Faculty Senate Monthly Packet January 2007

Portland State University Faculty Senate

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This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.
In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have sufficient time to review and research action items. If there are questions or concerns, please attempt to have them resolved before the Senate meeting, so as not to delay business on the floor of the PSU Faculty Senate.
The Faculty Senate will hold its regular meeting on January 8, 2007, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
* B. Approval of the Minutes of the December 4, 2006, Meeting

C. Announcements and Communications from the Floor
   President's Report
   Provost's Report

D. Unfinished Business
   * 1. Quarterly Report of the Educational Policy Committee – Hansen

E. New Business
   1. Graduate Council Course and Program Proposals – Oslund
   2. GC and UCC Join Course and Program Proposals – Oslund and Miksch
   3. University Curriculum Committee Course and Program Proposals – Miksch

F. Question Period
   1. Question for Provost Koch from the Faculty Senate Steering Committee
      How is OAA responding to the shortage in classroom space and support for instructional technology, and its resulting impact on the curriculum, brought on by enrollment growth, scheduled construction or remodeling projects, and budget reductions?
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees
   * 1. Semi-annual Report of the Faculty Development Committee – Rodriguez
      3. Report of the Interinstitutional Faculty Senate Meeting of Dec 8-9 at PSU - Burns
         http://darkwing.uoregon.eduj-ifs/if.html

H. Adjournment

*The following documents are included with this mailing:
Minutes of the December 4, 2006, Meeting and Attachments
D-1 Quarterly Report of the Educational Policy Committee
E-1, Graduate Council Course and Program Proposals
E-2 GC and UCC Join Course and Program Proposals
E-3, University Curriculum Committee Course and Program Proposals
G-1 Semi-annual Report of the Faculty Development Committee
G-2 Semi-annual Report of the Intercollegiate Athletic Board
## 2006-07 PSU Faculty Senate Roster

### 2006-07 Steering Committee
- **Presiding Officer:** Kathi Ketcheson
- **Presiding Officer Pro tem:** Gwen Shusterman
- **Steering Committee:** Martha Balshem, Cheryl Livneh, Patricia Wetzel & John Rueter (Comm on Comm), *Ex officio*

### 2006-07 Faculty Senate

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Code</th>
<th>Year</th>
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### Business Administration (6)
- Johnson, Raymond
- Mathwick, Charla
- Buddress, Leland
- Ramiller, Neil
- Yuthas, Kristi
- Brown, Darrell

### Education (6)
- Stevens, Dannelle
- Lenseki, Susan (Halverson)
- Caeke, Mieki
- Kim, Dae Y. (Isaacsen)
- Cress, Christine
- Thao, Yer

### Engineering and Computer Science (10)
- Bertini, Robert
- Lall, B Kent
- Shapiro, Leonid
- Black, Andrew
- Maier, David
- Recktenwald, Gerald
- Feng, Wu-chi
- Brown, Cynthia
- Chrzanowsk-Jeske, M.
- Devletian, Jack

### Extended Studies (3)
- Sedivy, Glen
- Livneh, Cheryl
- Fritzsch, Vincent

### Fine and Performing Arts (5)
- Fosque, Walton
- Tate, William
- Knights, Clive
- LePore, William (Fletcher)
- Wattenberg, Richard

### Library (3)
- Larsen, Thomas
- Brenner, Michala
- Paynter, Robin

### Liberal Arts and Sciences (40)
- Bulman, Teresa
- Carter, Duncan
- Crawford, Larry
- Fischer, William
- Komine, Laurence
- Mandaville, Jon
- Elzanowski, Marek
- Shusterman, Gwen
- Wadley, Stephen
- Wamser, Carl
- Collier, Peter
- Morgaine, Carol
- Agorsah, Kofi
- Balshem, Martha
- Brown, Kimberly
- Burns, Scott
- Jacob, Greg
- Kapoor, Pyra
- Medovoi, Leorom
- Reder, Stephen
- Watanabe, Suwako
- Weasel, Lisa
- Wetzel, Patricia
- Works, Martha
- Arante, Jacqueline
- Blazak, Randy
- Bodegan, Eric
- Dillon, Tracy
- Farr, Grant
- Garrison, Tim
- Jiao, Jun
- Hickey, Martha
- Liebman, Robert
- Miller-Jones, Dalton
- Reese, Susan
- Stovall, Dennis
- Zelick, Randy

### Other Instructional (4)
- MacCormack, Alan
- Flower, Michael
- Labissiere, Yves
- Fallon, Ann

### Social Work (7)
- Hunter, Richard
- Jivanee, Pauline
- Cotrell, Victoria
- Powers, Laurie
- Talbot, Maria
- Wahab, Stephanie

### Urban and Public Affairs (8)
- McBride, Leslie
- Sharkova, Irina
- Clucas, Richard
- Farquhar, Stephanie
- Wollner, Craig
- Brodowicz, Gary
- Messer, Barry
- Sussman, Gerry

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*Interim appointments indicated with asterisk
*Member of Committee on Committees
Minutes:
Faculty Senate Meeting, December 4, 2006

Presiding Officer:
Kathi Ketcheson

Secretary:
Sarah E. Andrews-Collier

Members Present:

Alternates Present: Hook for Black, Barton for Knights, Santelmann for Reder.

Members Absent:
Bertini, K. Brown, Cotrell, T. Dillon, Farquhar, R. Johnson, Kapoor, Kim, Labissiere, Lall, Mandaville, Mathwick, Medovoi, Messer, Paynter, Powers, Reese, Shapiro, Tate.

Ex-officio Members
Present:

A. ROLL
B. APPROVAL OF THE MINUTES OF THE NOVEMBER 6, MEETING

The meeting was called to order at 1506. The minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the Agenda: Chancellor’s Report

Changes in Senate/Committee Memberships since December 4, 2006:

Erna Gelles, UPA, has resigned from the Faculty Development Committee.

