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Faculty Senate Monthly Packet May 1999

Portland State University Faculty Senate

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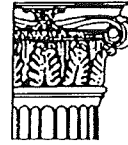
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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **May 3, 1999**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
 - *B. Approval of the Minutes of the April 5, 1999, Meeting
Provost's Report
 - C. Announcements and Communications from the Floor
 - 1. Reports on the UnSt Task Force Recommendations postponed - Cease
 - D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
 - E. Reports from the Officers of Administration and Committees
 - *1. Budget Committee Annual Report - Farr
 - *2. Faculty Development Committee Annual Report - Beverly Fuller
 - *3. Intercollegiate Athletic Board Annual Report - Cabelly
 - *4. Teacher Education Committee Annual Report - Jimerson
 - *5. Academic Requirements Committee Annual Report - Wetzel(continued from April)
 - F. Unfinished Business
None
 - G. New Business
 - *1. Graduate Council proposals - Eder
 - H. Adjournment
- *The following documents are included with this mailing:**
- B Minutes of the April 5, 1999, Senate Meeting, incl. attachments(4)
 - E1 Budget Committee Annual Report
 - E2 Faculty Development Committee Annual Report
 - E3 Intercollegiate Athletic Board Annual Report
 - E4 Teacher Education Committee Annual Report
 - E5 Academic Requirements Committee Annual Report
 - G1 Graduate Council proposals for Revisions of MA/MS in Education: EPFA Program

PORTLAND STATE UNIVERSITY

Minutes: **Faculty Senate Meeting, April 5, 1999**
Presiding Officer: Ronald C. Cease
Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Barham, Biolsi, Bodegom, Brenner, Broido, Bulman, Burns, Carter, Casperson, Cease, Collie, Collins, Cooper, Corcoran, Driscoll, Elteto, Enneking, Erskine, Franz, Fuller, Gelmon, Goslin, Herrington, Holloway, Hunter, Johnson, A., Johnson, D., Ketcheson, Lall, Lieberman, Lowry, Mandaville, Miller-Jones, Moor, Neal, O'Connor, Olmstead, Parshall, Patton, Perrin, Powell, Reece, Rueter, Settle, Thompson, Turcic, Van Dyck-Kokich, Wamser, Watanabe, Watne, Wattenberg, Williams, Zelick.

Alternates Present: Tama for Mack, Heying for Morgan, DeCarrico for Terdal, Beyler for Wollner.

Members Absent: Agorsah, Beasley, Brown, Ellis, Farr, Holliday, Johnson, L., Johnson, R., Koch, Lewis, Manning, Movahed, Ozawa, Shireman, Skinner, P. Watanabe for Torres, Weikel, Wetzell.

Ex-officio Members

Present: Allen, Andrews-Collier, Chun, Davidson, Eder, Kaiser, Kenton, Pernsteiner, Reardon, Tosi, Toulon, Vieira, Ward, Dunbar for Yetka.

A. ROLL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:06 p.m. The Minutes of the March 1, 1999 meeting of the Faculty Senate were approved with the following correction:

_____ was in attendance at the March meeting.

p. 54: The correct abbreviations for the two programs are CIM and CAM.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Additions to today's agenda:

E.3 Report of IFS Meeting of April 2 - 3, 1999

President Bernstine has approved the actions of the Senate passed at the March 1, 1999, meeting, pursuant to the *Oregon State Department of Higher Education Internal Management Directives 1.125* (Authority over Faculties and Committees) and *1.126* (Internal Governance):

- Three motions covering: Articulation of the B.S. Lab/Field requirement; Treatment of "D" Grades; and, Policy for Transfer of Credit from Vocational Technical Coursework.

The Second Edition of the Faculty Governance Guide for 1998-99 has been posted to the Web.(Address: <http://www.pdx.edu/198govht.htm>)

CEASE distributed two documents provided by the Association of Oregon Faculties relating to current budget deliberations in the Legislature(attached), and noted that the situation in Salem is becoming very strained.

CEASE commended Alumni Director Pat Squire and the PSU Alumni Advocates especially, and other groups as well, for their outstanding efforts in support of the Higher Education Day Rally at the State Capitol on Wednesday, 31 March. It was the largest rally to date in the session and PSU supporters represented the largest group of participants in the rally.

1. **Appointment of Steering Committee Member for Spring 1999**

CEASE announced that, in accordance with the Senate motion passed at the March meeting, Patricia Wetzel from CLAS has been selected to serve on the Steering Committee for Spring 1999(replacing M. Terdal, who is teaching overseas).

Provost's Report

TOULAN, Chair of the Provost Search Committee, announced that the four finalists for the position of Provost are Dr. David Hiley, Dr. Daniel Johnson, Dr. William Swart, and Dr. Mary Kathryn Tetreault. They will be visiting campus and interviewing April 15-23.

TOULAN thanked the Search committee and Amy Ross, Staff Support, for their hard work in selecting the finalists out of a pool of over 100 applicants.

D. QUESTION PERIOD

1. Questions for Provost Reardon

REARDON stated that, regarding the memorandum sent by the Steering Committee, a Deans' subcommittee chaired by Dean Kaiser is examining two questions which happen to fall into the domain of those forwarded by the Steering committee: 1) Recommend ways to enhance cost effectiveness and sustainability of the University Studies program, and 2) Address ways to create a better integration of the program with departmental and disciplinary goals. The issues related to the administrative locus of University Studies will be taken up by the entire Council of Academic Deans.

2. Questions for Provost Reardon and V.P. Pernsteiner

REARDON read remarks prepared by V.P. Pernsteiner: "We intend that all members of the university community as much as possible will benefit from the investment of additional state funds coming through the implementation and funding of the OUS resource allocation model. We have an opportunity, if this happens, to make some strategic investments which can position Portland State to grow and adapt to the changes coming through the higher education community without damaging who we are and what we have become." REARDON noted that as regards using these funds to augment faculty salaries, this is an issue of collective bargaining and not appropriate for discussion in the Faculty Senate.

E. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. ARC Annual Report

No committee member was available to give the report. It was rescheduled to the May meeting.

2. Reports on OUS Budgetary Issues by Representatives of IFS, AOF, and PSU-AAUP

CEASE introduced PSU-AAUP Lobbyist Dave Barrows, AOF Director Mark Nelson, and IFS President John Cooper, to discuss progress on the higher education budget.

BARROWS commended the efforts of the higher education lobby coalition, including Deborah Murdock who does a "tremendous job for PSU." The major effort of that group at present is to promote the new budget model with full funding. At this juncture they are concentrating on Democrats as the Governor's

proposal is less than the Senate's. BARROWS noted the asset of Brady Adams being a PSU alum, as he is the most powerful person in support of this campaign. BARROWS noted that progress continues to be difficult as regards salary increases, due to the Asian recession as well as state expenditures for repayment of federal retirement taxes. BARROWS noted the outstanding efforts of PSU and WOU in support of the rally, and the positive impact it had from the standpoint of legislators; however, we will not know the final outcome until the K-12 budget is resolved.

