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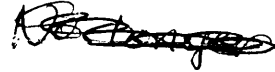
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The regular Faculty Senate Steering Committee meeting for May 2002 has been rescheduled for Thursday, May 9, 2002, 1400-1600, in 394 CH.

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 6, 2002**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the April 1, 2002, Meeting
- C. Announcements and Communications from the Floor
President's Report

NOMINATIONS FOR 2002-03 FACULTY SENATE OFFICERS

- D. Unfinished Business
 - *1. Proposal for Missed Class Policy - Jacob
 - *2. Proposal for Revisions to the Faculty Grievance Procedure – Pratt
- E. New Business
 - *1. Graduate Council Course and Program Changes and Course Proposals – Koch
- F. Question Period
 - *1. Questions for the Provost Concerning the Percentage of Fixed Term Faculty in the University Studies Program
 - 2. Questions from the Floor for the Chair
- G. Reports from the Officers of Administration and Committees
 - Provost's Report
 - 1. Office of Student Affairs Report – Samuels
 - 2. Academic Requirements Committee Annual Report – Kern
 - 3. Faculty Development Committee Report - Ketcheson
 - *4. Teacher Education Committee Annual Report – Reuler
 - 5. ASPSU Report – Cunningham
 - 6. Advising Implementation Task Force Update – Lieberman & Rosengrant
 - *7. Report of Interinstitutional Faculty Senate Meeting of April 5-6, 2002 - Burns
- H. Adjournment

***The following documents are included with this mailing:**

- D1 Proposal for Missed Class Policy
- D2 Proposal for Revisions to the Faculty Grievance Procedure - Pratt
- E1 Graduate Council Course and Program Changes and Course Proposals
- F1 Question for the Provost Concerning the Percentage of Fixed Term Faculty in UNST
- G4 Teacher Education Committee Annual Report
- G6 Advising Implementation Task Force Update
- ~~G7 Interinstitutional Faculty Senate Meeting of April 5-6, 2002~~

Secretary to the Faculty
andrews@pdx.edu • 341CH • (503)725-4416/Fax5-4499

2002-03 Rosters: FACULTY SENATE, ADVISORY COUNCIL, & IFS

*****PSU FACULTY SENATE*****

All Others

Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004

_____		2004
_____		2005
_____		2005
_____		2005
_____		2005

Business Administration

Cabelly, Alan	SBA	2003
Philbrick Donna	SBA	2003
Bizjak, John	SBA	2004
Pfeiffer, William	SBA	2004

_____		2005
_____		2005
_____		2005

Education

Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004

_____		2004
_____		2005
_____		2005
_____		2005

Engineering and Computer Science

Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004

_____		2005
_____		2005
_____		2005

Extended Studies

*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004
_____		2005

Fine and Performing Arts

Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004

_____		2005
_____		2005

Library

Wang, Jian	LIB	2003
Hixson, Charles	LIB	2004
_____		2005

Liberal Arts and Sciences

Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Fischer, William (for Holloway)	FLL	2003

*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Biolsi, Tom	ANTH	2004
Burns, Scott	GEOL	2004
*Weasel, Lisa (for Greco)	BIO	2004
*Jacob, Greg (for Millner)	ENG	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Reder, Stephen (for Liebman)	LING	2004
Wetzel, Patricia	FLL	2004

_____		2004
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005
_____ (10 positions)		2005

Other Instructional

*Labissiere, Yves	UNST	2003
Wollner, Craig	IMS	2004
_____		2005
_____		2005

Social Work

Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
_____	SSW	2005
_____	SSW	2005

Urban and Public Affairs

Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
_____		2005
_____		2005
_____		2005

*****ADVISORY COUNCIL*****

Duncan Carter, CLAS (2001-03)	
Nancy Bowers (for Perrin), OIT (2001-03)	
Lois Becker, HST (2001-03)	
_____ (2002-04)	
_____ (2002-04)	
_____ (2002-04)	

INTERINSTITUTIONAL FACULTY SENATE

Scott Burns, GEOL (to Jan. 2003)
Duncan Carter, ENG (to Jan. 2004)
Elizabeth Furse, SOG (to Jan. 2005)
Craig Wollner, IMS, <i>IFS Past President</i> (2002)
_____ (Jan. 2003 – Jan.2006)

*Interim appointments indicated by asterisk
April 10, 2002

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 1, 2002
Presiding Officer: Scott Burns
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Anderson, Arante, Barton, Biolsi, Bizjak, Bleiler, Brodowicz, Brower, Burns, Carter, Casperson, Chapman, Collie, Crawshaw, Cress, Cummings, Daasch, Falco, Fischer, Flower, Fortmiller, Fosque, Franz, Gelmon, George, Glanville, Haaken, Harmon, Heying, Hillman, Hunter, Jacob, Kenny, Kern, Ketcheson, Kiam, Knights, Kristof, Labissière, Lall, Lehman, L. Mercer, R. Mercer, O'Connor, O'Grady, Palmiter, Pfeiffer, Philbrick, Rectenwald, Rhee, Robinson, Rosengrant, Rueter, Sestak, Shinn, Shusterman, Thompson, Wang, Weasel, Wetzel, Wollner, Wosley-George.

STOP

Alternates Present: Elzanowski for Bjork, Allen for Chenoweth, Collins for Hagge, Peigahi for Hixson, Baccar for Hoffman, Heuser for Jolin, Kim for Tableman, Cotrell for Talbott, Cook for Walsh.

Members Absent: Ames, Becker, Brennan, Cabelly, Chaille, Dieterich, Enneking, Hall, Nissen, Reder, Rogers, Sussman.

Ex-officio Members

Present: Andrews-Collier, Barham, Feyerherm, Frank, Da.Johnson, Kaiser, Kenton, Koch, Lieberman, Livneh, Pernsteiner, Pratt, Reuler, Rhodes, Samuels, Tetreault, Toulon, Ward, Withers.

A. ROLL CALL

B. APPROVAL OF THE MINUTES OF THE MARCH 4, 2002, MEETING

The minutes of the PSU Faculty Senate Meeting of March 4, 2002, were approved with the following corrections:

Bizjak, George, and Rosengrant were present at the March Senate meeting.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

President's Report

The President was not in attendance.

2002 Faculty Elections

Nominations for Officers of the 2002-03 Faculty Senate will be opened at the May 2002 meeting of the Faculty Senate, with election of officers to take place at the June 2002 meeting. The Steering Committee is hoping to have at least two candidates for each office.

Attached to the Agenda is a chart of Faculty Senate Representation for 2002-03, which includes the number of positions to be filled in each division. It also lists IFS and Advisory Council representation.

Faculty Senate Voting

The Steering Committee has discussed recent voting practices in the Senate, and concurred that as soon as a voice vote is determined not to be unanimous, the Presiding Officer will call for a show of hands or a secret ballot, as specified in the *PSU Faculty Constitution, Art. V., Sec. 3., 2) Rules of Procedure*.

CRAWSHAW requested that the candidates for Presiding Officer of the Senate be asked to speak at the June meeting before the voting takes place. BURNS noted that was an excellent idea.

Senate Attendance

BURNS thanked Senators for their faithful attendance this year. He noted he has called a few Senators concerning absences, particularly in divisions that have been under-represented.

Reception to Follow the Meeting

BURNS noted that the reception following the meeting today at the Simon Benson House will feature Southern Oregon wines.

Changes in Senate and Committee memberships since March 4, 2002:

Charles Hixson has resigned from the Senate. The Library Caucus has elected Jian Wang to replace him on the Committee on Committees.

D. UNFINISHED BUSINESS

1. Proposal for Missed Class Policy

JACOB noted that the policy was initially introduced at Senate last year, and briefly discussed the rationale. Previous concerns included question as to why a policy was needed, comment that the policy privileged certain kinds of absences, that the policy appeared to impose stiff sanctions on faculty, and the policy placed too much burden on the instructor. During Fall term, the committee reviewed policies at other campuses, and utilized a sub-committee to develop alternative approaches.

HILLMAN/R. MERCER MOVED THE SENATE APPROVE the Missed Class Policy.

HEYING reiterated his previous objections concerning absences. His class includes exercises on consensus-based decision making, which requires attendance, and there is no discrimination between types of absences. Attendance since attendance policy was implemented has risen to 95-96%. The Missed Class Policy privileges certain kinds of misses over others. Our students have very many reasons for missing classes, including personal reasons, no baby-sitter, work responsibilities, night meetings, etc. This policy infringes on course requirements.

JACOB stated that the committee doesn't feel that one kind of absence is privileged over another.

HEYING stated the language implies that the faculty members allow students to make up work in some way, and that is not always possible. FOSQUE stated, concerning item #5, the department chair is empowered to overrule the faculty member, and therefore Heying in correct.

HAAKEN asked if the intent for creating the policy is to create a process that obligates the student to seek permissions and the faculty to set clear rules. JACOB stated, yes, the intent is to establish a process.

FOSQUE stated the policy is acceptable, if item #5 is removed. JACOB stated the committee would be agreeable to that change.

DAASCH asked what was the rationale behind item #5. JACOB yielded for anyone who could answer the question. ALLEN offered that any denial process should include a safety mechanism for protection of the student against an unreasonable decision.

WETZEL asked if there is no other overall set of rules that this procedure would fall under, such as a conduct code, etc. SAMUELS stated no. ALLEN stated there is no formal grievance process for students apart from grades and deadline appeals. WETZEL stated that the larger issue, then, is addressing cohesively the problems indicated in item #5 for all aspects of student life.

MERCER stated that if item #5 is deleted, then there would appear to be no avenue of appeal, and he would feel uncomfortable with that. JACOB agreed.

BLEILER stated that item #5 could end up being one of those floodgate of litigation-type issues. Item #5 suggests that if the students don't like the instructor's answer, they take the dispute elsewhere. Deanlets could end up with many students at their doors, bringing issues that should never get that far.

