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Faculty Senate Monthly Packet October 2000

Portland State University Faculty Senate

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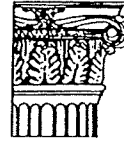
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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **October 2, 2000**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the June 5, 2000, Meeting
 - President's Greeting
 - Provost's Report
- C. Announcements and Communications from the Floor
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
 - 1. University Assessment Activities - Rhodes
 - 2. Update on the Office of Marketing & Communications – Withers
 - 3. Report on the Advisory Committee on Academic Information Technology - Driscoll
- F. Unfinished Business
 - 1. None
- G. New Business
 - *1. Graduate Council Course Proposals and Program Changes in the M.S. in Electrical & Computer Engineering Degree Requirements
- H. Adjournment

*The following documents are included with this mailing:
B Minutes of the June 5, 2000, Senate Meeting
G1 Graduate Council Course Proposal

2000-01 Rosters: FACULTY SENATE, ADVISORY COUNCIL, & IFS

PSU FACULTY SENATE

Presiding Officer: J.Patton **Pro tem:** R.Mercer
Steering Comm.: D.Carter, C.Heying, D.Johnson,
M. Neal, & Sarah Beasley(C.on C.) *Ex officio*

All Others

Collins, Mary Beth	CAPS	2001
*Carpenter, Rowanna (for Torres)	ADM	2001
Hopp, Susan	OSA	2001
*Squire, Patricia (for Movahed)	ALUM	2001
Fortmiller, Daniel	IASC	2002
Hoffman, Agnes	ADM	2002
*O'Grady, Esther (for Reynolds)	HRC	2002
*Ingersoll, Rebecca (for Taggart)	OIT-DO	2002
Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003

Business Administration

Brenner, Steven	SBA	2001
Buddress, Leland	SBA	2001
*Eder, Robert (for Goslin)	SBA	2001
Kenny, William	SBA	2002
Rogers, Rodney	SBA	2002
Cabelly, Alan	SBA	2003
Philbrick, Donna	SBA	2003

Education

Lewis, Rolla	SPED	2001
Carr, Carolyn	EPFA	2001
Sherman, Douglas	ED/CI	2001
Chaille, Christine	ED	2002
Wosley-George, Elizabeth	SPED	2002
Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003

Engineering and Applied Science

Koch, Roy	CE	2001
Turcic, David	ME	2001
Anderson, Timothy	EMP	2002
Rectenwald, Gerald	ME	2002
Daasch, W Robert	EE	2003
Lall, Kent	CE	2003

Extended Studies

Herrington, Margaret	XS-SS	2001
Walsh, Victor	PDC	2002
Feeney, Patrick	CEED	2003

Fine and Performing Arts

Erskine, Eleanor	ART	2001
Johnson, Lawrence	MUS	2001
Sestak, Barbara	ARCH	2002
Barton, Rudolph	ARCH	2002
Fosque, Walton	ART	2003

Urban and Public Affairs

Ellis, Walter	UPA	2001
Neal, Margaret	IOA	2001
Chapman, Nancy	USP	2002
Heying, Charles	USP	2002
Sussman, Gerald	USP	2002
Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003

Liberal Arts and Sciences

Bodegom, Erik	PHY	2001
Farr, Grant	SOC	2001
Johnson, Ansel	GEOL	2001
Johnson, David	HST	2001
*Latiolais, Paul (for Parshall)	MTH	2001
Miller-Jones, Dalton	PSY	2001
Patton, Judy	UNST	2001
*Peterson, Curt (for Weikel)	GEOL	2001
*Skinner, Ellen (for Cooper)	PSY	2001
*Trowbridge, Mark (for Wetzel)	INIL	2001
Balshem, Martha	UNST	2002
Becker, Lois	HST	2002
Carter, Duncan	ENG	2002
Crawshaw, Larry	BIO	2002
*Cummings, Michael (for Goucher)	.GEOL	2002
*Dieterich, Thomas (for Enneking)	LING	2002
Fisher, Claudine	FLL	2002
George, Linda	CSE	2002
Mercer, Robert	CLAS	2002
*Tableman, Mara (for Works).	GEOG	2002
Adajian, Lisa	MTH	2003
Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
Gilbert, Melissa	WSC	2003
Holloway, David	ENG	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Reece, Shelley	ENG	2003
Rosengrantz, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003

Library

Beasley, Sarah	LIB	2001
Kern, Mary Kristen	LIB	2002
Wang, Jian	LIB	2003

Social Work

*Shireman, Joan (for Adams)	SSW	2001
Yatchmenoff, Dianne	SSW	2001
Brennan, Eileen	SSW	2002
Kiam, Risa	SSW	2002
Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003

*Interim appointments

ADVISORY COUNCIL

Roy Koch, CE (1999-2001)
Robert Liebman, SOC (1999-2001)
Barbara Sestak, ARCH (1999-2001) *Fall '00 Chair*
Scott Burns, GEOL (2000-02)
Robert Mercer, CLAS (2000-02)
Craig Wollner, CLAS (2000-02)
Interinstitutional Faculty Senate
Duncan Carter, ENG (for Cease) (to January 2001)
Craig Wollner, IMS (to January 2002)
Scott Burns, GEOL (to Jan. 2003)
John Cooper, ENG (to Jan. 2001) *Past President*
Duncan Carter, ENG (Jan. 2001 to Jan. 2004)

