In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research all action items. In the case of lengthy documents, only a summary will be included with the published agenda. Full curricular proposals are available at the PSU Curricular Tracking System: http://psucurriculumtracker.pbworks.com. If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate. Items may be pulled from the Curricular Consent Agenda for discussion in Senate up through the end of roll call.

*Senators are reminded that the Senate is scheduled to meet for a second, one-hour session Monday, February 9 at 3:00 p.m. in Cramer Hall 53.*

Senators should convey the names of their Alternates for 2014-15 to the Secretary (hickeym@pdx.edu). A senator who misses more than 3 meetings consecutively, will be dropped from the Senate roll.

www.pdx.edu/faculty-senate
The Faculty Senate will hold its regular meeting on **February 2, 2015** and a second session on **February 9, 2015** at 3:00 p.m. in room 53 CH.

**AGENDA**

A. Roll

B. *Approval of the Minutes of the January 5, 2015 Meeting

C. Announcements and Communications from the Floor:
   *1. OAA response to Senate Actions
   *2. ARC Memorandum on Academic Credit Limit Policy
   IFS & Graduation Program Board Discussion item: Post Tenure Review Implementation

D. Unfinished Business
   1. Draft Proposal for Post-Tenure Review - revised (to be posted on web after 1/25)

E. New Business
   * 1. Curricular Proposals Consent Agenda
   *2. Proposal for a Graduate Certificate in Public Interest Design in the School of Architecture
   *3. EPC Resolution on the Creation of the School for Gender, Race and Nations in the College of Liberal Arts and Sciences (CLAS)
   *4. Proposal for a Graduate Certificate in Gender, Race and Nations (CLAS)

F. Question Period
   1. Questions for Administrators: President & Dean of CLAS
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees
   President’s Report (16:00)
   Provost’s Report
   *1. Semiannual Report of the Faculty Development Committee
   *2. Semiannual Report of the Intercollegiate Athletics Board
   Campus Strategic Plan (Discussion will take place on **February 9, 3-4:00 pm.**)

H. Adjournment

*The following documents are included in this mailing:*

B    Minutes of the Faculty Senate Meeting of January 5, 2015 and attachment
C-1 OAA Response
C-2 ARC Memorandum
E-1 Curricular Consent Agenda (1a & 1b)
E-2 Graduate Certificate in Public Interest Design
E-3 EPC Resolution on the Creation of the School for Gender, Race and Nations
E-4 Proposal for a Graduate Certificate in Gender, Race and Nations
G-1 Semiannual Report of the Faculty Development Committee
G-2 Semiannual Report of the Intercollegiate Athletics Board
FACULTY SENATE ROSTER

2014-15 OFFICERS AND SENATE STEERING COMMITTEE
Presiding Officer… Bob Liebman;
Presiding Officer Elect… Gina Greco;   Past Presiding Officer… Leslie McBride
Secretary… Martha W. Hickey
Committee Members: Linda George (2016) and Swapna Mukhopadhyay (2016)

David Hansen ex officio, Chair, Committee on Committees, Maude Hines, ex officio, IFS Representative

**2014-15 FACULTY SENATE (62)**

### All Others (9)

- Hunt, Marcy SHAC 2015
- Luther, Christina OIA 2015
- Baccar, Cindy EMSA 2016
- Ingersoll, Becki ACS 2016
- Popp, Karen OGS 2016
- Skaruppa, Cindy EMSA 2016
- Arellano, Regina EMSA 2017
- Harmon, Steve OAA 2017
- Riedlinger, Carla EMSA 2017

### College of the Arts (4)

- Boas, Pat ART 2015
- Griffin, Corey ARCH 2016
- Babcock, Ronald MUS 2017
- Hansen, Brad MUS 2017

