Faculty Senate Monthly Packet May 2001

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on May 7, 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
*B. Approval of the Minutes of the April 2, 2001 Meeting
C. Brief Announcements

D. Discussion Item - Athletics at PSU: Budgetary and Other Considerations
   Moderator: David Johnson

E. Unfinished Business
   *1. Amendment to the Constitution, Article IV, 4., 4) l, Budget Committee

F. New Business
   *1. General Student Affairs committee Proposal for Missed Class Policy - Jacob

G. Announcements and Communications from the Floor
   Provost's 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. Interinstitutional Faculty Senate Meeting of April 6-7, 2001 - Wollner
   *2. Faculty Development Committee Annual Report - Ketcheson
   *3. Intercollegiate Athletic Board Annual Report - Frank
   *4. Teacher Education Committee Annual Report - Reuler

J. Selection of Discussion Item for June 2001 Meeting
   *1. The Legitimate Uses of Fixed Term Faculty

K. Adjournment

*The following documents are included with this mailing:
B Minutes of the March 5, 2001 Faculty Senate Meeting
E1 Amendment to the Constitution, Article IV, 4., 4) l, Budget Committee
F1 Missed Class Policy
I2 Faculty Development Committee Annual Report
I3 Intercollegiate Athletic Board Annual Report
I4 Teacher Education Committee Annual Report
J1 Discussion Proposal: The Legitimate Uses of Fixed Term Faculty

Secretary to the Faculty
andrewscolliers@pdx.edu • 341CH • (503)725-4416/Fax5-4499
Minutes: Faculty Senate Meeting, April 2, 2001
Presiding Officer: Judith Patton
Secretary: Sarah E. Andrews-Collier


Alternates Present: Bowman for Beasley, Shusterman for Bodegom (proxy), Barham for Franz, Choi for Talbott, Torrey for Yatchmenoff.


A. ROLL CALL

B. APPROVAL OF THE MINUTES

The minutes of the March 5, 2001, meeting were approved with the following corrections: Anderson was present. Barham was erroneously listed as present.

C. ANNOUNCEMENTS

2001 ELECTIONS: The new Other Instructional Division has 35 members, which will result in 4 Senate positions. One CLAS Senator, Martha Balshem (2002) will loose her Senate position due to the reorganization.

CHANGES IN COMMITTEE/SENATE REPRESENTATION SINCE MARCH 5:

Curt Peterson resigned from the Budget Committee, eff. 15 March 2001
Samantha S. Predoehl resigned from UPC, eff. 26 March 2001

Minutes, PSU Faculty Senate Meeting, April 2, 2001

The Presiding Officer announced the passing on March 31, 2001, of past Faculty Senate Presiding Officer (1981-82) and esteemed Emerita, Mary Cumpston. The university's memorial service is scheduled for Tuesday, April 10 at 2:00 p.m. in the Vanport Room.

D. None

E. UNFINISHED BUSINESS

1. Amendment to the Constitution, Article IV, 4., 4) Budget Committee

SESTAK reported that Advisory Council has reviewed and approved the amendment for proper form and numbering, according to Article VIII.

THE AMENDMENT PASSED by two-thirds majority voice vote with one abstention.

F. NEW BUSINESS

1. Proposed Amendment to the Constitution, Article IV, 4., 4) Budget Committee

FISHER/MERCER MOVED the proposed amendment. Hearing no discussion, the Presiding Officer, in accordance with the Constitution of the PSU Faculty, Article VIII. Amendments, directed the Secretary to the Faculty to transmit the Proposed Amendment to the Advisory Council for review and reply before the next meeting of the Faculty Senate.

2. Graduate Council Course and Program Proposals

BLEILER/HEYING MOVED THE SENATE APPROVE F.2., pp. 1-4., Public Administration and Political Science Course Proposals, Changes and Deletions.

THE MOTION PASSED by unanimous voice vote.

AMES/MERCER MOVED THE SENATE APPROVE F.2., p.4, Systems Science Course Revision.

THE MOTION PASSED by unanimous voice vote.
CUMMINGS/AMES MOVED THE SENATE APPROVE F.2., p. 5, Anthropology Course Proposals and changes.

THE MOTION PASSED by unanimous voice vote.

BLEILER/MERCER MOVED THE SENATE APPROVE F.2., p. 5, Biology Course Proposals and Deletions.

THE MOTION PASSED by unanimous voice vote.

ROSENGRANT/SESTAK MOVED THE SENATE APPROVE F.2., p. 6, Foreign Languages Program Changes in the M.A.T. (addition of Japanese), the M.A. (addition of Chinese), and Course Changes and Deletions in Chinese.

THE MOTION PASSED by unanimous voice vote.

BLEILER/DAASCH MOVED THE SENATE APPROVE cross listing PH 511 as ECE 598, and Geology M.A/M.S. Program Changes, and Course Deletion.

THE MOTION PASSED by unanimous voice vote.

