SALES AND SERVICE											
Educational Activities		0.0%		0.0%		0.0%		0.0%		0.0%	
Auxiliary Enterprises	6,260,000	11.7%	6,997,000	10.1%	8,916,000	15.0%	9,305,000	19.3%	10,344,000	20.4%	
Hospitals		0.0%		0.0%		0.0%		0.0%		0.0%	
AUXILIARY FOUNDATIONS		0.0%		0.0%		0.0%		0.0%		0.0%	
REALIZED/UNREALIZED NET GAINS ON INVESTMENTS	830,000	1.6%		0.0%		0.0%		0.0%		0.0%	
OTHER REVENUE	3,404,000	6.4%	1,758,000	2.5%		0.0%	1,900,000	3.9%		0.0%	
TOTAL REVENUES	\$53,424,000	100%	\$69,509,000	100%	\$69,317,000	100%	\$48,252,000	100%	\$60,672,000	100%	

* Percentage of Total Revenues
 ** Most recent fiscal year for which audited financial statements are available
 *** Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 7 EXPENDITURES - PRIVATE INSTITUTIONS ONLY												
	ACTUAL						PROJECTED					
	Year 1 (97-98)		Year 2 (98-99)		Year 3** (99-00)		Year 4*** (00-01)		Year 5 (01-02)			
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Instruction	16,205,000	30.3%	17,504,000	25.2%	18,314,000	30.9%	18,878,000	39.1%	19,420,000	38.3%		
Research	208,000	0.4%	392,000	0.6%	732,000	1.2%	150,000	0.3%	150,000	0.3%		
Public Service												
Academic Support												
Libraries	1,442,000	2.7%	1,262,000	1.8%	1,422,000	2.4%	1,337,000	2.8%	1,853,000	3.7%		
Student Services	3,659,000	6.8%	3,883,000	5.6%	4,185,000	7.1%	4,078,000	8.5%	4,236,000	8.4%		
Institutional Support	6,506,000	12.2%	7,846,000	11.3%	9,146,000	15.4%	9,252,000	19.2%	9,974,000	19.7%		
Operation and Maintenance of Plant												
Depreciation	2,275,000	4.3%	5,174,000	7.4%	2,597,000	4.4%	3,000,000	6.2%	3,200,000	6.3%		
Interest	1,294,000	2.4%	1,572,000	2.3%	1,671,000	2.8%	2,142,000	4.4%	2,429,000	4.8%		
Auxiliary Enterprises	8,132,000	15.2%	8,971,000	12.9%	9,077,000	15.3%	9,395,000	19.5%	9,260,000	18.3%		
Hospitals												
Auxiliary Foundations												
Total Operating Expenditures	39,721,000	74.4%	46,604,000	67.0%	47,144,000	79.5%	48,232,000	100.0%	50,522,000	99.7%		
Change in Net Assets	13,703,000		22,905,000		12,173,000		-		150,000			
Beginning Assets	98,957,000		112,660,000		135,565,000		147,738,000		147,738,000			
Ending Net Assets	112,660,000		135,565,000		147,738,000		147,738,000		147,888,000			

* Percentage of Total Revenues

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

	TABLE 8 ASSETS, LIABILITIES AND NET ASSETS - PRIVATE INSTITUTIONS ONLY			
	ACTUAL			PROJECTED
	Year 1 (97-98)	Year 2 (98-99)	Year 3* (99-00)	Year 4** (00-01)
	Amount	Amount	Amount	Amount
ASSETS				
Cash	12,613,000	8,721,000	14,686,000	9,500,000
Accounts Receivable	6,426,000	6,174,000	6,657,000	6,700,000
Inventories				
Prepaid Expenses	742,000	1,003,000	1,029,000	1,000,000
Notes Receivable				
Investments	61,310,000	59,484,000	66,616,000	69,150,000
Plant and Land	67,817,000	77,552,000	89,156,000	96,000,000
Pledges Receivable	5,610,000	23,731,000	28,514,000	27,000,000
Other - Amounts held by trustees for debt service	2,794,000	2,674,000	2,494,000	2,800,000
TOTAL ASSETS	\$ 157,312,000	\$ 179,339,000	\$ 209,152,000	\$ 212,150,000
LIABILITIES				
Accounts Payable	3,875,000	2,937,000	4,546,000	7,462,000
Notes Payable				
Government Advances for Student Loans	3,072,000	3,142,000	3,154,000	3,500,000
Other (specify)				
Deferred Revenues	3,277,000	3,247,000	3,224,000	3,300,000
LONG-TERM LIABILITIES				
Bonds Payable	32,453,000	31,379,000	47,458,000	46,000,000
Notes Payable				
Annuity and Life Income Actual Liability	1,975,000	3,069,000	3,032,000	4,000,000
Other (specify)				
DEPOSITS HELD FOR OTHERS				
TOTAL LIABILITIES	\$ 44,652,000	\$ 43,774,000	\$ 61,414,000	\$ 64,262,000
NET ASSETS				
Unrestricted	84,066,000	93,651,000	100,339,000	100,489,000
Temporarily Restricted	7,154,000	2,023,000	3,342,000	3,342,000
Permanently Restricted	21,440,000	39,891,000	44,057,000	44,057,000
TOTAL NET ASSETS	\$ 112,660,000	\$ 135,565,000	\$ 147,738,000	\$ 147,888,000

* Most recent fiscal year for which audited financial statements are available

** Budget for current year

STANDARD EIGHT

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PHYSICAL RESOURCES

Instructional and Support Facilities (8.A)

Mission and Purpose

The University's Goals and Objectives, based on the Mission (*Bulletin 3-5*) include: "To provide and maintain facilities and equipment equal to the needs of the University" (IIIId). This goal is reflected in the Strategic Plan:

- The instructional relationship deserves settings that provide adequate amenities as well as the required equipment...(2.1.7).
- In support of its educational goals, the University must expand its resources and its physical plant (3.1, 3.1.1 - 3.1.11).

Current Situation

Thirty-one buildings/facilities currently occupy in excess of one million gross square feet (gsf) on the 130 acre campus of the University of Portland. Seven buildings with approximately 360,000 gsf are used primarily in support of the instructional mission of the University: Franz Hall, Buckley Center, Swindells Hall, Science Hall, Mago Hunt Center, Engineering Hall, and Wilson W. Clark Library

The University's Physical Plant Department is responsible for management, maintenance, and operation of instructional facilities, as well as all other campus buildings and facilities, in such a way as to ensure their continuing quality and safety at the level necessary to support the educational programs and support services of the institution. New facilities, and those involved in major remodeling projects, are constructed in compliance with all required life, health, building, and fire safety codes and regulations. Contractors selected for these projects are fully licensed and bonded by the appropriate governmental jurisdictions and generally have a high standing in the construction community. The University's Physical Plant Director serves as a liaison to all parties involved in the construction process and represents the interests of the University and its many constituencies.