NELSON commended PSU on our contribution to the the higher education rally. NELSON noted that in a worst-case scenario K-12 funding could "draw down" the higher education budget by over 13%. Brady Adams has been successful in the last several months in bringing along the leadership with his \$100. million pledge. His strategy is to move the higher ed budget out of committee quickly. Hearings have been moved up to commence 12 April and will be shortened to 7-9 days, putting the budget on the floor by 1 May. The intent is to force the Governor's hand as he has stated he will veto the larger budget.

NELSON noted that salary proposals are for a "2-plus-2" increase but the budget only allows for one-half of that, which means that the system would have to "self-fund" the remainder. The Senate's budget does not include the Governor's \$7.5 million proposal for recruitment and retention, and the coalition is working to change that. The Board's stated policy towards salary is that OUS will move to the midpoint of our comparators in the next four years (The original plan indicated attaining 40% of the goal in the first two years and 60% in the second). The OUS schools are heavily stressing expansion and new programs, however if increases in faculty salaries come only to new employees the intent of the new budget model is not being met. NELSON stated his advice to individual campuses is to stress to administrations that a portion of these funds must be on the table in bargaining and/or budget discussions in order to reflect Board policy of reaching the midpoint of our comparators within four years. Faculty must press for a discussion of what strategy will be employed to get to the midpoint of the comparators, if the salary issue is at all going to be addressed.

FULLER noted that who selects the comparators, and who they are, is part of the discussion. NELSON agreed, and concluded by saying that there are dollars there, not just for new programs, expansion, and capital outlay. Discussions must take place as to how these dollars will be woven back into faculty salary improvements.

COOPER reported on IFS activity, which is included in the report of their April 2 - 3 meeting. He noted that IFS has become more political, for example, they are

meeting in Salem instead of on the campuses. COOPER warned that there is every indication that the budget fight will be bloody, and that nothing is safe until the Legislature goes home.

BURNS asked what is the future of the new budget model itself. NELSON stated it is safe to say that it will pass, but with how much additional funding is still a question. CEASE stated there is no hostility to higher education but it is very important that the pressure be kept on if funding improvements are to be forthcoming.

3. Writing Training and Requirements at PSU

CEASE introduced Sherrie Gradin, Director of Writing, and Dalton Miller-Jones, to speak on the PASS program.

GRADIN distributed a written report which comprises her 5-year experience and the response of the Writing Advisory Committee(attached). The report starts with the Writing requirement previously in place, and notes the introduction of WIC courses. GRADIN emphasized several points. In Fall of 1994, University Studies was handed the "123/323 problem." From Fall 1994 to Fall 1998, a new non-mandatory entrance exam was used but students didn't necessarily follow the recommendation, and funding stopped in Fall 1998. In 1997, the FRINQ objectives were revised to include too many other things in addition to writing. Portland State students need focused writing classes taught by specialists with enrollments preferably under 20 if student writing is to really improve, in spite of the PSU myth that writing courses don't work. We can't expect University Studies to be solely responsible for writing when the faculty don't hold degrees in the field. We need mandatory assessment and placement, layers of writing instruction, and stand alone courses including a junior-level writing requirement.

MILLER-JONES briefly described elements of the PASS project, and the effort to integrate the project with K-12 reform in the Portland area. He distributed copies of the English proficiency portion of the project (attached), which includes Writing objectives. The project responds to several problems, including grade inflation nationally, the lack of grading standards in disciplines, and the continued inadequacies of the SAT as a predictor of performance. The implementation of the PAS exit standard for high school students is now set at 2005. It has been pushed back, because no extra funding was appropriated for this endeavor.

CEASE stated the Steering Committee will discuss where the Senate should go from here regarding the Writing issue, at its next meeting on 12 April.

4. IFS Report

COOPER presented the report of the April 2-3 meeting of IFS after E2(attached). He emphasized three items: 1) Shirley Clark met with IFS to discuss a central Oregon campus. Some local people want a new independent institution, which would draw down our already underfunded budget. 2) Faculty membership on the State Board is being discouraged by some members of the Board itself. To avoid what they see as a conflict of interest they are pressing for an emeriti member. This was not the intent of the bill which AAUP and AOF worked so hard to get passed. Nor is subverting the process of selecting the faculty member in the spirit of the act. 3) The OUS is in favor of current PEBB benefits, but issues are still unresolved and our current benefits are in jeopardy after the next year.

F. UNFINISHED BUSINESS

None

G. NEW BUSINESS

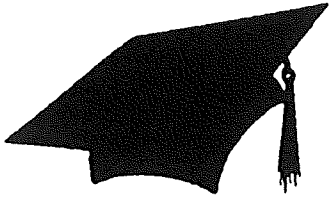
- 1. Proposal for Change in Degree Requirements for M.S. in Electrical and Computer Engineering** EDER presented the proposal which has been approved by Graduate Council and solicited questions.

BURNS/BRENNER MOVED THE SENATE APPROVE the Change in Degree Requirements for M.S. in Electrical and Computer Engineering.

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.



ASSOCIATION OF OREGON FACULTIES

New Budget Model Campus Allocations

	1999-2001 CSL (1)	Governor's \$73 Million Budget Additional Model \$	Senate \$100.3 Million Budget Additional Model \$
EOU	32,870,000	1,340,000	2,170,000
OIT	38,310,000	2,060,000	3,140,000
OSU	246,170,000	11,010,000	19,240,000
PSU	191,250,000	20,100,000	26,640,000
SOU	60,000,000	2,570,000	3,780,000
U of O	273,560,000	23,380,000	31,020,000
WOU	51,540,000	3,430,000	5,740,000
Seven Institutions Sub Total	893,700,000	63,890,000	91,730,000
OR College of Eng	9,560,000	0	2,000,000
Chancellors Office	24,760,000	0	0

	CSL (1)	Budget Additional Model \$	Budget Additional Model \$
Collaboration Programs	0	2,860,000	2,490,000
Internships	0	5,000,000	5,830,000
Performance Funding	0	0	0
Joint Business & Engineering Prog	3,700,000	0	0
Board Initiatives	3,410,000	0	0
System COP's & State Asses.	8,300,000	0	0
Other Education & General			
Sub Total	49,730,000	7,860,000	10,320,000
Total All Education & General	943,430,000	71,750,000	102,050,000
Statewide Public Services	81,920,000	0	2,000,000
Debt Service	18,320,000	0	0
Capital Con.	14,820,000	0	0
Total Oregon University System	1,058,490,000	71,750,000	104,050,000

Source:

1. Pages 8-11, Operating Budgets, 2/16/99, current service level supported by tuition and General Fund prior to pay adjustment and PEBB increases.

DRAFT

**Analysis of the State's Investment in the New Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)**

Board Objectives

Total Increment:
Model Implementation:

OPTION A: Governor's Recommended

..... \$ 73.0 m
..... 47.3 m

OPTION B: Senate Consideration

..... \$ 100.3 m
..... 63.0 m

OPTION C: OUS Request

..... \$ 116.3 m
..... 72.0 m

Option A plus...

Option A & B plus...