President’s Report

BERNSTINE noted that the Chancellor will discuss the Governor’s budget for OUS, released this day, and he noted that there has been only one other year when an
increase was proposed. BERNSTINE stressed that the big challenge would be if we can hold it, and the Chancellor will need strong faculty support to make that happen. In that regard, he noted that Debbie Murdock, PSU's chief government relations officer, is progressing very well, but that she will out for a while. In her absence, distinguished alumnus Dick Feeney, past recipient of the Outstanding Alumnus Award and former lobbyist for Tri Met, will endeavor to fill her shoes.

Chancellor’s Report

The Chancellor reported after "E-2." He noted that he scheduled his visit to talk about optional retirement plan offerings, but he also wanted to discuss the Governor’s Budget for 2007-09. The principal message is that the economy is better and we want to keep it better by investing in education, and not just K-12, but from Head Start through post-doctorate and research endeavors. Last week’s revenue forecast was robust and we hope they will continue to be. Housing sales have declined but other forms of real estate have not, and population, jobs, and the economy are all growing in the state. We have great reason for optimism, but we need to tinge or frame it with Oregon’s historical reality.

PERNSTEINER noted that the first investment will be for Head Start, through the corporate minimum tax. Head Start is important because education is a continuum. The next investment is proposed for the Shared Responsibility model, formerly known as the Oregon Opportunity Grant, also through the corporate minimum tax. The next proposals are linked to more traditional revenue sources and include increases in K-12 and Higher Education. The proposals for Higher Education include increasing faculty salaries, improving the student-faculty ratio, enrollment growth, stabilizing regional campus budgets, building and renovation funding, and related capital investments. On recommendation of the Oregon Innovation Council, the Governor has proposed substantial investments in research. The Governor has also proposed an increase in ETIC to be distributed to the three major universities.

Additionally, we have proposed a legislative concept that we can keep our own cash, and some other innovations that would enhance resources, and enable us more flexibility and fewer visits to the E-Board. The OUS has withdrawn some proposals, for example, changes to PEBB, PERS contributions, and retirement plans, so that we can all work together in the legislature on this budget, students, faculty, and staff.

BURNS asked if there were differences between the Board’s original versus the Governor’s present budget proposals. PERNSTEINER noted that many things were moved around with a resulting budget of $946.2 Million versus the originally proposed figure of $974. Million.

BALSHEM noted that we narrowly missed a major catastrophe in the election, and that this could be interpreted as just another example of ebb and flow in the Oregon economy. PERNSTEINER stressed that we have not seen the last recession in history, but that this is an opportunity to plan for the future so that we won’t decimate programs in the next downturn.
MEIER asked the Chancellor to comment on a potential merger of OHSU and PSU. PERNSTEINER noted that there is still interest in the Legislature, and therefore the OUS would issue an RFP to research the notion.

_______ asked for comment on the funding model. PERNSTEINER noted that there are very few areas of the budget with any flexibility to address funding the model.

PERSTEINER introduced Denise Yunker of OUS, and briefly discussed the proposed changes for optional and elective retirement plans (OUS slides attached). We have to make changes in the next twelve months, due to IRS regulations that take effect in 2008. Approximately one-sixth of eligible OUS employees are currently participating. There are currently sixteen vendors and there is no assistance in the selection process. We are trying to make it easier for employees to take advantage of these plans. We propose the record keeper and custodian be centralized. We have an investment committee comprised of members from each campus, and we are establishing an advisory committee composed of two faculty from each campus to advise on design of the system, and advise the investment committee on the approach to investment in each of the categories.

FRITSCH noted that he used to contribute to these plans but stopped as a result of insufficient salary.

D. UNFINISHED BUSINESS

None.

E. New Business

1. Graduate Council Course and Program Proposals

OSTLUND presented the proposals for the committee.

FLOWER/WOLLNER MOVED THE SENATE APPROVE the Graduate Certificate in Urban Design, Urban and Public Affairs and Fine and Performing Arts, as listed in "E-1."

FOSQUE asked for a clarification regarding the total number of credit hours. WALLACK yielded to SELTZER who noted that the certificate requirement specifies a minimum of 27 credits. BARTON concurred.

THE MOTION PASSED by unanimous voice vote.

2. University Curriculum Committee Course and Program Proposals

MIKSCH presented the proposals for the committee.
Baram/Lower moved the Senate approve new courses, course changes and a program change in Biology, Liberal Arts & Sciences, as listed in “E-2.”

Bulman asked for an explanation of the program change in Biology. Miksch noted that the change is minor, and has to do with advances in areas of course content. Rueter noted that three courses were added, Evolution being of particular note, and one course was dropped.

Wamsler noted that Chemistry might not have been notified that Biochemistry was being dropped. Rueter noted that the proposal went through the CLAS Curriculum Committee. Wamsler reiterated his concern, noting that Chemistry can barely handle their own biochemistry majors.

The motion to approve passed by unanimous voice vote.

Burns/Weasel moved the Senate approve two new courses in Education, as listed in “E-2.”

Clucas queried if Education has contacted Political Science about this course, as there is significant overlap. Miksch noted that Education was very forthcoming about possible course duplication. Livneh noted that these courses have been in process for at least six to eight months, and presumably, the questions have been asked. Additionally, the courses have been offered for 4-5 years as 410U’s in the Leadership for Change Cluster. Miksch read from the proposal. Clucas noted that there is overlap in what she read. Rueter noted that Regina Lawrence from Political Science was last year’s chair, which assumes significant representation from Political Science. Clucas stated he would prefer if the course were referred back to committee, noting that Lawrence is not an expert on international political economy, and may not have understood the duplication. Livneh reminded that this course is from last year’s work, and requested that, at the least, the course should be split from the other that is proposed so as not to delay the latter. Clucas noted that irrespective of last year, our function as a Faculty Senate is to give overlap a clear airing. Timeliness should not be a condition for approval. Clucas noted also that, contrary to the proposal description on the overhead, there is no PA 454; the course is PS 454. Meier asked if there was any comment in the full proposal about PS 454. Miksch stated no.