G.  ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Provost's Report

TETREAULT noted there are many things going on but several are worth special mention. We continue to explore our aspiration to be a great university in this great city. Last month the President distributed his vision, attached to today's agenda, and the Provost has also issued a draft statement of what this vision means as regards Academic Affairs (attached). The next step is achieving consensus as to where the university is headed. Our first roundtable and forum were on collaboration between PSU, OGI, and OHSU. The next faculty roundtable, scheduled for April 18, is on K-12 collaborations, and the forum in connection with that topic will be May 4. At today's meeting, the Executive Committee reaffirmed the objective that we must engage more faculty in these activities without undertaking a full blown planning process. Senators are reminded that the Urban University Portfolio Project is being directed to reflect these activities.

As Senators are aware, legislative budget hearings are in progress. Internal budget hearings are on schedule, with Vice Provosts and CADS hearings scheduled for April 16 - 17 and Budget Committee hearings scheduled for May 24.

Spring enrollment is up from Spring 2000, 7% headcount and 8% SCH.
Lastly, be reminded that it has been a long year with much hard work but summer is not far off.

H. QUESTION PERIOD

1. None
2. None

I. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Academic Requirements Committee Annual Report

The Presiding Officer recognized Kris Kern to report for the Chair, Jennifer Loney, who was unable to attend. KERN reviewed the report and took questions. BRENNAN asked why petitions were up, and is the committee working with Graduate Council as regards the issue of pre-requisite requirements becoming mandatory. PATTON noted, in response to the first question, that the numbers look larger because the report includes for the first time, the period between the April--May reporting date and the following Fall term. BLEILER noted that petition numbers would logically have increased, also, as a consequence of in enrollment increases in recent years. RHODES noted, in response to the second question, that there is a pilot being conducted at the undergraduate level only in Business Administration. BRENNAN urged that the pilot cover both levels simultaneously.

CUMMINGS asked if there were increases in certain categories of petitions, or are increases across the board. KERN yielded to Angela Garbarino, Records Office, who stated that there is an increase in petitions related to the University Studies clusters.

J. DISCUSSION ITEM

1. Discussion Proposal: Athletics at PSU: Budgetary and Other Considerations

CRAWSHAW noted that many people need to be involved in the Discussion Item experiment, and encouraged others to come up with suggestions for future topics as well as refinements to this one.

CUMMINGS/MERCER MOVED THE SENATE APPROVE the proposal for discussion at the May Faculty Senate Meeting.

PATTON noted the Steering Committee has concluded that the positions have twelve minutes each regardless of the number of speakers. HEYING
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added that this approach encourages a panel, rather than a debate-style format, because information, as well as discussion, is desirable. We might try this format, and then others as well. CRAWSHAW noted that his intent is for a rational discussion.

CUMMINGS asked who the proposed speakers are for this topic. CRAWSHAW stated that the original commitments from Stan Hillman and Scott Burns needed to be gathered quickly, but names could conceivably change over the seven weeks until the Senate date. As regards this topic, Scott Burns has passed the torch to Tom Burman since the proposal was forwarded to the Steering Committee on 8 March.

THE PROPOSAL PASSED by unanimous voice vote.

K. ADJOURNMENT

The meeting was adjourned at 3:58 p.m.
Provost's Vision

In Academic Affairs we embrace the idea of building a great university and are consciously working to create an institution for the 21st century. Because we know that our success depends in part on the partners we choose, the university has adopted the Metropolitan Collaborative Model with its emphasis on mutually beneficial collaborations with other institutions and state agencies. The focus of the model has sparked our sense of new possibilities and expands our thinking. We imagine distinct hybrids of teams of faculty, students and practicing experts across disciplines and institutions that create unique learning, research and work environments. The vehicle for engaging in this new civic discourse about the interplay of knowledge and community is a two-year series of faculty roundtables and public forums entitled Great City: Great University.

Our location is an enormous advantage to students and faculty because it provides unlimited learning opportunities. Students, faculty and staff are able to engage with the critical issues of our time in a "real world" laboratory that blurs the boundaries between the classroom and the community. For example, being of the city in this time and place means that we are taking a greater lead in engineering, science and technology. Teaming up with partners in other institutions of higher education and the high tech community, we see this project as key to the future of both this great city and our university. This web of connections between the city and the university gives students an education for the 21st century and provides a resource that contributes to the city's vitality and livability. Tying the curriculum and learning to the community, we integrate opportunities for service and community-based learning within our courses. Linked to the coursework is interdisciplinary research that engages students and faculty with the issues that are crucial to the success of urban regions around the globe.

One of our primary goals as we build a great university is to ensure that PSU is a place that attracts and retains a diverse and distinctive faculty who choose to work in this environment. PSU's faculty are engaged in their teaching, with community-based learning projects here and internationally, and in scholarly and creative activities where external funding has grown an average 14% per year for the last five years. We recognize the increased variety of demands on faculty members and are taking a fresh look at the role of faculty. We seek to have learning environments that better focus on activities that enhance student learning and maximize essential faculty-student interaction. We are learning to integrate appropriate new technologies into the student learning process, particularly to help students master content, as we enhance student learning through both peer and community interactions.