September 21, 2000

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 5, 2000
Presiding Officer: Barbara Sestak
Secretary: Sarah E. Andrews-Collier

A. ROLL CALL

Members Present: Agre-Kippenhan, Anderson, Balshem, Barham, Barton, Beasley, Becker, Bodegom, Brennan, Brenner, Brown, Burns, Carpenter, Carter, Casperson, Collins, Crawshaw, Dieterich, Eder, Ellis, Enneking, Farr, Fisher, Fortmiller, Fuller, Gelmon, Goucher, Harmon, Herrington, Heying, Hickey, Holloway, Hopp, A.Johnson, D.Johnson, Kenny, Kern, Ketcheson, Koch, Latiolais, Lowry, Mercer, Neal, O'Grady, Patton, Powell, Rectenwald, Rogers, Rueter, Sestak, Shireman, Squire, Stevens, Sussman, Taggart, Thompson, Wetzel, Williams, Works, Zelick

New Members Present: Franz, Glanville, Hagge, Sherman, Chenoweth, Lall, Fosque, Brodowicz, Reece, Rueter, Rosengrant, Shusterman, Gilbert, Holloway, Wang

Alternates Present: Dunbar for Alberty, Brenner for George

Members Absent: Ames, Bleiler, Biolsi, Chaille, Chapman, Corcoran, Erskine, Fountain, Hoffman, L.Johnson, R.Johnson, Kiam, Lewis, Miller-Jones, Morgan, Walsh, Watne, Wollner, Wosley-George

Ex-officio Members Present: Andrews-Collier, Bernstine, Davidson, Dawson, Driscoll for Dryden, Feyerherm, Hillman, Kaiser, Kenton, Lieberman, Limbaugh, Murdock, Pernsteiner, Pfungsten, Pratt, Tetreault, Toulan, Vieira, Withers

B. APPROVAL OF THE MINUTES

The minutes of the 1 May 2000 meeting of the PSU Faculty Senate were approved with the following corrections:

- 1) Tim Anderson was present.
- 2) P. 56, Para. 3, sentence 1 & 2, line 1-7:

Correct to read: BRENNER stated that "the university has just received the largest budget in his twenty-nine years on the faculty and finding the right balance is an art. However, when average Prof. incomes are \$2500. under the 10th percentile salary line, average Assoc. Prof. incomes are \$1700. under the 10th percentile, and Asst. Prof. incomes are \$200.+ ABOVE the 10th percentile, it is time for a signal that these people who generate the student credit hours - who generate the revenue - are worth stretching out FOR a little longer..."

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to today's Senate Agenda:

- President's Report
- E.7 Report of the Meeting of 2 June 2000 - Burns

Hail & Farewell

The Presiding Officer welcomed new members of the PSU Faculty Senate.

Sherril Gelmon, Chair of Curriculum Committee and Robert Eder, Chair of Graduate Council were recognized to present a motion.

GELMON/EDER MOVED: The Graduate Council and the University Curriculum Committee have voted unanimously to recommend that the Faculty Senate acknowledge the 22 years of service that Bob Tufts has given to PSU as Registrar, with our special thanks for his support and wise counsel on the University Curriculum Committee and Graduate Council. Therefore, be it resolved that the Faculty Senate extend its appreciation to Bob Tufts, thank him for all his contributions, and wish him well in his future endeavors.

THE MOTION PASSED by unanimous voice vote.

The Presiding Officer noted the passing in Fall 1999 of Ex officio member of the Senate, Dean Roger Ahlbrandt, School of Business Administration.

The Presiding Officer noted the retirements from the University of Senators while in office during 1999-2000, Ann Weikel and Louis Goslin, who retired in December, and Jack Cooper, who was recognized at the January meeting.

The Presiding Officer noted that Ron Cease has submitted his resignation from IFS effective concurrent with his retirement from PSU in August 2000.

The Presiding Officer noted the departure from P.S.U. of several current Senators and Ex officio members: Candice Goucher has been appointed Professor of History & Coordinator of Liberal Arts at WSU-Vancouver; Robert Vieira has been appointed V. P. of Academic Affairs at OHSU; and, Bruce Taggart has been appointed Vice Pres. at Lehigh University (technologies and library).

Other Announcements

The final two members of the Faculty Senate elected from the School of Social Work, effective 5 June 2000, are Diane Yatchmenoff and Maria Talbott.

The members of the Senate Ad Hoc Committee for Review of the Grievance Procedures are: Lois Becker, Gene Hakanson, Deborah Howe, William Kenny, Robert Liebman. The committee is charged by the Senate Steering Committee to commence their review Fall 2000.

The members of the Senate Ad Hoc Committee for Review of Senate Apportionment are Dan Fortmiller, Walton Fosque, David Johnson, Kathi Ketcheson, and a final member who has not yet confirmed. It is expected that the committee will conduct their work Fall 2000, and will be requested to report to the Senate by the December 2000 Senate meeting.