Clucas/Jacob moved to amend the motion by deleting EPFA 448.

The motion failed by 34 in favor and 36 against.

D. Brown requested that the same information be shared with respect to the second course, EPFA 450. Miksch noted that there was none.

The question was called.
THE MOTION TO APPROVE PASSED by 41 in favor, 25 against, 4 abstentions.

FLOWER/MOVED THE SENATE APPROVE the Minor in Turkish Studies, Arts and Sciences, as listed in “E-3.”

FOSQUE urged that there be some consistency in how we review and approve curriculum, with respect to how credits are listed. Additionally, he asked how the 24-credit language requirement in Modern Turkish would be distributed. WETZEL concurred, asking for a clarification on waivers for fluency. MIKSFCH yielded to Berol Yesilada, who stated, yes, the credits could be waived. WETZEL noted that the requirement is stated better in International Studies major. KOMINZ asked for a clarification of the rationale for separating Turkic from the other languages in the Middle East. MIKSFCH yielded to Yesilada, who stated that Turkic Studies extend from the Baltic to China. WADLEY asked why the program isn’t called Turkic instead of Turkish Studies. KOMINZ concurred. Yesilada noted that the title is modeled on the political science program name used elsewhere, for example, Georgetown University. WADLEY noted that the term, “Turkish,” implies a narrower focus, contrary to the proposal’s intent.

asked about new courses in the proposal. MIKSFCH stated there are none. WETZEL noted she is concerned about the proliferation of studies certificates for every other language. MIKSFCH yielded to Yesilada, who stated that if PSU had a school of International Studies, there wouldn’t be an issue.

BULMAN noted that the prefix to 404 was incorrect. STEVENS asked what is the advantage to students of earning a certificate. noted that it indicates on their graduation documents where they have specialized.

THE MOTION TO APPROVE PASSED by majority voice vote with no abstentions.

F. QUESTION PERIOD

1. Question for Vice President Desrochers

*How is FADM working with OAA to make decisions about space utilization, particularly given the upcoming renovation projects across campus?*

DESROCHERS began by echoing the Chancellor’s remarks about the budget, and noting that backfilling for enrollment growth is a very big priority.

DESROCHERS responded to the question by describing the university’s activities in domain of space utilization, especially as it relates to classrooms. She included slides (attached).

*NOTE: There is no transcript of the meeting from this point.*
LIEBMAN noted that there is great concern for instructional support during this transition. The spaces in the Unitas Building are not ready for classes, and the faculty need IR staff for maintenance of the equipment. It appears that there are not enough hands, now and for the future. DESROCHERS noted

CLUCAS asked what percentage of our buildings are being leased. DESROCHERS stated that thee are not as many as you would think. Additionally, DEQ and Public Health are finally leaving. The USGS is moving in, but that is a very good fit with certain of our programs.

2. Questions from the Floor for the Chair

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Quarterly Report of the Education Policies Committee

In the absence of the Chair, the report was tabled.

2. Report of the Academic Appeals Committee on Deadlines

The report was tabled.

H. ADJOURNMENT

The meeting was adjourned at 1705.

Minutes of the PSU Faculty Senate Meeting, December 4, 2006
Retirement Plan Concepts

Overview and Invitation

December 4, 2006
Portland State University

Two Plans

- Tax-Deferred Investment 403(b) Program
  - Voluntary Retirement Savings Program
  - Open to All Employees (except students)
  - 16 Authorized Vendors offer annuities and mutual funds
  - 3500 active participants

- Optional Retirement 401(a) Plan
  - Employer and Employee Contributory
  - Alternative to PERS for unclassified employees
  - 4 Companies offer annuities and mutual funds
  - 3000 active participants

Retirement Plan Redesign Goals

- Easier for employees to take advantage of the retirement savings plan
  - Increase from 1-in-5 to 3-in-5 employees investing

- High Quality Investments and Services
  - CORE PLUS CHOICE investment options
  - Single source participant services & education
  - Universally available investment advice tools
  - Administration technology advances

- Plan sponsor support & compliance

Treasury Regs – Jan ’08

- First IRS guidance for 403(b) plans since 1964

- Place more responsibility on plan sponsors for plan oversight

- Apply standard plan rules for all vendors
  - Control movement of funds between plans
  - Order of contributions
  - Similar forms of benefit distribution
Plan Components

- **Recordkeeping/Trust & Custodian platform**
  - Transactions & Statements
  - Participant Services
  - Advising and Education

- **Investment platform**
  - Mutual funds, fixed annuities and variable annuities

Current Plans

New Plan Concept

End Goals

- Encourage and support employees' saving for retirement
- Top tier investments, responsive to participant preferences
- One-stop-shopping participant services
- Strengthen compliance oversight with single recordkeeping, custody, and trust provider
- Meet federal compliance requirements
Faculty help needed for a participant-focused design
- Tell us what you would like to see
- Hear about the redesign concept, the reasons for redesign, and expected improvements
- Share your knowledge with your colleagues

Faculty senate presidents are asked to name faculty members to advise on approach and structure, and to advise the Investment Committee. One faculty member from each regional campus and 2 from PSU, OUS, UO.

Recordkeeper selection is on hold so we can open the plan redesign to faculty for comment, but needs to be concluded soon.
Space: The Final Dimension

How is Finance/Admin Division working with OAA to manage space utilization (mostly classrooms) during the upcoming campus renovation projects?
OVERVIEW
FADM/OAA are working together

- Physical Planning Committee - Charged with long-term planning and review of needs
- Space Committee - Charged with space allocation decisions
- Building Committees - For Major Construction Projects, develop programming and report to VP FADM

FINDINGS ON DEVELOPMENT
2005-06 Year of Analysis-General Findings on PSU Space Needs

- Work of the Physical Planning Committee concluded:
  ★ We are short on space
  ★ We are very short on space (120% of OUS standards)
  ★ We are short on space of all varieties: classrooms, offices, labs, library parking, housing, recreation etc.

