

10-4-2001

Faculty Senate Monthly Packet October 2001

Portland State University Faculty Senate

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SENATORS ARE REMINDED

TO FORWARD THE NAME OF HIS/HER ALTERNATE TO THE
SECRETARY TO THE FACULTY, AS SPECIFIED BY THE
PSU FACULTY CONSTITUTION, ART. V., SEC. 1., 3).

PORTLAND STATE UNIVERSITY

A SPECIAL INVITATION

Welcome back fellow senators!

The steering committee of the faculty senate would like to welcome you back after the summer. We are excited about the coming year and helping Portland State University reach its potential. Each of us has a stake in this!

The last two weeks have been very difficult for America and the rest of the world. We have seen our country come together in a way that many cannot remember happening since probably Pearl Harbor. The unity has been awesome! The steering committee of the faculty senate would like to follow the lead of our country and also promote the same togetherness on campus, but we hope to use a different vehicle. We have chosen a theme of "developing community on campus" this year for the senate. We want to do things in a way where we get to know one another better. Our first attempt to building community is to make a special invitation to the senate.

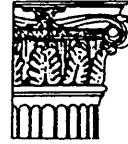
Immediately after our first faculty senate meeting on October 1st you are invited to a short reception just outside of CH 53 in the alcove in back of the seismograph. I have selected four quality Oregon wines (two pinot noirs, a pinot gris and a chardonnay), four excellent microbrews, and four fruit juices. We will also have some light snacks. Here is your chance to renew friendships and make new ones plus enjoy some of Oregon's homegrown specialties.

I hope that you will plan to stay for the reception. It will be fun. We will also do the same thing in December in the Simon Benson House. If you have any questions, please call me at 503-725-3389 or email me at burns@pdx.edu.

Sincerely,

Scott Burns, Presiding Officer
PSU Faculty Senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **October 2, 2001**, at 3:00 p.m. in room **53 CH**.

AGENDA

NOTE: The following Order of Business, effective for six meetings, is instituted by the Steering Committee pursuant to the charge of the Senate at the March 5, 2001 meeting.

- A. Roll Call
- *B. Approval of the Minutes of the June 4, 2001, Meeting
- C. Brief Announcements
- *D. Discussion Item - *The Future of Student Housing at PSU*
- E. Unfinished Business
 - *1. Proposed Constitutional Amendment, Art. IV., 4., 4), h) Teacher Education Committee
- F. New Business
 - *1. Graduate Council Course and Program Proposals Changes - Eder
- G. Announcements and Communications from the Floor
 - President's & Vice President's (University Relations) Report
 - Provost's Report
 - Vice President's (Finance & Administration) Report
- H. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- I. Reports from the Officers of Administration and Committees
 - 1. Intercollegiate Athletic Board Interim Report - Frank
 - *2. President's Assessment Initiative Update - Lieberman
- J. Selection of Discussion Item for November 2001 Meeting
- K. Adjournment

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

- B Minutes of the June 4, 2001, Senate Meeting
- D The Future of Student Housing at PSU
- E1 Amendment to the Constitution, Article IV., 4., 4), h) Teacher Education Committee
- F1 Graduate Council Course and Program Proposals & Changes
- I1 President's Assessment Initiative Update

2001-02 Rosters: FACULTY SENATE, ADVISORY COUNCIL, & IFS

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

Pres. Officer: S. Burns **P.O. Pro tem:** K. Ketcheson
Steering Cmttee: D. Carter, R. Mercer,
 P. Wetzal, & D. Holloway (ConC) *Ex officio*

All Others

Fortmiller, Daniel	IASC	2002
Hoffman, Agnes	ADM	2002
*O'Grady, Esther (for Reynolds)	HRC	2002
*Collie, Sam (for Taggart)	OIT-DO	2002
Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
<i>Ketcheson, Kathi</i>	OIRP	2004
<i>Thompson, Dee</i>	CARC	2004

Business Administration

Kenny, William	SBA	2002
Rogers, Rodney	SBA	2002
Cabelly, Alan	SBA	2003
Philbrick, Donna	SBA	2003
<i>Bizjak, John</i>	SBA	2004
<i>Pfeiffer, William</i>	SBA	2004

Education

Chaille, Christine	ED	2002
Wosley-George, Elizabeth	SPED	2002
Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
<i>Cress, Christine</i>	ED	2004
<i>O'Connor, Sorca</i>	ED	2004

Engineering and Computer Science

Anderson, Timothy	ETM	2002
Rectenwald, Gerald	ME	2002
Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
<i>Casperson, Lee</i>	ECE	2004
<i>Hall, Douglas</i>	ECE	2004

Extended Studies

Walsh, Victor	PDC	2002
Feeney, Patrick	CEED	2003
<i>Robinson, Rebecca</i>	XS-IS	2004

Fine and Performing Arts

Sestak, Barbara	ARCH	2002
Barton, Rudolph	ARCH	2002
Fosque, Walton	ART	2003
<i>Knights, Clive</i>	ARCH	2004
<i>Kristof, Jane</i>	ART	2004

Library

Kern, Mary Kristen	LIB	2002
Wang, Jian	LIB	2003
<i>Hixson, Charles</i>	LIB	2004

Other Instructional

*Flower, Michael	HON	2002
*Labissiere, Yves	UNST	2003
<i>Wollner, Craig</i>	IMS	2004

New Senators are indicated in italics

**Interim appointments indicated by asterisk*

Liberal Arts and Sciences

Becker, Lois	HST	2002
Carter, Duncan	ENG	2002
Crawshaw, Larry	BIO	2002
*Cummings, Michael (for Goucher)	GEOL	2002
*Dieterich, Thomas (for Enneking)	LING	2002
*Enneking, Marjorie (for Fisher)	FLL	2002
George, Linda	CSE	2002
Mercer, Robert	CLAS	2002
*Tableman, Mara (for Works)	MTH	2002
Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
Holloway, David	ENG	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
<i>Agorsah, E. Kofi</i>	BST	2004
<i>Arante, Jacqueline</i>	ENG	2004
<i>Biolsi, Tom</i>	ANTH	2004
<i>Burns, Scott</i>	GEOL	2004
<i>Greco, Gina</i>	FLL	2004
*Jacob, Greg (for Millner)	ENG	2004
<i>Perrin, Nancy</i>	PSY	2004
*Reder, Stephen (for Liebman)	LING	2004
<i>Wetzal, Patricia</i>	FLL	2004

Social Work

Brennan, Eileen	SSW	2002
Kiam, Risa	SSW	2002
Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
<i>Lehman, Constance</i>	SSW	2004
<i>Nissen, Laura</i>	SSW	2004

Urban and Public Affairs

Chapman, Nancy	USP	2002
Heying, Charles	USP	2002
Sussman, Gerald	USP	2002
Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
<i>Gelmon, Sherril</i>	PA	2004
<i>Jolin, Annette</i>	JUST	2004

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

Robert Mercer, CLAS (2000-02) *Chairperson*

Scott Burns, GEOL (2000-02)

Craig Wollner, UNST (2000-02)

Lois Becker, HST (2001-03)

Duncan Carter, CLAS (2001-03)

Nancy Perrin, PSY (2001-03)

INTERINSTITUTIONAL FACULTY SENATE

Craig Wollner, IMS (to January 2002)

Scott Burns, GEOL (to Jan. 2003)

Duncan Carter, ENG (to Jan. 2004)

Elizabeth Furse, SOG (Jan. 2002 to Jan. 2005)

September 18, 2001

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 4, 2001

Presiding Officer: Judy Patton

Secretary: Sarah E. Andrews-Collier

Members Present: Ames, Anderson, Barton, Beasley, Becker, Bjork, Bleiler, Brennan, Brodowicz, Buddress, Cabelly, Carr, Carter, Chapman, Chenoweth, Collins, Cummings, Daasch, Dieterich, Eder, Elteto, Erskine, Faine, Feeney, Feldesman, Fisher, Fosque, Franz, Friesen, Gelmon, George, Harmon, Herrington, Heying, Hoffman, Holloway, A.Johnson, D.Johnson, L.Johnson, Kenny, Kern, Koch, Latiolais, Lewis, L. Mercer, R. Mercer, Morgan, Neal, O'Grady, Patton, Philbrick, Reynolds, Rosengrant, Rueter, Sestak, Shinn, Shusterman, Squire, Sussman, Tableman, Thompson, Turcic, Walsh, Wang, Wosley-George, Yatchmenoff.

Members Absent: Bodegom, Brenner, Brown, Carpenter, Kiam, Lall, Miller-Jones, Rogers, Shireman, Sherman, Skinner, Talbott.