The Advisory Committee on Academic Information Technology proposed making a report to the Senate, which has been scheduled for the October Senate meeting.

A. JOHNSON noted that the Philosophy Department is planning to resubmit their 200-level course proposals for University Studies in Fall 2000.

Elections

Election of Officers for the 2000-01 PSU Faculty Senate (which took place as part of the proceedings of the June Senate Meeting):

Presiding Officer: Judy Patton
 Presiding Officer Pro Tem: Robert Mercer
 Steering Committee: Duncan Carter, David Johnson, Charles Heying,
 Margaret Neal (Sarah Beasley, Chair of Comm. on Comm. *ex officio*)

Changes in Senate and Committee Appointments effective 5 June 2000:

Appointments to 2000-01 academic year Committees have been recorded by the Secretary and will appear in the *2000-01 PSU Faculty Governance Guide*.

1. Faculty Senate Representative to Assessment Council

Sherril Gelmon, the Senate Representative to the Assessment Council, completes her Senate term today. Senators interested in replacing her on the Assessment Council are requested to contact the Secretary.

PRESIDENT'S REPORT

BERNSTINE noted that June celebrates the third anniversary of his appointment as President. He thanked all present for a wonderful and successful school year, and noted he is looking forward to the coming year to be successful as well. He stated he is particularly pleased that we were able to resolve salary issues, and hopes the overwhelming vote was a result of faculty support of where the university is trying to go with faculty salaries. As we conclude this year, he wants to renew his commitment to bring faculty salaries into line as quickly as possible.

BERNSTINE introduced the new Dean of Business Administration, Scott Dawson.

BERNSTINE noted that, regarding our relationship with OGI and the other state institutions, thanks to some hard work we are still "in play," and there should be some good news in the near future.

BURNS asked the President to comment on the progress of the tuition remission policy for dependents. BERNSTINE stated it is planned to go into effect for Fall 2000, and will provide 10 credits per quarter. Details will be distributed to the university community during summer term.

BERNSTINE concluded by congratulating and thanking Stan Hillman and the Budget Committee for their work this year. It was a valuable process and a great opportunity to work together in terms of prioritizing our finances for the future.

PROVOST'S REPORT

TETREAULT noted she echoed the President's comments regarding our successes this year. She then discussed her first year at PSU, and this conversation was disseminated in a letter to the campus community several days later (attached).

D. QUESTION PERIOD

None

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION & COMMITTEES

1. Advisory Council Annual Report

WETZEL presented the report for the committee.

The Presiding Officer accepted the report for the Senate.

2. Committee on Committees Annual Report

WILLIAMS presented the report for the committee, noting three names of committee members omitted from the report, Robert Mercer, David Holloway, and Eleanor Erskine.

The Presiding Officer accepted the report for the Senate.

3. General Student Affairs Committee Annual Report

HOPP presented the report for Miars, noting that the committee would like to add their recognition of and thanks for Robert Vieira's service to the committee.

The Presiding Officer accepted the report for the Senate.

4. University Planning Council Annual Report

LIMBAUGH presented the final quarterly report (attached).

A. JOHNSON noted the committee has previously discussed issues such as the campus plan. LIMBAUGH, stated, yes, they discussed the University District, but it is now apparently in the hands of another committee, thus the sense of redundancy. TETREAULT stated she is delighted with the notion of revitalizing the committee's mission.

5. Faculty Development Committee Annual Report Addendum

WORKS presented the report addendum (attached) and noted the committee had to complete a great deal of work in a very short time. WORKS stated that recipients would be notified imminently.

The Presiding Officer accepted the report for the Senate.

6. Budget Committee Annual Report

HILLMAN presented the report, noting that David Johnson's name was omitted from the list of members.

The Presiding Officer accepted the annual report for the Senate.

7. Report of the IFS Meeting of 2 June 2000

BURNS presented the oral report after "G.5". IFS met with Sarah Hopkins Powell, Interim President of SOU. They have a new General Education program very similar to ours, and are going through a similar transition. SOU bargained and settled very early using "one on one" strategy and they did not have Joe Sicotte at the table. OUS Board issues at present include the Bend campus idea, which will be addressed at the June meeting, as well as developments with OGI. The effect of Sizemore initiatives were reviewed by Sen. Lenn Hannon(R. – Ashland), who also discussed the low rate of voter turnout in the college age population.

Regarding salary and compensation at the other campuses, WOU's settlement was not 19% as previously reported, but 22%. OSU are pressing their administration to revisit their salary package. EOU has a new President, and they have a new policy of faculty evaluation of administrators. As a result, one Dean resigned.

Steve Bender of the Legislative Fiscal Office will be visiting PSU imminently as part of developing his report on the new budget model. The IFS is monitoring a possible policy development, which would involve tuition payment on a credit by credit basis. Some of

the community colleges are concerned that we are attracting Freshmen away from their programs.

F. UNFINISHED BUSINESS

1. Budget Committee Report on PSU 1999-2000 RAM Model and Allocations

HILLMAN (continued from E.6.) discussed the committee's review of the new budget model (RAM) as charged by the Steering Committee. The committee posed five questions, which are indicated in the report. After interdicting question #1, he yielded to George Pernsteiner.