Jacob yielded to Wendy Endress. ENDRESS noted that the committee intended autonomy for the faculty, and they are aware that attendance is critical in certain courses to the academic experience; therefore item #1 covers syllabus requirements. She also noted, that item #5 only articulates what already happens at present by default, through the Ombuds office.

SCHUSTERMAN stated that she agreed with events as described by Endress, however, the policy would be easier to accept if several word changes were made. For example, in item #4, replace "cleared" with something like "approved" so outcomes are more specific, and similarly in item #3, replace "may" with "should." WETZEL suggested that "decided by the Chair" be replaced with "adjudicated by the Chair" so that it doesn't sound as the Chair will overturn the faculty member's decision. JACOB stated the committee would accept those suggestions, and yielded to Endress. ENDRESS noted that "may" rather than "should" was intentional. SCHUSTERMAN noted that "should" is not "must," for example, a student goes out of town during the final based on the assumption that notice of absence was equivalent to an excuse.

CUMMINGS requested a clarification concerning item #7, asking if it trumps and/or is it consistent with the Bulletin policy on Incompletes? JACOB stated he thinks it is. CUMMINGS reiterated that there are several things in the Bulletin controlling the issue of Incompletes that this wording needs to be consistent with.

ARANTE noted that, concerning item #6, if the intent is that it be linked to item #5, then the policy should clearly say that. Is the instructor solely responsible for deciding on undue burden, or not? ALLEN suggested that would be covered by item #5. ARANTE stated that item #5 doesn't say that. BLEILER asked if item #6 makes the student the active member, meaning that the faculty member is obligated to do what the student wants. The policy implies the faculty is obligated to provide extra service to the absent student. SCHUSTERMAN suggested that items #5 and item #6 be reversed, to clarify these issues.

JACOB offered to return the item to committee, to further clarify the language. BURNS noted that was a good idea, because the policy is sound. HEYING disagreed, noting that as soon as "some expectation of accommodation" is indicated, the students have a right to ask the instructor to approve an absence. BLEILER agreed. BURNS questioned those interpretations.

RUETER, noting that this discussion has been important, requested the assembly draw back from the details for a moment. The debate has indicated what faculty think is important about a class and about being explicit about the student's responsibility. RUETER stated that the NCAA requirement for this policy should be explicitly added to the rationale, and that "athletics" as an example of an activity that "enriched their educational experience" should be removed from the rationale. It is misguided to lump those two together, particularly because there is considerable literature to the contrary, indicating that revenue sports are not

enriching, that graduation rates are poor, that students are graduating as "functional sophomores," and that athletes feel exploited by the current system. RUETER, indicating that he has a Web page listing references on the subject, noted that the proposal is disingenuous.

JACOB requested Heying respond whether any policy would suffice, or would he prefer no policy. HEYING stated that his position is the latter, and that he agrees with Rueter. For example, would we be going through this exercise if any other external non-profit in America, such as the National Board of Realtors, were making this request of us? On the basis of that fact alone, it is incredulous that we are responding.

HAAKEN noted it appears that there is somewhat of a hostile stance towards students in this discussion. The implication is that faculty are never unreasonable, but a policy such as this suggests that faculty must have a reasonable response. HAAKEN noted she is aware of situations where faculty have been exceedingly rigid around the issue of missed exams, and students have been placed in a serious bind. It is good to have policy that puts some pressure on faculty to explain or give reasons for things as opposed to exerting arbitrary authority in sometimes punitive ways.

GELMON asked if this policy will only apply to undergraduate students, and if that is so, then it should be clearly indicated. Also, if this is for undergraduate students, are we implying that faculty have carte blanche concerning graduate students? JACOB noted that the policy is for undergraduate students.

R. MERCER noted that the committee has worked very hard for some time on this issue. If there is no sense that a policy will ever pass, the Senate should stop sending it back to committee. BURNS noted he disagreed with Heying's position, and has a sense that this could be passed.

RUETER/ALLEN MOVED TO TABLE the item.

THE MOTION TO TABLE PASSED by unanimous voice vote.

2. ARC Recommendation on Upper Division UNST Cluster Requirements

KERN/_____ MOVED THE SENATE APPROVE the recommendation ("D2").

WETZEL noted it is problematic to specify that students can't use courses from their major departments because many majors are interdisciplinary, for example International Studies.

PALMITER asked what happens to students who have not declared a major. There are juniors and even seniors with no major declared. This will cause advising problem.

KRISTOF asked if "concentration" could be added after major department, because art students are broken down accordingly. WETZEL _____.

CUMMINGS asked what about courses in a department that can't be used to fulfill the major, for example, all "U" courses in Geology. HILLMAN asked what do we do with General Studies degree students. MERCER yielded to Dan Johnson. JOHNSON noted he manages the CLAS program at the Capitol Center and Salem, and stated that as the recommendation reads, it would delete a group of departments and off campus offerings. There are not enough offerings off campus to accommodate this. SCHUSTERMAN stated that the Curriculum Committee did not intend this for students pursuing a broad program. The intention is to keep people from concentrating an entire academic career in one area, whereas these students would already be meeting the spirit of the rule.

WETZEL noted that this doesn't help the adviser in International Studies, where a student could do all Asia courses, for example, including their cluster.

CRAWSHAW noted he agreed with the general principle. The General Education portion of the degree is supposed to cover a broad area. This would exclude concentrations. RUETER agreed with Crawshaw that the students need breadth.

FOSQUE requested that department be removed, so that students can explore concentrations. Art History is far removed from studio courses, for example, in some institutions, it is a different department.

MERCER noted that it is very difficult for our students to finish their degree in the evening, etc. It was a little easier under the old General Education requirements, but this will be a big deal for these people. See, for example, the Capstone problem. If this passes, it is the university's responsibility to support it with resources across the student population.

FORTMILLER reminded us that this requirement is only focusing on three classes, or twelve credits, outside the major. Perhaps, with respect to off campus courses, we should consider a friendly amendment or get more A&L courses funded at those locations. JOHNSON noted that this doesn't apply to the off campus degree programs, which are using all the courses available.

RUETER noted he agreed with Mercer concerning the seriousness of intent. The policy is sound and should take precedent. If passed, it must be supported by resources. RUETER discussed the definition of interdisciplinarity or interdisciplinary programs.

SCHUSTERMAN asked what the motivation for this is. RUETER noted it is the path of least resistance. WETZEL noted that, anecdotally, she is seeing too much of this.

DAASCH asked for a point of information. _____

ROSENGRANT _____ FORTMILLER _____

THE QUESTION WAS CALLED.

THE MOTION PASSED by 37 in favor, 12 against, and 2 abstentions.

BURNS noted that although this proposal has passed, some very important points came up concerning off campus and evening programs, which the administration needs to be cognizant of.

2. UCC Recommendation for 400-level Course Prerequisites and Cluster Courses

BARHAM/BLEILER MOVED THE SENATE APPROVE part #1 of the recommendation ("D3").

WETZEL asked if this goes hand in hand with the new policy enforcing pre-requisites. BARHAM noted that this proposal is not related to Banner registration pre-requisites, and it is coincidental that they are happening simultaneously.

ROSENGRANT noted she strenuously objects to _____

BARHAM stated her impression is that a department can choose for courses to be recommended rather than required for registration purposes.

ROSENGRANT noted it is not always meaningful to have stated prerequisites. BARHAM agreed.

FOSQUE asked why consent of instructor has been removed. BARHAM noted that that has always been the case, so it was not considered a new item.

WETZEL asked if the committee discussed only 400-level courses?

SCHUSTERMAN stated that prerequisites are being removed only to enable courses to fit clusters. It is important to talk about the university's reputation. Some of our courses must demand something beyond a high school diploma, or we are not being true to our missions. We need to have 400's on the books, which show that more is required than just admission to the university. Everything but reputation is driving program decision. Hopefully, 300 level courses will come next.

BIOLSI stated he is in favor of a class standing requirement, but it is an error to assume that no prerequisite implies no scholarly expectations. The nature of certain courses have changed dramatically and that was the assumption when the University Studies program was developed.

SCHUSTERMAN noted that there is nothing wrong with restructuring, but if a course is still the same and we are not communicating with students that certain skills are needed, then we are failing. Most of the paperwork shows the same rationale, that the program is seeking the "U" designation for the course.

GELMON expressed support for the motion. She noted she was the former chair of UCC, and this is in response to the Senate's previous charge. Now the information is available.

CARTER stated it makes more sense to say that if no prerequisites are listed for a 400-level course, than the proposal is required to explain. WOLLNER agree with Carter.

WETZEL noted that this recommendation really stands in the way of non-traditional students.

BARHAM noted that this only frames for students what faculty expectation are. Depending on how it is written, it may or not be enforced by Banner.

SCHUSTERMAN noted that the Curriculum Committee is not dominated by Math and Science faculty, and this is an issue for the non-Math and Science faculty as well. This is not about trusting our colleagues, it is about communicating with students, for example, a 400-level Philosophy course is taught with the expectation that a certain set of academic experiences are in place. This has come about primarily because of Clusters.

WOLLNER noted that the syllabus is intended to convey this information.

CRAWSHAW noted he disagreed with Wollner, and agreed with SCHUSTERMAN. The syllabus comes too late in the process. The more information available for the selection process, the better off students will be. It is very simple to list class standing, at a minimum. BARHAM noted that the syllabus is not timely for our students because their lives are so complicated and they need information to plan ahead.

MERCER reiterated Wetzel's question, concerning whether every non-admitted student will have to get instructor approval?

THE QUESTION WAS CALLED.

THE MOTION PASSED by 38 in favor, 13 against, and 2 abstentions.

BARHAM/COLLIE MOVED THE SENATE APPROVE part #2 of the recommendation ("D3").