Faculty members take responsibility for the institution and see institutional transformation as scholarly work. This responsibility is manifested in the planning activities of the Council of Academic Deans, the Graduate Council, the Budget Committee, the University Planning Council, the Curriculum Committee, the International Working Group, the President's three action councils on diversity, assessment, and advising, and within the schools, colleges and the library. The Urban Universities Portfolio Project, along with meetings and forums, provides us with a unique venue for refining our vision of a great university and putting plans in place to achieve it.

Given our aspirations to become a great university, we are presently asking what the student body should look like at our great 21st century university. We are engaging in discussions that consider such issues as the appropriate mix of undergraduate and graduate students and the potential for programs to attract, support and retain high achieving students from a diverse community. We emphasize the development of talent at PSU rather than the demonstration of talent. Our goal is to continue to provide access while becoming more intentional about shaping the profile of our student body. We want to increase the number of distinguished students and include in our definition of distinction students who overcome great odds to attend the University; who show potential to achieve an exemplary academic, creative or performance record; who display abilities to develop as a leader or scholar; who value community-based learning; and who have the capacity for life-long learning.

At Portland State University we anticipate a great university developing out of the strong foundations we are building upon today. A place where students, faculty and administration will continue to design and engage in multiple ways of bringing diverse and real-life experiences, issues and resources into the classroom and research laboratory. In return we will be recognized for the quality of faculty and student creativity and learning that we contribute to communities both locally and around the world.
ARTICLE IV. ORGANIZATION OF THE FACULTY.
Section 4. Faculty Committees.
4) Standing Committees and Their Functions.

d) Curriculum Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one from All Other faculty, two students, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Curriculum & Undergraduate Studies, and a representative of the Office of Institutional Research & Planning. The committee shall:...

g) Faculty Development Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two from the Library, and, as consultants, the following, or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. The committee shall:....

j) Graduate Council. This council shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one from All Other faculty, two graduate students appointed upon recommendations by the Dean of Graduate Studies, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees only from among faculty members with an involvement in graduate education. The committee shall:....

l) Budget Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two students, the chairperson of the University Planning Council and, as consultants, the following or his or her representative, the Vice President for Finance and Administration, the Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning. The chairperson (or a designated member) shall serve on the University Planning Council. The committee shall:....

m) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee. The committee shall:....[end]

The above change is by recommendation of the Senate Steering Committee.

Proposed Amendment To The Constitution, Art. IV., 4., 4) March 22, 2001
PORTLAND STATE UNIVERSITY
PROPOSAL: Missed Classes Due to University-Sanctioned Activities

Purpose
This policy is to provide students who miss class or examinations because of university-sanctioned activities opportunities to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor.

Rationale
Portland State University recognizes that educational experiences extend beyond the classroom and campus. Students are encouraged to participate in activities that provide opportunities for academic enrichment, experimental learning, and university service as ambassadors for the university. The events sanctioned by the University are ones in which a student participant represents the University to external constituencies in academic or extra-curricular activities. These include, but are not limited to student government congresses, intercollegiate athletics and debate contests, music competitions, academic meetings and conferences, and academically related field trips.

Applicability
Instructors of students who participate in university-sanctioned activities, including:
   Faculty
   Academic professionals
   Administrative staff, service professionals, and classified staff
   Teaching assistants

Policy
Students who participate in university-sanctioned activities that require classes to be missed should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to participation in university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The Vice Provost and Dean for Enrollment & Student Services shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college or school, the dean should designate an individual responsible for facilitating adherence to this policy. If making up examinations or other graded in-class work constitutes an unreasonable burden on the instructor, the instructor and the student should initially contact the department chair or the dean's designee.

The specific activity program coordinator (e.g., athletic academic advisor, student activities advisor) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.
Students should inform their instructors early in the term of required class absences. Faculty should attempt to work with the student to provide opportunities for equivalent work, either before or after the class absence, in accordance with any department or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Greg Jacobs, Chair
Student Affairs Committee

April 11, 2001

Greg Jacob, Ph.D.
Assistant Professor of English
Portland State University
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503-725-3572
IFS convenes at the Oregon State Capitol building in Salem on Friday, 6 April at 1:00 PM in order for members to make personal visits to their legislative representatives and to other legislators in key positions with respect to higher education budget deliberations. Prior to the visits, however, the legislators were addressed first by Representative Lane Shetterly, Republican of Dallas, then by Representative Mark Simmons, the Republican Speaker of the House, and others. Representative Shetterly discussed his bill which calls for using the common school fund as a rainy day fund, in case of a fiscal emergency in Oregon. Speaker Simmons reaffirmed the commitment of the Republican caucus to adequate funding for higher education. He also said that it in his opinion the commitment of most members of the higher education community to the Democratic party and Governor Kitzhaber was misguided. He contended that the Democrats and especially the Governor had treated higher education poorly in the last session and were not doing better in the current one. He noted that a problem for higher education is that the Republican majority in the Legislature views faculty as blindly and wholly Democratic in their politics. He said that he has tried to foster a more collaborative relationship within the Legislature which will be good for important issues such as higher education.