PERNSTEINER stated revenues are projected to increase another \$1.6 million next year. He thanked the Budget Committee under Stan Hillman's leadership for their ability to communicate. Collectively, they spent the entire year trying to project for next year's budget. There were \$6. million in requests for '00-01, of which \$2.1 million the Budget Committee has given the highest priority. The following were approved this day and include: Increase the budget of the Government Relations by \$61,000, for a policy analyst; Funding the increased cost of the growth in Bandwith we need for internet access; \$579,000 to increase the indirect cost rebates; \$100,00 for a one-year trial of 24-hour/5-day per week library service; \$27,000 increase for Student Affairs for the Governor's sustainability initiative, which is one-half the request; \$270,00 for the Capital Campaign and an international development officer; \$325,000 for deferred maintenance, and \$115,000 for equipment and laboratories. If our revenues exceed expected levels, we will add back to the latter two items to bring them up to last year's allocation, as well as additional Development activities to support the Capital Campaign. Searches for the seven faculty positions proposed by the Provost will go forward in Fall 2000. The effect of adding those positions and funding the salary increases just negotiated will require, in the '01-02 year, a 2 - 2.5% enrollment increase and/or tuition increases. The above decisions have been made based upon current revenue assumptions. Enactment of measures recently placed on the November ballot would result in significant alterations to these plans.

PERNSTEINER thanked the Budget Committee for a budget process that went well, and he thanked the entire faculty for their teaching, research, and service, which is making next year's budget projections possible.

BRENNER asked if there are contingency plans for passage of ballot initiatives.

PERNSTEINER stated that the McIntyre initiative is not applicable to tuition, only fees, so it would be problematic but not be too destructive. However, passage of the Sizemore initiative would require a 30% state budget reduction in 2000 alone. For PSU, for example, that would amount to an approximate budget cut of \$20 million, retroactive to July 2000. He stressed it is more important to keep doing well what we are doing, than to divert our energies to cutting strategies. We must not give the impression that we are unstable, or, as with past experience, we could become unstable.

HILLMAN discussed the committee's conclusions as regards questions, #2 – 5, including relating them to the attachments F2-F8 in the report, and concluded with the Athletic program data. In most situations the Athletic program has not matched their projections for benefits to be accrued.

BRENNER asked if the 330 FTE in Athletics is included in income figures. HILLMAN stated that that income is not on these charts. Sterk met with the committee recently and argued that it should be; however, the Budget Committee disagreed. BRENNER expressed his disagreement with that choice. A.JOHNSON reiterated one more time that the charts reflect what was proposed versus what was realized.

HILLMAN concluded by thanking the Administration for their collaboration and openness, and reviewed the three actions recommended by the committee on page 4.

A.JOHNSON/ FISHER MOVED "Specific Actions Requested from the Senate (3)", in Item "E.6 1999-2000 Annual Report of the Senate Budget Committee," p. 4:

1. That the Administration for being helpful and forthright to the senate Budget committee.
2. The variance in cost/revenue raises questions about the equitable distribution of resources to academic programs. Inequitable distribution of resources raises issues about the quality of the students' academic experience and the faculty workload in departments with low and high ratios. The Senate should direct the Budget Committee, University Planning Council and any other appropriate committee in 2000/2001 to develop criteria for evaluating the quality of academic programs and assess whether this funding variance relates to quality variance.
3. The Senate should request that the Athletic Director work with the Budget Committee to assess the reasons for the shortfalls from projections in revenue generation and provide data on the student benefits that accrue from the athletic programs.

THE MOTION PASSED by unanimous voice vote.

2. Intercollegiate Athletic Board Annual Report

LALL presented the report and took questions. SESTAK asked Lall to comment on why there has been difficulty in finding his successor. LALL stated it has to do with workload issues in that the committee will be heavily involved in the NCAA review this coming year.

A.JOHNSON noted the committee should monitor budgetary events. LALL responded that the NCAA accreditation review would dominate the committee's attention in 2000-01.

The Presiding Officer accepted the report for Senate.

3. Academic Requirements Committee Report on Cluster Credit

WETZEL presented the report for the committee

The Presiding Officer accepted the report for Senate.

4. Report of Ad Hoc Committee on Omnibus and Cross-Listed Courses

HOLLOWAY presented the report.

A.JOHNSON/BURNS MOVED "Committee Recommendations for Crosslisting Policy at PSU", items #1 – 3, page 2.

GELMON asked if this applied to new or old courses. HOLLOWAY stated it is a department's decision and this does not undo old ones. LATIOLAIS asked if credit goes to the department or to the faculty member. HOLLOWAY stated that FTE is a department issue.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED "Committee Recommendations for Omnibus Numbered Courses, items #4 – 6, pp. 3-6.

BRENNAN noted this is a negative proposal, and a positive one is preferable. HOLLOWAY stated that what is there is already in place. A question was asked as to the involvement of graduate interdisciplinary faculty. HOLLOWAY stated they have been involved, for example Roy Koch was consulted.

THE MOTION PASSED by unanimous voice vote.

5. Curriculum Committee Report on University Studies Assessment Plan

GELMON presented the report, after G.1., and asked Senators to review it over the summer.