I. RECAPITALIZATION

- ◆ **Rebuild & strengthen the state's public universities by investments in:**
 - Sufficient funding to meet ongoing costs
 - Minimum reserves for enrollment fluctuations
 - Faculty recruitment & retention
 - Faculty advisors & counselors
 - Technology equipment & infrastructure
 - Building maintenance & repair (physical plant)
 - Classroom supplies
 - Library book collections

EOU

- Contingency reserve for enrollment fluctuations

OIT

- Basic program maintenance in Klamath Falls & Portland

OSU

- Fund a portion of the basic requirements for the 850 additional students
- Supporting instructional, advising counseling support services
- Expanded enrollments in engineering, computer science, biotechnology, natural resources, business and teacher education

PSU

- Faculty development & grant match
- Infrastructure improvement (COP debt service, new bldg O&M, reducing deferred maintenance)

EOU

- Targeted funds for additional program offerings to avoid delay in graduation
- Funding basic educational programs

OIT

- Upgrade lab equipment in Portland & Klamath Falls - engineering & health technologies
- Expand laser optics program in Portland
- Establish capital reserve for equipment purchase and facility repair

OSU

- Expand high bandwidth network development to support high speed information to and from the Internet

PSU

- Enhanced funding for infrastructure improvement

EOU

- Basic support for physical plant operations

OIT

- Develop distance learning delivery & telecommunications infrastructure
- Expand capital reserve for equipment purchase & facility repairs

OSU

- Further expansion of network development

PSU

- no change

Faculty Senate Meeting, April 5, 1999

Analysis of the State's Investment in the New Budget Model
 - Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
 (Recast)

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

I. RECAPITALIZATION (continued)

- ◆ Rebuild & strengthen the state's public universities by investments in:
 - Sufficient funding to meet ongoing costs
 - Minimum reserves for enrollment fluctuations
 - Faculty recruitment & retention
 - Faculty advisors & counselors
 - Technology equipment & infrastructure
 - Building maintenance & repair (physical plant)
 - Classroom supplies
 - Library book collections

SOU

- Upgrade instrumentation & technology in natural sciences, art, library, theater, computer science & geography

UO

- Primary need is recapitalization to maintain & improve critical programs & facilities

WOU

- Add faculty and support positions in computer science, Spanish, special education & correctional administration

Option A plus...

SOU

- Replace instructional distance delivery network
- Complete technology connectivity for residence hall & off-campus students
- Provide system support for Web-based classes

UO

- New undergraduate majors preparing students for jobs
- New graduate programs preparing students for jobs
- New research institutes to meet Oregon's future economic needs

WOU

- Rebuild library acquisition collections
- Improve classroom technology and lab modernization

Option A & B plus...

SOU

- Fully fund student counseling services
- Redesign program for Career Planning & Placement Services (employability)
- Increase funding to conduct entering student assessment activities
- Replace instructional equipment in academic departments

UO

- Expand access programs & new investment in biotechnology & information sciences

WOU

- Rebuild library acquisition collections
- Improve classroom technology and lab modernization

**Analysis of the State's Investment in the New Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)**

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

II. ACCESS TO EDUCATIONAL OPPORTUNITIES

- ◆ Sustain existing programs at EOU, OIT, SOU & WOU and University Centers in Beaverton, Bend & Coos Bay

- EOU, OIT, SOU & WOU**
- 14,000+ students benefit in Eastern, Central, Southern & Western Oregon

- Option A plus...*
- EOU**
- Serve more undergraduate students
 - Expand graduate teacher education program

- Option A & B plus...*
- EOU**
- Develop EOU's internship program with regional businesses to provide additional expertise in small business development and community services

- ◆ Expand access in central & southwest Oregon

- COCC & SWOCC:**
- Serve 2,000 students in central & southwest Oregon

- COCC & SWOCC:**
- Expand to meet state's high-growth areas (e.g., 20% growth in central Oregon in next five years)

- OIT**
- Expand engineering & health sciences programs in Bend

- ◆ Further development of collaborative programs with Community Colleges

- SOU**
- Increase number of transfer students from "feeder" community colleges, especially Rogue, SWOCC, Umpqua, Klamath & Northern California

- EOU**
- Expand computer science & education programs with Blue Mountain and Treasure Valley community colleges

- EOU**
- Expand collaborative engineering program with PSU & community colleges in the region

- ◆ Address resident undergraduate enrollment demand

- PSU**
- Meet enrollment growth in metro Portland
 - Expand programs in metro area - construction management, financial accounting, engineering & computer science
 - Expand lifelong learning & professional development
 - Expand off-campus instruction
 - Improve campus services

- PSU**
- Added expansion of programs in metro area (see Option A) plus teacher education, multimedia & creative services
 - Provide increased financial aid

- PSU**
- Provide unique services to region by:
 - Expanding library resources (especially the research library & services in metro area)
 - Expanding service learning & internship programs
 - Expanding collaborative programs with community colleges and high schools

Faculty Senate Meeting, April 5, 1999

**Analysis of the State's Investment in the New Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)**

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

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- EOU, OIT, SOU & WOU**
- 14,000+ students benefit in Eastern, Central, Southern & Western Oregon

Option A plus...

- EOU**
- Serve more undergraduate students
 - Expand graduate teacher education program

Option A & B plus...

- EOU**
- Develop EOU's internship program with regional businesses to provide additional expertise in small business development and community services

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 - Expanding collaborative programs with community colleges and high schools

Faculty Senate Meeting, April 5, 1999

**Analysis of the State's Investment in the New Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)**

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

**II. ACCESS TO EDUCATIONAL OPPORTUNITIES
(continued)**

- ◆ Address resident undergraduate enrollment demand (continued)

OSU

- Continue statewide distance learning outreach programs

UO

- Continue general science degree program in Bend
- Continue Portland-based programs in architecture, executive MBA & information management

Option A plus...

OSU

- Increase engineering & computer science graduates by 50
- Increase biotechnology & natural resources graduates by 20
- Increase business & high tech graduates by 20
- Expand teacher education programs across Oregon by 20 graduates
- Expand high bandwidth network development

UO

- Add programs in requested areas in region: computer science, humanities & environmental sciences
- In Portland, expand programs in architecture, executive MBA & information management
- Initiate "Degrees After Dark" in selected areas of the state

Option A & B plus...

OSU

- Increase engineering & computer science graduates by an additional 100
- Increase biotechnology & natural resources graduates by an additional 100
- Increase business & high tech graduates by an additional 20

**Analysis of the State's Investment in the New OUS Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)**

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

III. NEW INVESTMENTS

OSU

- none

PSU

- Engineering & computer science
- Teacher preparation

SOU

- Fund new SOU/industry faculty position in computer science

WOU

- none

Option A plus...

OSU

- Increased computer science grads, biotechnology, engineering, & natural resources
- Expanded teacher education programs
- Expanded professional development opportunities for high technology

PSU

- Community college collaboration
- Further expansion - engineering & teacher preparation

SOU

- Add faculty positions in "hallmark" programs (musical theater, Shakespeare studies, biology, environmental sciences)
- Increase fee remission programs to ensure student diversity

WOU

- Address high need areas in Oregon, teacher education needs & education and other needs of growing Hispanic population
- North Coast access to WOU programs
- Additional enrollments on & off-campus

Option A & B plus...

OUS

- Expand MECOP
- Expanded investment in biotechnology, mathematics & high technology research

PSU

- Further expansion of engineering & teacher preparation

SOU

- Develop regional, professional development programs with the Oregon Department of Police Training & Standards

WOU

- Additional acces & statewide investment in Special Education (20 more students) & MAT, Teaching (33 more students)

Analysis of the State's Investment in the New OUS Budget Model
- Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
(Recast)

Board Objectives

OPTION A: Governor's Recommended

OPTION B: Senate Consideration

OPTION C: OUS Request

IV. ECONOMIC DEVELOPMENT

Option A plus...