All new facilities, and those involved in major remodeling projects, are in compliance with requirements of the Americans with Disabilities Act (ADA). In addition, the University has completed a long list of projects, both small and large, throughout the campus to address the issue of access to facilities by the physically disabled. See Table 8.4. The University has committed funds and resources each year since 1993 to this effort.

The Physical Plant staff of 70 fulltime employees includes building mechanics with specialty training, carpenters and painters, groundskeepers, and an experienced custodial/housekeeping crew. These professionals provide repair and maintenance to instructional and other institutional facilities. As new buildings are constructed, the University has added new staff to maintain a high level of operating efficiency. Square footage of buildings increased by 37% over this period, from 817,011 sq. feet in 1991 to the current 1,117,341 sq. feet. See Figure 8.1. In 1991 there were 63, 66 in 1996, and 74 in 2001. See Figure 8.2. New computer systems that control entry to buildings, regulate heating and ventilation systems in a climate-controlled setting, and provide for building security have been included in all new construction and are replaced and upgraded as part of major remodeling projects to existing buildings and facilities.

Figure 8.1
Total Building Square Footage, 1991-2001

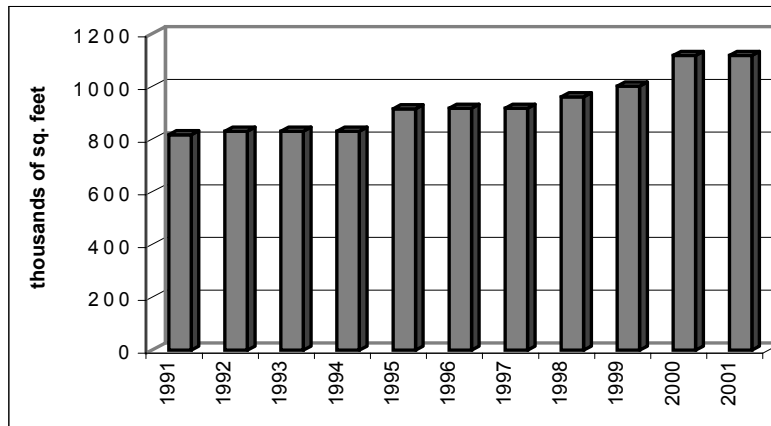
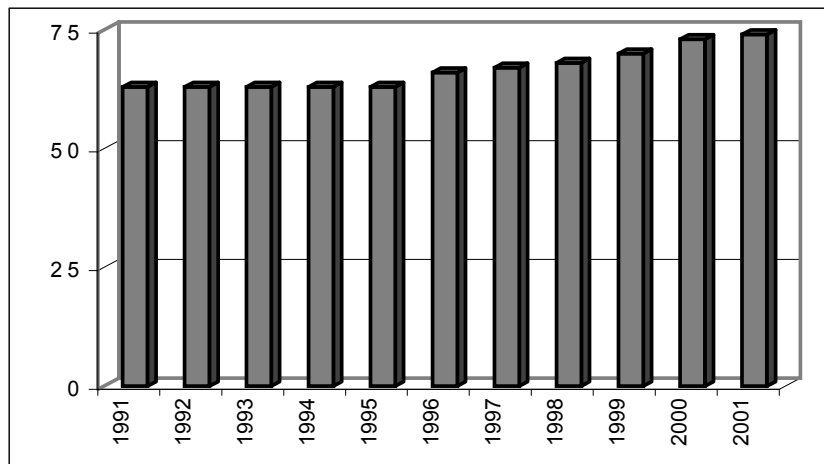


Figure 8.2
Number of Maintenance Employees, 1991-2001



Off-campus sites used by the University for its various educational and instructional programs are appropriate for the programs offered and meet the standards applied to on-campus facilities. For example, the sites used by the School of Education for its Masters in Education cohort-program are public school facilities that meet all governmental standards for access, life and fire safety compliance, and building security. In addition to those governmental standards, sites selected for cohort use must contain access to computing and other technology features, as well as library resources. The University's Salzburg Program, which involves 40 undergraduate students in an academic year of study in Austria, is housed in newly constructed, leased facilities containing classrooms, a recreation hall, dormitories, a library, dining rooms, and quarters for the resident director.

On-campus instructional facilities are generally satisfactory, enabling the University to meet the academic portions of its Mission and Goals. Classroom inventories are adequate but require effective scheduling and multiple users to achieve maximum efficiency.

Table 8.1
Size and Number of Classrooms, by Building

Building Name	Seating Capacity	Number of Rooms
Franz	18	1
	20	1
	22	4
	24	2
	30	5
	33	7
	41	8
Buckley	12	1
	37	1
	43	1
	45	6
	56	1
Engineering	35	1
	50	1
	60	1
	90	1
Science Building	44	1
Waldschmidt	45	1

* Other instructional facilities include Mago Hunt Center, Buckley Center Auditorium, computer labs, and labs in Swindells Hall.

The 1994 Master Plan, as amended in 1999, is included in the supporting documentation for this standard. This document, required by the City of Portland for land use planning, details all possible projects expected in the next ten years. However, decisions to proceed with specific construction projects are based on the University's Strategic Plan.

The School of Education and the Pamplin School of Business, both housed in Franz Hall, a new academic center opened in 1995, have access to classrooms and faculty offices sufficient for their present needs. The only exceptions to this rule have been that some classroom technology has been added through School of Education grants, and Education capstone presentations may run into difficulty locating rooms that can seat over 45 attendees.

The School of Nursing occupies classrooms, laboratories, and offices for faculty and staff on the 3rd floor of Buckley Center. This space has been adequate to meet its educational and instructional mission and purpose. The need for upgrading classroom and laboratory space in the School of Nursing was addressed through a major remodeling project in the summer of 2001. The Nursing Learning Resource Center, for example, where students practice skills before clinical experiences, was renovated to bring the laboratory to the level needed to reflect the practice in health care facilities today.

The School of Engineering is housed in the Engineering Building and shares the space with the Department of Computer and Telecommunication Services (CTS). The transfer of computer sciences from the College of Arts and Sciences to the School of Engineering has resulted in increased need for space in the building. In addition, the layout of existing spaces does not support courses such as the freshman design program. As the University continues to add computers and other telecommunications technology to its ever-growing inventory, the need for additional space for CTS staffing and operating purposes is also evident. The exhibits will include the *Strategic Plan for Computing* from the University's Committee on Computing and Telecommunications (UCTC), along with a detailed report from the director of Computer and Telecommunication Services. A review of the significant additions and changes involving CTS over the last ten years is recorded later in this section.

The College of Arts and Sciences has faculty offices or laboratories in all major academic buildings on campus. The dean's office, most CAS departmental offices, and the majority of CAS faculty offices are located in Buckley Center. The effective utilization of classroom, administrative, office, and laboratory space for all CAS programs is a constant challenge. An increased emphasis on active learning, growth of the foreign language programs, and the need to add more natural science to the psychology program have strained the facility. Moving the computer science program to engineering has required moving most of the physics program out of the Engineering Building. Discussions and planning for additional space through remodeling and/or re-allocation of existing space are ongoing. The Buckley Center Project Team, formed in 1999, has examined several major space issues and developed plans that are currently being implemented.