BARHAM noted that Mark Trowbridge, Chair of the University Studies Committee attended Curriculum Committee meetings, and authored this portion of the proposal.

RUETER asked for a clarification regarding the note to flag courses. BARHAM stated that the intent is to flag courses with pre-requisites in the Cluster listings at the back of the time schedule.

FLOWER asked what would be the impact if this were implemented, as he is concerned that many courses would drop out of the clusters.

BARHAM stated there are no numbers, but the idea is that this would be phased in, by application only to courses new to clusters. The intent is not to have drastic revisions. FLOWER noted this will provide a valuable opportunity to revisit and recraft the nature of the clusters, and will be a good thing.

RUETER asked if the student's experience will really change with an artificial number, as they only take three courses, regardless. Part 2., b. is more important than Part 2., a., and should be listed first.

STOP

BARHAM stated that, as the Senate has just determined that 400-level courses have pre-requisites, then it is important to make sure that sufficient courses without pre-requisites are still provides in the clusters. She agreed with Rueter that Part 2., b. is more important, and stated she couldn't recall where the 50% figure came from.

O'CONNOR asked what will be the effect on availability of courses for people who have chosen certain clusters. There are already shortages of courses without pre-requisites in certain clusters. BARHAM stated the intent is not to make drastic changes.

FOSQUE noted that this is good as proposed, because it adds more courses to the already existing ones in a cluster. BARHAM added that certain departments are considering removal of some of their 400-level courses, regardless.

GELMON noted that most clusters have 15+ courses and students only need 3, so she doesn't see what the difficulty is.

CUMMINGS/RUETER MOVED TO AMEND THE MOTION, by striking "Part 2., a)."

THE MOTION TO AMEND FAILED by 24 against, 19 in favor, and 9 abstentions.

THE QUESTION WAS CALLED.

THE MOTION PASSED by 35 in favor, 7 against, and 7 abstentions.

E. NEW BUSINESS

1. Graduate Council Course and Program Changes and Course Proposals

KOCH introduced the proposals.

BLEILER/PALMITER MOVED THE SENATE APPROVE proposals in "E1" for CLAS.

RUETER discussed the proposal for an additional work requirement in the MA/MS in Conflict Resolution of and the reliance on fixed term faculty. Concerning the W'02 schedule, the Conflict Resolution program taught 18 undergraduate sections and 23 graduate sections. This is a consequence of our undergraduate curriculum which drives cluster, etc. enrollment, while the graduate programs ride on the back of that. This speaks to the issue of relative support and resources for graduate programs, and how far the university is willing to go with fixed term support.

BLEILER noted he disagreed, as this proposal only speaks to an alternative project, not a need for additional resources. The proposal only changes the manner of work that the student will be doing and better serves the constituency of this particular program. The issues Rueter has discussed are important, but this proposal does not exemplify what he is discussing.

THE MOTION PASSED by 48 in favor, 0 against, 0 abstentions.

COLLIE/HILLMAN MOVED THE SENATE APPROVE "E1, part School of Business Administration."

THE MOTION PASSED by unanimous voice vote.

DAASCH/RUETER MOVED THE SENATE APPROVE "E1, part College of Engineering and Computer Science. "

RUETER asked if this is the first time that 400 versus 500 numbered courses have assigned 4 versus 3 credits. KOCH stated no.

ARANTE asked, concerning, resources, if a department has to make a commitment to tenure lines in the course proposal. KOCH stated not always.

Courses can be introduced in a number of ways, although they are usually tried out first. They are taught by regular faculty, sometimes by new faculty, and occasionally by fixed term faculty.

PALMITER stated that the Graduate Council discussed the university's dependency on fixed term faculty, and noted this should be revisited. SCHUSTERMAN noted that the question is regularly asked in Curriculum Committee, and the answer is usually that the resources have been committed. The issue about who is teaching a course and who is funding it is made at the dean's level.

DAASCH noted there is one course in the CECS proposal that is not taught by a tenure line faculty member.

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote.

FOSQUE/RUETER MOVED THE SENATE APPROVE proposals in "E1, part Fine and Performing Arts."

THE MOTION PASSED by majority voice vote.

HILLMAN/BLEILER MOVED THE SENATE APPROVE proposals in "E1, part College of Urban and Public Affairs."

THE MOTION PASSED by unanimous voice vote.

2. Curriculum Committee Course and Program Proposals and University Studies Approvals

MERCER/COLLIE MOVED THE SENATE APPROVE "E2, part College of Arts and Sciences, including correction to WS 428 and WS 470, for both to include a prerequisite of 8 credits in WS, and CS courses. "

DAASCH asked, concerning the new requirement for prerequisites, if these courses meet that requirement. BARHAM stated yes.

THE MOTION PASSED by unanimous voice vote.

SHINN/CHAPMAN MOVED THE SENATE APPROVE proposals in "E2, part Urban and Public Affairs."

THE MOTION PASSED by unanimous voice vote.

WEASEL/RUETER MOVED THE SENATE APPROVE "E2, part University Studies Program, including a new cluster in Media Studies, addition of 3 FRINQ courses, removal of USP 428 from the Comm. Studies Cluster and correcting G 366U to read Geography.

RUETER asked a question about University Studies _____

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

The following reports were tabled:

Provost's Report

1. Office of Student Affairs Report
2. Academic Requirements Committee Annual Report
3. ASPSU Report
4. Advising Implementation Task Force Update

H. ADJOURNMENT

The meeting was adjourned at 5:04 p.m.

MEMORADUM

April 3, 2002

To: Faculty Senate

From: General Student Affairs Committee

Subject: Undergraduate Missed Class Policy

Portland State University
Missed Class Policy

Purpose

This policy is to provide undergraduate students who miss class or examinations a process to make up examinations or other graded in-class work, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor.

Rationale

Portland State University recognizes that students carry many responsibilities with them into the classroom, which both enrich their educational experience and make it more challenging. These include university sanctioned activities in which the student serves as a representative to the university such as student congress, athletics, drama, and academic meetings.

Applicability

- Undergraduate students involved in university sanctioned or other legitimate activities, such as illness and family emergency.
- Activity program directors.
- Instructors of students who participate in university-sanctioned activities, including faculty, academic professionals, administrative staff, and teaching assistants.

Policy

- 1) It is the responsibility of each instructor to determine and publish the class attendance policy in the course syllabus and distribute to the enrolled students at the beginning of the quarter. The instructor's class attendance policy supercedes requests for approved absences.

2) It is the responsibility of the students to inform the instructor of absences due to university-sanctioned events or personal responsibilities in writing at the earliest possible opportunity.

3) If a student must miss class due to an unforeseen event, the student must inform the instructor of the reason for the absence. Absences not cleared with an instructor before a specific class event (exam, presentation, assignment due) may require a document from the relevant authority (e.g., coach, employer). If the instructor decides that the absence is justifiable, then he/she should attempt to provide opportunities for equivalent work.

4) When absences are approved beforehand by the student and instructor, the instructor will allow students to make-up missed work and/or give an option to attain attendance points.

5) The student may not place any undue burden on the instructor to provide opportunities to make up course work due to excused absences.

6) When there is a dispute between students and instructors over the opportunity to make up work or attendances, the issue will be adjudicated by the chairman of the department, and then (only if needed) the dean of that school or his/her designee.

Drafted by General Student Affairs Committee
April 2, 2002

April 16, 2002

To: PSU Faculty Senate

From: ^{-mk}Martha Hickey, Vice President for Collective Bargaining, PSU-AAUP
James R. Pratt, Vice Provost, Academic Personnel and Budget
^{JRP}

Re: Recommended changes in the Faculty Grievance Procedure

The following changes in the Faculty Grievance Procedure (OAR 577-042-005 through -0025) have been made in response to changes in administrative rules of the Oregon State Board of Higher Education. The changes were made through consultation with an ad hoc committee of the Senate, through review and recommendation by the PSU Chapter of AAUP, and following approval of the University's Executive Committee. Based on these discussions, we recommend that the Senate approve the revised procedure.

Important changes in the grievance procedure include the following items.

1. Definition of "days": The definition of days has been expanded to indicate that summer session days are not counted for faculty on academic year (9-month) appointments who are not employed during the summer.
2. "Grievance Officer": Designates the three Vice Presidents as grievance officers for their respective divisions and provides that the President shall appoint a mutually agreeable Grievance Officer if a grievance is against one of the Vice Presidents.
3. Confidential mediation: Provides the opportunity for the parties to a grievance to engage in confidential mediation according to University guidelines. [The University will forward to all faculty guidelines that pertain to the confidential mediation process. Parties must mutually agree to enter mediation, select a mediator, and suspend consideration of the grievance during mediation. Communications during mediation are protected and remain confidential.]
4. President's decision. In compliance with the revised Board rule, the President's decision is final except in instances where a grievance is against the President.

Encl.

CORRECTION COPY – DRAFT March 20, 2002

Deletions are shown as strikeouts; additions are shown in BOLD.

DIVISION 42

FACULTY GRIEVANCE PROCEDURE

577-042-0005

Purpose and General Explanation

(1) The purpose of this procedure is to provide the faculty of Portland State University with a means for prompt and efficient handling of grievances. The procedure covers a broader range of grievances than those grievable under current collective bargaining agreements between Portland State University and various bargaining agents.

(2) The emphasis is on solving problems in a collegial manner with members of the University community confronting each other directly as peers seeking to resolve conflicts in a way that embodies mutual respect and fairness. The procedure encourages settlement of disputes at the lowest possible level by direct communications between the conflicting parties. In filing grievances, grievants are expected to do so in a timely manner so that subsequent events do not make adjustments of grievances impossible or highly impractical.

(3) Peer review and an opportunity for peer hearing are provided. The grievant is also assured of an opportunity to appeal to the President of the University, Appeal from the decision of the President is governed by the Administrative Rules of the Oregon State System of Higher Education.