Speaker Simmons was followed by Senator Cliff Trow, a Democratic member of the Joint Ways and Means Education subcommittee who spoke about the prospects for an adequate higher education budget. Like Speaker Simmons and all others who addressed IFS at the meetings, he emphasized that the fate of the higher education budget would depend in large measure on the state economist's May revenue forecast, meaning that the task of budget making would finally commence once the final and firmest forecast of the monies that will be available to the state from tax revenues is known. The prospect that the forecast would be favorable, he said, grows steadily less certain and, in fact, there is a generally held view in the Capitol that significant cuts will have to be made in some important programs, perhaps including higher education. Like Representative Simmons, who made a similar prediction, Senator Trow was clear about his support and that of the subcommittee for higher education. He also said that it is imperative for the "kicker," the potential tax rebate, to be retained (at least in part) by the Legislature for higher education to achieve an adequate level of funding. He recommended that the higher education community explicitly thank Governor Kitzhaber for his rebalancing of the budget and his leadership on this matter. He also pointed out that the decennial redistricting of the state is about to occur with, perhaps, far reaching consequences for Oregon politics.

He was followed by Debbie Runciman, Special Assistant to Representative Kelly Wirth who, like Senator Trow, is a Democrat of Corvallis. Ms. Runciman made several points about how for faculty effectively to lobby at the Legislature.

Following this talk, the IFS senators dispersed and met with legislators.
SATURDAY, 7 APRIL

The Saturday meeting of IFS occurred within the context of the annual combined meeting of the Association of Oregon Faculties, AAUP, and IFS. The meeting was held at the Alumni Center on the OSU campus. It featured speakers such as lobbyists for the three organizations, Chancellor Joe Cox, and, again, key legislators, with the addition of Senators Dave Nelson and Tom Hartung and Representative Kelly Wirth. Much the same perspectives were given by the speakers about the dynamics of the current session and all speakers reiterated the importance of the May revenue forecast. The chancellor gave a very positive report about the OUS lobbying effort and the receptivity of the Legislature to it.

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Faculty Development Committee
Report to Faculty Senate
May 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. Proposals for Faculty Enhancement Awards were due in the Office of Research and Sponsored Projects on January 15, 2001. The Office received a total of 32 proposals this year, which is roughly half the number received last year. Requests totaled $253,044. The Committee met on January 23 to develop a schedule for proposal reviews. Members received their assignments during the week of February 12 and were given one month to review proposals. During March, ORSP compiled the rating sheets and prepared notebooks containing all of the proposals. Following Spring Break, the notebooks were available in ORSP for full committee review. The Committee met in late April and early May to discuss the proposals and prepare their recommendations for funding. Their goal was to submit recommendations to ORSP between May 1 and May 4; mailing of award notices was planned for May 14.

Professional Travel Grants. A subcommittee of the Faculty Enhancement Committee met twice per term during Winter and Spring to disburse the $20,000 allotted for Professional Travel Grants. The subcommittee comprised Kathi Ketcheson, chair; Thomas Kindermann, Oren Ogle, Gretta Siegel, and Martin Streck. Grants were made in support of faculty travel to meetings and conferences to make presentations, present papers, or conduct workshops related to their scholarly agendas. Faculty were required to submit an application and to meet several criteria outlined by the grant program.

The number of proposals (87 to date) exceeded available funding, so the subcommittee decided to make small awards to a large number of those who qualified for the program and met the criteria, rather than large awards to only a few select applicants. Requests totaled $67,143 for Winter and Spring Terms only, more than three times the available funding for the entire year. Requests ranged from $250 to $1,000, the maximum allowed.
The average amount requested was $802. To date, awards have totaled $16,335, which is 24% of total requests. Awards ranged from $100-$400; a minimum 20% match was required from other sources. Exceptional applications received awards of $300 or more, but even those granted $100-$250 were strong proposals that exceeded the minimum criteria. To date, 63 faculty (74% of those who applied) have received awards for travel. Applications for summer travel will be considered in mid-May.

The Committee **strongly** recommends that more money be added to this fund. The $20,000 available this year was grossly insufficient to support faculty needs. As chair of the committee, I spoke with many faculty members regarding the grant program and the size of the awards. Most faculty assumed that an application was sufficient to receive a travel award and some of these were struggling to find other means of support. Many were covering the costs with their own funds. In addition, some needed to travel for reasons related to their scholarly agendas that did not involved papers or presentations, and were unhappy when we denied their applications. While a few complained about the size of the awards, many others were happy to receive even a small amount to apply toward their total costs. Awards typically covered registration fees or meals; for local or regional travel, awards covered at least half of the airfare to the conference site.