The opening of Swindells Hall in the fall of 2000 increased laboratory space for the Biology and Chemistry programs by more than 100%. Science Hall needs to be remodeled for physics, biology, and chemistry. Mago Hunt Center is the major venue for Performing and Fine Arts programs and operates at capacity in support of the theater and music programs. Both of these programs use Buckley Center extensively but still need a

second performance space for the drama program and a larger performance and rehearsal space for music.

The Wilson W. Clark Memorial Library is well used and, based on studies conducted by the library, has expanded its hours of operation several times in the last few years to accommodate the ever-increasing needs of students for access to library materials and technology for study and research. Significant changes and upgrades have been made to the library, most notably in the addition of computing and other automated library systems. Projects involving interior remodeling and upgrading of faculty/staff offices and student areas have also been completed. The Instructional Media Center (IMC) was moved from Buckley Center to reconfigured space in the library's lower level. Upgrades in the heating and ventilating systems, roof repairs, and construction of new work and study computer stations have been accomplished. Yet the library continues to function at or near capacity, and pressure for additional space and operating hours remain unresolved. Plans for a significant enlargement and upgrade to the library have been included in the University's amended 1999 Master Plan.

A variety of other buildings and facilities are among the 31 structures that serve the instructional and institutional needs of the University. These include: residence halls; dining areas; athletic facilities; spaces for ministry to students, faculty, and staff; administrative offices; and space for student activities, maintenance, and storage. These facilities are generally adequate to support the academic mission. Among the most notable improvements to University administrative support services was the total remodeling of Waldschmidt Hall, which was completed in 1993. This National Historic Landmark building, dating from 1891, was essentially rebuilt from the inside out and is now home to the University's officers and most of the support staff of the major administrative offices on campus. Three new residence halls have been opened in the last 5 years, providing housing for more than 375 students. Orrico Hall, used by the University Center for Counseling and Health along with Career Services, was built in 1995. Merlo Field, a world-class soccer facility, was built in 1992. Major remodeling and other projects to upgrade facilities also involved the Chiles Center, the premier athletic and convocation center on campus, several older residence halls, the Science Building, the University Commons, Mago Hunt Center, and the Pilot House.

Analysis And Appraisal

Almost every unit of the University is requesting additional or upgraded facilities despite the expansion of facilities throughout the 1990s. These requests are part of annual planning reports and the degree to which they are supported by data varies. The University does not have an overall space utilization study or agreed-upon criteria for determining the adequacy of spaces. The officers of the University are responsible for allocation of existing resources and for setting priorities for fund raising for new resources.

It is clear that the University has amassed an inventory of instructional and institutional facilities that has helped the institution achieve its educational mission. The blending of

old and new facilities and the beautiful setting in which the University operates are all linked to the institution's success. The faculty and staff take pride in the appearance of the campus. The dean of admissions reports that new students are attracted by the look and ambiance of the campus.

Among the greatest challenges still facing the University is how to address the need for additional large spaces for the small number of large classes offered, as well as special events, such as speakers and performances. Currently there is conflict between the needs for class use and for special events. Having classrooms under the control of the registrar until the second week in the semester mitigates these conflicts, after which time the Office of University Events can also schedule rooms for special events and gatherings.

Space for student activities and University events is another area of special need. St. Mary's Student Center is unable to accommodate space requirements for all of its student clubs, organizations, and programs. The Pilot House, a major gathering place on campus, is home to Barnes & Noble University Bookstore, a 230 seat capacity cafeteria area (The Cove) operated by Bon Appetit, the University's food service provider, an office and resource area for Campus Ministry, and a large open-space lounge area. The bookstore was expanded in 1997 and operates at or near capacity. The Cove is also at or near capacity most days. Plans for a new University Center are included in the Strategic Plan (3.1.8) and, though needed, it must compete with other building priorities.

The University Commons, the major dining facility for students on campus, operates at capacity most days. To alleviate over-crowding the food service operator moved to double shifts for most mealtimes. An expansion or replacement of the Commons is included in the list of needed projects in the Master Plan. So is an auxiliary dining facility to serve the on-campus student population now housed in the west campus area of University Village. On-campus and off-campus students are not able to dine together due to the current space restrictions.

The Engineering Building was built in 1948. Even after several remodeling projects, further work is needed to meet modern standards. Plans for an enlargement and possibly an addition to the Engineering Building are included in the 1999 amended Master Plan. As noted above, the Engineering Building also is home to the University's main computer center and the Department of Computer and Telecommunication Services (CTS). CTS faces a shortage of space for staffing, equipment, and storage needs as well as a much-needed upgrade to the electrical systems in the building.

The College of Arts and Sciences (CAS) reports multiple needs for space utilization and allocation/expansion in Buckley Center, Science Hall, and Mago Hunt Center. CAS notes a need for an academic technology center to support programs in the humanities and social sciences. Language labs, videotaping and viewing areas, and access to special computer programs for data analysis are among the concepts cited. Program reviews of music and drama offerings in the Department of Performing and Fine Arts document inadequate space in the Mago Hunt Center for rehearsals, lessons, practice, and performances, and the absence of computer networking.

The Buckley Center Project Team has also reviewed space requirements and conflicts involving the Printing Services operation and the University Mail Center. There is some support for moving both operations out of Buckley Center to a new or existing site in a less trafficked area. This would free up significant space in Buckley Center that could be devoted to more instructional and academic purposes. The exact location of a new mail center, which could also serve as a central receiving/distribution location for the campus, has not been identified but is included in the Master Plan project list.

The need for major renovations and upgrades to existing spaces within the library are also well documented. Areas of particular concern involve lighting, computer connections to study carrels, an ADA compliant entry, floor coverings, office space for library staff, and an upgraded elevator. The adequacy of library programs and offerings are affected by these items and they should be addressed.

For the most part, the University's residence halls have been adequately maintained and upgraded to meet program goals. As new halls are constructed to help meet the goal of 75% of undergraduate students living in on-campus housing, the University's commitment to upgrading existing dormitories every 6 years increases in importance.

Athletic facilities are generally adequate for the programs offered by the University. Some remodeling to locker room and other spaces in the Chiles Center, as a result of recommendations from a committee examining compliance with NCAA policies, is expected. Outside practice areas, especially for the men's and women's soccer teams, are under scrutiny for possible expanded use for intramural activities. Additional outside space for intramurals and other general student use has just been added in University Village. Indoor physical recreational space is more problematic. Howard Hall only meets a portion of the community's needs for an adequate, modern, accessible athletic and recreational facility. See Standard 3.D.17.

The Chapel of Christ the Teacher is the main place of worship on campus and also houses the offices and most staff of Campus Ministry. As the role of Campus Ministry has grown over the last ten years, the need for additional space to handle all their programs requires resolution.