Alternates Present: Labissière for Balshem, Fu Li for Casperson, David for Chaille, Mussey for Gilbert, Balough for Palmeter, Barham for Glanville, Ledbetter for Hagge, Edelblut for Ingersoll, Spolek for Rectenwald, Arante for Reece.

2001-02 New

Members Present: Arante, Biolsi, Burns, Cress, Hillman, Hixson, Ketcheson, Kristof, O'Connor, Robinson, Thompson, Wetzel, Wollner.

2001-02 New

Members Absent: Agorsah, Bizjak, Gelmon, Greco, Hall, Jolin, Knights, Lehman, Liebman, Millner, Nissen, Perrin, Pfeiffer.

Ex-officio Members

Present: Allen, Andrews-Collier, Bernstine, Diman, Driscoll, Edmundson, Feyerherm, Kaiser, Kenton, Lieberman, Pernsteiner, Pratt, Pfungsten, Rhodes, Sylvester, Tetreault, Toulan, Withers, Ward.

NOTE: The following Order of Business, is effective for six meetings, by Senate charge on March 5, 2001.

A. Roll Call

B. Approval of the Minutes

The Minutes of the May 7, 2001 Meeting were approved with the following correction:

- Page 56, Item F.1. paragraph 3, line 3: replace "who is to" with "how we would..."

C Brief Announcements

ADDED to TODAY'S AGENDA:

I-8 Report of IFS Meeting of 1-2 June, 2001, at Eugene
(Documents I-6, I-8, and J-1 are available at the doors)

Elections

Runoff in the Graduate School of Social Work Division: Elected - Laura Nissen, Constance Lehman.

Election in the Other Instructional Faculty Division: Elected - Craig Wollner.

Runoff in the Other Instructional Faculty Division for two positions (ballots are being distributed today and are due on June 13).

Election of Officers for the 2001-02 PSU Faculty Senate (which took place as part of the proceedings of the June 4, 2001, Senate Meeting):

Presiding Officer: Scott Burns

Presiding Officer Pro tem: Kathi Ketcheson

Steering Committee: Duncan Carter, Robert Mercer, Patricia Wetzel,
David Holloway, *Ex officio*(Chairperson, Comm. on Committees)

Changes In Senate And Committee Appointments Since 5/7/01:

Barbara Guthrie, SES, has resigned from UPC.

Pam Miller was appointed Chair of the Student Conduct Committee, eff. 5/29/01.

D. Faculty Senate Discussion Item - *The Legitimate Uses of Fixed Term Faculty*

HEYING, moderated. He introduced the speakers, Duncan Carter, Senator and Assoc. Dean of CLAS, and Dick Pratt, Vice Provost, and described the day's procedure: each presenter has 10 minutes, with a 10 minutes discussion to follow.

PRATT profiled faculty across the country and how PSU faculty fit into that, based on two studies from the Harvard Project on Faculty Appointments. The most recent data is from 1998, and the most recent study asks 3000 people who are new faculty and graduating doctoral students what are their preferences on positions they would be willing to take. In 1998, 63.8% of the approximately 1 million faculty in the nation are tenured versus 64.8% in 1980. In 1998, 100% of the institutions reporting require terminal degrees for tenure track faculty. And according to AAUP data, 89% of the institutions in the country employ fixed term faculty in one of three forms, one-year only appointments, multiple year appointments, and renewable appointments, however, only 17% allow those appointments to hold professorial ranks, and only 9% allow promotion to a higher rank. Very few institutions allow or expect fixed term faculty to participate in governance.

PRATT continued, what are the perceptions and attitudes of those who hold or are willing to hold a fixed term position. Faculty in the Social Sciences and Humanities are more likely to

accept a tenure track position under almost any circumstances. Faculty in the Sciences and the Professions are willing to take a multiple-year fixed term position in a desirable locale with a defined work balance over a tenure track position in an undesirable locale with an undesirable work balance. "As *The Chronicle* has noted, young faculty are running away from Research I institutions," based on quality of life issues. All faculty agree that tenure line positions have more autonomy, greater academic freedom, greater research pressure, offer more job security, offer more mobility, provide greater influence on the institution at the departmental and institutional level, and offer greater work balance. They do not agree about whether fixed term faculty have academic freedom; 64% of the fixed term faculty said they have the same academic freedom as their tenure line counterparts. The conclusion is that tenure alone is not enough to attract faculty in this and the next generation, and that quality of life has become an overarching factor in the selection of jobs. Lastly, fixed term faculty would like longer contracts.

CARTER noted that this topic has been of interest to him for a number of years, as Director of Writing for six years, as an AAUP bargaining team member and Chief Negotiator, and recently in various administrative posts, including chairing the CLAS Ad Hoc Committee on Fixed Term Faculty. He stated there are two major points to make, the increases in fixed term appointments nationally and at Portland State University, and the resultant cause for concern. For example, in the last five years, the number of our SCH produced by fixed term faculty has risen from 37% to 44%. These numbers are based only on "regular instructional faculty" and do not indicate the additional SCH generated by Teaching Assistants, Emeriti, Academic Professionals teaching classes, etc. These figures could be an artifact of our extension into the community, self support programs, accounting procedures, etc., but we can't know why. Conversely, while we are relying more heavily on fixed term faculty, we are ignoring their needs.

CARTER continued, in the 1970's, bodies such as the Carnegie Commission recommended that higher education institutions rely more heavily on fixed term faculty to cushion against projected national enrollment drops. Due to increases in non-traditional students, however, enrollment drops didn't come. Nevertheless, institutions increased their reliance on fixed term faculty as a result, primarily, of the continual decline in state support "as we went from state supported, to state assisted, to state located." For example in our English Department the number of tenure line faculty has dropped from 46 in 1979 to 25 in 1993, while enrollments have increased. The AAUP takes an acknowledgedly hard stance, in recommending the only legitimate uses of fixed term faculty are unexpected fluctuations in enrollment or to represent a discipline the faculty doesn't have. The question is, will we drift along and passively reflect this trend, or worse, exploit it, or do we remain intentional in this matter. Why, for example, is this issue never discussed in a public setting? Deans have been asked to discuss "enrollment management" as regards students, but not as regards faculty. No one is asking the question, what kind of faculty mix do we want? No one is asking the following other important questions. If one-half the faculty doesn't have academic freedom, isn't that a threat to academic freedom for all? How can we expect continuity, institutional loyalty, faculty development, or program development? How will regular faculty carry the burden of faculty governance and committee work? Who will talk to the alumni when they come back if faculty are all on short term contracts? It is also fair to point out the power imbalances that result. A

program which rests on a faculty with lower status has lower status, for example, that may be the eventual fate of the University Studies Program. There is, finally, a threat to tenure, and we may have to answer to the Legislature for that.

CARTER continued, we acknowledge that we are dependent on fixed term faculty therefore it seems like they deserve the kind of treatment that goes along with that dependence. They are on “kamikaze” missions - being asked to teach heavier loads at the expense of their research, thus making it impossible for them to become tenure track here or anywhere else. Secondly, there is a tendency to acquire the status of the students taught, for example, if you are hired to teach the freshmen because tenured faculty don’t want to, you acquire the status of the freshmen. There is confusion regarding roles and responsibilities, such as the commitment to faculty governance. There is also the convenient fiction of “temporary” faculty that still follows people who have been here for 20 years. We have actually gone backwards in the area of longer term contracts since the mid-1990’s. He concluded with three recommendations. We must have greater intentionality as regards the faculty mix. We must develop a review structure and an enhanced status for fixed term faculty, such as the UC system “eye of the needle” review. We must create an environment where they can be accepted as full fledged members of the community.

SHUSTERMAN noted there are tenure division between tenured and tenure track faculty as well. O’CONNOR asked if equity implications, such as gender and ethnicity, have been studied. PRATT stated there are more women in the fixed term faculty ranks. TETREAULT noted that the numbers of women are not as great here as was anticipated or found elsewhere. BEASLEY asked if the studies referenced provided any data to indicate how fixed term follow spouses? PRATT stated no, and reminded that this data studies only new faculty. BECKER asked if the number of fixed term faculty differ in different population densities? PRATT noted that more strategies are used as regards trailing spouses in remote locales. SUSSMAN asked Carter if the data varies between private and non private, or elite versus less elite institutions. CARTER stated he had no exact information to draw upon. PRATT reminded that the top twenty institutions use primarily doctoral students, as opposed to all other institutions. R.MERCER commented that it would be useful to study our internal governance structures to assess the problem of diminished tenure line faculty participation. There are not enough people left to serve. HOLLOWAY asked for a comparison with national data of our lack of multiple year contracts. PRATT stated that fixed term contracts range nationally, from nine months to five year. SOU is the only campus allowed to offer multiple year contracts and they currently offer eight. We have about a half dozen multi-year contracts, typically for two years. The “conundrum” in Oregon is that a two-year budget cycle will not accommodate a three-year contract.