- Physical Plan analysis identifies a need for 40% more space if growth goes to 35,000 students

- If no more growth - still need 20 -30% more based on past enrollment growth as well as research needs

- Housing goal is to provide facilities for at least 15% of students, currently 7%
DEVELOPMENT OPPORTUNITIES

Analysis of new development or re-development potential is positive. But not enough to meet all our needs.

Portland State University
Potential Development Sites

MAJOR ISSUES AFFECTING RE-DEVELOPMENT

- No 100% financing from State for space including classrooms

- Creative, multiple use buildings have multiple finance sources and greater likelihood of advancing (City, gifts, federal funds, local funds plus state funds)

- Revenue streams from self support functions are strong and can help create opportunities to add academic space

Redefining/redrawing the boundaries of the University District is important
1) To include property east of 4th Ave
2) To expand our potential growth area
3) To redefine elements of University & relationship to community

- Ability to work with the State, City, Portland Development Commissions & developers to achieve future expansion opportunities and capital goals is very important
FACTS/CHALLENGES

Good News: Some gains have been made in space.

Some new acquisitions: NWCEST, Broadway,
Unitas lease

Election is over and we may have new approvals

Focus is on classrooms and labs as well
as major deferred maintenance

Recreation Center creates opportunity to
build new classrooms

Upcoming challenges: Remodels, renovations and new
construction means some classrooms off-line
temporarily and some, permanently

17% of existing campus space dedicated to instructional
purposes

115 general purpose classrooms 270+ department
controlled instructional spaces including
classrooms

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Classroom Loss/ Temp Displacement 2000 – 2011

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<td>PCAT (Permanent)</td>
<td>17,364</td>
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<td>*Lincoln (Temporary)</td>
<td>27,295</td>
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<td>K-House (Permanent)</td>
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<td>*Science Bldgs I &amp; II (Temporary)</td>
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<td>(Possible)</td>
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<td>Sixth Ave Bldg (Permanent)</td>
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*Pending Legislative Approval

Total Temp Displacement

95,700

Total Perm Loss

22,487
Classroom Gains: Current and Projected 2000 – 2011

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<td>4th Ave Bldg (Possible)</td>
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<td>The Broadway</td>
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<td>Sciences I &amp; II (if approved by Legislature)</td>
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<td>Parking II Exp/Classroom (Possible)</td>
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More on Near Future Challenges

- Between this coming summer and 2010, up to five current buildings may be either under construction or renovation. Other new buildings may be under construction as well.

- End of 2011, if all projects complete we will have net gain of 109,559 in classroom space, if all projects completed.

- To meet temporary and long term needs we will still likely need to lease additional space.

- In order to meet these needs, there are some next steps.
FADM and OAA goals are to expand space as much as possible and to increase efficient use of existing space.

- High Priority: general classrooms, labs and offices.
- Space Committee will not be favorable to taking classrooms offline.

2006 Finding: Need adequate strategy for classroom management.
- No integrated room schedule software
- Decentralized management of space through departments

Solutions:

1) Task force on scheduling software (created w. AVPs Mack and Gregory/Registrar/Auxiliaries). Analyze scheduling practices and find an integrated software product.

2) Work through Associate Deans group chair, Carol Mack to redefine department space management.

Need full cooperation during the next several years of construction.
Education Policy Committee (EPC)
Fall 2006 Quarterly Report

Committee Members: Duncan Carter, Richard Beyler, Michael Flower, Marek Elzanowski, Marcia Fischer, Darelen Geiger, Alan Cabelly, Brad Hansen (Chair), Raymond Johnson, Sharon Elteto, Bee Jai Repp, Craig Shinn, Mindy Holliday.

According to the Constitution of the PSU Faculty, the Educational Policy Committee (EPC) shall advise the Faculty Senate and the President on educational policies and planning for the University. The Committee shall:
1) Serve as the advisory board to the President and to the Faculty Senate on issues of policy and planning for the University,
2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate,
3) Receive and consider proposals from appropriate administrative officers or faculty committees for establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities,
4) In consultation with appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University,
5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.

Since its first meeting on October 9, 2006, the EPC has conducted the following business:

- Reviewed and presented to the Faculty Senate for approval the proposal to transition Child and Family Studies to the Graduate School of Social Work (November 6, 2006 meeting).
- Familiarized itself with the Report of the Ad Hoc Committee to Review Governance (CFG) and is currently discussing ways to act on its recommendations, as directed by the motion of the Faculty Senate of June 6, 2006.
- The Committee has decided to continue to review the report by:
  - Identifying the specific issues raised by the CFG,
  - Prioritizing the identified issues,
  - Considering action upon each of the issues that could result in proposing a specific Faculty Senate action, appointing a subcommittee, deferring the issue to another committee, or deliberating the issue further within the EPC.
- Requested and received an extension from December 2006 to March 2007 for their report to the faculty Senate on Faculty Governance. The issues that remain to be discussed concern the composition of the Faculty Senate, inclusion of non-instructional faculty in Senate committees dealing with educational policy issues, and violation of the concept of shared governance by university administration.
December 11, 2006

TO: Faculty Senate

FROM: DeLys Ostlund
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be supplied by Linda Devereaux.

**College of Liberal Arts and Sciences**

**New Programs**
- Ph.D. in Chemistry [two page summary attached]

**New Courses**
- Ch 694 Nucleic Acid Structure and Function, 4 credits
  Comprehensive examination of nucleic acid structure-function relationships at the molecular level. Geometry of DNA and RNA will be presented, along with the impact this has on gene expression. DNA structural thermodynamics and RNA-directed catalysis will also be covered. Prerequisites: completion of a full year of undergraduate-level biochemistry (Ch 490, 491, 492).