Option A & B plus...

EOU

- none

EOU

- Continue to meet portion of state's needs for teachers

EOU

- none

OSU

- none

OSU

- none

OSU

- Create partnerships with technology & natural resource industries

UO

- Increase UO's ability to serve Oregon's economy:
 - New and expanded undergrad programs in business information systems, multimedia design, software development & special education
 - Expand student work internships
 - New terminal applied masters degrees & certificates - teacher licensure, educational management, applied physics, etc.

UO

- New and expanded programs in:
 - Optical science and entrepreneurship
 - Communications & biotechnology

UO

- Improved undergrad education program in Central Oregon, "Degrees After Dark", K-12 & community college partnerships, special education, Institute for Violence & Destructive Behavior

Analysis of the State's Investment in the New OUS Budget Model
 - Illustration of Campus Priorities at Three Funding Levels, 1999-2001 -
 (Recast)

Board Investment Objectives	OPTION A: Governor's Recommended	OPTION B: Senate Consideration	OPTION C: OUS Request
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V. PERFORMANCE FUNDING

Each year of the next biennium, the Board will set aside 0.5% of state funds to reward/incent campuses in eight areas of performance on retrospective review basis:

..... \$ 730,000

Performance funding systemwide for biennium

..... \$ 1,000,000

Performance funding systemwide for biennium

..... \$ 1,200,000

Performance funding systemwide for biennium

- Quality
 - Successful Completion
 - Graduate Abilities
 - Customer Satisfaction

- Access
 - New Students
 - Student Quality & Diversity

- Employability
 - Graduate Success & State Needs

- Cost Effectiveness
 - External Resources & Entrepreneurship
 - Institutional Management

Faculty Senate Meeting, April 5, 1999

REPORT ON WRITING TO THE FACULTY SENATE

APRIL 5, 1999

Sherrie Gradin, Director of Writing

WHAT IS HAPPENING NOW:

1. Starting in the fall of 1998, the Writing Advisory Committee (made up of faculty from across the university) has met regularly to discuss writing instruction at PSU and to advise the Director of Writing. Most recently this committee has made recommendations for how we should go about conducting incoming student assessment and placement. We have forwarded those recommendations and a budget request to Dean Marvin Kaiser.
2. The Writing Program, in consultation with UNST, has developed a companion course to FRINQ (WR 199). We taught this course the last time we were able to secure partial funding for writing assessment and placement of incoming students (1997-98 academic year).
3. Beginning fall term of this year, the Writing Center has doubled the number of students it sees. We have done so by adding 30 minute drop-in sessions which allows us partially to accommodate the increased demand we have felt since the change in the General Education program. But, we still remain understaffed.
4. Chuck White and other members of the university community are working to get PEW funding for a student portfolio project that will concretely examine and assess student writing over the students' entire four years.
5. FRINQ faculty and administrators continue to work on goals and outcomes for writing in their courses.
6. In 1997 the Writing Program created various consulting models to help UNST with the teaching of writing. UNST has not yet drawn on this possibility for support because of the lack of resources. Like the Writing Center, this sort of model doesn't fit the student credit hour model for generating funds. Nonetheless, it has much to do with retention and overall student success.
7. The Writing Program has put together a team of rhetoric and composition specialists who remain ready and willing to do any requested training of faculty or mentors in any part of UNST.
8. The WIC program has been moved from pilot status to permanent status and is offering an average of 25-30 courses per year (even though the budget has remained at a level for funding 20 sections).
9. Several graduate students have conducted (or are conducting) research projects on writing in the university. The WIC research group is also gathering information.
10. I have been collaborating with Devorah Lieberman and the CAE to host roundtable discussions about what the Writing Program can do to support students and their writing. In fact, members of the Writing Advisory Committee will host roundtables on April 7th and April 14th from 3:30-4:30 in SMC 333.

Fall 1993	<p>WIC became a pilot project A WIC course could now take care of the WR323 requirement. The purpose of such an equivalency was to help alleviate the resource stress on WR 323.</p>
Up to Fall 1994	<p>All students required to take WR 121 & WR 323. Students were placed into either WR 121 or WR 115 (or a special section of ENNR/ESL) based on their TSWE scores.</p>
Fall 1994 onwards	<ul style="list-style-type: none"> • Fall 1994: With the adoption of University Studies, and the pursuit of integrated learning, "stand-alone" writing requirements were abolished. Thus, WR 121 and WR 323 were deleted from the general education requirements on the grounds that UNST would teach writing "through a coherent and cohesive program of integrated learning experiences." <p style="padding-left: 40px;">First attempts at assessing incoming students' writing through written essays (non-mandatory—only small percentage of students take recommendations).</p> <ul style="list-style-type: none"> • Fall 1995 and Fall 1996: Non-mandatory writing assessment and placement. Again, very few students took the courses recommended. • Fall 1997: We did assessment/placement again. However, 48% of those placed did not register for the recommended course. <p style="padding-left: 40px;">We added WR 199 as a companion course to FRINQ. Students placed through assessment.</p>
UNST FRINQ Objectives	<p>Revised 1997:</p> <ul style="list-style-type: none"> • Communication Skills <ul style="list-style-type: none"> • Writing • graphics • oral communication • numeracy • visual communication • Inquiry and Critical Thinking • Research Methods • Computer Literacy • Diversity and Multiculturalism • Ethical Issues and Social Responsibility • Community Building • Group Process Skills
	<ul style="list-style-type: none"> • Fall 1998: Writing Advisory Committee appointed.

ENGLISH Proficiency F:
Write for Varied Purposes

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria

F1: Quality of Thinking

F2: Organization and Coherence *

F3: Style and Technique *
(Sentence Fluency and Word Choice)

Students demonstrate the ability to ...

- Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.

- Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.

- Use and vary sentence structures, word choices and writing voice to achieve clear and fluent writing.

Advanced Performance

- says something, and means it
- discovers, develops, and expresses ideas which are his/her own
- conveys thinking which is comprehensible and interesting for its intended audience
- develops thinking in relationship to purpose (i.e., expressing, informing, persuading, narrating, entertaining)
- establishes, develops, and connects organizing ideas or images
- fully develops thinking, avoiding superficial discussion or listing of ideas
- builds from, rather than merely repeating, the thinking of others
- reasons carefully and supports claims using relevant, carefully selected details, examples, or evidence
- achieves clarity, focus, and control of thinking
- achieves a thorough, balanced, insightful treatment of the topic
- critiques own thinking and identifies places where it is flawed (oversimplified, biased, illogical, vague)

- understands and uses a variety of organizational patterns, based on content, context, purpose, and audience
- organizes to unify, highlight, develop, and enhance central ideas or images
- sequences ideas and information clearly, logically, and coherently
- leads a reader carefully through the writing, from a beginning which invites and introduces to an ending which resolves, concludes, and closes
- establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences
- integrates details, examples, and supporting evidence smoothly and appropriately
- uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, sentences
- achieves organizational economy and conciseness in paragraphs, sentences, and format

- varies voice, style, sentence patterns, and word choices as appropriate for content, context, purpose, and audience
- makes exact, specific word choices to convey intended message
- uses language in natural, fresh, vivid, and lively ways, avoiding awkward, stilted, or ostentatious word choices
- varies vocabulary to achieve interest; uses repetition to connect and emphasize ideas
- evokes clear and compelling images, using figurative language when appropriate
- carefully crafts and varies sentences to achieve clarity and interest and to enhance meaning
- demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective
- achieves a readable, interesting, natural style

Proficient Performance

* Note: Criteria G2, G3, and G4 align with traits in the State Analytical Trait Scoring Guide at level "5."