E. Unfinished Business

1. Report of the Ad Hoc Committee on the Faculty Grievance Procedure

KENNY introduced the report("E1") for the committee, noting that the State Board has recently made rule changes which will require some additional committee work in early Fall 2001.

HEYING/R.MERCER MOVED THE SENATE APPROVE the Committee Recommendations:

The current non-contractual grievance process often does not resolve disputes in a manner that is speedy, local and limited. Because it is not speedy, problems fester and workplace morale suffers for the delay. Because disputes are not resolved at the lowest level, parties who know little about a specific workplace are called on to make decisions. When grievances move to peer hearing, many faculty who serve are unsure how to exercise their responsibilities. We should aim for dispute resolution processes that are swift, close to the work unit where the individual faculty member works, and respectful of all parties involved. The process should involve parties who are knowledgeable of dispute resolution and the grievance process.

1., The committee recommends that the University expand the options available to grievants to include other less formal tools for conflict management. Such other tools should include mediation, listening, coaching, mentoring, informal problem solving, and direct negotiation between affected parties. The new tools should be designed to be voluntary, collaborative, confidential, fair, impartial, equitable, and safeguard a grievant's right to seek resolution without fear of retaliation. The new ADR procedures should have the following characteristics:

- Provide options for all types of problems and all people, including employees, supervisors, faculty and staff.
- Create a conflict competent culture that welcomes dissent and resolves conflict at the lowest level through direct negotiation.
- Provide multiple access points. Employees can readily identify and access a knowledgeable person whom they trust, for advice about the conflict management system.
- Provide multiple options—both rights-based and interest-based—for addressing conflict.
- Provide structures that coordinate and support the multiple access points and multiple options and that integrate effective conflict management into the organization's daily operations.

The committee expects that such an alternative dispute procedure would be less expensive, lead to rapid settlement, instill a sense of personal empowerment, and preserve the relationships that are critical to the effective workings of the University.

2. The new alternative dispute resolution system should utilize resources now in the University system such as the Office of Affirmative Action and the Campus Ombuds Office. Consideration should be given to the use of models available in SAFE SPACES and the sexual harassment network. Further, the University should create new resources to train mentors, mediators, department chairs, and others involved in both the non-contractual and alternative dispute resolution options.

3. The new alternative dispute option should allow for access from various places in the University community such as from departments, Deans, Office of Affirmative Action, Campus Ombud's Office, or other appropriate places.

4. The alternative dispute resolution option should be coordinated with the more formal non-contractual grievance procedure to comprise a comprehensive and integrated conflict management system. Such integration should provide for a mechanism to declare a "time-out" from the deadlines imposed by the non-contractual procedure to facilitate a faculty member's use of an alternate option. Notwithstanding these recommendations, nothing currently recommended should be construed to eliminate, weaken, or otherwise undermine the current formal rules, including the rights to be free from retaliation and to due process.

5. The committee recommends the rules be changed to allow the parties to a grievance to jointly elect to forego a peer hearing.

THE MOTION PASSED by unanimous voice vote.

2. Student Advising Implementation Team Update Report

SMITH reported that the new team will be comprised of the previous team, with Walton Fosque, Loraine Mercer and Thomas Dieterich representing the Faculty Senate. The team has discussed the pilot project, and selected four sample academic units which represented several issues each, Architecture, Biology, Business Administration, and Psychology. The timeline is for departments to present their advising plans with rationale for additional resources in Fall term, with implementation in Winter quarter, and evaluation and 2002-03 planning after Spring quarter has begun.

HEYING asked what would be the resources for the pilot project. SMITH noted that a budget placeholder has replaced the fee proposal, but the dollar amount isn't determined. R.MERCER stated the pilot will give a sense of things like what kind of dollars this will really take. SMITH noted that the monetary issues will be part of the evaluation process.

F. New Business

1. Constitutional Amendment, Art. IV, 4., 4), h Teacher Education Committee

CUMMINGS/FISHER MOVED APPROVAL of the amendment.

Hearing no discussion, the Presiding Officer directed the amendment be transmitted to the Advisory Council for review (as specified in the Constitution, *Art. VIII, Amendments*) to be returned at the October 2001 Faculty Senate Meeting.

2. Graduate Council Proposals for Ph.D. in Mathematics and Courses

EDER introduced the proposals, noting a correction to be made to "F2", Course Change Proposals, page 4, paragraph 3, replace "required" with "elective...".

A.JOHNSON/BRENNAN MOVED THE SENATE APPROVE the course proposals in "F2".

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

A.JOHNSON/BLEILER MOVED THE SENATE APPROVE the Ph.D. in Mathematical Sciences.

RUETER asked for a clarification as regards cross disciplinary and allied areas. BLEILER noted they are trying to integrate vertically the notion of interdisciplinary communication

in addition to the discipline. There was a challenge to design a 21st century program, for inside and outside the academy. RUETER noted he was still uneasy, for example, the obvious location for that task is Systems Science, however, they have indicated that Math has expressed no interest in collaboration. Why isn't it set in the context of the current SYSC program? EDER noted that the Graduate Council received the proposal from Math, not Systems Science, and this was the proposal they made. BLEILER noted that SYSC faculty never expressed those concern in the past to the Math Department, including at Ph.D. committees, and the accusation that Math was operating in bad faith was first heard when the proposal reached the Graduate Council level. Math doesn't know what to do with that. KOCH noted that the Graduate Council became convinced that this is a Math Ph.D. program, and the intent is not for students to be exposed to interdisciplinary research at the doctoral level, but for students to be exposed, through their coursework, to a broader range of topics.

BRENNAN asked what lies in store for the program at the next approval levels. EDER stated that Graduate Council expects it to receive a favorable response, especially as they have reviewed it so carefully. ENNEKING stated he couldn't speak to that directly, but noted there has been extensive national discussion about Ph.D.'s across the curriculum in many disciplines, not just Mathematics. TETREAULT endorsed the quality of the proposal. CARTER noted that external reviews have already been solicited from other universities across the country as well as industrial reviewers, including Boeing, and they have been uniformly favorable.

FELDESMAN asked if the program with the addition of this degree will be able to meet the growing demand for undergraduate engineering training. ENNEKING noted that starting five years ago, projections have been calculated and that information is available in several places on campus. CRAWSHAW endorsed the proposal.

THE QUESTION WAS CALLED.

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

EDER noted the information item attached to the proposals.

G. Announcements and Communications from the Floor

President's Report

The President greeted the Senate after B. Roll Call. BERNSTINE congratulated the Senate for another great year. As regards the budget for next year, there is still room for optimism. He thanked the Budget Committee and Tony Rufolo for their hard work and cooperation this year.

Provost's Report

TETREAULT introduced the draft proposal for planning: *Visions of a 21st Century Urban University, A Planning Process for Portland State University* (attached). She noted that several groups have already seen the document, and requested Senators to review it and provide feedback in the next few weeks.

H. Question Period

There were no questions.

I. Reports from Officers of the Administration and Committees

1. Advisory Council Annual Report

SESTAK presented the report for the committee.

The Presiding Officer accepted the report for the Senate.

2. Budget Committee Annual Report

RUFULO presented the report after I.8, noting their concluding recommendations and requesting an affirmation from the Senate that they continue the budgetary assessment begun last year.

A.JOHNSON MERCER MOVED THE SENATE APPROVE the Committee Recommendations:

...request that the Athletics Director continue to work with the Budget Committee to assess the effectiveness of the changes in the budget process for Athletics and to develop criteria for assessing the benefits that athletics generate for the University.

Direct the Budget Committee and the University Planning Council to continue work on developing criteria for resource allocation within the University and for using the budget process to address long-term priorities.

Request that the University Relations Director look at models for "productivity measurements" in our comparator institutions and/or models that are available from the Council for Advancement and Support of Education, the organization for constituent developers. Also, develop a process to attribute "credit" for the various gifts to the University. This process would reduce the propensity for several units to take credit for the same gift and allow for more reliable evaluation.

...request that the incoming chair of the Budget Committee meet with the outgoing chairs of the Budget Committee and the University Planning Council before the end of Spring Quarter to discuss continuing work on issues identified this year.

THE MOTION PASSED by unanimous voice vote.

3. University Planning Council Annual Report

RITCHIE presented the UPC Annual Report, and the joint report of the UPC and the Budget Committee subcommittee on long range issues. Pending a unique role for the UPC, it be suspended, or meet once a year as a coordinating body, or be reconstituted as a smaller long-range issues subcommittee.

D.JOHNSON/_____ MOVED TO SUSPEND the University Planning Council.

RUETER asked if the lack of meeting quorums was the cause or effect of these recommendations. RITCHIE stated that over an extended period of time it has not been clear what the mission or charge to the committee was.