G. NEW BUSINESS

1. Curriculum Committee Recommendation Regarding Conflict Resolution Courses

A.JOHNSON/LATIOLAIS MOVED the Senate approve CR 299, CR 399, CR 410: Special Studies, as part of the Graduate Program in Conflict Resolution.

HOLLOWAY asked why the course is numbered 299, when it is part of a graduate program. GELMON stated that graduate students are teaching the courses. RUETER asked how this was connected to University Studies, as they appear to get one item through such as this and then add others.

THE MOTION PASSED by majority voice vote (4 nays, no abstentions).

MERCER thanked Barbara Sestak for her leadership this year, and was joined by the Senate with unanimous applause.

SESTAK thanked outgoing Senators, the Senate, and the Senate Steering committee, Robert Mercer, Judy Patton, David Johnson, Kathi Ketcheson, and Dilafruz Williams. She also thanked Sarah Andrews-Collier.

The meeting and the 1999-2000 PSU Faculty Senate were adjourned at 5:07 p.m.

PORTLAND STATE UNIVERSITY

Academic Faculty and Staff
Campus

Subject: Reflections on My First Year at Portland State University

Dear Colleague:

The completion of my first academic year as Provost provides the opportunity to share with you what I have learned as well as some ideas for the coming academic year.

Diversity and Quality of Faculty Work

Some of my most enjoyable moments have been the hours I have spent with faculty learning about their interests, commitments and passions. I am impressed with faculty members' attention to high quality teaching and student learning. Before arriving, I was aware of PSU's national reputation as an emerging model of an urban university. Now I know firsthand that the institution stands out among its peers in higher education because of the ways faculty have tied the curriculum to the city. The examples across departments and programs are myriad; the variety inspiring. I have been energized by the opportunities to learn about the scholarly and creative activities through faculty presentations to colleagues, visiting legislators, Board members, and potential donors. I've enjoyed the breakfasts, for example, that Dean Kaiser has hosted--even at the unattractive hour of 7:30 a.m.--highlighting faculty research and grant activity. Throughout I have seen the joy of being engaged with a central aspect of our mission: the production, interpretation, and dissemination of knowledge. Much of the research presented exemplifies our motto, "Let Knowledge Serve the City", whether it is historical research that helps us understand the workings of gender and race; sociological research illuminating the relationships between health and the well-being of families; or scientific research that enables us to better protect our environment.

Attendance at several school retreats broadened my understanding of the culture and agendas of the units. The Graduate School of Education invited me to talk with them about their efforts to educate a diverse student body both here and in the public schools. I have learned about the current and future aspirations of the Schools of Business Administration and Engineering and Applied Science through faculty discussions and accreditation visits. I have been enthralled and entertained in Lincoln Hall by outstanding student artists and performers who have been mentored by outstanding faculty. Each of these occasions has revealed the depth and breadth of quality across the disciplines and the commitment of the faculty to making Portland State an institution of choice.

It is my goal to ensure that Portland State continues to be a place where faculty want to come and a place where they can stay and fulfill their professional aspirations. I have been influenced by the work of Alan Guskin who visited us in April (www.oaa.pdx.edu/OAADOC/guskinlecture.html). He argues that in the next decade or so, the nation's colleges and universities will face significant

OFFICE OF ACADEMIC AFFAIRS

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PSU FACULTY SENATE Meeting, June 5, 2000

pressures and opportunities. These have the potential to disrupt and undermine the quality of faculty work-life unless we instead learn to shape the opportunities to revitalize academic life. He proposes that to accomplish this, faculty and administrators will need to challenge their basic assumptions about teaching and learning as well as rethink how education is delivered and its relationship to student learning. I want us to further investigate his ideas and will be talking with deans and faculty groups to discover what it is about our culture that promotes faculty vitality and what works against it. In the meantime, we will develop a proposal process to fund departments who are interested in tying faculty vitality to student learning. I have reserved monies to fund about eight individual departmental grants up to \$10,000 each. Our goal is to have proposal information to deans and chairs early this summer, ask for departmental proposals during the fall, and to implement plans during winter and spring quarters.

Faculty searches are coming to a close for this year, and we are already nearing the end of approvals for replacement searches for next academic year. As a community we need to address how successful we have been at achieving our goal of recruiting a diverse faculty. Through conversations with the deans and others, I want to better understand what has contributed to our success, what has impeded it, and what we can do in the future. The Diversity Action Council has provided creative ideas to expand the diversity of our campus community, and I look forward to seeing the results of some of the activities we have implemented, especially those with the objective of increasing the number of faculty of color. I think there is great potential for the institution to learn strategies for continuing our diversity efforts based on the successes in some of the departments this year.