ENGLISH
Proficiency F:
 Write for Varied
 Purposes (cont.)

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria

Students demonstrate the ability to ...

F4: Use of Conventions *

- *Use correct and appropriate spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and citations.*

F5: Purposes, Modes, and Forms

- *Write for varied purposes in a variety of modes and forms.*

F6: Writing Process

- *Use effective processes to generate, compose, organize, revise, and present writing.*

Advanced Performance

- uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose
- rarely makes errors in final drafts; errors do not impede readability
- selects and uses punctuation effectively to guide the reader through the text
- spells words correctly in final drafts, using spell checks and other support resources when necessary
- manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work
- uses language, grammar, and syntax correctly to achieve clarity and style
- uses correct and appropriate conventions for documentation and format (MLA style or others)
- uses editing skills and processes to develop polished written products

- writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain)
- writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, narrative/imaginative, business, technical)
- writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business communications, web pages, fiction, poetry, drama)
- writes to convey information and ideas effectively in a variety of content areas
- writes to discover as well as convey ideas
- uses informal writing to explore and express ideas freely, using a variety of written and visual techniques
- sustains commitment to regular informal writing in journals, logs, etc. when appropriate and possible

- employs writing processes and strategies which fit purpose, context, audience, and personal style
- applies effective strategies for generating ideas and recognizes their relationship to work as it takes shape
- uses effective processes to organize and order ideas, either before composing or in revising early drafts
- composes fluently, avoiding or overcoming blocks
- understands the value of multiple drafts, readings, responses, and revisions
- seeks and uses questions, responses, and suggestions from instructor, peers, and other readers in revising work
- assesses own work objectively, using criteria for effectiveness to determine strengths and areas for improvement
- demonstrates a focused process of improvement from early to final drafts

Proficient Performance

* Note: Criteria G2, G3, and G4 align with traits in the State Analytical Trait Scoring Guide at level "5."

ENGLISH

Proficiency F:

Write for Varied Purposes (cont.)

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria

Students demonstrate the ability to ...

Advanced Performance

F7: Publication

➤ *Format and publish writing in ways appropriate to topic, context, audience, and purpose.*

Proficient Performance

- uses text format(s) appropriate for content, context, audience, and purpose
- correctly follows publication conventions or stipulations associated with the particular written work
- uses page formats, layouts, fonts, and spacing to increase readability and impact of document and to clarify textual organization, main ideas, and important information
- follows appropriate conventions for in-text documentation, notes, and/or bibliographic listing of sources
- incorporates visual or graphic material with text to strengthen presentation
- uses technological resources and software effectively
- manages document design and production to produce polished work
- reviews and proofs documents so they are essentially free of mechanical, typographic, or production errors
- shows a commitment to quality through processes and products

Report on the Meeting of the IFS on April 2 and 3, 1999

As it had in February, the Interinstitutional Faculty Senate met in Salem in order to continue the political effort to fund public higher education in Oregon.

On Friday afternoon, we met in the Capitol Building and were addressed first by President Frohnmayer of the University of Oregon. He believed that the commitment by both Senate President Brady Adams and Speaker Lynn Snodgrass to funding higher education is solid. The hearings in the joint Ways and Means Committee on Higher Education will begin on April 13, where the support is strong for the Brady Adams budget. The problem is that the Governor thinks that the Republican budget is a deficit budget. Thus, though the Republicans may pass out their higher education budget early, the Governor may veto it.

Next, we were addressed by Senate President Brady Adams and House Speaker Lynn Snodgrass, both of whom praised the demonstration put on by students, faculty, alumni, and advocates at the Capitol on March 31. Salem police estimated that, in terms of the number of participants, this was the largest demonstration seen at Salem this year. Higher education, to use the current jargon, was low on the Legislature's radar screen but is now high. Unfortunately, that will not be enough. The advocates of Higher Education need to continue to press their cause. That means that we must continue to write or otherwise contact our legislators, and urge our friends to do so. They also warned us that the rest of the session will be a rough one. The gulf between the Republican majority and the Democratic Governor is wide, and neither side is willing to yield.

This account of things was largely confirmed by our next two speakers, Grattan Kerans, who is the government relations person for the Oregon University System, and Mark Nelson, the lobbyist for the Association of Oregon Faculty. Grattan Kerans said that the higher education budget should be on the floor of the Legislature by the first week of May. In the meantime, advocates for higher education must stay engaged. Ironically, the \$27 million difference between the Governor's budget for higher education and President Adams's, though enormously important for higher education itself, is relatively small with respect to the total state budget. The issue is not the money; it is the politics. The Governor believes that there is a revenue problem; the Republicans do not. So the Governor is going around the state making the case for a revenue increase, but the votes for it are not there in the legislature. Higher education may be caught in the cross-fire, and our funding will not be safe until the legislature adjourns.

Mark Nelson spoke more directly to the interests of faculty. If the Brady Adams budget is passed, it will mean the greatest increase in the Higher Education Budget in four decades. How this will be translated into faculty salaries will be apparently worked out on individual campuses. He believed that the Board would look with disfavor on any failure to maintain quality in the form of adequate funding for faculty salaries. Grattan Kerans said that the numbers are available for the effect of the \$100million increase (the

Brady budget) on individual campuses, and Mark Nelson said that faculty will have to work with their local administrations to see how it will be reflected in faculty pay.

Our last speaker on Friday was Gerald Gissler, the Governor's assistant on Higher Education. He said that the Governor is not willing to sign a partial budget, thus confirming that passage of the Adams budget by the legislature will not mean that we are safe. Both Higher and K to 12 budgets will be settled at the end of the session. In sum, the political news is hopeful, but we have no reason to let up on our efforts to communicate the importance and the needs of Higher Education.

On Saturday, we met at the Salem Inn motel and were addressed first by Shirley Clark, the Vice Chancellor of Academic Affairs. At our request, she spoke to us about the University Center at Central Oregon Community College at Bend. We raised this issue with her because we knew that some persons in Bend, including the President of COCC, want to turn COCC into an autonomous four-year institution, and we are concerned at the prospect of adding another institution to an already underfunded system. At present, there are upper division courses offered at Bend by cooperating OUS schools, including Oregon, OSU, and PSU. The enrollment in these courses amounts to only 200 FTE students per year. The numbers do not really support the case for a free-standing institution. There is now a joint Community College and University System Board overseeing the program. Shirley Clark is preparing data on what it would cost to set up and maintain an independent University. She also spoke to us about the number of programs being offered at community colleges around the state by Oregon University System institutions.