Next Steps

- Space utilization will continue to be monitored for adequacy, augmenting the work of several project teams and academic units on space needs.
- The University's Strategic Plan will be used to determine priorities for funding facilities.
- The University will adhere to the guidelines of the city-required Master Plan while remaining alert to changing priorities and opportunities to amend and/or strengthen the plan.
- The University will continue to fund capital improvement projects from within its operating budget while continuing to seek outside funding for major projects.

Equipment and Materials (8.B)

Current Situation

The University provides equipment that is sufficient in quality and amount to support the instructional program. This includes computers and networking, telecommunications, instructional and laboratory equipment, and control of hazardous materials.

Computing. Computers and telecommunications equipment have seen dramatic changes in the past ten years. All members of the full-time faculty now have computers in their offices. Computer laboratories for student use are located in several campus buildings and residence halls, and the largest are located in Franz Hall and Buckley Center. There are also specialized computer labs housed in the School of Engineering, School of Nursing, and the science departments. All classrooms in Franz Hall, Science Hall, and Swindells Hall are equipped with network connections so computers placed in those rooms can be used for academic presentations.

Approximately two-thirds of the University's buildings and facilities are now connected to the campus computer network by fiber-optic cable. The network provides electronic messaging, a medium for sharing files and programs, access to the library catalogue, and high-speed internet access. Computer terminals for checking e-mail are available in small clusters in several locations throughout campus. The Mago Hunt Center and some areas of Buckley Center are not yet networked, but this is a priority.

Most administrative offices use Banner, an integrated database supported by Computer and Telecommunication Services (CTS), with servers housed in the main CTS office suite and accessible through desktop computers in offices. The University has also begun to implement the Banner Web for Students and Banner Web for Faculty. The University's telephone system was recently upgraded and 10-digit dialing, required by the local provider, was implemented in October 2000. Telnet access from off-campus to certain designated campus computers is available. In addition, sixteen modem lines are provided for dial-up access to these same computers. The two residence halls lacking internet connections received Digital Subscriber Line (DSL) service in the summer of 2001. The School of Engineering has four modem lines that provide access to their facilities, including graphical access to the Internet.

The Department of Computing and Telecommunications Services (CTS) recently completed a thorough inventory of all University computers, printers, and other accessories. The information is stored in a database that allows the recording, tracking, and servicing of all computer equipment and will provide an asset management system that will enable the University to establish an orderly and timely replacement/upgrade cycle for computer equipment.

Instructional Equipment. The Media Equipment Center (MEC) provides media equipment for courses. It monitors its inventory closely for items requiring repair or replacement.

The College of Arts and Sciences is committed to active learning, which has increased equipment needs for sciences, social science, and some areas of the humanities. There is no capital expense budget to provide for upgrading, replacing, or purchasing new equipment. Purchases have been funded in the past from surpluses in the operating budget and outside funding. The lack of an ongoing source of revenue makes planning difficult. There is no formal inventory of existing equipment. Each unit purchases and maintains its own equipment with little or no staff support. Biology and Chemistry obtained a grant from the Kresge Foundation for equipment for Swindells Hall. That grant requires raising an endowment to support the maintenance and upgrading of the equipment. The Sciences have been successful in obtaining equipment grants from the National Science Foundation, the Murdock Charitable Trust, and other foundations to help meet equipment needs. In addition to the sciences, the Performing Arts have major equipment needs and no formal budget support.

The School of Education faculty is committed to modeling appropriate uses of technology in all of its courses both on and off campus. When hired, faculty members are provided a networked computer for work in their offices. Updating this equipment is not based on any specific criteria or schedule, which generates some problems as technology needs change. The on-campus facility in which courses are taught is relatively new and provides considerable access to technology during teaching. Even so, the facility increasingly does not accommodate all desired uses and, because it is shared with the rest of the campus, classrooms with needed technology access are often unavailable. Facilities for off-campus education programs are selected using a number of criteria, including technology access. Whenever possible, facilities include computer labs and internet connections for students and instructors. To accommodate situations in which ideal facilities are not available, the School of Education has purchased equipment with grant funds. Augmenting off-campus technology access is a growing need and some alternative funding sources may be necessary.

Support for technology-based activities in the School of Education is provided by CTS and the library, including Instructional Media Services. Particularly for off-campus programs, library support has been increased consistently over the past five years. Students in the programs use the University's library services as their main contact for electronic access to bibliographic materials. Although this works efficiently, there is a growing need for increased off-campus access and for more diversity in the library services. Instructional Media Services does not support off-campus programs efficiently, but limited resources are available for special needs in instructional settings.

Plentiful and meaningful computer, experimental, and project experiences are essential for all engineering and computer science students in the School of Engineering as part of their preparation for professional careers. To keep abreast of technical changes, laboratory plans must be developed and implemented almost continuously. Computing facilities must be specific to engineering and computer science applications. Without assured long-term funding, it is not possible to prepare and implement credible laboratory equipment and computing hardware and software plans. The school is engaged in a four-

pronged approach to the funding of its facilities: allocations from the University budget, income from an equipment and software endowment fund, annual fund-raising in support of laboratory purchases, and donations from equipment manufacturers.

Nursing is a practice profession. As such, it requires laboratory support and clinical facilities in the health care community. Students in the School of Nursing receive clinical instruction by University faculty in a variety of inpatient and community agencies throughout Oregon and Southwest Washington. The school has no capital expense budget and has relied on surplus moneys from the general budget and outside funding. A current grant from the U.S. Public Health Service Bureau of Health Professions has helped with the purchase of computer and technology equipment. This same grant provided the money to purchase a proxy server for the library so that all faculty and students within the University may access the library resources from off campus via the internet. This same grant has purchased a new optical mark reader (scanner) for use of the general campus. The school does maintain a small budget for replacement of disposable medical supplies used in student learning. With the remodel of the nursing laboratory, a goal is to have an endowed fund so that ongoing replacement and upgrading of equipment can be done on a planned basis.

The University provides current computer technology to newly hired faculty in the Pamplin School of Business Administration. However, upgrades for existing faculty and staff have been less frequent or systematic. Many of these upgrades include equipment that is handed on from other departments, which can leave employees at least one generation behind colleagues at peer institutions. Additionally, some other technology is not available, such as a color copier, scanner, video equipment, video conferencing, and teleconferencing. While these media concerns do not pose huge obstacles to the success of the school's teaching and research, they can be a hindrance if faculty must go off campus to do some types of work.

Mailing and Printing. Mail Services and Printing Services have both received new equipment and upgrades in recent years. This has enabled the offices to provide the required services to campus offices and programs.