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

577-042-0006

Definitions

(1) "Grievance" means a complaint of unfair or inequitable treatment by the University:

(a) Grievances relating to charges of discrimination may be filed with the University Affirmative Action Officer;

(b) If the grievant is entitled to a contested case procedure, the grievant may elect to use that procedure;

(c) Grievances resulting from disciplinary action will be processed under the procedures established in the Bargaining Agreement between PSU and AAUP/PSU, **if applicable**.

(2) "Grievant" means one or more members of the Portland State University faculty asserting a grievance, but shall not include administrators or similar persons in supervisory positions.

(3) "Day" means a day when classes or examinations are scheduled and held in accordance with the official academic calendar of the University, excluding Saturdays and Sundays. **Summer Session days will not be counted as days for those employees not employed during the Summer Session.**

(4) "Dean" shall have its ordinary meaning but includes in appropriate cases, University administrators serving in an equivalent supervisory capacity.

(5) "Department Chair" shall have its ordinary meaning but includes, in appropriate cases, University Administrators serving in an equivalent supervisory capacity. In the event there is no person in the position of department chair, or its equivalent, the Dean shall assume the obligations of the Department head as required by this grievance procedure.

~~{(6) "Provost" or "Vice President" means the Provost or Vice President who is in the reporting line of a given academic staff member or another Portland State University officer with academic rank who reports directly to the President of the University, whether or not such person holds the title of Provost or Vice President.}~~

(6) "Grievance Officer" means the administrative officer appointed by the President to receive and act upon the recommendations of the faculty committee. The Grievance Officer shall be the Vice President in the reporting line of a given academic staff member. In cases where a grievance is against the relevant Vice President, the President shall appoint a Grievance Officer mutually agreeable to both parties.

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

577-042-0010

General Provisions

(1) At any step, a grievant has the right to be accompanied, assisted, or represented by other persons, including counsel, designated by the grievant. Except in cases of illness, absence from the country, or official leave of absence, the grievant shall be present in person when the grievance is presented and at any subsequent hearing. A grievant has the right of self-representation at any step of this grievance procedure.

(2) The parties may agree to modify the time limits prescribed in the grievance procedure. All such agreements shall be in writing and signed by the grievant and the administrator who is required to act within the time limit being modified.

(3) Failure of the grievant to take action within the time limits specified at any step, including any extensions, shall be considered acceptance by the grievant of the decision. Failure by the accountable administrator to act within the specified time limits, including any extensions shall constitute a violation of this procedure, the complaint against which will automatically become a part of the grievance and will be treated in subsequent stages of the procedure as if it had been part of the original complaint, except that no evidence or testimony shall be required save that the administrator did not act within the time limits. Failure of the administration to communicate the decision on a grievance at any step within the time limits, including any extension thereof, shall allow the grievant to proceed to the next step.

(4) If, at any time, a grievant seeks resolution of a grievance through any agency outside Portland State University, whether administrative or judicial, Portland State University shall have no obligation to proceed further under this grievance procedure with respect to such a grievance.

(5) A grievant may withdraw a grievance at any time.

(6) At any time, the parties may, at their discretion, enter into confidential mediation communications as described in the Portland State University Guide to Confidential Mediation and pursuant to OAR 580-001-0030 and 580-022-0047 provided as follows:

- (a) All parties to the mediation must agree in writing to engage in confidential mediation; and**
- (b) All parties must agree to suspend consideration of the grievance until such time as the mediation resolves the grievance or the mediation concludes. In no case shall the rights of the grievant to continue to pursue resolution of the grievance under this rule be limited or considered untimely if the parties have mutually agreed to confidential mediation, whether or not the grievance has been formally presented prior to confidential mediation. A grievance that has not been formally presented and that is not resolved by confidential mediation must be presented as described in OAR 577-042-0015 within 30 days of the conclusion of confidential mediation.**

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

Presentation of Grievance

(1) Grievances shall first be presented within 30 days, from the date of the act or omission upon which the grievance is based or from such late date that the grievant knew or reasonable should have know of such act or omission. However, in no event shall a grievance be presented more than 120 days after such act or omission except in those cases where the grievant is out of the country or on an official leave of absence.

(2) Oral presentation of a grievance:

(a) Having decided that he or she wishes to seek redress for a grievance, the grievant shall orally present a grievance to the grievant's department chair. At the time of this presentation the grievant shall state that a grievance is being presented;

(b) The department chair shall discuss the grievance with the grievant and shall ~~endeavour~~**endeavor** to obtain whatever additional information may be necessary to take action on the grievance;

(c) If the grievance involves a person other than the grievant and the department chair, the department head shall, if possible, arrange a meeting which includes the other person involved. If this meeting establishes a need for more information than has already been presented or secured, the department chair shall gather such information;

(d) At this stage the persons involved shall make sincere and significant efforts to settle the grievance;

(e) Within ten days of the first presentation of the grievance, the department chair shall orally notify the grievant of the outcome and record the date of notification;

(f) In the expectation that a high percentage of grievance will be settled at this state, no grievance file shall be generated.

(3) Written presentation of a grievance:

(a) Step one: Dean's review.

(A) If the grievant is not satisfied with the decision of the department chair and desires to proceed further, the grievant shall, within five days of being notified of the department chair's decision, present the grievance in writing to the Dean on the form attached as **Appendix 1**;

(B) Upon receipt, the Dean shall immediately transmit a copy of the written grievance to the department chair and shall create a grievance file into which all written materials concerning the grievance will be placed. The grievance file shall be available at any time to the grievant;

(C) The Dean shall schedule a meeting with the grievant to attempt to resolve the matter. This meeting shall occur within ten days of the written presentation of the grievance. Either party may

bring to the meeting any persons he or she wishes. The Dean may conduct further meetings and inquiries as deemed necessary and proper;

(D) The Dean shall conclude the review and notify in writing the grievant and the department chair of the decision on the grievance within ten days of the meeting.

(b) Step two: Peer hearing.

(A) If the grievant is not satisfied with the Dean's decision and desires to proceed further, the grievant shall, within five days of receipt of the Dean's written decision, file a request for a hearing with the chairperson of the University Faculty Grievance Panel, using the form attached as Appendix 2;

(B) The Faculty Peer Hearing Committee, having been duly constituted in accordance with section (v) of this rule, shall obtain the grievance file from the Dean and provide opportunity for the grievant, Dean, and department chair to submit any additional written information or written statements in connection the grievance;

(C) Within ten days of its final selection, the Hearing Committee shall set a reasonable schedule for presentation of testimony;

(D) The Hearing Committee shall present its report including recommendations, to the grievant and to the Vice President within ten days after the conclusion of the hearing;

(E) Procedure for the conduct of peer hearings:

(i) Hearings shall be open unless closed by request of the grievant or requirement of law;

(ii) During the hearing an opportunity shall be provided for the grievant and the Dean to present brief opening and closing statements and for both parties to call and examine witnesses, to introduce exhibits, and present and question witnesses. Each party may present evidence, argument, and rebuttal;

(iii) The grievant shall appear at the hearing and may be accompanied and assisted by other persons, including counsel. Any costs incurred for presentation or assistance will be the obligation of the party requesting it;

(iv) The administrator or administrators most directly involved shall appear at the hearing and may be accompanied and assisted by other persons, including counsel. The administration shall be represented at the hearing by the Dean who may be accompanied and assisted by other persons, including counsel;

(v) The chairperson of the Hearing Committee shall preside at such hearings and over the deliberations of the Committee. The chairperson shall have authority to rule upon questions of admissibility of evidence and exclude evidence which is irrelevant, untrustworthy, and unduly repetitious;

(vi) If either party to the grievance alleges that evidence or testimony may not be given on account of prohibition by law or regulation, that party shall deliver to the Committee a copy of

the law or regulation. If the Committee requests it, the party shall also provide any relevant Attorney General's opinion or legal decision;

(vii) Based only on the evidence presented at the hearing, the Hearing Committee shall describe the issues considered, reach conclusions and recommendations based on those conclusions in a written report to the ~~{Provost}~~ **Grievance Officer**;

(viii) Dissenting opinions, if any, by members of the Hearing Committee shall be submitted with the report if so desired by the dissenting members;

(ix) A recording and copies of all documents will be made accessible to all parties to the grievance.

(c) Step three: ~~{Provost's}~~ **Grievance Officer's Decision.**

(A) After reviewing the Hearing Committee's report and recommendations, the ~~{Provost}~~ **Grievance Officer** shall take action on the grievance including accepting or rejecting, in whole or in part, the report and recommendations of the Hearing Committee;

(B) The ~~{Provost}~~ **Grievance Officer** shall make his/her decisions solely on the basis of evidence presented at the hearing and the report of the Committee. If he/she finds the evidence and the report insufficient to enable him/her to make a decision he/she shall refer the matter back to the committee with a request for further evidence or findings. Upon receipt of such a request the Committee shall reconvene and within 15 days present an amended report to the ~~{Provost or Vice President}~~ **Grievance Officer**;

(C) The ~~{Provost}~~ **Grievance Officer** shall provide written notice to all previous parties of the decision on the grievance within ten days of receipt of the report of the Hearing Committee.

(d) Step four: Review by President.

(A) If the grievant is not satisfied with the action of the ~~{Provost}~~ **Grievance Officer**, the grievant may, within five days of receipt of the ~~{Provost's}~~ **Grievance Officer's** decision, petition the President to review;

(B) The President shall notify the grievant in writing of the decision and of the reasons for the decision within 30 days of the presentation of the petition for review. As part of the decision, the President may take such further action as deemed necessary and proper, including granting or denying relief, or remanding the grievance for further proceedings.

(C) Except as set forth in OAR 580-021-0050 and herein, the decision of the President shall be final and shall be an exhaustion of the grievant's administrative remedies with the institution and the State Board of Higher Education. If the grievance involves the President, where the President is the immediate supervisor of the grievant, then the appeal set forth in section (A) above shall be to the Chancellor of the Oregon University System (all other provisions of this rules shall otherwise apply).