A Great City: A Great University

The ways in which Portland State's academic quality and our advantageous location work together have been revealed to me in numerous ways. For example, some prospective faculty members remark that our nationally-ranked programs in Social Work, Urban and Public Affairs, and other high profile programs are major reasons for seeking a position here. They talk about the location and the opportunities that this vital and promising city and university provide. We hope to explore the potential for greater synergism between Portland State and the City of Portland during the next year through a series of events based on the theme "Great City: Great University". Within the context of our mission, we want to talk about the ways the University can enhance its contributions and commitment to nurturing our various communities, Portland's cultural and intellectual resources, the region's expanding industries and a healthy state economy. We want our constituents to participate with us in sharpening our vision and, as a result, we hope to all better understand the mutual relationships and obligations that exist between education and society. The opening event in this thematic series will be a fall symposium. Please mark your calendars for September 22. The participation of each of us is critical.

Engineering, Science and Technology

Before I arrived on campus, I did not anticipate the extent to which engineering, science and technology would come to the fore this academic year. This is driven in part by the capital campaign. One of the strongest messages from community leaders, who were interviewed by the Collins Group, was that we should play a leadership role in this area. They weren't sure how we should do it, but they believe that we must do it. Following extensive discussions with internal and external audiences (the Reconciliation Team, the President's Executive Committee, CADS, the Foundation Board, and various Deans' Advisory committees) it was determined that this emphasis would be the "mark" of our first capital campaign. Our major capital construction projects include an engineering building, and we already are enjoying the success of having recognition and significant financial support from the City based on our plans. President

Bernstine has been very clear that the campaign should benefit the campus broadly, but that engineering, science and technology will be our "lead rider" in this campaign (to borrow a metaphor from the Tour de France.) I have learned over this past year that what we are experiencing here is happening in many other universities throughout the country. They too are being encouraged by external forces to emphasize the same three areas. As a reminder of our responsibility to be responsive to this focus, as well as our traditional mission, we included the following statement in PSU's Strategic Resource Management Principles: "Ensure that the university preserves enduring intellectual values while remaining relevant to societal needs in all fields including those that touch on social, economic, and cultural developments." We recognize and support our lead rider but we know that the whole team must be strong if we are to be successful.

Assessment and Program Review

The Assessment Council has presented a proposal to the President and me that promises to better focus our institutional assessment efforts. Concurrent with this plan, a sub-committee of the Council of Academic Deans worked on a proposal for program review that was adopted for implementation. It is clear that with these two plans we as an institution recognize the importance of reviewing our program goals and outcomes and the critical nature of being able to document the efficacy of our teaching and the extent of student learning. With the appointments of a Vice Provost for Curriculum and Undergraduate Studies and a Faculty-in-Residence for Assessment in the Center for Academic Excellence, I am confident that we can implement review and assessment activities that will produce valuable data that will inform our future decisions. I will work with the Council of Academic Deans to select departments and programs that will implement these activities this coming year. University Studies is among the first areas to request that they be included in next year's cycle. Since our general education curriculum plays such an integral part of each of our students' undergraduate experience, I enthusiastically support their enhanced work in this area.

I thank the Assessment Council for their valuable participation and look to them to provide leadership and resources as departments begin their assessment and review.

University Studies

I will work with faculty members and administrators in University Studies, the new Vice Provost for Curriculum and Undergraduate Studies, and the Assessment Council to implement the Assessment Plan that the Curriculum Committee has approved. Consistent with other program reviews, there will be external, as well as internal, assessment. I want to be able to assure the larger community that our assessment adheres to the standards of objectivity and comprehensiveness that we expect in institutions of higher education. We have captured the imagination of many both inside and outside our community with our innovative program, but our work has just begun. As Alexander Astin, Director of UCLA's Higher Education Research Institute, advised during a recent campus visit, we have a wonderful program focused on student learning, but we must find ways to demonstrate what it is achieving. In the best spirit of assessment, we should be asking: What are we trying to do? Are we doing it? How can we improve what we are doing? We need to move forward on this agenda within the structure of faculty governance.

There were a few things relative to University Studies that were pending when I conveyed my decision about its location. We have decided that Capstone support will be relocated. This change, under a new vice provost, will nurture effective integration and authority between those providing support and those who plan the curriculum. You may recall that I asked the University

Studies Committee to investigate and inform us about what hinders and what facilitates the participation of tenure track faculty in the program. The Committee took up this question and learned that a Harvard graduate student, who knows our program through visits and interviews on campus, is studying that issue through her dissertation research. I am willing to wait to see what she reports back to us because her insights may help us begin addressing the problem. At the same time, I feel strongly that we need to understand the issues ourselves if we are to reach our goal of increasing the involvement of more faculty members.

Advising and Enrollment Management

The third initiative of the President, advising, has been led by a collaboration between student affairs professionals and teaching faculty. Their concerted efforts this year have resulted in an advising plan that has potential to provide students with timely and meaningful paths toward academic achievement. Advising is a critical component for helping us reach a number of our goals: student success, recruitment, and retention, as well as enrollment management and the setting and attainment of enrollment targets.

In addition to the work of the Advising Action Council, Janine Allen and others have been working with me on enrollment management issues for several months. May of this year marked the formation of the Enrollment Management Policy Oversight Committee (EMPOC), whose charge is to consult and advise the Executive Committee and Council of Academic Deans on policies related to optimizing the enrollment of the University. Thus far the committee has closely examined the Enrollment Management Questions, which were developed to keep our enrollment goals in relation to our academic values. The EMPOC Committee has increased the number of questions, categorized them, and worked to identify the ones that can be answered within the committee versus those that will require task forces or outside consultation.