Hazardous Materials (8.B.3). The University of Portland has a hazard communication program to ensure that employees are aware of the dangers associated with hazardous chemicals that might be present in their workplace. This program, along with the use, storage, and disposal of hazardous materials, is overseen by the Environmental Health and Safety Officer in the Public Safety Department. Employees, including students, working in campus laboratories, receive annual training in the safe use of chemicals. University storage facilities and disposal methods meet all federal, state, and local fire and life safety codes. Bio-hazard materials are disposed of in accordance with the University's Blood Borne Pathogens Exposure Plan. In recent years the University has contracted with an independent company to survey all campus buildings for a complete accounting of asbestos containing material (ACM). Though not required by current law, the University is committed to encapsulating or removing any exposed ACM.

Vehicles. The University operates a number and variety of vehicles in support of its athletic, administrative, and student services programs. A program of regular upgrading and replacement of older vehicles has kept the fleet in reasonably good operating condition.

Analysis And Appraisal

The lack of a capital expense budget is a major obstacle to providing for equipment needs. As with buildings and other facilities, funding for equipment purchases and upgrades is a constant challenge. The University has responded with intensified efforts to procure outside funding and allocation of University resources. As a result, major improvements have been made in the level and quality of access to computing and other technologically advanced instructional and administrative products. Many goals, including computers for every full-time faculty member, have been reached in the past decade. The challenge continues, as outlined in the University's Strategic Plan for Computing.

Currently CTS maintains a single position as faculty support for the development and use of educational technology. This one position cannot fulfill the commitment of the University and faculty to increased and improved use of instructional technology.

State-of-the-art equipment in Mailing Services and Printing Services has enabled the University to stay abreast with the increasing volumes of materials handled by these two service units. However, the cost-effectiveness of running an in-house offset printing service needs to be reevaluated in light of improving technology and the inadequacy of building space on campus.

While vehicles, in varying condition, have been available to specific programs, several activities, most notably in academics and student services, would benefit from greater access to fleet vehicles as a means of minimizing costs of rental vehicles. The increase in faculty-student projects and participation in regional events is putting greater pressure on transportation budgets.

Next Steps

- A capital expense budget for equipment will be created to support the continued quality of academic programs.
- Obtaining endowment for equipment as part of the capital campaign will be a high priority.
- The Strategic Plan will continue to guide the allocation of resources for equipment.

Physical Resources Planning (8.C)

Current Situation

Planning Processes (8.C.1-2). Planning for physical development of the University of Portland campus is founded on the Strategic Plan (SP), 1998-2003. This followed the 1991 Strategic Plan, which was drawn up after the 1990 self-study and updated annually. The current plan calls for new laboratories, faculty offices, and lecture rooms to support science and engineering; a University Center for meetings and offices; intramural playing fields; and the continued renovation and improvement of existing facilities (SP 3.1, 3.1.7-3.1.10). Plans for funding are included in the Strategic Plan (3.1) and the Defining Moment Campaign.

In June 1999 the Portland City Council approved an amendment to the University of Portland Master Plan, a required land use plan that outlines all possible growth and development within the University's campus boundary through the year 2008 (the University's actual decisions on what to build are derived from the University's Strategic Plan). Both the original Master Plan of 1994 and the 1999 amendment embrace the Mission and Goals of the University in their entirety and are consistent with the adopted long-range educational plan of the institution. The approval of the 1994 Master Plan provided a clear signal that the University was about to embark on an era of major progress.

Consultation in Planning (8.C.4). In adopting these plans, the University sought input from, and involved all, the various constituent groups on campus, and the Board of Regents gave final approval. In addition to these University-wide documents, several academic units have developed separate plans to showcase their specific needs and objectives.

Individual projects require planning involving all affected parties. When decisions about facilities involve more than one administrative or academic unit, special project teams are formed. The Buckley Center Project Team, for example, is comprised of representatives from the College of Arts and Sciences, Computer and Telecommunication Services, the Office of Public Relations, the Physical Plant Department, the Office of Student Services, and the Vice President for Financial Affairs.

Access and Security Planning(8.C.3). Projects involving access to facilities by the physically impaired – either new construction or major/minor remodeling – are planned in coordination with the Physical Plant Department and the Office of Students With Disabilities to ensure the University is in compliance with the Americans with Disabilities Act (ADA). For further information, see Standard 3.B.4.

Analysis and Appraisal

The University's plans are ambitious, and will be challenging to realize fully. Many of the projects are reliant on funding that has not yet been completely secured. The many and

varied constituencies of the University are in competition for the same scarce financial resources. In undertaking a planning approach to its facilities requirements, the University has established a clear statement of institutional needs as they relate to its Mission and Goals, and has incorporated a priority system to meet those needs. Such a system allows both academic and administrative leaders to know the ranking of their proposals. While generally useful in identifying important projects, this system can be compromised by inadequate information or by those with more persuasive powers with top decision-makers. Appropriate decisions about the use of space require detailed knowledge of the spaces and their current use. The understanding of space utilization should be improved at the University.

Next Steps

- The current practice of involving all appropriate University constituencies in planning efforts will be continued and refined.
- As results of the Defining Moment Campaign are announced in the future every effort will be made to ensure that the University of Portland community is made aware of how the results affect their current situation.
- The recommendations from the ADA Advisory Committee will continue to receive serious consideration and sufficient funding to complete the projects identified in their report.
- The University will improve communication about the status of projects.

Table 8.2
Campus Facilities Inventory, 2001, by Function

Year Built	Building	Building Purpose	Square Footage
1891	Waldschmidt Hall	Administration	38,184
1911	Christie Hall	Men's Residence	37,360
1927	Howard Hall	Intramural Sports	27,262
1936	Science Hall	Academic	15,068
1937	St. Mary's	Student Activities	11,801
1940	KDUP	Student Radio Station	420
1949	Engineering Building	Academic and Office	49,052
1950	Pilot House	Food/Bookstore/Lounge	12,090
1950	Block House	Grounds Storage	720
1957	Villa Maria	Men's Residence	43,613
1958	Clark Library	Library/Academic	51,123
1959	University Commons	Food Service	31,748
1959	Kenna Hall	Co-ed Residence	54,978
1960	Observatory	Academic	400
1960	Pilot Stadium	Baseball Stadium	8,000
1964	Mehling Hall	Women's Residence	97,625
1967	Shipstad Hall	Co-ed Residence	69,134
1969	Buckley Center and Auditorium	Academic and Office	100,648
1973	Mago Hunt Center	Theatre Arts	21,470
1980	Physical Plant	Maintenance	24,830
1984	Chiles Center	5000 Seat Sports Facility	82,000
1985	Tennis Center	Covered Tennis Facility	27,940
1986	Christ the Teacher Chapel	Campus Ministry	11,545
1992	Merlo Stadium	Soccer Stadium	13,000
1995	Franz Hall	Academic and Office	78,000
1995	Orrico Hall	Health/Career Services	7,200
1996	Public Safety House	Security	2,000
1998	Corrado Hall	Co-ed Residence	42,750
1999	Swindells Hall	Academic and Office	41,617
2000	University Court	Co-ed Residence	68,299
2000	Haggerty Hall	Co-ed Residence	47,464
	Total Square Feet		1,117,341
	Campus Total Acres		130