We carefully considered several possible methods for awarding funds. We considered a point-based or prioritization system that would reduce the pool to a small number of exceptional proposals, and even considered kicking the whole thing back to the administration in frustration. In the end, we found that we were unable to say that only a few were worthier than others. Because the majority of applications were strong proposals that demonstrated a legitimate need, we decided that we could be fair and distribute the money based on the criteria for application, with the strongest proposals receiving the highest awards. Those that did not meet the criteria, were incomplete or did not provide sufficient information on which to make a judgment, or were second applications from faculty who had received a grant the previous term were removed from the pool.

The Subcommittee will meet with the Vice-Provost for Graduate Studies and Research before the May deadline to discuss the need for increased funding and alternative methods for distributing funds next year. It should be noted that the Faculty Development Committee now has responsibility for reviewing proposals for three different grant programs: the Faculty Enhancement Awards, Professional Travel Grants, and Post-Tenure Review. The Senate may wish to review the responsibilities of this committee. The workload for the committee, not to mention the chair, has greatly increased with the addition of the travel grant program.

Kathi A. Ketcheson, Chair
OIRP:kak
4/16/01
April 18, 2001

TO: Faculty Senate

FROM: Donald G. Frank
Chair, Intercollegiate Athletics Board

ON: Activities of the Intercollegiate Athletics Board (2000-2001)

1. Members of the Intercollegiate Athletics Board (IAB):
   - Scott Burns (Geology)
   - Don Frank (Millar Library & Chair)
   - Mary Gordon-Brannan (Speech & Hearing)
   - Rebecca Ingersoll (Admissions & Records)
   - Kent Lall (Civil Engineering)
   - Bob Lockwood (Administration of Justice & Adjunct member)
   - Jim Mustard (Mustard Financial Services)

2. The Intercollegiate Athletics Board serves as the “institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in men’s and women’s intercollegiate athletics.”

3. Activities related to the NCAA review:
   - Have reviewed the process and dynamics of the NCAA Division I Certification Review, including meetings with the chairs of the 4 subcommittees.
   - Met with Janine Allen, Chair of the Academic Integrity Subcommittee.
   - Met with Jay Kenton, Chair of the Fiscal Integrity Subcommittee.
   - Met with Annie Gubitosi-White, Chair of the Equity, Welfare, and Sportsmanship Subcommittee.
   - Met with Bob Lockwood, Chair of the Governance and Commitment to Rules Compliance Subcommittee.

4. Meeting with Janine Allen, Chair of the Academic Integrity Subcommittee:
   - The importance of a “missed-classed policy” was discussed. Lack of such a policy has created some confusion on the campus, resulting in inconsistencies. An approved and official policy to legitimize athletic absences (or other legitimate absences) is needed so that student athletes’ academic credibility is not affected. This also applies to students who are not “student-athletes.”
• The Athletics Department currently works with professors. Letters are mailed to professors, indicating that student-athletes need to be occasionally excused for formal, legitimate athletic events.
• The IAB decided that a formal and approved missed-classed policy is needed and asked the Student Affairs Committee to compile one. Participation of the Student Affairs Committee adds essential credibility to the process and to the policy.

5. Meeting with Jay Kenton, Chair of the Fiscal Integrity Subcommittee:

• Kenton reviewed revenues and expenses from 1992 to 2000. He provided revenue data on several categories, including Operating, Incidental Fees, Institutional Funds, Lottery, Gifts, Licensing Income, Clinics, and Viking Club. Categories for expenses include Operating, Scholarships, Gifts, and Clinics. It was noted that Institutional Funds have increased from 11% in 1992-93 to 38% in 1999-2000. Total revenues/expenses in 1992-93 were $3.0M and in 1999-2000 were $6.4M.
• Kenton also reviewed other statistical data, including PSU budget summaries for 2000-2001, analyses of Big Sky Conference institutions for 1998-99, and analyses of the financial impact of Athletics. Considering all Big Sky universities, PSU contributes 68.48% of the average of the other Big Sky institutions to Athletics.
• Currently, 177 men and 109 women are participating in Athletics at PSU.
• Some of PSU's scholarships are not full scholarships. Costs of full scholarships tend to create a competitive disadvantage for PSU as costs in Portland are, on the average, more than the costs for the other Big Sky universities.