RUETER stated that the other planning activities are administrative and frequently ad hoc. SHUSTERMAN queried, if the committee were suspended, how the Senate would initiate/engage in planning. RITCHIE stated suspension rather than dissolving the committee would allow for retention, if conditions were to change. D.JOHNSON noted that the Steering Committee favored suspension to allow for the committee to be called to service if they were needed with short notice.

THE QUESTION WAS CALLED.

THE MOTION WAS PASSED by unanimous voice vote.

The Presiding Officer accepted the reports for the Senate and thanked David Ritchie especially for his work on this issue.

8. Interinstitutional Faculty Senate Meeting Report

WOLLNER presented the report after G.1.(attached), noting that the Chancellor has requested IFS meet with him in the fall to strategize for the next biennium. He is also particularly interested in identifying faculty who specialize in areas related to social change in the region. WOLLNER also noted that benefits will erode in the coming year's PEBB package in tandem with escalating costs. No effect has been made on the Governor's position.

LI/FOSQUE MOVED THE SENATE ACCEPT the Committee on Committees Annual Report, the General Student Affairs Annual Report, the Supplement to Faculty Development Committee Annual Report, and the Update on Presidential Assessment Initiative, and ADJOURN THE MEETING.

THE MOTION PASSED by unanimous voice vote.

K. Adjournment

The meeting and the 2000-01 PSU Faculty Senate were adjourned at 5:05.

DRAFT

Visions of a 21st Century Urban University A Planning Process for Portland State University

Mary Kathryn Tetreault, Provost

May 2001

Need for a Common Vision

In my nearly two years at PSU, I have heard from numerous groups of faculty that there is a need to clarify our vision, our core values, and our sense of where the institution is headed. Similarly, our "critical friends," urge us to articulate our purposes and rationale more explicitly. Members of one site visit team found themselves admiring the work we do but encouraged us as a community to answer "the why questions." (e.g. Why does PSU integrate community-based learning in the curriculum? Why is engaging the community important to the future of the university?) They thought it was important for the institution to provide clear reasons and objectives. At the recent Foundation Board retreat, attendees expressed the need for a clearly articulated vision that could be captured in related internal and external messages.

I am struck by these similar comments and believe there is a need to engage more faculty and community members in a conversation about visions and goals. I sense, however, that there is a reluctance to engage in a full strategic planning process. That reluctance, in part, is a result of the ongoing planning efforts that we each engage in as members of departments, schools and colleges, the Council of Academic Deans, or in university committees, including the President's three Action Councils. Despite this variety of planning activities, however, many still say that they do not have a sense of the enterprise as a whole in terms of understanding our vision and setting goals to achieve it.

A Proposal

To ensure that we have opportunities for a collective engagement in developing our vision and goals, I propose that we capture the fluid nature of our current planning by engaging in a process that collates some of our activities into a central process for reaching our planning objectives: a shared sense of purpose and actions for achieving it.

I suggest that in conjunction with our Great City: Great University roundtables and forums, we hold a year-long series of action planning activities that are organized around the themes already articulated in the Portland State University electronic portfolio (created as part of the national Urban Universities Portfolio Project). Our original decision to participate in both the Great City: Great University and the Urban Universities Portfolio Project was to develop opportunities for faculty, community and administrators to engage in conversations critical to reaching consensus needed for setting and reaching our goals.

The portfolio themes include *institutional vision, student success, community and global connections, teaching and learning, and research and scholarship*. The first theme, *institutional vision*, would be the topic for the Fall 2001 Symposium and the kick off discussion for the planning series. This would be done in the afternoon following the symposium presentation by Lattie Coor (President of Arizona State University). The institutional vision session would include a discussion of President Bernstine's vision as it is presented in the Portland State University Portfolio and an announcement regarding the opportunities for participating in the proposed yearlong planning process. At the event, faculty would be asked to express their interest in working on one of the Planning Action Groups that would be created for each portfolio theme. The President would appoint 12-15 individuals for each theme group, including faculty members, deans, staff, Portfolio faculty advisory members, and community representatives. Planning Action Groups would begin work in October. Each group would be co-chaired by a faculty member and an administrator with institutional responsibility for implementation of actions in the areas covered by the theme. Some graduate assistant time would be devoted to support the work of the Groups.

Planning Process

Each of the Planning Action Groups would be provided documents to review (all groups would receive the Mission Statement, Case Statement, and the Strategic Resource Management Principles) and be charged with the following:

Fall quarter 2001:

1. Review the introductory statement and the key questions posed for the theme as presented in the Portfolio.
2. Consider additions or changes to the statement and questions. Questions should be posed that would elicit discussion and answers in the Group, building towards a sense of shared vision, purpose, and goals among members.

3. Reach consensus on the statement and answers and articulate the Group's recommendations on questions and answers in a two-three page summary for review and input by the Portfolio audience.
4. An open session that includes participants from each Planning Action Group would be held to discuss the summaries.

Winter quarter 2002:

1. Discuss and select specific current activities/programs that exemplify the theme's statement and the Group's answers to the questions. Express how they exemplify the theme.
2. Identify the lessons learned from the activities and their implications.
3. Reach consensus on the numbers 1 and 2 and articulate them in a two-three page summary for review and input by the Portfolio audience.
4. An open session that includes participants from each Planning Action Group would be held to discuss the summaries.

Spring quarter 2002:

1. Discuss potential future activities/actions related to the theme, including recommendations for operationalizing them.
2. Summarize the Group's recommendations in a two-three page summary for review and input by the Portfolio audience.
3. An open session that includes participants from each Planning Action Group would be held to discuss the summaries.

Summer quarter 2002:

1. Action Group co-chairs and other interested members would develop a concluding summary that reflects the Group's recommendations after consideration of Portfolio audience input and comments.
2. Each collated summary would be posted to the Portfolio.

Fall quarter 2002:

The culminating event of the process would be a Planning Action forum in Fall 2002 during which the recommendations of each Planning Action Group would be discussed and presented to the President.

Implementation of individual recommendations would be considered and begun as appropriate and documented on the Portfolio..

Anticipated Outcomes of the Planning Process

By Fall 2002, the discussions and work of the Planning Action Groups would yield:

1. Written summaries of the Planning Action Group's recommendations as shaped by group discussion, open meetings, and Portfolio communication. These summaries would include recommendations on the following:
 - the theme narrative summaries, including vision and purpose,
 - questions we should be asking ourselves related to the themes,
 - answers to the thematic questions posed, including the rationale for what we do,
 - explicit examples of our activities/programs (posted to the Portfolio) that exemplify our purpose and vision, and
 - recommendations for potential future action
2. Multiple opportunities for the faculty and administrators to
 - participate together to create institutional visions,
 - hear from key external constituents,
 - review and comment on Portfolio illustrations of institutional initiatives and achievements,
 - access the "living" and ongoing planning platform offered by the Portfolio, and
 - have the opportunity for reflection and assessment within a planning process.
3. A process that will build community among faculty and between the University and external constituents for building a shared vision.
4. Recommendations and rationale that will guide the University in priority setting and decision-making.
5. A platform that will allow us to have a continual review and improvement process.

**Interinstitutional Faculty Senate Report
for 1 and 2 June 2001
Submitted by Craig Wollner**

Friday, 1 June

IFS met at the University of Oregon and was addressed on Friday by Senior Vice Provost Loraine Davis, President Dave Frohnmayer, board member and UO faculty member Jeri Richmond, former UO Faculty Senate President Jim Earl, Betsy Boyd, Federal Governmental Affairs Officer, State Senator Tony Corcoran, and Chancellor Joe Cox.

Vice Provost Davis outlined three major concerns for her. On the first, salaries, she pointed out that President Frohnmayer has designated increasing faculty salaries as one of his own performance indicators and that with the weaning of the athletic program from the university subsidy, UO will be able to use that money for faculty salaries. On faculty recruitment and retention, she noted that UO was adept at attracting young faculty but not at retaining them once they had matured as scholars. Of library funding, she said the situation was nearing a crisis and that in order to maintain good collections OUS would have to work together as a system.

President Frohnmayer welcomed the attendees and spent most of his time outlining the progress of the legislature in arriving at a suitable budget for higher education.

Jeri Richmond spoke of her experience as a board member from a faculty perspective. She feels that the board members are dedicated to the welfare of OUS, but that the deliberations of the board itself are subordinate to the conclusions of OUS staff because of the great amount of paperwork board members would have to read in order to be completely current. Thus, the board, she said, frequently "rubber stamps" decisions already suggested by staff analysis. In addition, she believes her authority is weakened by the perception among some other board members that she is self-interested. Nevertheless, she feels that it has been worthwhile to have a faculty member serve on the board.