Table 8.3
Campus Facilities Inventory 2001, by Building Type

Year Built	Building	Building Function	Square Footage
	ACADEMIC/INSTRCTURAL		
1891	Waldschmidt Hall	Administration	38,184
1936	Science Hall	Academic	15,068
1949	Engineering Building	Academic and Office	49,052
1969	Buckley Center and Auditorium	Academic and Office	100,648
1960	Observatory	Academic	400
1995	Franz Hall	Academic and Office	78,000
1999	Swindells Hall	Academic and Office	41,617
	SPECIALIZED FACILITIES		
1927	Howard Hall	Intramural Sports	27,262
1937	St. Mary's	Student Activities	11,801
1950	Pilot House	Food/Bookstore/Lounge	12,090
1958	Clark Library	Library/Academic	51,123
1959	University Commons	Food Service	31,748
1973	Mago Hunt Center	Theatre Arts	21,470
1980	Physical Plant	Maintenance	24,830
1984	Chiles Center	5000 Seat Sports Facility	82,000
1996	Public Safety House	Security	2,000
1995	Orrico Hall	Health/Career Services	7,200
1986	Christ the Teacher Chapel	Campus Ministry	11,545
1992	Merlo Stadium	Soccer Stadium	13,000
1960	Pilot Stadium	Baseball Stadium	8,000
1985	Tennis Center	Covered Tennis Facility	27,940
1950	Block House	Grounds Storage	720
1940	KDUP	Student Radio Station	420
	RESIDENCE HALLS		
1911	Christie Hall	Men's Residence	37,360
1957	Villa Maria	Men's Residence	43,613
1959	Kenna Hall	Co-ed Residence	54,978
1964	Mehling Hall	Women's Residence	97,625
1967	Shipstad Hall	Co-ed Residence	69,134
1998	Corrado Hall	Co-ed Residence	42,750
2000	University Court	Co-ed Residence	68,299
2000	Haggerty Hall	Co-ed Residence	47,464
	Total Square Feet		1,117,341
	Campus Total Acres		130

Table 8.4
Facility Additions and Improvements

Building	Improvements Made	Last Remodel
Waldschmidt Hall	Total gut and remodel to 1993 codes - seismic, ADA, electrical, plumbing and HVAC. Install elevator	1991 - 1993
	Enlarged Admissions Department	1997
Howard Hall	New roof with seismic modifications	1997
	ADA lift installed	1999
Christie Hall	Total gut and remodel to 1995 codes	1994 -1995
	Exterior brick and foundation waterproofing	1999
Kenna Hall	Infrastructure upgrade: electrical, data, boiler and water mains. New roof	1999
	Computer lab	1999
	Phase 2 remodel	2001
Shipstad Hall	Partial replacement of water mains	2000
	Security screens on first floor student rooms	1994
Merlo Stadium	Completed new stadium	1992
	Add end zone seating	1996
	New score boards	1999
Chiles Center	Re-coat roof	1998
	Install air conditioning	1999 -2000
	Upgrade mobile bleachers	2000
Mago Hunt	Remodel main lobby, paint exterior	1996
	New roof	2000
Franz Hall	New Building	1995
Library	Add new addition	1978
	Instructional Media Center remodel	1999
	Air conditioning upgrade	2000
	Computer lab	2000
Buckley Center and Buckley Center Auditorium	New roof, chiller replacement for main air conditioning	1993
	Auditorium ADA improvements	1999
St. Mary's	Air conditioning upgrade	1993
	ADA restroom remodel and ramp	1995
Commons	New roof	1997
	Kitchen upgrades	2000
Tennis Center	Add new parking lot	2000
Physical Plant	Add HVAC control center	1997
Engineering	New lab, elevator and ADA access. New Deans Suite	1996
Mehling Hall	Infrastructure upgrade: clean power and data to rooms, new water piping, carpet and lighting in hallways, ADA rooms, access and lobby remodel, new roof	1997 - 1998
Villa Maria	New roof	1990
	New chapel	1996
	Remodel area for new Army ROTC Det.	1996
	Computer lab	1999
Pilot Stadium, Blockhouse	Add new bleacher section and ADA ramp and seating	1996
Greenhouse court	New court	1998

Building	Improvements Made	Last Remodel
President's House	Gut and remodel	1994
	New roof	1996
Chapel of Christ the Teacher	New Building	1986
Orrico Hall	New Building	1995
Pilot House	Building Additions and total remodel	1987
	Book store enlargement and lobby area remodel	1997
Observatory	New Roof and paint structure	2001
Science Hall	ADA access, New elevator, New Electrical	1990
	Air conditioning	1996
Swindells Hall	New Building	1999
Corrado Hall	New Building	1998
University Court	Co-ed Residence Opened in September 2000	2000
Haggerty Hall	Co-ed Residence Opened in October 2000	2000
Main Campus	PGE main power distribution cable replacement	1996
	Data conduit network installed	1996
	New Fire line and hydrants installed	1996
	New section of main domestic water line installed	1996
	All campus parking lots and cross walks up to current ADA and city codes	1998 - 1999
	All new street lighting on campus	1992 - 1999
	Add three new parking lots	1993 - 1994
	New Tennis Center parking lot	2000
	Two new intramural fields and two sand volleyball courts	2000
	New Street Lighting on Portsmouth	2001
	New Sand Volleyball Court - Shipstad	2000
West Campus	New 82 space parking lot	2000
	New data conduit network through out West campus	2000
	Street improvements on Strong and Warren streets: parking, curb cuts, and street lights	2000
	New Sand Volleyball Court - University Village	2000

STANDARD NINE

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INSTITUTIONAL INTEGRITY

Mission and Purpose

In its preparation for the 1990 visit of representatives of the Northwest Association of Schools and Colleges, the University of Portland adopted a newly redrafted mission statement which noted that “[c]entral to the daily life of the University is a concern with issues of justice and ethical behavior.” The Mission was reaffirmed, with minor alterations (see Standard 1) by the Board of Regents in January, 2000. The Goals and Objectives (*Bulletin 4*), which elaborate on the Mission, develop this idea more specifically in stating that one of the institution’s goals is:

- To demonstrate concern for ethical issues, in curriculum and in practice.
 - a. To support study and research on ethical and social issues.
 - b. To encourage service to the neediest members of the community and reflection on this experience.
 - c. To provide the opportunity for hearing and redressing of injustices, both within and outside the University.

Current Situation

Ethical Standards (9.A.1). Both the Mission and the Statutes of the University of Portland underscore the University’s commitment to maintaining the highest standards of ethics and integrity for both the governing board and employees of the institution. These guiding documents affirm that “a concern with issues of justice and ethical behavior” is “central to the daily life of the University.”

The academic program reflects this concern as well. All students take a course in ethics as part of the core curriculum. Endowments have been secured for the McNerney-Hanson Chair in Ethics and the Garaventa Center for Catholic Intellectual Life, and planning for their institution is ongoing. Service learning is being integrated into courses in all five academic units.