6. Meeting with Annie Gubitosisi-White, Chair of the Equity, Welfare, and Sportsmanship Subcommittee:

• Gubitosisi-White reviewed the processes used in data collection, with a focus on issues of equity and ethics. The NCAA Operating Principles are being addressed. Data to be collected are extensive. Questionnaires are being developed. Coaches, student-athletes, and others are contributing. Focus groups are being organized. Numerous interviews are being conducted.
• Equitable policies for all athletes are critically important. Two key areas include: (1) Minority opportunities; (2) Gender equity. The Athletics Director is contributing to data collection (for minority opportunities and gender equity). Plans for improvement will be formulated. It's likely these plans will call for funds to support the recommendations.
• Ethical conduct is particularly important and will be explored.
7. Meeting with Bob Lockwood, Chair of the Governance and Commitment to Rules Compliance Subcommittee:

- Lockwood also served as an adjunct member of the IAB as a result of his overall responsibilities related to the NCAA Division I Certification Review.
- Lockwood’s ongoing contributions focused on the work of the compliance group. Issues of policy as well as the compliance process are being examined. The Athletics Director and others in the Athletics Department are participating in the process. Big Sky officials are also participating.
- “Substantial compliance” is the key goal of all of the subcommittees.
- The Mission Statement of the Athletics Department needs to relate to the mission of the institution as a whole.
- Decision processes on intercollegiate athletics are being examined, including institutional control, presidential authority, and shared responsibilities.

8. Examination of the Mission Statement of the Athletics Department:

- The IAB examined and reacted to several versions of the Mission Statement.
- The Mission Statement was approved by the IAB.

9. Initial discussion with Tom Burman, the Athletics Director:

- Burman arrived at PSU in 2000.
- Burman stated that his initial efforts are focusing on issues such as diversity, publicity, marketing and promotion, recruiting, equity in all areas, fundraising opportunities, and the NCAA Division I Certification Review.

10. Follow-up session with Tom Burman, the Athletics Director:

- Burman discussed budgets, revenues, and expenses. Revenues were adversely affected as a result of the football games at Hillsboro (increased expenses and decreased revenues). Basketball revenues have been less than anticipated. Coaches will be more involved in the budgets and will be accountable for the expenses.
- The Athletics Department has developed a systematic model for budget development that will underscore accountability, with administrators and coaches being accountable for revenues and expenses.
- The Athletics Department has developed its 1st policy/procedural manual. The manual provides details on all Athletics Department operations.
- The Athletics Department has asked for additional institutional support to assist with gender equity and to improve athletics programs.
• Scholarships (full and partial) are a major topic. Full scholarships are obviously more desirable and will facilitate recruiting.

• Positions in the Athletics Department have been restructured to create a Director of Marketing. We are negotiating with a marketing agency.

• The Viking Club has been reorganized, with an emphasis on fundraising.

• Campus facilities are being examined, including the Stott Center.

• Anticipating increased football guarantees. Grambling University will come to Portland. [Anticipated football guarantees = $110,000.]

• Anticipating increased basketball guarantees. [Anticipated basketball guarantees = $30,000.]

• Overall, the Athletics Department is optimistic and accountability will be stressed.

11. Meeting with Kim Glanville, Counselor for the Athletics Department:

• Glanville works closely with the student-athletes, providing support. She is also involved in recruiting processes, providing opportunities to meet potential student-athletes.

• Distributes progress reports on student-athletes to all affected professors. Approx. 75% of these reports are returned.

• Oversees the Student-Athlete Advisory Board.

• Organizes study times for the student-athletes.

• Focuses on the student-athlete as a “total person.”

12. Student-athlete data provided by Kim Glanville, Counselor for the Athletics Department, and the Academic Integrity Subcommittee:

• Thirteen (13) student-athletes have received “academic honors” in the Big Sky Conference. This necessitates a 3.20 GPA.

• Overall, the graduation rates of student-athletes exceed the graduation rates of students-in-general. Overall, the average GPA of incoming student-athletes is equivalent to the average GPA of students-in-general. The 3-year average core GPA of student-athletes is at or above 3.0, with the exception of men’s football (2.9).

• The student-athletes participate in various activities and initiatives in the community. Examples of these include: (1) Clinics at elementary schools; (2) Little Dribblers program to promote academics/athletics; (3) Job shadowing; (4) Race for the Cure; (5) Kiwanis Club functions; (6) Special Olympic volunteers; (7) Volunteers at local hospitals; (8) Viking Buddy kids drive; (9) PSU Donor events; (10) Race for the Roses; (11) “Just Say No” events; (12) Clinics for underprivileged kids; (13) Fundraising for the American Diabetes Association; (14) Bagging potatoes for the homeless; (15) Contribute to the Food Bank; (16) Habitat for Humanity; (17) Big Brothers & Big Sisters; (18) Kidney Foundation Committee; (19) African American Health Coalition; (20) Various health fairs in the community.
13. Formal “missed-class policy:”

- The IAB asked the Student Affairs Committee to develop an initial “missed-class policy.” A policy was compiled by the Student Affairs Committee and presented to the IAB by Greg Jacob, the Chair of the Student Affairs Committee.
- The “Missed Classes Due to University-Sanctioned Activities” policy was reviewed and approved in principle by the IAB. The policy includes purpose, rationale, applicability, and policy.
- The ultimate responsibility lies with the student-athlete (or with the student). Faculty need to be aware that students need an opportunity to make up class content that’s been missed due to participation in University-sanctioned activities and events. This includes athletics as well as other activities.