**College of Urban and Public Affairs**

**New Courses**
- USP 569 Sustainable Cities and Regions, 3 credits
  Focuses on the technical and theoretical models of sustainable urban development, exploring the questions of whether and how cities can be sustainable and how they can continue as places that sustain cultures, economies, and nature. Basic technological and theoretical models of human-nature interaction will be considered, along with visionary possibilities for the future of cities and urban regions, globally and in Portland.
Executive Summary

Proposal for the Implementation of Doctoral Program in Chemistry
Department of Chemistry
Portland State University

Introduction
Chemistry is, at its core, the understanding of matter at the molecular level. The fields of biomedicine, drug discovery and development, semiconductor development, communications, information storage, sensors, alternative energy, and environmental analysis and remediation are all dependent on new breakthroughs in chemistry.

The Department of Chemistry at PSU currently offers the B.A., B.S., M.A., M.S., M.A.T. and M.S.T. degrees in chemistry. Students who wish to study chemistry at the doctoral level do so within the framework of the Environmental Sciences and Resources (ESR) interdisciplinary program. Building on the demand for, and success of, our existing graduate program, the Department of Chemistry is proposing a disciplinary Ph.D. program in chemistry.

It is a major problem for a university the size of PSU, and a metropolitan area the size and diversity of Portland, to lack a program that offers the highest degree in a field as fundamental as chemistry. There have been many calls from the Portland community for the development of Portland State University into a strong research university that can truly serve the advanced educational needs of the regional population, as well as the research and infrastructure needs of the local industry. Expanding graduate education in chemistry is central to meeting these needs.

The program’s emphases in environmental, materials, and biological chemistry will serve to both underpin the interdisciplinary ESR Doctoral Program currently offered and the developing interdisciplinary research programs in materials science and biological science. Furthermore, a disciplinary Ph.D. program in chemistry will position the University to better capitalize on collaborative opportunities with OHSU, such as the new initiatives in Chemical Biology and Drug Discovery and Development.

Evidence of Need
As Oregon’s only urban University, PSU has committed itself to a role as an essential partner, and an intellectual leader, in the educational and economic future of the Portland metro area, an area that is home to 60% of the state’s residents. In particular, the University has recognized the need to substantially expand its science and engineering programs so that PSU may better serve the critical technology needs of the local community and the state.

The proposed program responds to the needs of the Portland area for a higher level of research and educational capabilities in the fundamental sciences. Currently the only Ph.D. program in the Portland metro area available to students interested in advanced study in chemistry is PSU’s ESR/Chemistry program. While this is an excellent program for those students seeking to work at the interface of basic science and environmental resource management, it is not an appropriate program for students with interests in areas outside of environmental science. Furthermore, the majority of applicants to the Department are interested in the program for the opportunity to carry out advanced study in chemistry, not environmental science, and many faculty research programs are in areas that do not directly overlap with environmental science. Indeed, much of the recent research expansion (in faculty and research funding) in the Chemistry Department has been in biological and materials chemistry, and supports the
rapidly growing collaborations with faculty at OHSU, as well as the statewide ONAMI initiative in materials science and the proposed statewide OTRADI initiative in drug discovery and development.

As evidence of the level of enthusiasm for the proposed program in the community the proposal includes strong letters of support from numerous industrial, biotech, and academic partners, including Intel and OHSU.

Objectives
The objectives of this program are: 1) to enhance graduate education in Portland by providing an opportunity for advanced education in the chemical sciences, 2) to provide leadership in chemistry research and education in the Portland metro area, 3) to meet the current and future research and infrastructure needs of the Portland metropolitan area in chemistry-dependent fields, and 4) to contribute to the growing base of research required for our rapidly advancing technological economy.

Course of Study
The Ph.D. in Chemistry is a research degree. The equivalent of four to five years of full-time graduate work primarily focused on an original research project will be typical for those candidates entering with the B.S./B.A. in chemistry. For students entering the program with a M.S./M.A. in Chemistry, this may be shortened by one to two years.

Each student will be required to complete a minimum of six formal courses, 2-3 of which will be core courses defined by the particular research focus of their work (biological, materials, or environmental chemistry). Each student will present a literature seminar to the department in the second year of residence. At the end of the second year in residence each student will be required to pass comprehensive examinations. During the third year in residence each student will be required to submit and orally defend a prospectus of the proposed dissertation research, including work completed to date; this will constitute advancement to candidacy. Each student will also be required to write and orally defend an independent research proposal unrelated to the subject of their dissertation research in the fourth year. Upon completion of the dissertation research each student will write and orally defend the dissertation.

Within the first term of study each graduate student will select a faculty research advisor who will be responsible for directing the graduate research and for primary approval of the details of the course of study. A Dissertation Advisory Committee will be formed after the faculty advisor has been selected, which will be responsible for supervision of the student's progress and final approval of all coursework and non-coursework elements of the curriculum.

Learning Outcomes
The characteristics important for a successful Ph.D. graduate in chemistry are: 1) the development of independent and creative thinking skills, 2) acquisition of the body of knowledge comprising the foundation of contemporary chemistry, 3) expertise in experimental design and implementation, 4) the ability to formulate and address current research problems, and 5) excellent professional communication skills. The proposed program is designed to cultivate each of these skills.

Cost
The Chemistry Department has had a longstanding involvement in the ESR doctoral program and in the last few years been the recipient of both institutional investments and significantly enhanced external research funding. All of the expertise, resources and financial commitments for the implementation of this new doctoral program are in place.
December 11, 2006

TO: Faculty Senate

FROM: Bonnie Miksch
    Chair, Undergraduate Curriculum Committee

    DeLys Ostlund
    Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be provided by Linda Devereaux.

**College of Liberal Arts and Sciences**

**New Courses**

- Ec 469/569 Introduction to Econometrics, 4 credits

  **Note:** this course was tabled at the November Faculty Senate meeting because a prerequisite was listed that is no longer offered. The prerequisite has been corrected; we ask that the course be un-tabled and considered again.

  General survey of empirical techniques useful for economic analysis. Focus on the applications of mathematical tools and regression analysis in economics. Quantitative topics will be introduced systematically with hands-on case studies and examples related to the fields of economics, public policy, and urban studies. This course will not be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Prerequisites: Ec 201, 202, Mth 251, Stat 243 and 244.