Chancellor Cox confirmed much of the legislative analysis previously given by President Frohnmayer and Senator Corcoran which indicated that although there was work left to do at the legislature, higher education would come out with a reasonably good budget, based on the apparent deal taking shape to honor the Governor's rebalanced budget by using the MULE (Medicare/Medicaid Upper Limit) instead of the kicker monies that were the basis of the Governor's original add-backs, which put back \$53.5 million to the higher education request in his original budget. Chancellor Cox urged IFS to tell every faculty member on their campuses to phone each of her or his legislative representatives and firmly support the Governor's rebalance. He said the next few days and weeks would be critical to the fate of higher education in the next biennium.

Following these remarks, Chancellor Cox made extremely candid comments about his concern over the fate of higher education in Oregon in the coming years. Indicating that he was fairly confident that the next biennium would be reasonably well funded, he said his worry is over the 2003-05 biennium. Noting that the Governor, the president of the Senate, the speaker of the House, and the co-chairs of the Ways and Means committee are all lame ducks, an

unprecedented situation, he observed that the 2003 legislative session promises to be extremely difficult one for higher ed. He foresees inexperienced, single issue legislators with highly focused agendas that don't include higher ed ignoring or dismissing it in their rush to achieve their personal political goals in the span allotted to them under term limits. Moreover, he has detected an ongoing hostility to taxation which suggests a continuing unwillingness of voters to fund government programs such as higher ed, although they will still demand a high level of service. Wondering aloud how to overcome this indifference to obvious social needs like higher education, he asked IFS to assist him in strategizing for the future and, in an indication of the depth of his concern, to recruit fellow faculty members whose scholarly activity focuses on the social, cultural, and political patterns that have produced this "malaise" to apply their expertise to the issue.

Saturday, 2 June

The Saturday meeting of IFS was taken up by several concerns that had surfaced at the Friday session. Chief among these involved an effort to organize the October meeting of IFS to engage with Chancellor Cox in the kind of conversation he had called for to diagnose and address the difficulties we face in the coming years. The group reached a consensus that we should change the meeting place from EOU to OSU to accommodate travel schedules. In addition, it was decided that several others, including Grattan Kerans, OUS lobbyist, a board member, and one Republican and one Democratic legislator, to be named after consultation with the chancellor, should be invited for a four-hour conversation on the Friday 6 October meeting day.

Another issue of primary importance discussed was the looming escalation of PEBB health care benefit costs. Reports from the campuses indicated that Denise Yunker, OUS Benefits Manager, has been visiting with faculty and updating them on what would appear to be an inevitable precipitous rise in cost (24.5% by PEBB's estimate, plus the end of the 3-6 5 subsidy, and the normal inflationary increase) that would fall squarely on the shoulders of faculty. However, PEBB has been working to cushion the blow by opening up the bidding to a variety of plans and attempting to reinvent the coverage options by unbundling them. Thus, it is possible that we will see the pharmaceutical benefit broken off and offered separately, as well as the wellness and preventive components of some plans. These appear to be among the only options in the effort to keep prices down, because it has become clear that there is no support from the Governor, the Legislature, or within PEBB to allow OUS to break off and pursue its own course on benefits. Because of current collective bargaining negotiations, the ongoing bidding process for PEBB contracts, and the fact that the legislature is still in session, it is not possible to predict what the outcome of the PEBB situation will be, but it is certain that it will be different and that there are likely to be significant changes in the price structure of benefits when faculty return to campus this fall.

Other issues included discussion of the UO Faculty Senate decisions with respect especially to athletics, in which the university's subsidy is to be gradually withdrawn and on pay. The resolutions are available on websites listed below,

1) Report of the Senate Budget Committee to the UO Senate concerning the progress towards implementing the "Salary Augmentation Plan". References to the document posted last year are linked at the bottom of the report.

<http://darkwing.uoregon.edu/~uosenate/dirsen001/SBC2000-2001.htm>

2) Report of the Senate Ad Hoc Committee concerning non-tenure related faculty at the UO and recommendations thereuntoappertaining.

<http://darkwing.uoregon.edu/~uosenate/dirsen001/AdHocNonTenure.html>

<http://darkwing.uoregon.edu/~uosenate/dirsen001/AdHocNonTenureRec.html>

3) Two motions passed by the UO Senate concerning Athletics

<http://darkwing.uoregon.edu/~uosenate/dirsen001/US0001-4.html>

<http://darkwing.uoregon.edu/~uosenate/dirsen001/US0001-7.html>

4) Report by the UO Senate Library Committee concerning journal prices.

<http://darkwing.uoregon.edu/~uosenate/dirsen001/LibComRpt14Feb01.html>

Faculty Development Committee
Supplemental Report to Faculty Senate
June 2001

Kathi A. Ketcheson, Chair

Jun Jiao

Pauline Jivanjee

Thomas Kindermann

Sharon Lee

Fu Li

Thomas Luba

Oren Ogle

Theresa Rapida

Gretta Siegel

Cynthia Sloan

Martin Streck

Sue Taylor

Faculty Enhancement Awards. The Committee met on May 1 and May 9 to consider applications for Faculty Development Grants. They forwarded recommendations for funding to the Office of Research and Sponsored Projects during the week of May 14. The spreadsheet attached reports statistics on this year's awards, including corrections to the numbers reported in the Committee's report of May 7.

Professional Travel Grants. The Subcommittee met on May 15 and May 17 to consider applications for travel during summer term. They forwarded recommendations for funding to ORSP on May 18. The spreadsheet attached also reports statistics on this year's awards.

The Chair wishes to thank all the members of the Committee for their hard work and commitment to fairness. Special thanks to the Travel Grant Subcommittee for their "double duty."

OIRP:kak

5/29/01

Portland State University
 Faculty Travel Grant Fund Awards
 2000-01

Term	# of Applications	Amount Requested	Amount Awarded	% Awarded
Winter	43	\$34,579.03	\$10,085.00	88.37%
Spring	33	\$26,647.00	\$6,250.00	78.79%
Summer	44	\$35,651.29	\$3,735.00	44.12%
Total	120	\$96,877.32	\$20,070.00	65.83%

Note: Amount available is 21% of total requests. Some requests were denied.

Faculty Enhancement Awards
 2000-01

Number of Applications	33
Total Amount Requested	\$262,968.60
Average Request	\$7,969.00
Number Awarded	27
Percent of total	81.82%
Number Denied	6
Percent of total	18.18%
Number Fully Funded	10
Percent of total	30.30%
Range of Awards	
Low	\$350.00
High	\$10,000.00
Average Award	\$5,000.00
Number GA stipends	24
Amount	\$26,502.00

OIRP:kak

5/29/01

The Future of Student Housing at PSU

College Housing Northwest is a nonprofit corporation that owns and manages PSU student housing. It was originally started by students to provide campus housing at a time when PSU was prevented by the state law from offering student housing services. All students who lease from CHNW are voting members of the nonprofit corporation. Students, community members, and PSU administrators constitute the board.

Currently, College Housing Northwest (CHNW) is the owner/manager of about 30% of student housing. It is also under contract with PSU to manage the 70% of PSU student housing facilities owned by the University. A typical one bedroom student apartment rents for about \$585/month. According to CHNW, this is 80-85% of market rate. Market rate is determined by a survey of facilities in the downtown corridor that rent a significant number of units to students. The survey compares amenities, leasing options, and price.

The Universities current 5 year contract with CHNW expires Fall of 2002 and negotiations for renewal are under way. On the table are several issues (1) the need, given increased enrollment, to build additional student housing, (2) possible changes in the current policy of CHNW of offering below market rate student housing (3) the continuation of the contract and the issue of opening the bidding to other vendors.

The university is considering several options for building new student housing. Low rise, up to five stories, can be wood construction, would cost less, but use more land. High rise, 8-10 stories, would be concrete construction, cost more, but use less land. Either option would need more funding than what is currently available. Because of this the university has suggested that CHNW reconsider its policy of below market rate housing so that additional revenue would be available for new construction.

Negotiations are in the early stages but they have implications for student housing. One possibility is that the management contract could be let to a private provider who might promise the continuation of current student services but may not deliver. Another possibility is that CHNW would go to a program of 90-95% below market rate on a temporary basis. A likely outcome would be that the program would continue indefinitely. Another possibility is that the below market rate policy would be eliminated for (a) some (perhaps only the new units), (b) all the University owned units, or (c) all University and CHNW owned units. If the policy was eliminated for all units, housing costs would increase by 15-20%.

CHNW currently increases rates at about the rate of inflation (4%). Rate increases of 5% or higher must be submitted to a vote of student members (current leaseholders). It is unclear as to what impact a negative vote would have if the board decides to adopt a market rate increase.