The rest of our Saturday meeting was devoted to IFS business. You will remember that, having successfully got legislation passed to permit the Governor to appoint a faculty member to the Board of Higher Education, and that, in a process approved by this and every faculty Senate, representatives of AOF, AAUP, and IFS came up with a list of three faculty member to submit to the Governor. The Governor received those names on Wednesday last. We have learned that a move has been initiated to fill the faculty position on the board with an emeritus faculty member in order to avoid a perceived conflict of interest should an active faculty member be appointed. We regard this as completely contrary to the intent of the legislation, and we making it clear that the alleged conflict of interest issue is not genuine in our judgment. We will let our position be known to the Chancellor, the Board and the Governor. We also discussed the issue of faculty benefits, now that faculty members are now in the same system, namely PEBB, as other public employees. For the next year, our benefits will remain the same, but we will need to watch developments over the next year.

Respectfully submitted,

John R. Cooper
President, IFS.

Annual Report Faculty Senate Budget Committee 1998-1999

Members:

Grant Farr, Chair	CLAS
Lisa Adajian	CLAS
George Battistel	SBA
Stan Hillman	CLAS
Cheryl Livneh	XS
Tom Graham	SSW
David Johnson	CLAS
Daniel Pirofsky	SFPA
Tony Rufolo	USA/USP
Graig Spolek	ME
Robert Westover	LIB
Ellen Briodo	AO
David Krug	ED
Scott Wells	CE
Chocka Guiden	OSA(Student)
Bryan Iverson	OSA(Student)

Consultants:

George Pernsteiner	FADM
Jay Kenton	FADM
Kathi Ketcheson	OIRP

Introduction:

The Faculty Senate Budget Committee met numerous times during the 1998-1999 AY. The major business concerned those issues arising as a result of the change in the funding model for the Oregon University System and, in turn, the implication that this new funding model will have on the funding and operations of Portland State University. The issues specifically dealt with include the following.

- **Enrollment Based Funding:** The new budget model will fund public universities in Oregon largely on the their enrollment. At the institutional level, this new model is projected to increase Portland State University's budget by several million dollars, depending on how funds are appropriated by the Oregon State Legislature. Within the institution it is not clear how to budget based on unit's student enrollment, or whether such enrollment driven budgeting is managerially or academically prudent. The Faculty Senate Budget Committee worked closely with the FADM on this topic.

- **Incentive Based Budgeting:** The Office of Finance and Administration has proposed that some amount of money be dedicated each quarter to be given to units that meet or exceed certain student enrollment goals. The Faculty Senate Budget Committee met with Jay Kenton regarding this issue and developed a series of recommendations that were made to the Executive Committee. These recommendations are attached.
- **Graduate Tuition Remission Policy:** Another important budget issue resulting from the change in the OUS budgeting model, is how do administer and budget graduate student tuition waivers. In the past, tuition waivers were charged against the OUS budget and were, therefore, not an institutional cost. However, in the new budgeting model, tuition remissions will be a cost to Portland State University. The Faculty Senate Budget Committee worked with Vice Provost Feyerherm to develop a plan to deal with graduate student tuition. The Committee's recommendations to ExCom on this issue are attached.
- **Unit Funding Request:** Since Portland State University expects an increase in funding in the next fiscal year, proposal for new funding initiatives were requested from institutional units. These requests were brought to the Faculty Senate Budget Committee for its information and for its recommendations. After examining these additional budget requests and after considering the scope and function of the Budget Committee, the Committee decided that it was not prepared to make specific recommendations on the merits of each proposal. Rather the Committee choose to make a recommendation regarding the criteria that should be used in making funding choices. The memo to ExCom regarding the Unit Requests for New Funding is attached.
- **Budgeting Process:** The Faculty Senate Budget Committee continued the development and implication of a strategic budgeting process. Beginning the with the strategic budget process developed in 1997, the committee has continued its effort to find its proper and most useful role in the institutions budgeting process. This effort is still continuing. Some of the budgeting tasks that the committee was asked to do by the administration were found to be beyond the committees scope and abilities. Without its own staff and resources, it is impossible, for instance, for the committee to independently make budget forecasts or to develop budget reviews. However, it is important that the Faculty Senate Budget Committee continue to seek ways to be active in preparing, reviewing, and administering the institution's budget.

Conclusion: In the last two years the Faculty Senate Budget Committee has been increasingly active in working closely with the University Administration and particularly with FADM on budget issues. The Committee wants particularly to thank Vice President George Pernsteiner and Associate Vice President for Finance and Planning Jay Kenton for working with the committee in a forthright and open manner. The committee also thanks Kathi Ketcheson for her work and counsel, and, as we have all come to expect, for her honesty.

MEMORANDUM
March 5, 1999

To: Executive Committee

From: Grant Farr, Chair
Faculty Senate Budget Committee

Re: Unit Request for new funding in 1999-2000.

CC: Jay Kenton, Vice Provost
FADM

The Faculty Senate Budget Committee has reviewed the requests made by the various units for new funding in the AY 1999-2000. The Faculty Senate Budget Committee feels that it would be inappropriate to rank or comment on individual requests at this time, given the different needs across the University that the Budget Committee cannot address. However, the Budget Committee did review all of the budget requests and suggests that they be evaluated on the following criteria. The Budget Committee recognizes that many of the criteria do not apply to all of the requests. These criteria are not weighted or ranked, but only provide a set of issues on which to discuss the budget requests.

- **Student Credit Hour Production:** The new OUS economic model will emphasize student credit hour production for the University as a whole, and therefore programs must be judged, at least in part, on their ability to contribute to the production of student credits.
- **Cost Benefit Ratio:** With the new economic model it is now possible to calculate future cost benefits ratios for each unit. While there are a number of problems in using these estimates – they are based on past student enrollment and on assumptions regarding the OSU funding model that are still not clear—nonetheless, they do give a picture, albeit rough, of which units are net pluses to the University and which units are net losses. These cost benefit ratios must be part of the decision matrix.
- **Limiting Administration Costs:** The Budget Committee feels that increases in administrative cost should be avoided. While the Budget Committee recognizes that administrative positions may at times increase productivity and are therefore necessary, administrative positions neither increase student credit hour production nor add to the scholarly agenda of the University.
- **Oregon Performance Indicators:** Portland State University will be judged and to some degree funded on its ability to meet given performance indicators set by the State.

- **Realistic Projections of Expected Benefits:** The Budget Committee attempted to determine if the projected benefits that requesters claimed would result from the budget increases were in fact realistic.
- **Accreditation Concerns:** Some units face accreditation in the near future, as does the University as a whole. This was taken into consideration in the review of the requests.
- **Equity Issues:** Issues of equity were considered in the evaluation of the budget requests. Equity issues involve both the differentials in resources allocations across units at this time, as well as the inequitable distribution of resources within units. The Budget Committee believes that resources should not be given to new requests without considering present inequities in unit funding.
- **Improvement in Student Services:** Requests for additional funding were also evaluated with regards to improvements in student services.
- **Overlap with Other Units or Programs:** One factor in the evaluation was the degree that the new funding would be used in areas that overlapped with other programs in the University.
- **External Concerns:** External concerns include issues of needs and demands from the local community, the State, and other interests external to Portland State University.