Specific responsibilities in the areas of morality and ethics for all members of the community are stated in a variety of University sources: the *Regents Resource Manual*, the *Faculty Handbook*, and the *Staff Handbook*. In these documents, the regents are called to a “concern with issues of justice and ethical behavior;” members of the faculty are urged to “give living testimony to the importance of a scale of values,” and are reminded of “the necessity of commitment and the compatibility of intellectual growth and achievement with such commitment...”; and non-academic employees are encouraged to honor the ethical expectations of the institution.

To support the role of faculty members in ensuring the integrity of the classroom experience, in 2000, after a multi-year, campus-wide discussion and deliberation, the University implemented a comprehensive Code of Academic Integrity (*Bulletin 13*, www.up.edu/intranet/academics).

The University has effective policies protecting the rights of its employees with respect to consultantships, copyrights, and patents and assuring the avoidance of any conflict of interest by its employees.

In a variety of ways the University affirms its commitment to the implementation, review, and assessment of policies on grievance and sexual harassment.

The University fully subscribes to the principles of non-discrimination in all of its hiring practices, as the Equal Opportunity policy states, “not only as a matter of compliance with state and federal legislation, but as a matter of ethical principle as related to the University’s standards of excellence.”

In its functioning as an institution of higher education, the University deals with numerous local, state and national organizations, as well as the public, and interacts with them in a variety of ways, e.g. the land-use Master Plan approved by the city of Portland and *Notes for Neighbors*. In all its dealings with external constituencies the University seeks to maintain the highest standards of integrity and ethics.

Regular Policy Review (9.A.2). The University of Portland regularly revises its policies and procedures not only to ensure compliance with applicable federal, state, and local laws but also to ensure that all members of the community receive fair and ethical treatment.

Policies contained within the Student Handbook and the Bulletin are reviewed and, when necessary, revised annually. The faculty and staff handbooks are also updated annually. The Faculty Handbook is now on the Intranet (www.up.edu/intranet/academics) and the Staff Handbook will be posted there in the coming year. In addition, the University administration makes it incumbent upon each department or office to conduct periodic reviews of current policy.

Institutional Representation (9.A.3). The University makes every effort to represent itself accurately and consistently to its many constituencies: alumni, prospective donors, prospective students and their parents, Catholic leaders and community, campus community, media, state and federal authorities, and the general public, among which are neighbors and legislators. Reports to government and accrediting bodies contain consistent and accurate data (in compliance with Policy 3.1). Publications and public communications reflect the priorities and commitments of the University and are reviewed regularly to see that they fairly represent the institution to the members of its community and to the public.

During the past ten years, the University made a concerted effort to define itself as an institution dedicated to three central themes: teaching, faith, and service. These themes have informed nearly all aspects of public communication, from newsletters to campaign material to admissions publications. During this same period, the University has instituted departmental program reviews and additional faculty performance reviews to gain a better sense of its teaching quality (see Standards 1, 2, and 4); established the use of focus groups (including faculty) in admissions material preparation, to ensure accuracy; initiated annual content reviews of its periodicals, to ensure consistent coverage; and adopted the norms of the national Council for the Advancement and Support of Education for reportage of fund-raising matters.

Conflict of Interest (9.A.4). The University has in place an effective conflict of interest policy for its regents and officers, its faculty and its staff. Legal sources of University policy in this area include the *Articles of Administration* Part III, Article IV, Sections 10, 11, 14, and 15, and the *Conflict of Interest Policy for the Board of Regents and Officers*. Regents and officers are annually required to sign a Conflict of Interest Statement and Disclosure document.

The *Articles of Administration*, Part III, Article IV, state that a member of the faculty may not represent the University without the specific approval of the President (sec. 10). The articles also describe the conditions under which consultantships and outside work may be undertaken (sec. 11), the copyright and patent rights of faculty members (sec.14), and the conditions for University approval of research grant applications. Section 15, B3 describes how research funds will be deposited and dispersed. To alert faculty and staff to concerns about potential conflict of interest, summaries of these Articles appear in both the Faculty and Staff Handbooks.

Academic Freedom (9.A.5). The University's central authoritative statement on academic freedom is found in the *Articles of Administration*, Part III, Article IV, Section 8, which provides a clearly detailed description of the freedom of individual faculty members to seek the truth, publish the results of their scholarship, plan their courses, and discuss topics "according to the dictates of their training and knowledge." The Mission and Statues of the University establish clearly a philosophy of education of which all faculty are aware. The University has long had a clearly stated policy on academic freedom, and minutes of the Academic Senate reveal no infringement of that freedom

since the policy's adoption more than thirty years ago. Should serious issues of academic freedom arise, however, the *Articles of Administration* provide an appeal procedure Section 9 of Article IV "from any action or decision of a superior which affects [the] interests" of any member of the faculty.

Analysis and Appraisal

The University's commitment to institutional integrity is evident in its policies and procedures, effectively protecting and promoting the ethical foundation of the institution.

The University makes clear to its students their rights and obligations as they pertain to integrity and fair treatment. In the areas of financial aid, undergraduate admissions, registration, and student accounts, the University has clearly defined fair and equitable policies and procedures and has made every effort to effectively communicate these policies to its students. All such policies and procedures are reviewed on an annual basis to ensure fairness, fiscal responsibility, and compliance with government regulations, and to ensure that such policies continue to support the Mission of the University.

The University has also sought to extend to its faculty full rights to fair treatment. To this end, the *Articles of Administration* provide a detailed appeal procedure that enables faculty to "appeal from any action or decision of a superior which affects his/her interests." For example, there is a specific appeal procedure available to faculty members denied tenure by the president after their application was supported by the Committee on Rank and Tenure.

A number of indicators show the University's commitment to supporting the standard of integrity articulated in its Mission: an explicit statement of ethical goals (quoted above), the creation of policies to encourage and facilitate pursuit of these goals, an active engagement in implementing such policies, and a conscientious effort to continually reassess and refine these policies. The University's *Articles of Administration*, as well as various manuals and handbooks, clearly identify and reinforce the ethical goals, policies and responsibilities of the school. Periodic review of these documents has taken place since the last self-study, resulting in specific and ongoing revision and modification.

A statement of the University's drug and alcohol policy is widely disseminated in the *Student Handbook* (distributed to all students) and annual *Public Safety Report* (distributed to all faculty and staff; available to students at the Public Safety office). For all members of the University, the institution's comprehensive policy on sexual harassment is detailed in a widely disseminated publication available in the Personnel Office and at the reserve desk in the library. It is of some concern, however, that there is no specific policy dealing with teacher-student relationships outside the classroom.

To promote a life centered on values and grounded in a sense of personal integrity, the Campus Ministry of the University annually invites staff, faculty, and students "to enter more fully into the process of integrating their learning and spiritual experiences into a

human wholeness” by participating in its many programs. Off-campus activities joining university volunteers with community organizations continue to demonstrate the institution’s commitment to service. The Office of Career Services also promotes post-graduate service opportunities.