In terms of the implications for PSU's ability to attract students there are several. Lack of new construction could negatively impact our attractiveness to future students. Alternatively, increases of 15-20% for cost of student housing would make us less competitive with other state institutions. Currently, CHNW costs, where comparisons in size and amenity are applicable, are close to other state institutions. The long term implications of moving in the direction of market rate housing or of contracting with a private vendor would be to minimize the role of student services as a part of the housing package and maximize the exposure of students to market forces.

Representatives of CHNW and PSU Facilities have been contacted and welcome the public discussion. Dennis McCauliff, Campus Manager of CHNW, has suggested that Gary Meddaugh, CHNW President, or a CHNW board member would be available. Brian Chase, Director of Facilities and Auxillary Services, has agreed to participate.

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Urban Studies and Planning
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**CONSTITUTION OF THE
PORTLAND STATE UNIVERSITY FACULTY
PROPOSED AMENDMENT**

Added text underlined. Moved text in *italics*. Deleted text ~~lined out~~.

Article IV., 4., 4), h) Teacher Education Committee. This Committee shall operate on the general premise that teacher education is an all-University activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education. Final accountability for teacher education programs is accorded, therefore, to the Faculty of the School of Education.

The Teacher Education Committee shall serve in an advisory capacity to coordinate the activities of the several schools, college, and departments of the University which are directly involved in teacher education. It shall provide a communication link between the Graduate School of Education and those departments within the total University concerned with teacher education. The Committee shall analyze and make recommendations about teacher education program development and changes. It also shall deliberate and advise the Graduate School of Education on problems of admissions, graduation and academic standards and matters referred to it by the Graduate School of Education, the University Senate, the University Faculty, or divisions of any of these units. Its activity, however, is not limited to referrals. It may initiate inquiries or recommendations from its own observations. The Committee shall report to the Faculty Senate at least once each year.

Membership. The Committee shall consist of fourteen members of the University Faculty, representative of each of the following departments or programs educating teacher candidates: Business Education, Curriculum and Instruction, Special Education and Counselor Education, Educational Policy, Foundations and Administrative Studies, ~~Health and Physical Education~~ Community Health, Art, Speech and Hearing Sciences, English, Foreign Languages, the combined social science departments (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology), the combined science departments (Biology, Chemistry, Geology, and Physics), Mathematics, Theater Arts, and Music, and two students recommended by the Student Senate. The Dean and Assistant Dean of the Graduate School of Education and the Education Librarian shall be ex-officio non-voting members, with the Assistant Dean serving as committee secretary. One of the fourteen faculty members shall serve as chairperson. Each department of the University which educates teacher candidates is encouraged to create its own teacher education committee to work with the University Teacher Education Committee and with the Graduate School of Education.

Rationale: See memorandum to the Secretary to the Faculty attached to the Teacher Education Committee Annual Report, May 7, 2001 Faculty Senate Meeting. Proposal endorsed at that meeting by the following 10 Senators: Rosengrant, Brenner, Yatchmenoff, Carr, Ellis, Balsham, Sestak, Neal, Crawshaw, A.Johnson, Heying.

September 17, 2001

MEMORANDUM

To: Faculty Senate

From: Bob Eder, Chair, Graduate Council

RE: I. Recommended for approval by the Faculty Senate:

- A. EPFA new course proposals (Graduate School of Education)
- B. Special and Counselor Education new course proposals and modifications in MA/MS Education: Counseling (Graduate School of Education)
- C. Certificate in Substance Abuse Counseling (Graduate School of Education)
- D. CUPA new course proposals
- E. Certificate in Real Estate Development (CUPA: Urban Studies and Planning in collaboration with the School of Business Administration)
- F. CLAS new course proposals

II. Informational item for Faculty Senate:

"Revision of Policy for Validation of Out-of-Date Graduate Credit"

A. Educational Policy, Foundations and Administration (EPFA -Graduate School of Education) New Course Proposals:

EPFA 418 / 518 Educational Leadership in Public Schools (4)

The purpose of this course is to familiarize students with the theoretical development, empirical studies, policies and decision-making processes of public schooling. The course is structured around a number of themes, including instructional leadership, moral leadership, democratic leadership, facilitative leadership, curricular leadership, constructivist leadership, and ethical leadership in education. Students will explore the operational meaning of these perspectives through a combination of experiences including class discussions, case studies, guest speakers, and interviews and observations of school leaders at work.

EPFA 429 / 529 Principles of Training and Development (3)

An examination of the principles of training and development with emphasis on applying adult learning theory to the training function. Essential principles include those related to developing training objectives, selecting training methods and resources, sequencing the learning experiences and evaluating the training. Designed for trainers from a variety of work settings with a strong background in a content area who have little background in adult learning theory and its application to training and development practices.

EPFA 430 / 530 Course Design and Evaluation (4) *

An examination of the field of instructional program design for adult learners within the training and development field, in educational and non-educational organizational settings. The focus is on learning to design and manage instructional activities in response to training needs and skills analyses. Students are required to select and use an appropriate design model, design a preliminary needs assessment, develop program goals and learning objectives, develop an instructional plan, develop a plan to assess student learning and evaluate the program and critically review the design document. Major emphasis is given to developing the instructional design document that demonstrates a student's ability to align and integrate effectively all aspects of the design process and to incorporate adult learning theory. Prerequisite: EPFA 429 / 529.

* Field work notation to be added to bulletin and schedule: Course includes a minimum 30 contact hour field project.

EPFA 431 / 531 Contemporary Issues in Training and Development (3)
Building on competencies developed during previous courses in the Training and Development series, this course provides a culminating experience to the series. The seminar provides an opportunity for students to examine national and local trends in training and organizational development and to prepare for ongoing professional growth in the context of contemporary issues in the field. Prerequisites: EPFA 429 / 529 plus two other courses in the series.

B. Special and Counselor Education, Graduate School of Education

Modification in MA / MS Education: Counseling

After a review by CACREP, the accrediting agency, the degree program has been modified from a 73 to a 72 credit hour program to accommodate three separate tracks of students: (1) students with at least 2 years of prior teaching experience, (2) students with no prior teaching experience, and (3) students seeking licensure only. In addition to a common core of 54 credit hours, students choose from four distinct specializations (18 credits) to complete their degree programs: Community Counseling; Couples, Marriage and Family Counseling; Rehabilitation Counseling; School Counseling. Both Internship and Practicum requirements have been reduced from 9 to 6 required credits. Many of the new courses replace omnibus numbered courses and reflect the develop of a graduate certificate in substance abuse counseling that will be taught and funded primarily by the School of Extended Studies.

Administrative changes have been approved to update course titles and descriptions; two courses were approved for credit reduction from 3 to 2 credits each: COUN 574 and COUN 579.

CORE REQUIREMENTS (54 credits) [New Course Proposals highlighted]

COUN 507 Seminar: Current Issues (3)

COUN 531 Foundations of Substance Abuse Counseling (3)

Provides an overview of the biological, psychological, social and spiritual dimensions of addictions and addictive behavior. Addictive behaviors are presented as part of a continuum of mental and emotional disorders. Emphasizes the biological substrate and developmental course of addictions and the relationship of addictive behavior to common psychological disorders. Models and theories of addictive behavior that the professional counselor needs to understand when treating clients with addictive and co-occurring disorders are reviewed.

COUN 504 Internship (reduced from 9 to 6 required credits)

COUN 509 Practicum: Group Counseling (1)

COUN 509 Practicum: Counseling (reduced from 9 to 6 required credits)

COUN 543 Interpersonal Relations (3)

COUN 551 Theories and Interventions (3)

COUN 552 Theories and Interventions (3)

COUN 566 Appraisal Instruments (1)

This one (1) credit course accompanies COUN 567, Using Tests in Counseling, and is intended to an evaluation and application Practicum of tests used in each counselor education specialty tract. It must be taken concurrently with COUN 567.

COUN 567 Using Tests in Counseling (3)

COUN 568 Career and Life Style Planning (3)

COUN 569 Developmental Foundations of Counseling (3)

COUN 570 Legal and Ethical Issues (3)

This Counselor Education course is designed to further develop the professional identity of counselors by studying the content and application of the ethical standards of the American Counseling Association, the American Psychological Association and related professional organizations. In addition, the course addresses legal issues in counseling and laws that affect the practice of counseling. Course content includes respecting diversity; client welfare; informed consent; confidentiality and privileged communication; records, technology and court subpoenas; competence ad malpractice; boundary issues; child and adolescent clients; family and group counseling; evaluation, testing and diagnosis; supervision and consultation, conducting research and methods of resolving ethical and legal issues.

[Previously COUN 506 (1)]

COUN 571 Group Counseling (3)

COUN 580 Supervision (1)

This course presents a systemic model of clinical supervision and its application to the supervisory process. The relationship of the model to existing conceptual and empirical literature is also overviewed. Techniques and skills for debriefing and mentoring supervisees are also addressed.