Clarifying Our Vision

A common theme has appeared in many of my conversations with the University community. It has occurred in conversations with the President, members of his Executive Committee, and deans and faculty members. It appears that the time is ripe for us to talk more specifically about what we want to be and what it is possible to become. I don't sense a desire for a full-blown strategic planning process but rather a process to clarify our vision, to update previous planning, and to set our course for the years ahead. I think forums such as those we are proposing for the Great City: Great University theme will provide some valuable thinking on this subject. During the summer, I will be working with others to design a process to address this need.

In closing, I write to thank those who have helped me learn so much about this university. I am delighted to be a member of this community and am energized by what we have and will accomplish together.

Sincerely,



Mary Kay Tetreault, Provost
and Vice President for Academic Affairs

c: Dan Bernstine, President
Members, President's Executive Committee

MEMORANDUM

1 June 2000

TO: Faculty Senate

From: Martha Works, Chair, Faculty Development Committee

RE: Final Report to the Senate

Committee Members: CLAS: Martin Streck, Tom Kindermann, Pavel Smetjek, Jie Lin, Martha Works (Chair); LIB: Oren Ogle, Sharon Elteto; FPA, Sue Taylor; UPA: Theresa Rapida; SSW: Pauline Jivanjee; ENGIN: Mueller Wendelin, SBA: Tom Gilpatrick; ED: Joan Strouse; XS: Tom Luba; AO: Kathi Ketcheson; Ex-officio: Terri Cummings, Bill Feyerherm

The FDC committee made recommendations on Peer Review and Faculty Enhancement Awards during spring term.

A subcommittee of the FDC (Works, Ketcheson, Elteto) reviewed Peer Review Proposals. Twelve proposals were submitted, requests totaled \$43,982. Eleven requests were from CLAS, one was from the Library. We had \$25,000 to distribute. Recommendations were forwarded to the Provost's office on April 10. All requests were funded, although none were funded at the full amount of the request.

The full committee finished deliberations on the Faculty Enhancement Awards on May 25. 61 proposals were submitted (34 from CLAS, 1 SBA, 5 ED, 3 EAS, 7 FPA, 8 UPA, 2 LIB, 1 UNST) for a total request of \$525,238. We had \$135,000 to distribute, plus 27 quarters of graduate tuition remission. We recommended awards for 32 of the proposals.

Date: June 5, 2000
To: The Faculty Senate
From: The University Planning Council
Subject: End of the Year Report

At our final meeting of the year, we were asked to consider the name change sought by the School of Engineering and Applied Science. Those members present agreed that the rationale offered for the change appeared reasonable and that (SEAS) renamed College of Engineering and Computer Science should be approved.

Further Business: We reviewed the events of our meetings for the year, our efforts to become pro-active rather than reactive, and our concerns that this committee has no real charge. As a result of that assessment, we offer the following suggestions and recommendations.

1. If the Council has no real charge, or if the issues taken on are redundant, the committee should be dissolved.

2. If, on the other hand, there are planning issues that are needed; if there are factors that, (to quote one of our members) "should be on our radar", then this committee could be of real service to the university.

3. To this end we offer the following:

- a. A charge should be outlined identifying planning issues that need immediate attention, but primarily, this committee could be of assistance with university concerns on the horizon. One example might be, the role of distance learning. How viable is this method? What is the faculty's role in terms of time and money?
- b. The committee could be useful in tracking the direction the university is taking. How do old and new offerings fit into our stated mission? Are we maximizing our assets, overlooking opportunities, encouraging innovations?
- c. The committee could be of service to the faculty. What are their concerns and hopes in terms of the university?

- d. If there are groups already at work on issues such as these, there should be a means to communicate and cooperate across the university, either through joint meetings and/or division of tasks.

Respectfully submitted

Cheryl Livneh -- CEED
Robert Mercer--CLAS
Anne Christensen--SBA Carol Mack-----ED
Darrell Grant -- MUS Paul Latiolais---MTh
Jon Mandaville ---HST Bernie Pilip ---AO
Joy Rhodes ---SSW David Ritchie --SP
Ethan P. Seltzer---UPA Janet Wright--- LIB
Stanley Hillman---BIO Elaine Limbaugh--ENG
Student Members: Chair
Elizabeth Joo
Billy Taylor

October 2, 2000

MEMORANDUM

To: Faculty Senate *Bob Eder*
 From: Bob Eder, Chair, Graduate Council
 Re: Recommended for approval by the Faculty Senate:
 A. Public Administration new course proposals
 B. Biology new and revised course proposals
 C. Art / Theater new and revised course proposals
 D. EPFA new course proposals
 E. Services Management revised course proposal
 F. Change in M.S. Electrical & Computer Engineering degree requirements

A. Public Administration new course proposals (College of Urban and Public Affairs):

New Course Proposals (Note: all are proposed graduate electives):

PA 526 Fundamentals of Fundraising in Nonprofit Organizations (3 credits)

Creating an environment for successful fund development within a nonprofit organization is a serious undertaking that requires a substantive understanding of and experience with development programs and fundraising practices. This course will provide the learner with the basic theories, principles and techniques for fund development.