The University seeks to affirm its commitment to ethical conduct and institutional integrity in all of its dealings with students, especially in the areas of financial aid, graduate and undergraduate admissions, registration, student accounts, academic advising, and general student support.

Through academic service learning and programs produced by a number of campus offices and organizations, including Residence Life, Student Activities, the Associated Students of the University of Portland, the Intramural Program, Volunteer Services, and Campus Ministry, the University provides an environment that actively promotes and supports the development of an ethical, moral and social consciousness among all of its students. Information regarding opportunities for the enrichment of student life at the University is readily available in the *Student Handbook* and the *Bulletin*. Importantly, students are made aware of the University’s values and expectations from their earliest campus experience at freshman orientation. During each orientation the president and other members of the campus community make a special effort to convey the University’s commitment to maintaining the highest standards of integrity, honesty and service. Students are asked to share in these core values and to become actively involved in extending these values by serving the community at large.

The University has done a conscientious job of developing, updating and disseminating its policies, but there are some areas of concern in this regard:

- While the *Articles of Administration* contain the legal wording of many of the University’s policies and procedures, there is no single, comprehensive source in which all non-academic policies are detailed. Some policies are described, often in abbreviated or paraphrased form, in the *Bulletin* and handbooks for the faculty, staff, and students. Locating definitive source documents for other policies and procedures may require an extensive search.
- No statement of family leave policy for faculty and staff is currently available.
- The University’s written policy regarding how faculty obtain prior approval from the academic vice-president for consultantships and outside work is not in conformity with current practice.
- Adjunct faculty and part-time staff are not given written copies of University policies and procedures. While the University’s web version of the *Faculty Handbook* is useful, there is a perception that without easy access to up-to-date hard copies of the handbook, general awareness of University policies is diminished.
- Some of the procedures and policies listed in the *Articles of Administration* are not consistent with current practice, a problem that needs to be addressed as part of the administration’s current efforts to study and revise the Articles.

The University of Portland has identified itself as Roman Catholic in its founding, in the underlying legal basis of its governance structure, and its Mission Statement. This Catholic identity has not weakened over the decades and today the University enjoys a strong sense of its ties to the Catholic faith, to the Catholic community, and to the Church.

In 1990 Pope John Paul II issued a letter, *Ex corde Ecclesiae* (*From the Heart of the Church*) on the role and responsibility of institutions of higher education that would call themselves Catholic. In 2000, after extended conversation with representatives of the Catholic colleges and universities in their dioceses, the Catholic bishops of the United States set forth, in a proposal subject to the Vatican's approval, a process through which they would fulfill their responsibilities in calling these institutions to fidelity to the ideals spelled out in the papal letter. This includes provision for a *mandatum*, a commissioning from the local bishop, for Catholic theologians to teach at a Catholic university.

The president of the University of Portland, Fr. David T. Tyson, CSC, has been very actively involved in the national discussion of *Ex corde Ecclesiae*, and he drafted a widely-circulated proposal about how it could be implemented. Locally, last year he published a statement in which he assured the constituencies of the University that it has "never, and will never abrogate [the] responsibility" to teach "Catholic theology according to the tradition of the Church..." He also affirmed that "[n]either have we ever, nor will we ever, accept an external authority having a final say in whom the University chooses to hire or not hire for any of its faculty or staff positions." As the policy under discussion would apply to the 234 Catholic colleges and universities in this country, and as these institutions have as much at risk in terms of the reputation of their independence and academic freedom as does the University of Portland, the University confidently anticipate no challenge to the integrity described in Standard 9, but it is aware of the need to define the issues that emerge and to protect the rights of faculty especially in the area of academic freedom.

In June, 2001, the bishops of the United States gave final approval to the process by which *Ex corde Ecclesiae* will be implemented. Each bishop will make decisions on the details of implementation within his diocese. This has not yet been established in Portland. Relations between the University of Portland and the Archdiocese of Portland, led by Archbishop John Vlazny, are cordial and there is frequent professional and personal contact. The archbishop supported the creation of the Northwest Center for Catholic Graduate Theology, a collaboration between the University of Portland and Gonzaga University.

While there are no discernible infringements on academic freedom for faculty in the Statutes, even the possible implication of such limitations is not inconsistent with the Standard 9.A.5, since they are part of a public, authoritative document defining the institution's mission and goals.

Recent changes in procedure to provide for regular review of hourly staff have served as a significant step towards ensuring fair and consistent treatment of this important segment of the campus population.

The generous and welcoming language of the University's Mission, as well as the professed Catholic identity of the institution, call us to become more sensitive to issues important to minorities and other groups from the general population that are underrepresented on the University campus. While the percentage of white students is lower and the percentage of Asian/Pacific Islander students is higher than the metropolitan area or state, African Americans, Hispanics, and Native Americans are still underrepresented (see 3.D.2). The University actively seeks minority students, demonstrated by the policy of satisfying full financial need for any minority student who qualifies (see 3.D.6). According to the University's most recent IPEDS report (October, 1999), the staff includes 8.6% minorities (37 of 427 employees: Black (non-Hispanic), 1.1%; American Indian or Alaska Native, 0.4%; Asian or Pacific Islander, 3.9%; Hispanic, 3.0%). Staff positions are advertised in *The Oregonian*, through the State of Oregon Employment Division, and with Northeast One Stop, a coalition of public and private organizations, including the Urban League, which serves as a minority job clearinghouse.

Since 1990 the University has increased substantially its effort to build good relations with the surrounding community by disseminating information pertinent to the neighborhood, promoting open communications, and responding affirmatively to neighborhood concerns.

Next Steps

In exercising a continuing commitment to matters of institutional integrity and fairness, a number of issues need to be addressed:

- A comprehensive policy book will be developed and made available to all members of the campus community.
- The Board of Regents will undertake a revision of the present academic articles of the *Articles of Administration* in the next academic year in order to reflect current academic policies and procedures.
- A policy will be developed regarding teacher-student relationships that might extend outside the classroom.
- The director of personnel will review and revise, as necessary, the *Staff Handbook* and post it on the Intranet. This will include the development and promulgation of family leave guidelines.
- A hard copy of the current *Faculty Handbook* will be kept in strategic offices on campus.
- The University's written policy regarding how faculty obtain prior approval from the academic vice-president for consultantships and outside work will be reviewed by all

interested parties (faculty and administration) and steps will be taken to ensure that policy and practice are made consistent.

- As the University extends farther into surrounding neighborhoods, the institution will continue to demonstrate its concern for justice and respect by maintaining and improving good neighborhood relations.
- The University community will seek to live up to the challenge of the generous and welcoming language of the University's Mission, as well as the professed Catholic identity of the institution, in becoming more sensitive to issues important to minorities and other groups who are underrepresented on the campus.
- The Board of Regents will review the United States Conference of Catholic Bishops' policy on the implementation of *Ex corde Ecclesiae*, which requires that it be referenced in the University's legal documents.