~~{(e) Step five: Appeals of the President's Decision. Appeal of the President's decision shall be governed by OAR 580-021-0050 of the Administrative Rules of the Oregon State Board of Higher Education.}~~

(4) Nothing contained in this administrative rule shall be construed to limit the right of the State Board of Higher Education to make such inquiry and review into personnel actions as it may from time to time deem, in its sole discretion, appropriate.

[ED NOTE: The Appendix referenced in this rule is not printed in the OAR Compilation. Copies are available from the agency.]

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

577-042-0020

Non-Retaliation

Regardless of the outcome of the grievance procedures, no action adverse to the grievant may be taken in retaliation for invoking the procedure.

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

577-042-0025

University Faculty Grievance Panel and Faculty Peer Hearing Committee

(1) Membership:

(a) All members of the Portland State University faculty who are employed for a full academic year at 0.50 FTE or more are eligible for membership on the University Faculty Grievance Panel:

(A) The panel shall consist of 24 members selected through a random process by the Secretary of the Faculty. The President of the University shall appoint each of these 24 persons to serve for a term of one academic year;

(B) Any person selected shall be required to serve and may be excused by the President, upon request, only in exceptional circumstances.

(b) The Secretary of Faculty shall convene the panel within 10 days of its appointment to elect a chairperson. The Secretary of the Faculty shall explain the duties of the chairperson. The election shall be accomplished by secret ballot and majority vote;

(c) Vacancies, including the chairperson, occurring during the term of the panel, shall be filled in the same manner as the initial selection and appointment.

(2) Faculty Peer Hearing Committee:

(a) When a Hearing Committee is requested by a grievant, the chairperson of the Grievance Panel and the Secretary of the Faculty, without delay, shall draw through a random process five names from the panel, excluding the chairperson. These five persons shall be the Hearing Committee for the grievance at hand. The chairperson shall promptly notify the persons selected. The chairperson shall also notify the parties of the persons selected;

(b) Within one day of receipt of such notice, each party may challenge any selection for cause. All such challenges shall be decided by the chairpersons of the Grievance Panel. In addition each party is entitled to one peremptory challenge. Peremptory challenges shall be exercised within one day after all challenges for cause have been decided and replacement selected;

(c) All vacancies resulting from challenges, for cause or peremptory, shall be filled by drawing names of the remaining panel members in the manner described above;

(d) If the panel is exhausted, additional members shall be selected at random by the Secretary of the Faculty and temporarily appointed by the President in the same manner as permanent members of the Faculty Grievance Panel;

(e) Upon completion of the selection of the Hearing Committee, the chairperson of the Grievance Panel shall promptly convene the Committee. The chairperson of the Grievance Panel shall make the first nomination for chairperson of the Hearing Committee, and conduct an election in which the five members of the Hearing Committee select their chairperson. At this point the Hearing Committee is duly constituted and shall proceed with its business.

Stat. Auth.: ORS 351

Stats. Implemented:

Hist.: PSU 1-1989(Temp), f. & cert. ef. 1-5-89; PSU 2-1989, f. & cert. ef. 2-1-89

DRAFT

Office of Academic Affairs
April 16, 2002

To: PSU Faculty

From:

Re: Portland State University Guide to Confidential Mediation

The State Board of Higher Education has adopted rules that provide for confidential mediation as one form of dispute resolution. Faculty and staff also have access to contractual and non-contractual grievance procedures to seek resolution of disputes. As a part of a State of Oregon agency, most of the University's records are public documents. When the Board of Higher Education adopted rules for confidential mediation, it provided a means for faculty and staff to make mediation communications confidential and not public records.

Why mediation?

Trained mediators can help the parties understand differing interests and points of view. Because grievance processes can be contentious and have many steps, mediation is an alternative, less formal process for resolving some disputes.

What is confidential mediation?

Mediation is a process by which parties in a dispute attempt to resolve their differences by working with a trained mediator. Mediation is not intended to replace normal grievance procedures. Rather, mediation is intended as a purposeful but less formal process by which some disputes can be resolved. Disputes that arise from relations between two or more persons, including relations in which a power differential is at play, can often be resolved by mediation. The disputing parties determine the outcome, not the mediator.

When should mediation be considered?

Early and informal resolution of disputes is always preferred. To be most effective, mediation should be considered as early as possible. Two different scenarios are most common.

1. When a grievance has not been filed. If a dispute exists that is subject to mediation but no grievance has been filed, the parties would enter into a mediation agreement. Mediation agreements would normally provide an opportunity for a grievance to be filed in a timely manner if the mediation does not reach a successful conclusion. That is, a person attempting mediation retains the right to file a grievance if mediation is not successful.
2. When a grievance has been filed. If a dispute has led to the filing of a written grievance, mediation can still be used. The parties can "stop the clock" and attempt to resolve their dispute through mediation. Typically, the parties to a grievance would

- Agree in writing to stop consideration of the grievance during mediation, and
- Complete a mediation agreement that specifies when mediation will begin and when mediation is expected to end. Commonly, mediation agreements identify the mediator and establish the terms of the mediation that allow it to proceed in confidence.

If the mediation resolves the grievance, then the parties usually prepare a written agreement that resolves the grievance. If the parties cannot resolve their grievance in mediation, then consideration of the grievance resumes and proceeds according to normal time lines.

How does mediation work?

Since each dispute is unique, mediation processes must be flexible. It is common for a mediator to begin by meeting separately with disputants to gain an understanding of each point of view. Depending on the nature of the dispute, the mediator may wish to meet with each party separately to understand each side's point of view in the dispute. From individual consultations, the mediator will then determine whether it is best for the parties to meet together (the most common case) to discuss their differences or whether meetings should occur separately. Mediators often use a "problem solving" approach that identifies the issues, problems, and interests of the parties. The mediator does not recommend a solution and has not decision-making power, although the parties may agree to ask the mediator to propose one or more solutions.

How is a mediator selected?

The parties involved in mediation mutually agree on a mediator. The University Ombudsman is a trained mediator. Additionally, the Ombudsman and the Office of Human Resources can assist in identifying potential mediators (see below).

Who can help with confidential mediation?

Several offices at the University can assist faculty and staff in deciding whether a problem is a good candidate for mediation. These offices and the kinds of problems they can assist with are listed on the attached flier. Two offices have primary responsibility. The University Ombuds Office is staffed by trained mediators (see www.ombuds.pdx.edu). The Human Resources Center (www.hrc.pdx.edu) can also provide access to professional mediators through the Employee Assistance Program (EAP). Additionally, the parties may work with mediators from outside the University. The Ombuds Office and the Human Resources Center can help the parties identify potential mediators, who may come from within or from outside the university.

Resources

Attached to this memo is a brief description of the various PSU resources available for dispute resolution. These offices and resources can assist faculty, staff, and administrators in understanding and interpreting rules and can provide assistance to faculty and staff seeking to use mediation as a form of alternative dispute resolution. Additionally, the local chapters of AAUP, AFT, and SEIU can assist faculty and staff in determining whether a dispute may be resolved in confidential mediation.

Dispute Resolution Resources at Portland State University

When the prospect of resolving conflicts directly with your colleagues seems unlikely, you are encouraged to consult with any of several offices on campus that provide a variety of problem-solving and dispute-resolution services.

The **Ombuds Office** offers confidential conflict resolution on campus. The Ombudsperson provides impartial and confidential assistance in resolving conflicts or grievances and in mediating personal disputes. The Ombudsperson reports directly to the University President. Services are available to faculty, staff and students.

The **Office of Affirmative Action** investigates concerns and complaints of discrimination for students, staff and faculty. Issues considered may relate to understanding and combating sexual harassment, affirmative action employment policies, legal issues for deans and department chairs, under-represented faculty retention, intercultural awareness, and accommodating disabilities in higher education.

The **Office of Academic Affairs** has responsibility for academic programming and policy implementation, support programs for academic personnel and students, academic fiscal management, and collective bargaining with the American Association of University Professors and the American Federation of Teachers Union. Academic Affairs provides rule interpretation and appropriate referrals to other campus offices.

The **Office of Student Affairs** provides information on Student Rights and Responsibilities, the Student Conduct Code, student employment guidelines, and academic appeals.

The **Office of Human Resources** provides information on the University's employee benefit package, Family Medical Leave, and the Employee Assistance Program through which mediation services are available.

The **Disability Resource Center** provides information to students and faculty regarding accommodations and the Americans with Disabilities Act.

April 18, 2002

MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re Recommended for approval by the Faculty Senate:

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

College of Liberal Arts and Sciences

New Programs

Graduate Certificate in Geographic Information Systems, 20 credits. The Geography program proposes to offer a graduate certificate in Geographic Information Systems. Requirements include an 8 credit (2 course) core of GIS classes and 12 additional credits selected from a list of related courses in Geography, Geology and Urban Studies and Planning.

Program changes

MA/MS Conflict Resolution - change to program requirements for degree -- substitute CR 526 [above, a new course] for the currently required CR 523, Law and Professional Ethics in Conflict Resolution, 4 cr [above, being dropped] [The other proposal, to add an option for Project to the existing required Thesis, has already been approved at the 2/20/02 meeting..]

MA/MS in Speech and Hearing Sciences - change in core requirements. Addition of 3 courses (SpHr 553, 554, 559 – total of 6 credits) and the deletion of 1 course (SpHr 562 – 4 credits) in the speech-pathology emphasis and deletion of one class (SpHr 587 – 4 credits) and addition of one class (SpHr 574 – 4 credits) in the audiology emphasis.