MEMORANDUM

March 5, 1999

To: Executive Committee

From: Grant Farr, Chair
Faculty Senate Budget Committee

Re: Incentive Program

CC: Jay Kenton, Vice Provost
FADM

The Faculty Senate Budget Committee has reviewed the proposed Incentive Program developed by Vice Provost Kenton. The Committee supports the incentive program. However, we strongly suggest that the incentive program be changed to take into account the following concerns.

- The Incentive program rewards units only for increases in enrollment. Therefore, units that are already carrying high student enrollments and are, therefore, at or near capacity are punished. These high enrollment units have, in fact, been carrying the university for many years and it would be grossly unfair not to recognize their contribution. To accomplish this, the committee strongly suggests that the formula by which units are awarded incentive money be adjusted to include some sort of student to teacher ratio.
- The Committee feels strongly that resources must go directly to the units that produce the increase in enrollment, that is, to the departments themselves. Any attempt to send the incentive money, even in part, to the colleges, will dramatically decrease the incentive to departments to make the additional effort to raise enrollment.
- The committee also believes that the incentive program must not work to increase competition between departments, nor to detract from support of interdisciplinary programs.

MEMORANDUM

March 5, 1999

To: Executive Committee

From: Grant Farr, Chair
Faculty Senate Budget Committee

Re: Graduate Tuition Remissions

CC: Jay Kenton, Vice Provost
FADM

The Faculty Senate Budget Committee has discussed the issue of Graduate Student Tuition Remissions and has met with Vice Provost Feyerherm to discuss this issue. We appreciate the fact that the budget process requires that we rethink how to budget and allocate tuition remission. We also appreciate the open and frank discussion on this topic with Vice Provost Feyerherm.

The Faculty Senate Budget Committee makes the following points.

- We feel strongly that the decisions regarding who gets tuition remissions and the budget control should be at the department level. Different departments around the university have different needs and therefore use graduate students in different ways. To have a university-wide policy regarding graduate student employment does not to us make any sense.
- In addition, the committee does not feel that the budget for graduate student remissions should reside in or be controlled by the Graduate Office. Again, these are department issues, and departments must be given the control over their budgets.
- The Faculty Senate Budget Committee is also against raising the mandatory level of employment at which students receive a tuition remission. We understand the need to control the growing costs of graduate tuition remissions, but various departments use graduate students in different ways and an arbitrary level of FTE would hurt many departments. There are other and better ways to control costs, specifically giving each department a fixed budget for tuition remissions based on their past expenditures.

Faculty Development Committee Annual Report

Date: April 14, 1999

To: Faculty Senate

From: Beverly Fuller, Chair of Faculty Development Committee

Members of the Committee: Kofi Agorsah (BST), Kathi Ketcheson (OIRP), Emily de la Cruz (ED), Sharon Elteto (LIB), Kaye Exo (RRI), Walt Fosque (SFPA), Michelle Gamburd (ANTH), Brad Hansen (XS-IS), Theresa Julnes-Rapida (UPA), Jie Lin (CHEM), Wendelin Mueller (CE), Leung Pui (PHY), and Martha Works (GEOG). Jeffery Holland (LIB) recently resigned from the committee since he has taken a position at another university.

The request for proposals was sent out by the Office of Graduate Studies and Research during the last week of fall quarter to all faculty members. The deadline for receiving proposals was February 15th. A total of 38 proposals was received. Presently each committee member is reviewing a set of proposals (12 or 13) given to him/her based on area expertise; these reviews are due at the Office of Graduate Studies and Research on April 19th. After the Office assembles the notebooks with all the proposals, members of the committee will review the other proposals that he/she was not assigned. When the final reviews are completed, the committee will meet to discuss each proposal and recommend the funding level to the Office of Graduate Studies and Research. This year there is a total of \$138,000 that can be awarded.

It is expected that all reviews will be completed and recommendations for funding made to the Office of Graduate Studies and Research by mid May. The Office of Graduate Studies and Research will notify faculty of funding awards by the first week of June.

INTERCOLLEGIATE ATHLETICS BOARD ANNUAL REPORT 1998–1999

Board Membership:

Faculty: Sy Adler, Alan Cabelly (Chair), Susan Danielson, Richard Forbes, Kent Lall

Students: LaMon Caldwell, Chocka Guiden

Community: Jim Mustard

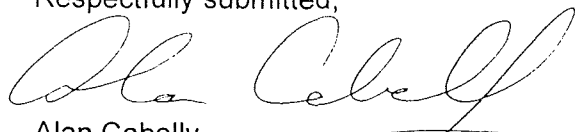
Ex-officio: Jay Kenton, Bob Lockwood, Anne McCoy, George Pernsteiner, Jim Sterk

IAB studied the following issues in 1998–1999:

1. **Student Welfare Policy:** Student-athletes are forced to miss classes for competitions or practices. Occasionally, faculty treatment of these absences is unjustly harsh. Working with the Student Athlete Advisory Board, IAB is finalizing a draft policy, to go to the appropriate university committee and then to the Faculty Senate.
2. **NCAA Review:** Bob Lockwood is guiding us through the early phases of The Division I Certification Review. Our self-study year is 2000/2001, with the official review/visit occurring in 2001/2002. Our self study will have advisory committees, student comments, and booster group activities, all aimed at showing what we have accomplished on the major focal points of gender equity, minority opportunity, and sportsmanship/ethical conduct guidelines. We are now preparing for self-study.
3. **Administrative oversight:** IAB provides guidance for Athletic Department activities, financial and otherwise. This includes, but is not limited to, working with the Athletic Directors and FADM officers to ensure that no crisis in athletic funding occurs.

This year's IAB activities are less controversial than they had been in past years. With the heavy workload of preparation for NCAA review, this has been a welcome change for Board members. The Chair thanks the members for their close attention to task.

Respectfully submitted,



Alan Cabelly
Intercollegiate Athletics Board Chair

1998-99 Annual Report - Teacher Education Committee

On March 3rd the committee met to take action on the following agenda items:

1. Continuing Licensure (changes in requirements for practicing teachers) approval postponed until April 21st meeting pending changing wording to include MAT/MST, as well as M.Ed.
2. Revised Reading Endorsement
approved revised curriculum leading to a TSPC Reading Endorsement
3. Revised Counselor Education
approved revised curriculum leading to TSPC School Counseling Licensure. The new program includes three tracks: Track I for individuals with two years teaching experience. Track II for individuals who cannot document a minimum of two years teaching. Licensure Only is for graduate students with an MA or MS in psychology or social work.
4. New Bilingual Teacher Pathway (BTP) Program
new program was approved "in concept."

William Tate, TA (1983-)
Nancy Brawner-Jones, ED (SPED) (1994-)
Ray Mariels, ENG (1994-)
Suwako Watanabe, FLL (1994-)
Emily de la Cruz, ED (CI) (1996-)
Robert Tinnin, BIO (1996-)
Gary Brodowicz, PHE (1997-)
William LePore, ART (1997-)
Ted Nelson, MTH (1997-)
Ellen Reuler, SPHR (1997-)
Cathleen Smith, PSY (1997-)
Tom Chenowith, ED (Educ/EPFA)

Respectfully submitted,

David Jimerson, Chair
jimersond@pdx.edu
phone: (503) 725-3030
fax: (503) 725-8215

April 14, 1999

April 14, 1999

MEMORANDUM

To: Faculty Senate *Pweth*
From: Bob Eder, Chair, Graduate Council
RE: Recommended revision in MA / MS in Education: EPFA Program

The following is a summary of the key changes in the EPFA (Educational Policy, Foundations, and Administrative Studies) program revision that was reviewed by the Graduate Council and is recommended for approval by the Faculty Senate:

Program Revision Overview

The current EPFA program requires 15 hours of core course work and 30 hours of electives with specializations in educational administration (K-12); early childhood administration; postsecondary, adult, and continuing education; staff development; and research & evaluation.