COUN 581 Multicultural Perspectives in Counseling (3)

COUN 582 Research and Program Evaluation in Counseling (3)

This course covers the areas of research design, basic psychometric principles and statistical procedures, test / scale construction, needs assessment, program evaluation, use of library as a research tool, and writing research reports. Specific counseling applications to community, rehabilitation, and school settings are made throughout the course.

COUN 585 Diagnosis and Treatment Planning I (3) [Title and Description Change]

Additional New Course Proposals (Electives):

Substance Abuse Counseling:

COUN 432 / 532 Assessment and Diagnosis of Substance Abuse (3)

Focuses on the development of the knowledge and skills of assessment and diagnosis of psychoactive substance use disorders.

COUN 437 / 537 Current Issues in Addictions Counseling (3)

Presentation of current issues and new developments in the treatment of substance abusing clients. Emphasis is on new knowledge from research and current trends in treatment with particular focus on the interface between chemical dependency and mental health.

COUN 533 Treatment of Substance Abuse I (3)

Focuses on the development of the knowledge and skills of treatment planning and implementation. Review the various modalities of substance abuse treatment along with the efficacy and indications for use of each modality.

COUN 534 Treatment of Substance Abuse II (3)

Focuses on the development of the knowledge and skills of substance abuse treatment for diverse client populations. Examines the ethical issues involved in addictions counseling and the responsibilities for continuing professional development for the addiction specialist. Focus is on both theoretical and practical skills.

COUN 535 Dual Diagnosis (3)

Focuses on the development of knowledge, skills and theoretical framework applicable to the diagnosis and treatment of co-occurring disorders. It provides an understanding of chemical dependency, mental health and looks at best practice models.

COUN 536 Addictions Counseling Capstone (3)

Provides participants with an opportunity to research and present material relating to a specific topic, treatment approach, or client population, and which demonstrates mastery of the information presented in the addiction counseling series. The final work product is to demonstrate an integration of the knowledge from the courses.

Other new electives:

COUN 553 Advanced Therapeutic Strategies (3)

This course focuses on advance interventions for clients seeking personal counseling. Emphasis is focused upon cognitive-behavioral, brief therapy and selected experiential interventions and their use in treatment planning. The theory and research connected with the application of these interventions in the treatment planning process is also addressed. Prerequisites: COUN 551, 552.

COUN 588 Diagnosis and Treatment Planning II (3)

Second in sequence of two courses that examine the diagnosis and treatment of mental disorders, as outlined in the current Diagnostic and Statistical Manual.

COUN 526 Effective Teaching (2)

[Taken by Track II students, who have no prior teaching experience; students take the course three times for a total of 6 credits.]

COUN 527 Counseling Individuals with Diverse Needs (3)

This course is designed to prepare counselors to provide collaborative services for individuals with diverse needs in elementary, secondary, and postsecondary educational settings. Topics will include an overview of the legal mandates that impact educational requirements and services for students with disabilities, including eligibility and various types of disabling conditions related to educational success. Issues related to counseling students and family members, transitional planning and collaborating with special educators and other services providers will also be covered.

COUN 576 Parents, Families and Communities in Schools (3)

Examines effective methods for including parents, families, and communities in schools. Emphasizes a systems perspective that includes consultation and collaboration in addressing academic, career, and personal / social success for all students. Family dynamics and influences on school success will be addressed. Application of school counseling consultation, collaboration, and family support for all students will result in a school-based project integrated into a school's comprehensive counseling program.

COUN 583 Job Placement and Development (3)

This course is designed to provide students with a solid understanding of job placement principles, practice and knowledge needed to assist people with disabilities in securing and maintaining employment, and job development and marketing techniques required for seeking both competitive and supported employment.

COUN 589 Action Research in Counseling (1)

Designed to enable counselors to conduct action research in counseling settings. Development of an action research project directly related to improving comprehensive counseling programs. Emphasizes developing research projects that address the academic, career, and persona / social success of all students. Course is restricted to counselor education students enrolled in internship. [1 credit per term, repeatable for up to 5 credits]

C. Graduate Certificate in Substance Abuse Counseling (Graduate School of Education)

This certificate program addresses a need for substance abuse counselors at the Masters level with appropriate professional training. In particular, this certificate program is designed to help individuals meet the requirements of the Master Addictions Counselor certification offered by the National Board of Certified Counselors.

This series of substance abuse counseling is being funded by Extended Studies and will not require the hiring of additional tenure track faculty. Course descriptions are provided under section B of this report. Students are required to complete 6 of the 7 following courses (18 credit hours), which must include either COUN 535 or COUN 537:

- COUN 531 Foundations of Substance Abuse Counseling
- COUN 532 Assessment and Diagnosis of Substance Abuse
- COUN 533 Treatment of Substance Abuse I
- COUN 534 Treatment of Substance Abuse II
- COUN 535 Dual Diagnosis
- COUN 536 Addictions Counseling Capstone
- COUN 537 Current Issues in Addictions Counseling

D. CUPA new course proposals

Community Health:

PHE 517 Community Organizing (3)

This course emphasizes the role of community organizing to engage diverse communities to advance the conditions in which people can be healthy. It further examines the role of health educators, grassroots activists, and others in stimulating social, political and economic approaches to promote community health. The course will also address the advancement of theoretical knowledge and practical skills of community organizing.

Urban Studies and Planning in collaboration with School of Business Administration:

USP 446 / 546 Real Estate Development II (3)

This class will provide students the experience of developing a comprehensive and unified analysis of a commercial real estate project. Each student will submit a case study with greater specificity showing how the design, development, market, finance, construction, and management of the project is integrated. A select number of projects in the greater Portland area will be analyzed as case studies. Students will work closely with industry participants and faculty to develop their analysis as well as alternative strategies for the project at critical states of its development. Prerequisite: USP 423/523 Real Estate Development I

USP 498 / 598 Introduction to Finance and Real Estate (3)

This course is designed for students seeking the graduate certificate in Real Estate Development who have little or no business education, or for those students who desire a course in basic finance and real estate concepts and techniques. The course will introduce business finance within the context of commercial real estate. The concepts and techniques will include financial statements, analysis and forecasting; present value and discounted cash flow analysis; an introduction to real estate valuation measurements; and analysis of performance risk versus return. Students will also receive an overview of the legal definitions of real estate and its forms of ownership, as well as an overview of real estate title, contract, regulation, and financing issues. Prerequisites: EC 201 and 202 or equivalent.

USP 499 / 599 Real Estate Finance and Investments (3)

[cross-listed as FINL 437 / 537]

Application of finance and economic principles to analysis of real estate finance and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention is given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: BA 303, USP 598, or equivalent.

E. Graduate Certificate in Real Estate Development (CUPA: Urban Studies and Planning in collaboration with the School of Business Administration)

The target markets for this certificate program are real estate professionals, who possess an urban planning, economics, business or related Bachelor's degree, and who desire to build additional technical and analytical competencies. Coursework is designed to count as continuing education credits for a variety of professional certifications within the industry, and would be the only graduate-level real estate program in both the metropolitan area and the State of Oregon. Courses are taught with a combination of CUPA / SBA faculty and adjunct instructors who are real estate professionals. This 25 credit hour graduate certificate program requires completion of the following coursework:

USP 598	Introduction to Finance & Real Estate (3)
FINL 539	Real Estate Appraisal (3)
USP 599 / FINL 537	Real estate Finance & Investments (3)
USP 573	Housing Economics (4)
USP 523	Real Estate Development I (3)
USP 546	Real Estate Development II (3)
USP / FINL 5XX	Elective Graduate Courses (6)

F. CLAS new course proposals

Economics:

EC 437 / 537 Public Utility Economics (4)

Public utility economics examines the rationale, economic principles and institutions of historic economic regulation. Alfred Kahn's classic text (1988 ed.) provides background. Contemporary theory of the firm and microeconomic pricing are analyzed. Technological changes suggest that to achieve economic efficiency it may no longer be necessary or appropriate to subject energy and telecommunications firms to traditional utility regulation. There is academic enthusiasm for displacing economic regulation with competition. Deregulation and restructuring are explored with emphasis on contemporary issues in Oregon, the Pacific Northwest, and the nation. In particular, difficulties in transformation to the marketplace will be examined. There have been bumps in the road. The transition has not been smooth. Expert guest lecturers from the utility and regulatory communities will be scheduled, and contemporary scholarly literature will be reviewed. Prerequisite: Principles of economics.