14. Relevant articles and books on intercollegiate athletics were occasionally noted by the members of the IAB.

15. Interview with Ellen Ferris, Assistant Commissioner (Compliance) for the Big Sky Conference:

- Ellen Ferris, Assistant Commissioner for Compliance, interviewed the Chair of the IAB. She described the NCAA Division I Certification Review.
- Ferris noted that the IAB needs to meet regularly and to be involved in the key issues associated with intercollegiate athletics.

15. Discussion of the future roles and responsibilities of the IAB:

- Continue to be more issues-oriented. Focus on relevant issues.
- Be active and proactive. Build on the momentum that’s been generated in 2000-2001.
- Be an effective liaison between the Athletics Department, the Academic Faculty, and PSU’s President. Be a “watchdog” for the Academic Faculty and PSU’s President.
- Be actively involved in issues of fiscal integrity. Review budgets and be an oversight body for budgetary processes and allocations. Make recommendations on processes and allocations. Facilitate an ongoing dialogue on processes and allocations.
- Be actively involved in rules and compliance, with a focus on policies. Review and monitor policies.
• Follow up on the NCAA review. Monitor progress on the action plans that are being submitted to the NCAA, including rules/compliance, academic integrity, fiscal integrity, minority opportunity, and gender equity.

• Monitor the support and services that are provided for the student-athletes (academic advising and opportunities to study, for example).

• Participate in a rules/compliance review every 3 years.
MISSION STATEMENT

The mission of the Department of Intercollegiate Athletics of Portland State University is to provide an athletic program that helps develop the whole person through both education and competition, while enhancing the intellectual, social, cultural and economic qualities of urban life. The Department of Intercollegiate Athletics recruits, trains, educates, and graduates student-athletes who will excel in today's competitive environment.

The Department of Intercollegiate Athletics is dedicated to high standards of academic quality and athletic success for its student-athletes. The development of the student-athlete as a whole person is vital. To accomplish this:
- staff, coaches and student-athletes work closely with each other to create a safe and supportive, yet highly challenging and rewarding environment.
- student-athletes are given the tools to develop intellectually, physically, and emotionally for success in today's competitive environment.
- student-athletes are provided with the opportunity to achieve academic success as they strive to accomplish their athletic goals.
- a goal has been set to achieve a student-athlete graduation rate and grade point average that, at a minimum, equals or exceeds, that of all students at the University.

The Department of Intercollegiate Athletics strives to stimulate a lasting attitude of discipline, sportsmanship, leadership, integrity, respect of others and social responsibility. The Department of Intercollegiate Athletics:
- expects all student-athletes and staff to reflect a positive image by adhering to high standards of conduct and moral character and by embracing the NCAA principles of sportsmanship and ethical conduct.
- conforms to the letter and spirit of all rules, policies and procedures of the University and of any conference, league or association to which it is a member so that positive character and leadership qualities are developed in its student-athletes.

The Department of Intercollegiate Athletics promotes ethnic and cultural diversity within all athletic programs and is committed to equal opportunity for all staff and student-athletes. The Department of Intercollegiate Athletics:
- creates a community enriched by men and women of diverse backgrounds by being a leader in the recruitment of under-represented populations.
- provides urban youth opportunities to become part of Portland State University.
- treats all staff and students equally independent of gender.
- strives to provide equitable support for all of its programs.
- does not discriminate based upon age, disabilities, national origin, race, marital status, religion or sex.

The Department of Intercollegiate Athletics is a vital part of the University and community and reaches out to the community through its athletic teams both on and off the field. The Department of Intercollegiate Athletics:
- strives to make its program an enduring source of pride for student-athletes, alumni, the University community, and the City of Portland.
- brings national recognition to the institution and contribute to its reputation through the excellence of its athletic programs and the accomplishments of its student-athletes.

Portland State University is dedicated to overall institutional control of its intercollegiate athletics programs. The President of Portland State University has final authority and responsibility in all matters relating to the operation of the intercollegiate athletics program.
DATE: April 12, 2001

TO: PSU Faculty Senate

FROM: Teacher Education Committee
Ellen Reuler, Chair


Committee Members: Nancy Benson, ED (CI/SPED); Nancy Brawner-Jones, ED (SPED); Tom Chenowith, ED (EPFA); Marj Enneking, MTH; Bill Fischer, FLL; David Jimerson, MUS; Jan Mercer, PHE; Lorraine Mercer, ENG; Cathleen Smith, PSY; Bill Tate, TA; Bob Tinnin, BIO; Bill LePore, ART

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

The University Teacher Education Committee (TEC) operates under the premise that teacher education is an all-University activity and responsibility. It serves as an advisory capacity to coordinate the activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education, the unit directly responsible for teacher education, and those departments across the University involved in the education of teacher candidates.