The proposed EPFA program revision requires 16 hours of core course work and 30 hours of electives, divided into two specializations: educational leadership and postsecondary, adult, and continuing education. Within the educational leadership specialization students can focus on themes (e.g., clusters of related courses) in educational administration, educational policy analysis, leadership studies, educational foundations, early childhood administration, and educational research & evaluation. Postsecondary, adult, and continuing education themes include higher education, adult learning & development, and the PACE-Concordia Option. EPFA course and program changes were also prompted by changes in the licensure programs (Initial Administrator, Continuing Administrator / Initial Superintendent, and Continuing Superintendent) under the Teachers' Standards and Practices Commission (TSPC). In particular, new TSPC guidelines place a greater programmatic emphasis on field-based experiences and practica in actual administrative settings.

After completing the requirements in their area of specialization [and theme], students select either a thesis or written comprehensive examination to complete the degree requirements (no change from existing requirements).

Approval of 39 Course Proposals (see attached list)

The Graduate Council recommends approval of 39 new or revised 4-credit EPFA course proposals. Most of the course conversions from 3 to 4 credits is justified with additional student field work assignments. After deleting some existing courses, the net increase in discrete course credit hours in the PSU Bulletin is approximately 40 credit hours. This net increase in new EPFA courses will be handled without an increase in instructional resources. Many of the proposed courses will be scheduled on a less frequent basis and replace 507 and 510 courses that have been taught for some time. An EPFA student requesting a particular set of electives should expect to take up to three years to complete the 45-hour degree program. However, if the student is flexible in elective course selection and/or is willing to take courses in the summer, the degree program can be completed in two years or less. Given that the typical EPFA student is working full-time, the stretching-out of course offerings on a two or three-year cycle appears to be an appropriate optimization of instructional resources.

“Practicum Corequisite” and “Field Work Notation” Option

By unanimous vote the Graduate Council recommends approval of a refinement in the 4-credit hour conversion policy. Typically, approved 4-credit courses are scheduled for four hours of scheduled class time per 10-week term. On a course-by-course basis, where justified within the program’s and course’s learning objectives, course proposals with a significant practicum / field project component may be approved where scheduled class time is less than the time suggested by the assigned credit hours in one of the following two ways. However, a compelling case must be made that the field work / practicum is an integral part of the course / curriculum learning objectives.

- (a) “Practicum Corequisite” Option. When there is an assigned practicum supervised typically by an outside third-party (i.e., not the course instructor), the course can be approved with a practicum corequisite course where 1 credit hour equals a minimum of 30 hours of assigned practicum experience. Six of the EPFA courses (EPFA 576-581) were approved with practicum corequisites. Each of these six courses are also part of the TSPC-approved licensure program.

EPFA example: (This would appear in both the PSU Bulletin and in the course schedule.
Any subsequent change would require Graduate Council approval.)

EPFA 576 Ed., Community, and Society (3) 18:40-21:20
EPFA 576P Practicum: Ed, Community, and Society (1) TBA

- (b) “Field Work Notation” Option. When assigned field work is supervised by the course supervisor, the course can be approved as a class that meets for less time than the assigned credit hours would suggest by providing a notation in the PSU Bulletin and in the course schedule that the designated course includes a 30-hour minimum course-related field project for each credit hour in addition to the scheduled class time. Ten of the EPFA courses were approved with field work notation.

EPFA example: (This would appear in both the PSU Bulletin and in the course schedule.
Any subsequent change would require Graduate Council approval.)

EPFA 569 Introduction to Education Administration (4) * 18:40-21:20

* *Course includes an additional, concurrent 30 hour minimum field project requirement.*

EPFA Course Proposals

Professional Studies Core *

EPFA 451/551 Social Foundations. of Ed.	(4)	
EPFA 454/554 Philosophy of Ed.	(4)	Field Work Notation Approved
EPFA 511 Princ. Ed. Res. & Data Anal. I	(4)	Required
EPFA 520 Dev. Perspect. on Adlt. Lrn.	(4)	Required, Field Work Notation Approved
EPFA 568 Ed. Organization & Admin.	(4)	Required, Field Work Notation Approved

* Note: Student is required to take either EPFA 551 or EPFA 554

Initial License

EPFA 569 Introduction to Ed. Admin.	(4)	Field Work Notation Approved
EPFA 570 Human Rel. & Ed. Foundations	(4)	
EPFA 571 Teach., Learn., & Curriculum	(4)	
EPFA 572 Human Res. Dev. & Org. Ch.	(4)	

Continuing License

EPFA 576 Ed., Community, & Society	(4)	Practicum Corequisite Approved
EPFA 577 Curr. & Inst. Leadership	(4)	Practicum Corequisite Approved
EPFA 578 Com. & Conflict Mgt. In Ed. Orgs	(4)	Practicum Corequisite Approved
EPFA 579 Standards-Based Reform & Stu. Lrn.	(4)	Practicum Corequisite Approved
EPFA 580 District & Sch. Policy & Operations	(4)	Practicum Corequisite Approved
EPFA 581 Legal and Financial Aspects of Educ.	(4)	Practicum Corequisite Approved

Foundations

EPFA 453/553 History of Am. Ed.	(4)	
EPFA 455/555 Gender and Ed.	(4)	Field Work Notation Approved
EPFA 456/556 Urban Sch. & "At-Risk"	(4)	Field Work Notation Approved
EPFA 457/557 Cult. Plural. & Urban Ed.	(4)	Field Work Notation Approved

Educational Research, Evaluation & Staff Development

EPFA 512 Princ. Ed. Res. & Data Anal II	(4)	
EPFA 513 Adv. Res. Designs & Data Anal.	(4)	
EPFA 514 Educational Measurement	(4)	
EPFA 515 Program Evaluation	(4)	
EPFA 561 Staff Development	(4)	

Leadership Studies

EPFA 558 Educational Leadership	(4)	
EPFA 559 The Principalship	(4)	
EPFA 560 Supv. & Eval. of Instruction	(4)	
EPFA 562 School & Community Relations	(4)	Field Work Notation Approved
EPFA 563 Human Relations in Ed. Org.	(4)	
EPFA 564 Admin. of Curriculum	(4)	
EPFA 594 School Law	(4)	

Postsecondary, Adult Learning & Development

EPFA 521 Adult Learning	(4)	Field Work Notation Approved
EPFA 522 Motivating Adult Learners	(4)	
EPFA 523 Assessing Adult Learning	(4)	Field Work Notation Approved
EPFA 533 Plan. & Budgeting in PS Ed.	(4)	
EPFA 536 Postsecondary Curriculum	(4)	
EPFA 537 Policy & Governance in PS	(4)	
EPFA 538 Contemporary Issues in PS Ed.	(4)	
EPFA 541 The Community College	(4)	