Communications:

SP 420 / 520 Political Communication (4)

An analysis of the relationship of communication to the exercise of politics and political power. Topics may include the ethics and practices of electoral politics, political ideologies, political advertising, propaganda, public opinion formation, the role of mass media as a source and form of political communication, speech writing, public policy writing and analysis, political news writing, and political campaigning. The focus is on how communication strategies and media can be used to organize consent and dissent to ruling parties, representatives, and ideas. SP 212 recommended.

II. **Informational item for Faculty Senate:**
"Revision of Policy for Validation of Out-of-Date Graduate Credit"
Office of Graduate Studies and Research

Current Policy [2000-2001 *PSU Bulletin*. Pg 66]

Validation of Out-of-Date Graduate Credit. Credits offered for a master's degree program that were earned beyond the seven-year limitation must be validated by a written examination prepared and administered by the academic department in which the coursework was completed. Only credits earned at Portland State University may be validated.

Revised Policy

Validation of Out-of-Date Graduate Credit. A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used towards master's degree requirements after a successful validation exam. This examination, which must be approved by the student's department (and by the course department, if different) in advance, must be administered and evaluated by the department which originally taught the course. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. For courses originally requiring a written final examination, paper, or report, the validation exam must be written. For other courses, the validation examination may be written or it may be an oral examination with at least two faculty evaluators. In either case, the validation examination must be a formal, comprehensive assessment of the student's current mastery of the individual course materials, with a B- or higher grade achieved. For written validation exams, the examination and the student's written response must be submitted with the GO-15 form. For oral validation exams, the two faculty evaluators must submit with the GO-15 form a written one-to-two page report on the content of the examination and student's performance in the examination. Validation is not complete until the GO-15 form, with all required documentation, is approved by the Office of Graduate Studies. Validated courses are limited to one-third of the program requirements (i.e., 15 credits total in a 45-credit program.) Each examination attempted, regardless of result, has a fee of \$50.00, which will be credited to the department giving the exam.

In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another accredited institution. The course must otherwise meet all transfer requirements, and the original syllabus and course materials must be presented to the examining department to aid in exam construction and submitted with the GO-15 along with the completed written or oral exam. The validation procedure will be otherwise exactly like the validation of PSU courses.

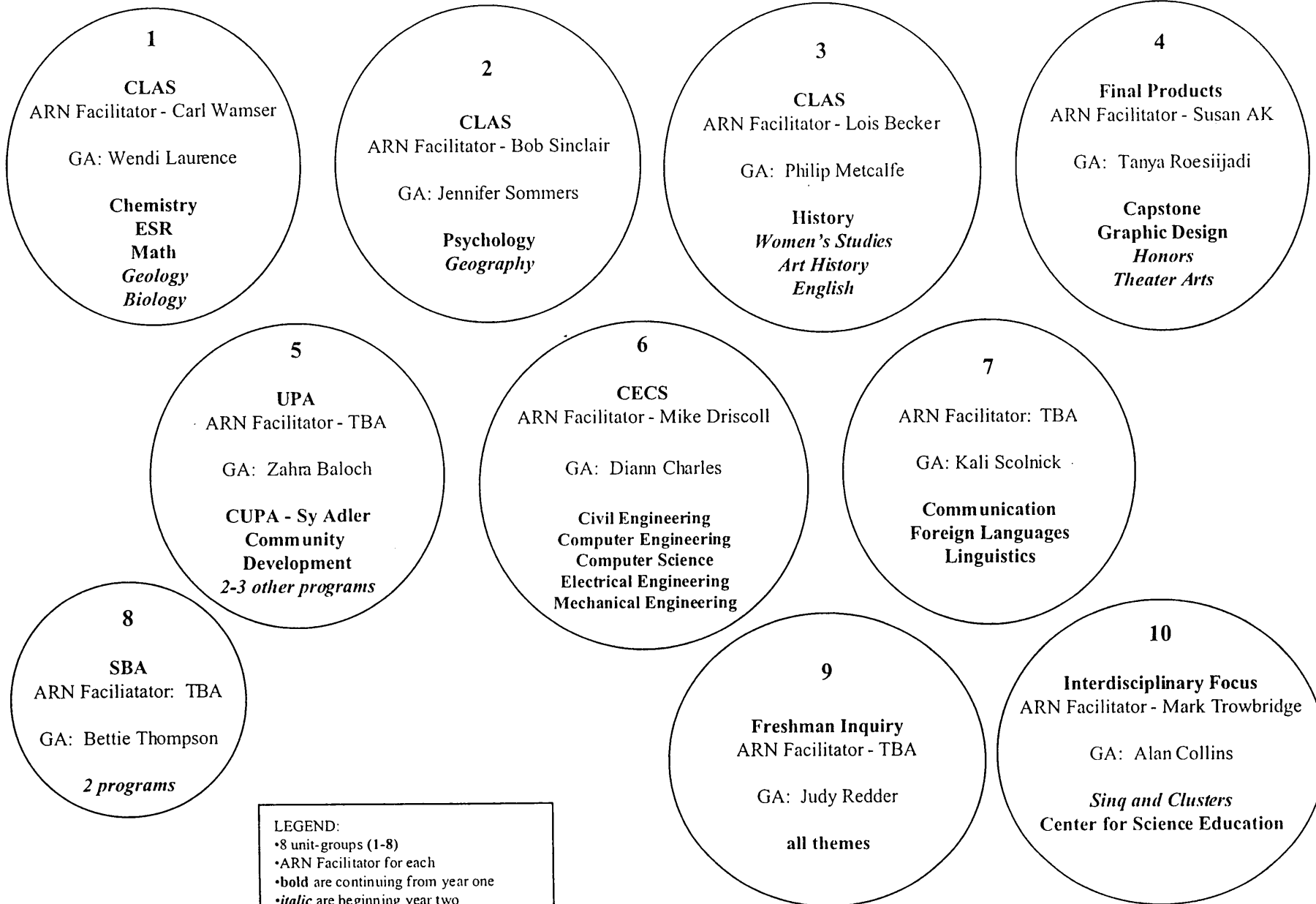
This policy takes effect Fall Term 2001, with previous validation exams honored for the time of their previous approval (no more than seven years after the date of the examination).

Graduate Council Comment: This policy revision adds considerable specificity to ensure greater consistency across departments in the validation of out-of-date graduate credit, while providing a more equitable basis for addressing the out-of-date graduate credit validation of relevant coursework completed at other accredited institutions.

Structure for Instructional Unit-Groups - PSU Assessment Initiative 2001-2002

DRAFT

9/19/01



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September 17, 2001

MEMORANDUM

To: Faculty Senate

From: Bob Eder, Chair, Graduate Council

RE: I. Recommended for approval by the Faculty Senate:

- A. EPFA new course proposals (Graduate School of Education)
- B. Special and Counselor Education new course proposals and modifications in MA/MS Education: Counseling (Graduate School of Education)
- C. Certificate in Substance Abuse Counseling (Graduate School of Education)
- D. CUPA new course proposals
- E. Certificate in Real Estate Development (CUPA: Urban Studies and Planning in collaboration with the School of Business Administration)
- F. CLAS new course proposals

II. Informational item for Faculty Senate:

"Revision of Policy for Validation of Out-of-Date Graduate Credit"

A. Educational Policy, Foundations and Administration (EPFA -Graduate School of Education) New Course Proposals:

EPFA 418 / 518 Educational Leadership in Public Schools (4)

The purpose of this course is to familiarize students with the theoretical development, empirical studies, policies and decision-making processes of public schooling. The course is structured around a number of themes, including instructional leadership, moral leadership, democratic leadership, facilitative leadership, curricular leadership, constructivist leadership, and ethical leadership in education. Students will explore the operational meaning of these perspectives through a combination of experiences including class discussions, case studies, guest speakers, and interviews and observations of school leaders at work.

EPFA 429 / 529 Principles of Training and Development (3)

An examination of the principles of training and development with emphasis on applying adult learning theory to the training function. Essential principles include those related to developing training objectives, selecting training methods and resources, sequencing the learning experiences and evaluating the training. Designed for trainers from a variety of work settings with a strong background in a content area who have little background in adult learning theory and its application to training and development practices.

EPFA 430 / 530 Course Design and Evaluation (4) *

An examination of the field of instructional program design for adult learners within the training and development field, in educational and non-educational organizational settings. The focus is on learning to design and manage instructional activities in response to training needs and skills analyses. Students are required to select and use an appropriate design model, design a preliminary needs assessment, develop program goals and learning objectives, develop an instructional plan, develop a plan to assess student learning and evaluate the program and critically review the design document. Major emphasis is given to developing the instructional design document that demonstrates a student's ability to align and integrate effectively all aspects of the design process and to incorporate adult learning theory. Prerequisite: EPFA 429 / 529.

* Field work notation to be added to bulletin and schedule: Course includes a minimum 30 contact hour field project.

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