New Courses* and changes to existing courses

Speech and Hearing Sciences

SPHR 493/593 Survey of Speech, Language, and Hearing Disorders, 4 cr -- change to SPHR 365 [so, at graduate level, this means dropping the 593 course]

SPHR 559 Augmentative and Alternative Communication, 2 cr * - new course

SPHR 580 Vestibular Disorders and Evaluation, 4 cr * - new course

SPHR 594 Professional Issues in Audiology, 2 cr * - new course

SPHR 597 Educational Audiology, 2 cr * - new course

Economics

EC 416/516 Managerial Economics, 4 cr -- change to EC 317 [so, at graduate level, drop EC516]

EC 438/538 Public Policy and the Economics of Medical Care Delivery Systems, 4 cr * - new course

EC 595 Application of Advanced Econometrics, 4 cr -- change title to Applied Advanced Econometrics, and change course description

Environmental Sciences and Resources

ESR 427/527 Terrestrial Biogeochemistry, 4 cr -- change title to Watershed Biogeochemistry, course description, and prerequisites

ESR 428/528 Urban Ecology, 4 cr * - new course

ESR 445/545 Old-growth Forest Ecology, 4 cr * - new course

Foreign Languages and Literatures

FR 419/519 Medieval French Literature, 4 cr * - new course

FR 420/520 Renaissance French Literature, 4 cr * - new course

Geography

New Graduate Certificate in Geographic Information Systems, 20 credits

History

HST 447/547 American Constitutional History I, 4 cr * - new course

HST 448/548 American Constitutional History II, 4 cr * - new course

HST 449/549 American Constitutional History III, 4 cr * - new course

HST 453/553 The Medieval City: Communities of Conflict and Consensus, 4 cr * - new course

Philosophy

CR 512 Perspectives in Conflict Resolution, 4 cr -- change in course description

CR 523 Law and Professional Ethics in Conflict Resolution, 4 cr -- drop course

CR 526 Intercultural Conflict Resolution, 4 cr * - new course

Physics

PH 475/575 Stellar Astronomy Online for Educators, 4 cr -- new course

PH 476/576 Observational Astronomy, 4 cr -- new course

Women's Studies

WS 470/570 Asian American Women's Studies, 4 cr * - new course

Graduate School of Social Work

Proposal for change to the existing Ph.D. in Social Work and Social Research

See appended summary

New Courses* and changes to existing courses

SW 620 Social Problem Analysis: Assessment Phase, 4 cr - to change to 3 cr

SW 621 Social Problem Analysis: Intervention Phase, 4 cr - to change to 3 cr

SW 630 Empirical Methods of Knowledge Building in Social Work, 4 cr - change to 3 cr

SW 631 Introduction to Quantitative Research Methods in Social Work, 2 cr * - new course proposal

SW 631 Empirical Methods in Social Work Research, 4 cr - to become SW 632 Empirical Methods of Data Analysis in Social Work Research I: change in course number, title, prerequisites

SW 632 Empirical Methods of Data Analysis in Social Work Research, 4 cr - to become

SW 634 Empirical Methods of Data Analysis in Social Work Research II: change in course number, title, prerequisites

SW 633 Introduction to Qualitative Research Methods in Social Work, 2 cr *- new course proposal

SW 650 History and Philosophy of Social Welfare and Social Work, 4 cr - change to 3 cr

SW 660 Ph.D. Seminar, 1 cr * - new course proposal

SW 525/625 Poverty: Policies and Programs, 4 cr –

SW 630 Empirical Methods of Knowledge Building in Social Work, 4 cr - to change to 3 cr

Proposed Program Change: Ph.D. in Social Work and Social Research

The current existing catalog statement excerpt:

...The coursework for the program consists of three elements: core requirements designed to ensure a solid foundation in the history, theory, and organization of social responses to social problems; social research methods and statistics and supervised research practicum experience; and elective courses related to the student's plan of study...

Will be changed to the following:

...The coursework for the program consists of three elements: core requirements designed to ensure a solid foundation in the history, theory, and organization of social responses to social problems; quantitative and qualitative social research methods, ~~and~~ statistics, and supervised research practicum experience; and elective courses related to the student's plan of study.

Rationale for the proposed program change:

The Ph.D. Program Committee of the Graduate School of Social Work has developed and approved minor modifications of the first year of our doctoral curriculum; this modification is necessary due to changes in our student body and field. Two new 2-credit courses, *SW 631 Introduction to Quantitative Research Methods in Social Work*, and *SW 633 Introduction to Qualitative Methods in Social Work* are being proposed for the fall and winter terms of the first year of study. These courses build on the students' preparation in research from their masters level courses, and are needed to better prepare them for advanced methodology courses, applied research, and dissertation work in the field of social work. The current SW 631 and SW 632 are renumbered as a result. In order to make room for the new courses in the students' first year schedules, the laboratory component of *SW 630, The Empirical Foundations of Knowledge Building in Social Work* has been dropped, lowering the credits from 4 to 3. Recent incoming social work students have already mastered basic computer data analysis skills, making the laboratory component of this course less necessary. Individual skill development plans will be devised for those few who enter without basic skills. Additionally, the three social problem analysis courses in the first year of study, SW 650, SW 620, and SW 621, have each been reduced from 4 to 3 credits. Essential content of each of these courses has been retained, but each course reflects a 25% reduction in subject matter being covered. Therefore the total number of credits for the degree remains at 90, after the modification. The new course configuration requires no new faculty resources and no additional budgetary support.

Course descriptions for proposed new courses

College of Liberal Arts and Sciences

Speech and Hearing Sciences

SpHr 559

Augmentative and Alternative Communication (2)

Introductory course in augmentative and alternative communication (AAC) with a focus on manual and technological communication methods. Includes strategies for appropriate assessment of speech, language, cognitive, and motor skills, and addresses partner support requirements for AAC use. Students gain knowledge and skills for treating children, adolescents and adults with moderate to severe congenital or acquired disorders in speech and language. [NEW]

SpHr 580

Vestibular Disorders and Evaluation (4)

An in-depth examination of anatomy and physiology of the vestibular system. Observation and experience with evaluation protocols including electronystagmography and posturography. [NEW]

SpHr 594

Professional Issues in Audiology (2)

Introduction to advanced issues relevant to the clinical practice of audiology. Topics addressed include interviewing, patient counseling, resume preparation, scope of practice, and basic business practices. [NEW]

SpHr 597

Educational Audiology (2)

Examination of issues facing the hearing impaired child in the classroom. Topics include roles for audiologists and speech-language pathologists, amplification, cochlear implants, rehabilitation/ counseling, classroom acoustics, and central auditory processing disorders and treatment. Prerequisite: SpHr 489/589. [NEW]

Economics

***Ec 438/538**

Public Policy and the Economics of Medical Care Delivery Systems (4)

Examines the different systems that have developed to finance and deliver medical care. Also examines the equity and efficiency implications of public health programs, licensing requirements for health care providers, and programs such as Medicare and Medicaid. Focuses on the development of health care delivery systems in the United States, but provides an overview of systems that have been adopted by other countries. Prerequisites: Ec 201 and 376. [NEW]

Environmental Sciences and Resources

ESR 428/528

Urban Ecology (4)

Study of ecological processes in urban environments. Emphasis on responses of flora and fauna to changes in climate, hydrology, geomorphology, geochemistry, soils and available habitat in urban areas. Includes issues of species conservation, ecosystem management and sustainability in urban systems. Prerequisite: an undergraduate biology course or permission of instructor.

[NEW]

ESR 445/545

Old-growth Forest Ecology (4)

Exploration of the ecological characteristics of west-side old-growth forests, including their outstanding biodiversity. Landscape level aspects of forest ecosystems, including the role of fire; plus the use of basic forestry measurements to contrast old-growth, second-growth, and plantation stands of trees. Emphasizing field study, this eight day course is based at an off-campus location for easy access to forest ecosystems. Field site costs in addition to tuition.

Prerequisite: upper division or graduate standing required, an undergraduate sequence in biology is recommended. [NEW]

Foreign Languages and Literatures

*Fr 419/519

Medieval French Literature (4)

Selected works of Old French literature (reading in modern French translation). Prerequisites: at least 8 credits from Fr 341, 342, 343. [NEW]

*Fr 420/520

Renaissance French Literature (4)

Selected works of literature representative of the French Renaissance. Prerequisites: at least 8 credits from Fr 341, 342, 343. [NEW]

History

*Hst 447/547, 448/548, 449/549

American Constitutional History I, II, III (4, 4, 4)

Hst 447/547: Examines the intellectual origins, creation, and ratification of the American Constitution and the early efforts of the U.S. Supreme Court to construe that document. Covers the period 1787-1860 and focuses primarily on the Marshall and Taney eras. Prerequisite: upper-division standing. Recommended prior coursework: Hst 201. Hst 448/548: Examines the U.S. Supreme Court's decisions in the period between 1860 and 1932. In particular, the Court's emasculatation of the Reconstruction Amendments and its role in the development of modern American industrial capitalism. Prerequisite: upper-division standing. Recommended prior coursework: Hst 202. Hst 449/549: Examines the civil liberties and civil rights decisions of the U.S. Supreme Court in the twentieth century. Prerequisite: upper-division standing.