**School of Fine and Performing Arts**

**New Courses**

- Arch 421/521 Urban Design Methods, 4 credits

  Introduction to analytical and synthetic research methodologies inherent in the design of natural, architectural and urban contexts essential to contemporary urban design practice.

- Arch 432/532 History and Theory of Urban Design, 3 credits

  Introduction to the development of historical and contemporary urban design with parallel developments in architecture and urban planning. Theoretical models are related to current practices in the design of various sociopolitical, environmental and aesthetic urban contexts.
December 11, 2006

TO: Faculty Senate

FROM: Bonnie Miksch
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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

College of Liberal Arts and Sciences

New Program
- Minor in Elementary Education (see attachment)

New Courses
- Per 330 Persian Culture and Civilization (4) A multimedia survey of major aspects of 2500 years of Persian Civilization including traditions, art, music, architecture, handicrafts, literature, cities, and sports. Reflects Persian culture from the glories of Iran’s past to contemporary scenes of rural life. Taught in English.
- Per 341 Persian Literature in Translation (4) Selected texts from classical and modern Persian poetry and prose including epic, lyric, and mystic traditions placed in historical contexts. Covers the most important genres such as Qasida, the Ghazal, the Ruba’i, and the Masnavi. Taught in English.
- SP 389 Ethics of Human Communication (4) Applies important theories to communication settings and problems, including aspects of interpersonal, group, organization, public, Internet, and mass communication, showing how ethics relate to all communication events. Reveals how communication can either validate or undermine the basic humanity, dignity, and value of others in the communication setting. Prerequisite: upper-division standing.

Program Change
- Certificate in European Studies
- Certificate in Latin-American Studies
- Certificate in Middle-East Studies
  Area language requirement has been changed from 30 to 24 credits and upper-division area requirements have been changed from 30 to 28 credits. Both changes were made to match current credit allocation schemes.
Maseeh College of Engineering and Computer Science

New Program  
- BS in Environmental Engineering – see attachment

Program Change  
- BS in Mechanical Engineering - The chart below summarizes the program change. *

<table>
<thead>
<tr>
<th>Old Courses</th>
<th>New Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 223</td>
<td></td>
</tr>
<tr>
<td>Math 253</td>
<td>Math 261</td>
</tr>
<tr>
<td>Physics 381</td>
<td>ME 372</td>
</tr>
<tr>
<td></td>
<td>Writing 327</td>
</tr>
</tbody>
</table>

*The program change presented to the Faculty Senate on 5 June 2006 was tabled because dropping Math 253 and adding Math 261 appeared to remove a necessary prerequisite for Stat 451, which is also required by the BSME program. There was confusion about the prerequisites when a member of the Mathematics department pointed out the apparent inconsistency. After the Senate meeting Engineering contacted the senator from the Math department who had raised the initial objection, and she said she was unaware of the forthcoming changes in the mathematics curriculum because she was on sabbatical leave when the changes were discussed.

The status of prerequisites for Stat 451 has been resolved via a formal change course change (to change the prerequisite) submitted by the Mathematics department. In the 2007—2008 PSU Bulletin, the prerequisites for Stat 451 are Math 253 or Math 254.
Proposal for the Initiation of a New Instructional Program
Leading to the Minor in Elementary Education

Overview:

The Minor in Elementary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Early Childhood/Elementary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include all the prerequisites for admission to the program. Students seeking a license for early childhood and elementary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

The Minor in Elementary Education will identify and provide a title for a set of fourteen currently offered courses which are preparatory for students intending on applying to the Graduate Teacher Education Program (GTEP) in Elementary Education. This proposal comes out of the College of Liberal Arts and Sciences (CLAS) Dean's Office because academic advising for students preparing for elementary education is based in the CLAS Advising Center. Students may elect to choose any undergraduate major as part of their preparation for a teacher education program. There has been a shift away from undergraduate elementary education programs across the state leaving undergraduates who wish to become elementary educators feeling a bit at-sea, without any particular identification as a pre-education student. Having a Minor in Elementary Education would strengthen students' preparation by focusing their prerequisite coursework as well as providing formally documented achievement at the undergraduate level—both better prepare students for graduate level coursework.

Degree Requirements:

<table>
<thead>
<tr>
<th>Required Coursework</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts (7 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Lib 428 (3), Children's Literature, K-5</td>
<td></td>
</tr>
<tr>
<td>Ling 233 (4), Language and Mind</td>
<td></td>
</tr>
<tr>
<td><strong>Sciences (8 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>G 355 (4), Geosciences for Elementary Educators</td>
<td>4</td>
</tr>
<tr>
<td>Sci 311 (4), Teaching Everyday Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Math (12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Mth 211 (4), 212 (4), &amp; 213 (4) Fundamentals of Elementary Mathematics</td>
<td>12</td>
</tr>
<tr>
<td><strong>Education (7 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Ed 420 (4), Introduction to Education</td>
<td>4</td>
</tr>
<tr>
<td>SpEd 418 (3), Survey of Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Studies (8 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Psy 311 (4), Human Development</td>
<td>4</td>
</tr>
<tr>
<td>Soc 337 (4), Minorities</td>
<td>4</td>
</tr>
</tbody>
</table>
Fine and Performing Arts (8 credits)
Art 312 (4), Art in the Elementary School
Mus 381 (4), Music Fundamentals

Health (4 credits)
PHE 250 (4), Our Community, Our Health
OR
PHE 365 (4), Health Programs for Children and Youth

Total: 54 credits*

*The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C- or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A minimum cumulative GPA of 2.5 in coursework is required.

Evidence of Need

The development of this minor came at the request of Robert Mercer, who at the time was advising a large number of undergraduate students interested in elementary teaching. He expressed concern that without a specific undergraduate pathway these students have trouble finding a niche at the university. We have always had large numbers of students who unofficially identify themselves as pre-elementary education students. Providing an avenue for the most motivated among them to demonstrate their commitment and having it acknowledged on their transcripts would be of great benefit to these students allowing them to focus and formalize their academic interests in elementary education. The university-wide Teacher Education Committee (TEC) has taken increasing leadership in strengthening the undergraduate preparation of pre-service teachers. This proposal grew out of the goals of the TEC.