PA 544 Building Healthy Communities (3 credits)

This course will examine the concept of "health" in its broadest sense as it relates to the well-being and quality of life for our communities. The course will focus on approaches and methodologies to organize and implement initiatives to build healthier communities. Students will engage in a series of exercises that are designed to provide a practical experience in devising organizational means to develop, implement and assess community efforts to bring about a better quality of life.

PA 546 Supervision in the Public Sector (3 credits)

This course focuses on the role of the supervisor in contemporary public and nonprofit organizations and the knowledge, skills and abilities needed to effectively perform this role. Among the topics considered are the ethics and values of supervision; work planning; delegating, motivating, and empowering; communicating effectively; developing a team; coping with conflict; monitoring and evaluating performance; and dealing with the boss(es).

PA 549 Crosscultural Communication in the Public Sector (3 credits)

An examination of intercultural communication aspects, processes, and scenarios occurring in public sector interactions. Emphasis on external-client/constituent relationships. Development of intercultural awareness is a key goal introduced through class discussion, scenario investigation, and research projects. The course is highly interactive with class discussion required.

- B. Biology new and revised course proposals (College of Liberal Arts & Sciences)
(Note: These courses have already been approved by the Faculty Senate last Spring as part of the undergraduate course changes. Details are available in that report.)

BI 420 / 520 Microbiology (course number & description change, change to 4 credits from 6 credits)

BI 446 / 546 Freshwater Algae (new course, 4 credits)

BI 478 / 578 Aquatic Vascular Plants (new course, 4 credits)

BI 481 / 581 Microbial Physiology (course number change, prerequisites change, 3 credits)

BI 482 / 582 Environmental Microbiology (new course, 4 credits)

BI 483 / 583 Microbiology Laboratory (course number and description change, change to 2 credits from 1 credit)

BI 484 / 584 Microbial Physiology Laboratory (course number and title change, 1 cr)

- C. Art / Theater new and revised course proposals (School of Fine & Performing Arts)

Course Changes: (Converted Painting courses to 4 credit courses; 9 to 8 hours total)

Art 436 / 536 Painting (Change from 3 credits to 4 credits)

Art 437 / 537 Painting: Topical Issues (Change in Course title & description; 3 to 4 credits)

Art 438 / 538 Painting (3 credits) (Dropped)

New Course:

TA 469 / 569 Women, Theater and Society (4 credits)

An examination of ways in which women and sexuality have been represented in Western theatrical production since the Greeks. Selected topics will be analyzed relating feminist theories to the creation of the theater arts by women, with consideration of cultural contexts in which they work. Study of artistic practice by women in relation to issues of power, representation, and access.

D. EPFA new course proposals (School of Education)

Rationale: These four new courses are designed to prepare professional practitioners in the field of "student services in postsecondary education," as an option (theme) within the specialization in Postsecondary, Adult and Continuing Education (PACE program) within the Master's Degree offered by the Department of Educational Policy, Foundations and Administrative Studies (EPFA).

EPFA 525 Context and Community Building in Student Services (4 credits)

Provides an introduction to the professional field of student services within the context of higher education and develops student capacity and skill for participation in a learning community.

EPFA 526 Facilitating Student Success in Postsecondary Education (4 credits)

This course provides an introduction to theory and research related to factors and conditions that affect student success in postsecondary education and to assessment approaches and techniques in student services. Informed by theory, research and practice, students develop an intervention proposal related to facilitating student success and a plan for assessing that intervention.

EPFA 527 Legal Issues in Higher Education (2 credits)

This course provides a general introduction to the law related to higher education and the practice of student services professionals in higher education settings. In addition to the substance of related law, the course explores how the law is applied in rules and policy and how ethical standards and principles impact that application.

EPFA 528 Leadership and Ethical Practice in Student Services (2 credits)

This course serves as an introduction to alternative theories of leadership, related research on leadership practice and leadership challenges faced by student services professionals in postsecondary education. Students develop a personal leadership profile and finalize a set of guiding principles for their own practice of leadership.

E. Services Management revised course proposal (School of Business Administration)

Mgmt 549 Services Management & Operations (3 credits)

(Change in course title from Management of Service Operations, and change in course description to reflect a more balanced emphasis on the unique design, management, and operation of effective service delivery systems.)

F. Change in M.S. Electrical & Computer Engineering (ECE) degree requirements
(School of Engineering and Applied Science)

Note: Requesting additional flexibility regarding where students complete ECE course requirements as part of the greater collaborative efforts among the Oregon Joint Graduate School of Engineering participating institutions.

New paragraph added to Degree Requirements for M.S. in Electrical and Computer Engineering:

Up to 12 credits of the graduate ECE course requirements indicated above (24 for thesis option, 32 for nonthesis option) may be replaced by approved graduate courses taken within other programs of institutions affiliated with the Oregon Joint Graduate School of Engineering (OGI, PSU, OSU, UO). By approved courses are meant courses that have gone through the full curriculum review and approval processes of their respective institutions and that have also been approved by the student's advisor. Total transfer credits cannot exceed the University limit of 15.