Recommended prior coursework: Hst 202. [NEW]

*Hst 453/553

The Medieval City: Communities of Conflict and Consensus (4)

Emphasizes the social and cultural history of the medieval city from ca. 300-1500. Proceeding chronologically and thematically, explores how contemporaries imagined cities and urban life; the formation of civic consciousness and identity in feudal Europe; the commercial revolution and its cultural consequences; family and domestic life; the experience of marginalized elements; the construction, regulation and function of urban space; and the role of spectacle, ceremony, and ritual, all as means to assess how the urban community mediated conflict and sought elusive consensus. Recommended: Hst 101, 354, or 355. [NEW]

Philosophy - Conflict Resolution

CR 526

Intercultural Conflict Resolution (4)

Explores the ways in which cultural similarities or difference might influence the conflict resolution process. In this context, culture is defined broadly and will be considered as it plays a part in either the actuality or perceptions of our experience. In addition, issues of power and marginality as they relate to dynamics of culture will be explored. Students explore and learn from other cultures and apply this learning in the evaluation and use of conflict resolution paradigms. [NEW]

Physics

†Ph 475/575

Stellar Astronomy Online for Educators (4)

Class will access online materials in stellar astronomy education to help current and prospective science teachers update their knowledge of recent developments in astronomy. Prerequisite: one year of general physics. (Not available for graduate credit for physics majors - footnote.) [NEW]

†Ph 476/576

Observational Astronomy (2)

Emphasis on hands-on activities and the observation of our own night sky. Observation of planets, Sun, Moon, globular clusters, galaxies, and black holes. Observational techniques including the use of telescopes, binoculars, and photography will be covered. Observational field trip to an observatory at a dark sky site. Prerequisite: one year of general physics. [NEW]

Women's Studies

WS 470/570

Asian American Women's Studies (4)

Interdisciplinary course focusing on the contemporary experiences of Asian American women, examining ways in which race, gender, class, sexuality, and national identity shape the experiences of Asian American women. Topics: histories of immigration and western colonization; family and community structures; representations and stereotypes in media and popular culture; sexuality and sexual identities; mixed-heritage and bicultural experiences; the

politics of language; violence against Asian American women; labor force participation; relationship to feminism; and activism and resistance. Prerequisite: 8 hours of women's studies. [NEW]

Graduate School of Social Work

SW 525/625

Poverty: Policies and Programs (4)

Examines the nature and causes of poverty and inequality in the United States and the impact of economic globalization on social work's response to these critical social problems. Studies ways in which people in poverty cope and support each other in low-income urban neighborhoods; examines the ways in which work and welfare interact with each other and with informal social supports. Addresses policy issues, including those involved in both service and income strategies to relieve or prevent poverty; develops skills for effective practice with low-income communities, families, and individuals. Prerequisite: SW 520. [NEW]

SW 631

Introduction to Quantitative Research Methods in Social Work (2)

Introduces students to basic quantitative methods for applied social work research and examines the assumptions underlying quantitative methods. Experience in applying quantitative methods by developing a proposal for a social work research project. Emphasizes the appropriate use of quantitative and qualitative methods, ethical and cultural issues in quantitative social work research, and application of methods at micro- and macro-levels of social intervention. [NEW]

SW 633

Introduction to Qualitative Research Methods in Social Work (2)

Introduces students to qualitative methods for applied social work research. Examines assumptions underlying qualitative methods and compares different qualitative traditions. Students will gain experience in applying qualitative methods in social work by developing a proposal for a qualitative research project. Emphasizes qualitative methods for understanding cultural issues and giving voice to marginalized populations. Reviews ethical considerations in qualitative research in social work. Prerequisite: SW 630. [NEW]

SW 660

Ph.D. Seminar (1)

Discusses current research studies undertaken in the field of social work. Based on published articles, working papers, and research project materials, the seminar features presentations by social work faculty, graduate students, and community partners. Considers practical aspects of applied research, including methodological issues, cultural competency, consumer involvement, and interdisciplinary collaboration. May be repeated for additional credit. [NEW]

PORTLAND STATE UNIVERSITY

April 12, 2002

To: Senate Steering Committee

From: Gavin Bjork, Mth *h.b.*

Following is a question for Provost Mary Kay Tetreault for the May Senate meeting. Professor Horowitz' statement and a summary of his data are enclosed for attachment to the mailing for the May Senate meeting.

Last quarter less than one-fourth of the time devoted to Freshman and Sophomore inquiry classes in the University's General Education program was under the leadership of tenured or tenure-track faculty. These are the results of a survey by David Horowitz, History, which is summarized on page 12 of the current issue of the student publication *The Portland Spectator*. Is the administration concerned with the low level of involvement by Portland State's tenured and tenure-track faculty in a program so central to the education of its undergraduate students?

Who's Teaching University Studies?

Compiled by Professor David A. Horowitz, History

A survey of university directories, academic catalogues, class schedules, and information shared by University Studies and other departments has produced the following profile of those who teach in the experimental general education program:

Of the 73 Freshman and Sophomore inquiry courses offered at PSU in Winter 200, only 26 were taught by tenured or tenure-track faculty.

All but 2 of these classes were led by instructors with Ph.D.'s.

Another 30 courses were conducted by fixed-term faculty hired by the University Studies administrators. Fixed-term employees are retained year-by-year and are not eligible for promotion or tenure. Ten of these Inquiry classes were taught by faculty without Ph.D.'s. An additional 3 inquiry courses were assigned to members of the university non-academic staff, none of whom possess Ph.D.'s.

Altogether, less than 36 percent of the Inquiry classes were taught by tenured or

tenure-track faculty while 26 percent were conducted by instructors without Ph.D.'s.

When one considers that over 40 percent of FRINQ and SINQ class time is assigned to student mentors, less than one-fourth the time devoted to Inquiry classes is under the leadership of tenured or tenure-track faculty while well over half of Inquiry classes is conducted by teachers lacking Ph.D.'s.

Manufacturing Consent continued...

cation as their "guinea pig" so to speak. We are being tested, like rats in a cage. If it fails, does the rest of the Oregon University System really care about PSU? No, we are just a commuter campus anyway. This reflects the view of PSU that the rest of the University System has. It also reflects the inability of our administrators to prevent this abuse. It is this sub-standard view of PSU that needs to be

combated. Raising standards is a good way to accomplish this. Getting rid of the high-schoolish UNST program is an even better one. I don't want to be their guinea pig, do you? We are better than this and we can be on par with the rest of the University System if we stop allowing our institution to be treated as the 'tester'. The half a dozen objections that are listed above are just the start to a never-ending

list that could take pages to fill. So how can any of the students of PSU justify the cost of the biggest department on campus, and further more be held to 45 credits of pointless material? Lets bring back a program that works, and get rid of what does not. Lets start teaching and stop indoctrinating immediately.

Multi-Cultural Center continued...

the "different" ones.

I had a black roommate for a year. We met when I lived in Montreal, and became good buddies. She wanted to attend the university I was returning to in the States and live with me.

I was thrilled - we had a lot of fun together. Her parents were from Togo, and she had already dealt with being different growing up in small, predominantly white Quebec towns. However, she met up with the "funky bias" I mentioned when she came to my college.

She told stories about how she would be walking to class, and someone, not paying attention to anyone else in the crowd, would notice her.

Invariably, this person would smile widely and give her a cheerful "Hi - how's it

going?"

I started to realize even more how ridiculous we make ourselves when we try so hard not to be "racist." We end up noticing skin colour (or any difference) more than ever and treating people differently anyway.

My last contemplation is on another roommate I lived with that year. She was half Ute, one quarter Hopi, and one quarter Chinese. She told me one day how it kind of frustrated her that people would always ask her where she was from.

She had grown up a few miles away from our college, and her ancestors had lived in this part of the world many hundreds of years longer than any whites had.

People would probe and probe to find out

her heritage because of her skin colour. Our other roommate pointed out that no one would ever ask about my heritage, though my own parents were immigrants.

I could go on and on with these kinds of stories, but I think that I have hashed out my point. As another college roommate of mine used to say, "Don't be so open-minded that your brains fall out." We are a generation that has been taught to question authority. Why do we swallow every academic and social trend that our professors feed us? If we are told to question parents and religion and government, we need to also question even those institutions and people that are urging us to question.

Instructors of Winter 2002 FRINQ & SINQ University Studies Classes

Tenure/Tenure Track Academic Faculty:

Mason-S
 Lockett-F
 Smith-F
 Jacob-F
 Messer-F
 Wolk-F
 S. Parker*-F
 Biolsi-F
 Grathoff-F
 Walton-F
 McClanan-F
 (2) Nytagodien-S
 Toth-S
 Ames-S
 Holloway-F
 Maser-S
 Dresner-S
 Schlaps*-S
 Bulman-S
 Hulbe-S
 Nicholls-S
 Everett-S
 Good-S
 -23 faculty, 24 classes

Non-Academic Staff:

Acuetta*-S
 Campbell*-S
 Nolan*-S
 -3 faculty, 3 classes

Fixed Term or Adjunct Faculty Outside UNST:

Keeler-F
 Carey-F
 Armantrout-S
 Carter*-S
 Voetterl-S
 Cutler*-S
 Gould-S
 Finney-S
 Ralley-S
 Ruzicka-F
 Sullivan*-S
 Bohnaker*-S
 (2) R. White-S
 - 13 faculty, 14 classes

UNST Faculty:

(2) Boesch* (ft)-S	(2) Dillon (ft)-F&S	
(2) Batchelder (ft)-F&S	(2) Levi (ft)-F&S	
(2) Ross (ft)-F&S	(2) Taylor* (ft)-F&S	(2) - 2 Inquiry classes taught
MacCormick (ft)-F	Jenks (ft)-F	F - FRINQ taught
(2) Labissiere-F&S	(2) Long (ft)-F&S	S - SINQ taught
Trowbridge (ten)**-S	Balshem (ten)**-F	(ft) - fixed term
(2) Faaleava* (ft)-F&S	(2) Trimble* (ft)-F	(ten)** - UNST tenure/tenure track
(2) V. Parker* (ft)-F	(2) Parajuli (ft)-F	* - no Ph.D.
(2) Wise (ft)-F	(2) Muhanji (ft)-F	

- 18 faculty, 32 classes overall
 - 16 fixed term faculty, 30 classes

Statistical Breakdown of Survey of Faculty Teaching UNST, Winter 2002

FRINQ courses: 35

SINQ courses: 38

Total # of Inquiry courses: 73

FRINQ courses taught by tenured or tenure-track faculty: 12 (1 by non-Ph.D.)