The other motivating force is our desire to abide closely to the National Council of Accreditation of Teacher Education (NCATE) standards for elementary education teacher preparation. Unlike 4 year institution's teacher licensure programs, the Graduate School of Education has only a five quarter program for preservice teacher preparation. This means they must depend on a series of prerequisites to insure teacher candidates enter the program already with sufficient content knowledge across the curriculum and are ready to take exclusively pedagogy courses. The proposed minor is more comprehensive than the current prerequisites and would provide teacher candidates with a solid foundation across the curriculum.
Proposal for the Initiation of a New Instructional Program Leading to the
B.S. in Environmental Engineering Portland State University
Maseeh College of Engineering and Computer Science
Department of Civil and Environmental Engineering

Overview:

This new Bachelor of Science degree will be an interdisciplinary program for students interested
in the environmental and water resources aspects of the curriculum within the Department of
Civil and Environmental Engineering. This degree draws on the strength of the science
departments at PSU: environmental science, biology, chemistry, and physics, and the strength
of course offerings in Environmental Engineering within the Department of Civil and
Environmental Engineering. The rationale for this new degree is that increasing numbers of
students with B.S. degrees in Civil Engineering have preferred a degree only in Environmental
Engineering and many students in Environmental Science have preferred an engineering
degree that can offer them a career in environmental engineering.

This new degree provides a pathway for these students to excel in an engineering program
tailored to Environmental Engineering. This new program will complement the Civil and
Environmental Department's current degree program which offers the Bachelor of Science in
Civil Engineering (EAC/ABET accredited), the Master of Science and Master of Engineering in
Civil and Environmental Engineering, as well as, the Doctor of Philosophy in Civil and
Environmental Engineering. Other related degrees at PSU include the B. S. in Environmental
Science and the B. S. in Environmental Studies.

Educational Objectives:

1. Prepare graduates for all essential aspects of responsible professional practice in
environmental engineering. The program will:
   - Provide graduates with the scientific and technical skills needed to engineer projects
     and to practice their profession ethically and responsibly.
   - Prepare graduates to work effectively in the professional engineering community
     through an understanding of concepts, techniques and approaches that cross
     traditional disciplines.
   - Prepare graduates to communicate effectively with other engineers, decision-makers
     and the public at large.
   - Provide graduates with an understanding of contemporary issues relevant to
     environmental engineering in a context that includes the long-term sustainability and
     well-being of the community.
   - Prepare graduates to advance in the profession through professional registration and
     an appreciation of the need for lifelong learning.

2. Prepare graduates to enter and succeed in graduate programs of advanced professional
education or research.
### Degree Requirements:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNST 101, 102, 103</td>
<td>Freshman Inquiry</td>
<td>15</td>
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<tr>
<td>UNST 299</td>
<td>Sophomore Inquiry</td>
<td>12</td>
</tr>
<tr>
<td>EAS 101</td>
<td>Engineering Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>EAS 115</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 234</td>
<td>Elementary Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Ch 221, 222, 227, 228</td>
<td>General Chemistry with Labs</td>
<td>10</td>
</tr>
<tr>
<td>Ph 221, 222, 223</td>
<td>General Physics (w/Calc)</td>
<td>9</td>
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<tr>
<td>Ph 214, 215, 216</td>
<td>Physics Lab</td>
<td>3</td>
</tr>
<tr>
<td>Mth 251, 252, 254, 255, 256</td>
<td>Calculus I, II, Linear Alg, Calc IV and Diff Eq</td>
<td>20</td>
</tr>
<tr>
<td>EAS 211</td>
<td>Statics</td>
<td>4</td>
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<tr>
<td>EAS 212</td>
<td>Strengths of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 215</td>
<td>Dynamics</td>
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<tr>
<td>CEE 315</td>
<td>CEE Profession Seminar</td>
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<tr>
<td>STAT451</td>
<td>Statistics for Scientist and Engr</td>
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<tr>
<td>G 301</td>
<td>Geology for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ME 321</td>
<td>Engineering Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 361</td>
<td>Fluid Mechanics</td>
<td>4</td>
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<tr>
<td>CEE 362</td>
<td>Hydraulics</td>
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<tr>
<td>ESR 320, 323</td>
<td>Analysis of Environmental Sys I &amp; Lab</td>
<td>6</td>
</tr>
<tr>
<td>ESR 321, 324</td>
<td>Analysis of Environmental Sys II &amp; Lab</td>
<td>6</td>
</tr>
<tr>
<td>ESR 322, 325</td>
<td>Environmental Risk Assessment &amp; Lab</td>
<td>6</td>
</tr>
<tr>
<td>CEE 371</td>
<td>Intro to Environmental Engineering</td>
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</tr>
<tr>
<td>CEE 364</td>
<td>Water Resources Engineering</td>
<td>4</td>
</tr>
<tr>
<td>EC 314U</td>
<td>Upper-division Cluster</td>
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<tr>
<td>CEE 480/580</td>
<td>Chemistry of Environmental Toxics</td>
<td>4</td>
</tr>
<tr>
<td>CEE 474/574</td>
<td>Water and Wastewater Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CEE 484/494</td>
<td>Capstone Design I, II</td>
<td>6</td>
</tr>
<tr>
<td>UNST</td>
<td>Approved Env Eng Electives*</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Upper-division Cluster</td>
<td>8</td>
</tr>
</tbody>
</table>

Curriculum Credit Hours Required = 184 hrs

*Approved environmental engineering electives include senior level or graduate courses in CEE (within the Environmental and Water Resources focus). Electives require prior approval of faculty advisor if outside CEE.*
Members:
Leopoldo Rodriguez-Economics (Chair)  Erna Gelles-PA
Linda Absher-LIB                     Janet Hamilton-BA
Karin Magaldi-TA                     Shalini Prasad-ECE
Sue Danielson-ENG                   Steven Harmon-XS
Gregory Davis-LING                  Julie Rosenzweig-SW
Grace Dillon-OI                      Alex Ruzicka-GEOL
Don Frank-LIB                       Juliette Stoering-AO

Travel Grant Awards
The Travel Grant provides funding for the expenditures associated with the presentation of faculty research at conferences and seminars. The maximum award is $1,250.00. The committee has $150,000 in travel funds to disburse between July 2006 and June 2008. Over the current academic year awards were made in four occasions corresponding to the academic terms when travel was to take place.