The TEC began its work this year by looking at the charge, asking about the role of the Committee, and examining what it means for teacher education to be an “all-University activity and responsibility.” The Committee has increased the meeting time from three times a year to 9 times this year to move beyond a “gatekeeping” role to more of a “catalyst” role. A special luncheon meeting was scheduled to bring together other key players in teacher education, both internal and external to the University. We discussed what it takes to be educated today and the implications for teacher preparation. We began to identify events, experiences, courses, and programs that will help with this preparation, including a model similar to pre-med. We identified other stakeholders that need to be involved in the process and determined next steps.
The GSE is in its second year of the Oregon-Quality Assurance in Teaching (O-QAT) grant. Several projects are underway, including an examination of performance assessment for initial licensure, enhanced content preparation, continuing licensure program design, addressing shortage areas (specifically special education) and data base development.

A part-time GTEP licensure program is being offered through Continuing Education. A second group will start this summer.

Joanne Yatvin and Mary Beth Van Cleave were hired to co-direct the developing Continuing Licensure Program, funded by the O-QAT grant. They are beginning a pilot program this summer for practicing teachers (who are also PSU GTEP graduates), who are in at least their second year of teacher, are contracted to teach next year and are in good standing with their districts. The program is a modification of the previously approved CTL program on record with the Teacher Standards and Practices Commission (TSPC).

The TEC is currently reviewing:

- TEC has had ongoing discussions about the NCATE (accreditation) visit. We have looked at what NCATE is, why accreditation is important, the new NCATE 2000 standards, PSU current status, and some working assumptions and logistics. The visit will be from November 3 – November 8, 2001. The GSE mission and vision were revisited and the committee was given a model for what should be included in course syllabi. The TEC discussed potential responses to interview questions that might be anticipated. We will want to share with the team the progress the Committee has made this year toward a more integrated program for students that will capitalize on the expertise of faculty across the university and the existing experiences available to students. In addition, we will share the progress the Committee has made in a commitment to identify undergraduate students that are interested in careers in education.

- TEC is in the process of reviewing two proposals for permanent status of programs that are currently TSPC approved as experimental programs. The Bilingual Teacher Pathways program is designed to prepare bilingual, bicultural education assistants for
initial licensure and is funded through a Federal, Title II grant. It is in its second year and has approximately 120 students enrolled in the three pathways (community college, undergraduate and graduate). The Future Leaders Program is a collaborative program designed and delivered by PSU, Lewis and Clark College and the Beaverton School District to prepare teachers in the district for their initial administrator’s license. It is also in its second year and has 23 students enrolled.

- TEC is in the process of reviewing PSU’s Institutional Report on Teacher Preparation. The federal “Report Card” was due to the State of Oregon on April 9 and will go to the U.S. Department of Education on October 7 with the State’s report. It reports the pass rate of our graduates on state licensure examinations (including basic skills and content knowledge,) PSU and all Oregon institutions reported 100% pass rate since no candidate can be recommended for licensure without already passing the exams. At PSU the exams are part of the admissions requirements, along with approval from content area departments (for future secondary teachers), high GPA (our average is 3.4), work in schools, and excellent letters of recommendation showing experience and success working with children or youth.

Next Steps

- Develop multiple Pre-Ed pathways that draw on and connect with: University Studies at all levels; departmental majors; efforts to recruit students of color; the Bilingual Teacher Pathway Programs for working with bilingual, bicultural educational assistants; Child and Family Studies and includes early field experiences, peer mentoring and other opportunities for merging content knowledge and pedagogical awareness.

- Develop advising and information materials that let undergraduate students know that they can come to PSU to become a teacher and what they can expect when they are here.

- Develop a smorgasbord of activities for undergraduates to explore options in teaching and have experiences in different education settings.

- Prioritizing the identification of future teachers at the undergraduate level. We need to better understand who our students are and where they are headed.
DATE: April 1, 2001

TO: Sarah Andrew-Collier
Secretary to the Faculty

FROM: Ellen Reuler, Chair
Teacher Education Committee

RE: Teacher Education Committee description in Faculty Constitution

The Teacher Education Committee proposes the following changes to the committee description in the PSU Faculty Constitution:

1. Change all references to School of Education to Graduate School of Education
2. Change reference to Health and Physical Education to Community Health
3. Change reference to Speech and Hearing to Speech and Hearing Sciences
PROPOSAL FOR FACULTY SENATE DISCUSSION ITEM

(Submit To the Faculty Senate Steering Committee. Contact the Secretary to the Faulty, Sarah Andrews-Collier, for deadlines)

Sponsor:  Larry I. Crawshaw

Topic:   A Discussion of the Legitimate Uses of Fixed Term Faculty

Discussants:

Moderator:  Charles Heying

Panelists:   Duncan Carter

Dick Pratt

Information:  Kathi Ketcheson, Director, OIRP

The discussants have been contacted and have agreed to participate.

Signature(s):

[Signatures]