SINQ " "": 14 (1 by non-Ph.D.)

Total # Inquiry courses taught by tenured or tenure-track faculty: 26 (2 by non-Ph.D.'s)

FRINQ courses taught by fixed-term UNST faculty: 20 (6 by non-Ph.D.'s)

SINQ " "": 10 (4 by non-Ph.D.'s)

Total # Inquiry courses taught by fixed-term UNST faculty: 30 (10 by non-Ph.D.'s)

FRINQ courses taught by non-Academic Staff: 0

SINQ " "": 3 (3 by non-Ph.D.'s)

Total # Inquiry courses taught by non-Academic Staff: 3 (3 by non-Ph.D.'s)

FRINQ courses taught by Fixed Term or Adjunct Faculty Outside UNST: 3

SINQ " "": 11 (4 by non-Ph.D.'s)

Total # Inquiry courses taught by Fixed Term or Adjunct Faculty Outside UNST: 14

Percentage FRINQ courses taught by tenured or tenure-track faculty: $(12/35) = 34\%$

Percentage SINQ courses taught by tenured or tenure-track faculty: $(14/38) = 37.6\%$

Percentage Inquiry courses taught by tenured or tenure-track faculty: $(26/73) = 35.6\%$

Percentage of FRINQ courses taught by faculty without Ph.D.s: $(7/35) = 20\%$

Percentage of SINQ courses taught by faculty without Ph.D.'s: $(12/38) = 31.6\%$

Percentage of Inquiry courses taught by faculty without Ph.D.'s: $(19/73) = 26\%$

DATE: April 10, 2002
TO: Faculty Senate
FROM: Teacher Education Committee
Ellen Reuler, Chair
RE: Annual Report 2001-02

Committee Members: Nancy Benson, ED (CI/SPED); Nancy Brawner-Jones, ED (SPED); Carolyn Carr ED (EPFA); Marj Enneking, MTH; Bill Fischer, FLL; Greg Jacob, ENG; David Jimerson, MUS; Bill LaPore, ART; Jane Mercer, PHE; Carol Morgaine, CFS; Bill Tate, TA; Bob Tinnin, BIO;

Ex-Officio Members: Phyllis Edmundson, Dean, Graduate School of Education
Carol Mack, Associate Dean, Graduate School of Education
Sarah Beasley, Education Librarian

The University Teacher Education Committee (TEC) continues to operate under the premise that teacher education is an all-University activity and responsibility. It serves in an advisory capacity to coordinate the activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates. It also serves as a link to the PSU Consortium for Professional Education through its participation in an ad hoc committee with members from the Consortium.

TEC Activities 2001-02

The TEC had two retreats during the summer of 2001 and has met monthly during the 2001-02 academic year.

Summer Retreats

- The first of two retreats was held on July 10, 2001 with participants from the TEC, PSU Consortium, and the GSE. The focus was on developing an undergraduate experience or course for students interested in education as a possible career, with the goal of piloting a class during the 2001-02 academic year. Outcomes of the retreat included developing the purpose of this experience

expected student outcomes, topics to be covered and possible readings and resources for the class.

- The second retreat was held on September 18, 2001 and attended by members of the TEC committee. The focus of this retreat was the establishment of multiple pathways within the university for undergraduates interested in education. Outcomes of this retreat included the formation of several subcommittees to work on the following issues: 1) identifying students interested in education; 2) developing the undergraduate course; 3) exploring pathways in the university; 4) identifying early field experiences; 5) advising for undergraduates interested in education.

Site Visits by the Teacher Standards and Practice Commission (TSPC) and the National Council for the Accreditation of Teacher Education (NCATE)

- Members of the TEC committee met with TSPC members in October 2001 as part of TSPC's site visit to PSU. The TEC presentation included a summary of the committee's make-up and the focus of our activities over the previous year, including the summer retreats.
- In November 2001, the entire TEC met with a site visitor from NCATE and a representative from TSPC for further discussion of the role of TEC in the GSE and in the university as a whole.

Subcommittees

Three TEC subcommittees were established as the direct result of discussions from the two summer retreats.

- Prerequisites/Admission Requirements
This subcommittee is looking at current prerequisites and admission requirements for GSE and how they may fit into an undergraduate program for students interested in education. The question of depth and breath of content knowledge is also being examined.
- Undergraduate Course/Early Field Experiences
This subcommittee planned the undergraduate, two-credit course *Teaching as a Career* that is currently being offered during Spring Term 2002. In addition, this subcommittee will look at early field experiences that may be available for undergraduates.
- University-Wide Pathways/Advising
This subcommittee is to identify "pathways" throughout the university that students interested in education can take regardless of the point and time of entry

into the PSU program. In addition, the subcommittee will look at how these students can be best advised and make recommendations for advising. A system through Banner has already been set up to identify those students interested in education.

ED 199 Teaching as a Career

This new course offering was the direct result of discussions from the 2000-01 academic year and the July 2001 retreat. The objective of the course is to explore teaching as a career, examining the themes of schooling, learning, and teaching. Students will observe life in classrooms through the lenses of students, teachers, and the community. Students will be introduced to some of the rewards of teaching as well as understand some of the challenges teachers face. The course is being offered Spring Term 2002 and is taught by Carol Mack, Associate Dean for Teacher Education, Bob Tinnin, Professor of Biology and Paul Steger, Principal of Lent Elementary School in Portland. There are 29 students enrolled in the two-credit course. (Syllabus Attached)

Topics Under Current Review

Continuing License

- TEC has had ongoing discussions regarding the implementation of PSU's Continuing License program and how to involve both the GSE and content area faculty in the process. Currently, GSE has a pilot program with a Continuing License cohort and TEC has met with the coordinator of that program and with the PSU educational licensing specialist. TEC will look at the competencies that have been established and select those that lend themselves to collaborating with content faculty.

Child and Family Studies Specialization (CFS) in Early Childhood Education (ECE)

- TEC is reviewing a proposal for a CFS specialization in ECE. This program for undergraduates focuses on young children and their families. The Child and Family Studies major prepares students for direct-entry positions in agencies and institutions that serve children and families. The major also provides an undergraduate foundation for students interested in becoming licensed teachers, social workers, therapists, or special educators.

Next Steps

TEC is planning two retreats again for Summer 2002.

- One retreat will be to evaluate the ED199 course and to explore the future options of such a course for undergraduates, including a possible Freshman Inquiry course.
- The second retreat will focus on continuing licensure and how to best implement the program in a way that meets the demand that is expected over the next few years.

TEC subcommittees will continue to meet and make recommendations to the full committee.

PSU Graduate School of Education
“Meeting our communities’ lifelong educational needs”
Course Syllabus

Course Number: ED 199 **CRN:** 65447 **Credits:** 2 quarter hours

Course Title: Teaching as a Career

Instructors: Drs. Carol Mack, Robert Tinnin, Paul Steger

Prerequisite: None

Meeting Times: Thursdays 4:40-6:30 **Location:** ED, Room 408

Students needing an accommodation should immediately inform the course instructors. Students will be referred to Disability Services (725-4005) to document their disability and to obtain support services when appropriate.

Description of the Course:

A close look at teaching as a career; examining the themes of schooling, learning, and teaching. Students will observe life in classrooms through the lenses of students, teachers, and the community. Students will be introduced to some of the rewards of teaching as well as understand some of the challenges teachers face. Course activities may include field trips, films, classroom observations, simulations, and other events to provide a multi-dimensional perspective.

Objectives of the Course: As a result of this course, students will

- 1) Experience the personal value of teaching and the influence of teachers on students
- 2) Understand the role of teaching in society and its status as a profession
- 3) Learn about the responsibilities of teachers and the rewards of teaching
- 4) Learn about the challenges of teachers and teaching and how teachers deal with these
- 5) Be exposed to the knowledge, skills, and qualities needed for successful teaching
- 6) Examine the learning process, transfer of learning, the mind and brain
- 7) Analyze influences on students’ learning
- 8) Experience the transition from the role of learner to the role of teacher
- 9) Develop a philosophy about the purpose of schools and schooling
- 10) Speculate about the role and design of schools of the future

Course Topics:

How People Learn
The Politics of Teaching
Are Schools Making the Grade? The Standards Movement
Teaching for Democracy: The Purpose of Schools?

Access and Equity: Can Teachers Close the Achievement Gap?
What do Schools Look Like?
Parental and Community Involvement in Schools
Schools of the Future: Whose Agenda is it?
Preparing for Teaching: What Do Teachers Need to Know?
Why Do People Choose to Teach?
The Role of Technology in Teaching and Learning

Resources:

Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
Goodlad, J.I., Soder, R., & Sirotnik, K.A., Eds. (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass Publishers.
Goodlad, J.I., Keating, P., Eds. (1994). *Access to knowledge: The continuing agenda for our nation's schools*. New York: College Entrance Examination Board.
Soder, R., Ed. (1996). *Democracy, education, and the schools*. San Francisco: Jossey-Bass Publishers.
Various works on teachers and teaching (eg. Lisa Delpit, Jonathan Kozol)

Students may be involved in the following in-class and outside-of-class activities:

- 1) Interviews of colleagues, teachers, and students
- 2) Observations of classrooms, schools, communities
- 3) Journaling thoughts, ideas, questions, issues
- 4) Small group discussions followed by whole class sharing
- 5) Debates, simulations, role plays
- 6) Reading groups
- 7) Guest lectures, panel discussions, films and other media presentations
- 8) Media awareness activity: How society views education?
- 9) Brainstorming, reading, writing

Assignments and Weightings for Final Grades:

Participation and Attendance	15%
Journaling & Free Writes	10%
Future Schools Design	15%
Media Awareness Contributions	10%
Purpose of Schools Position Paper	20%
Synthesis Project for Meeting Course Objectives	30%
(may include other assignments and/or class projects)	

Criteria for Scoring Assignments: To be developed in class