<table>
<thead>
<tr>
<th>Term</th>
<th>Applications</th>
<th>Requested</th>
<th>Awarded</th>
</tr>
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<tbody>
<tr>
<td>Summer 06</td>
<td>42</td>
<td>$45,723.95</td>
<td>$32,980.00</td>
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<tr>
<td>Fall 06</td>
<td>40</td>
<td>$36,169.05</td>
<td>$21,450.00</td>
</tr>
<tr>
<td>Winter 07</td>
<td>January 26</td>
<td>unknown</td>
<td>unknown</td>
</tr>
<tr>
<td>Spring 07</td>
<td>April 20</td>
<td>unknown</td>
<td>unknown</td>
</tr>
</tbody>
</table>

The committee is working on the clarification of guidelines for applicants and on changes to the application form. We have noticed a steady increase in the number of applications and the amounts requested, making our awards decisions more difficult. Our response has been to reduce the amount of awards in order to distribute the funds to as many applicants meeting the grant’s qualifications.

Faculty Enhancement Grant Awards
The purpose of the Faculty Enhancement Grant is to aid in building faculty capacity for research, instruction and service. The maximum award is $10,000.00. This year the committee had $250,000. The deadline for receipt of proposals is February 16, 2007.

<table>
<thead>
<tr>
<th>Applications</th>
<th>Requested</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>$429,448.00</td>
<td>$248,717.00</td>
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</tbody>
</table>

Post-Tenure Peer Awards
The FD Committee is also in charge of yearly reviews of post-tenure peer award applications. The committee met in May 2006 and allocated awards to 17 applicants for a total of $50,000.00.
Current members: Pat Squire, Chair; David Burgess (OIRP), Kit Dusky (LIB), Duncan Kretovich (SBA), Greg Jacob, ENG, Jim Mustard (Standard Insurance). The committee does not currently have student members, but is trying to find students who will be able to attend regularly. Ex-officio members include Lindsay Desrochers, VP FADM (or designee), Teri Mariani, Interim AD, Bob Lockwood, PSU Faculty Athletics Representative to NCAA, and Associate AD Molly Moore.

Intercollegiate Athletic Board: As defined by Article IV, section 4, the Board shall be composed of five members of the Portland State University Faculty nominated by the Committee on Committees, three students nominated by the Student Senate, and one member representing the public, each to be appointed by the President of the University for terms appropriate. Additionally, non-voting ex-officio members of the Board shall include the VP for FADM, Director of Athletics, Associate Director of Athletics, Faculty Athletics Representative (NCAA). The Board shall:
1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in men’s and women’s intercollegiate athletics.
2) Report to the Faculty Senate at least once each year.

Discussion so far this year:

- The committee is in a bit of a transition year, with a new chair and an interim athletic director. A search is underway for a new athletic director, and the chair of this committee sits on that search committee.
- Bob Lockwood is an invaluable advisor to this committee and stressed its importance in the eyes of not only the PSU President and faculty, but from the perspective of the NCAA.
  - The board should be the policy arm of intercollegiate athletics and university policies, with guidance over budgets, student fee requests, and academic performance and welfare of student athletes
  - Bob’s familiarity with NCAA rules and regulations and their interest in oversight committees provides great information for the board.
- It has always been challenging to find students who are able to attend IAB meetings. Since I’ve been on the committee, there have been no students in attendance. We are contacting student government for appointments. We talked to Teri Mariani about students on the student athletic advisory council to serve on the committee, but agree that we need at least one student who is not a student athlete. We have work to do in this area, and the constitution requires that we work through ASPSU to appoint students.
• Teri Mariani gave a report of Fall athletics team status:
  o Volleyball was second in the conference
  o Soccer had a good turn-around year
  o Cross country was a young team; did well in the season, but not in the conference tournament
  o Golf was also a young team
  o Football had a strong 7-4 season but the loss at Montana State probably caused them not to be invited to the play-offs. The Division I-AA system did not go by their procedure for selecting teams, and did not take into account the "strength of schedule" for PSU. Montana and Montana State, the only two conference teams we lost to, were the teams that made the play-offs.
• The committee discussed the advisability of football having three Division I games in one year and Teri Mariani described how that came about; it was an unusual year, and the games brought in major revenue for the program.
• The Athletic Director Search Committee has met and revised the AD position description. It has been published and advertised in the appropriate places to attract candidates and applications are coming in. The committee is currently reviewing applications and will continue until appropriate candidates have been identified. Members of the committee include: Rod Diman (special assistant to the President), Chair; Ken Bone (men’s basketball coach), Pat Brown (alumna and community supporter), Teresa Bulman (professor, Geography), Janelle Jeffries (student), Felicia Johnston (women’s golf coach), Keith Kaufman (professor and chair, Psychology), Tony Leineweber (alumnus and executive director, PSU Foundation), Bob Morrow (alumnus and community supporter), Molly Moore (assistant athletic director), Johnnie Ozimkowski (student), and Pat Squire (assistant vice president, Alumni Relations, and chair, IAB).
• Upcoming reports to IAB scheduled for winter term:
  o Athletic Director search status
  o Athletic Department budget
  o Private fundraising efforts
  o Academic Progress Report (APR)
  o Gender Equity
  o Volunteer participation
  o Community Field ownership
  o Coaching staffs; how hired
• Next meeting is January 17, 9:00 a.m., Simon Benson House.