### CLAS – Arts and Letters (8)

- Dolidon, Annabelle WLL 2015
- Mercer, Robert LAS 2015
- Reese, Susan ENG 2015
- Santelmann, Lynn LING 2015
- Perlmutter, Jennifer WLL 2016
- Childs, Tucker LING 2017
- Clark, Michael ENG 2017
- Greco, Gina WLL 2017

### CLAS – Sciences (8)

- Bleiler, Steven (for Burns) GEOL 2015
- Eppley, Sarah BIO 2015
- Sanchez, Erik PHY 2015
- Daescu, Dacian MTH 2016
- George, Linda ESM 2016
- Rueter, John ESM 2016
- Elzanowski, Marek MATH 2017
- Stedman, Ken BIO 2017

### CLAS – Social Sciences (7)

- Brower, Barbara GEOG 2015
- DeAnda, Roberto CHLT 2015
- Carstens, Sharon ANTH 2016
- Padin, Jose SOC 2016
- Davidova, Evguenia INTL 2017

### College of Urban and Public Affairs (6)

- Lucas, Richard PS 2015
- Brodowicz, Gary CH 2016
- Carder, Paula IA 2016
- Labissiere, Yves (for Farquhar) CH 2016
- Schrock, Greg USP 2017
- Yesilada, Birol PS 2017

### Graduate School of Education (4)

- Smith, Michael ED 2015
- McElhone, Dorothy ED 2016
- De La Vega, Esperanza ED 2017
- Mukhopadhyay, Swapna ED 2017

### Library (1)

- Bowman, Michael LIB 2017

### Maseeh College of Eng. & Comp. Science (5)

- Chrzanowska-Jeske, Malgorzata ECE 2015
- Zurk, Lisa ECE 2015
- Daim, Tugrul (for Bertini) ETM 2016
- Karvanic, Karen CS 2016
- Maier, David CS 2017

### Other Instructional (2)

- Carpenter, Rowanna UNST 2015
- Lindsay, Susan IELP 2016

### School of Business Administration (4)

- Hansen, David SBA 2015
- Layzell, David SBA 2016
- Loney, Jennifer SBA 2016
- Raffo, David SBA 2017

### School of Social Work (4)

- Holliday, Mindy SSW 2015
- Cotrell, Victoria SSW 2016
- Donlan, Ted SSW 2017
- Taylor, Michael SSW 2017

Date: Oct. 17, 2014; New Senators in italics

* Interim appointments
† Member of Committee on Committees
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 5, 2015
Presiding Officer: Robert Liebman
Secretary: Martha W. Hickey

Members Present: Babcock, Baccar, Boas, Bowman, Brodowicz, Brower, Carpenter, Carstens, Childs, Chrzanowska-Jeske, Childs, Clark, Clucas, Daeseu, Daim, Davidova, De Anda, De La Vega, Dolidon, Donlan, Elzanowski, Gamburd, George, Greco, Griffin, Hansen (Brad), Hansen (David), Harmon, Hunt, Karavanic, Labissiere, Layzell, Liebman, Lindsay, Loney, Luther, McElhone, Mercer, Mukhopadhyay, Padin, Perlmutter, Popp, Reese, Riedlinger, Rueter, Santelmann, Schrock, Schuler, Smith, Stedman, Taylor, Yeshilada

Alternates Present: Kennedy for Arellano, Messer for Carder, Hawash for Holliday, Blekic for Ingersoll, Appleyard (?) for Raffo, Hines for Reese until 3:50, Ryder for Skaruppa

MembersAbsent: Bleiler, Cotrell, Eppley, Maier, Zurk


A. ROLL

B. APPROVAL OF THE MINUTES OF THE DECEMBER 1, 2014 MEETING

The meeting was called to order at 3:04 p.m. The December 1, 2014 minutes were approved as corrected: ARELLANO was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

LIEBMAN announced the order of business and that clickers would not be used. He welcomed the chair of PSU’s new Board of Trustees, Pete Nickerson, as someone really keen to learn and understand the character of the faculty. He noted that Nickerson had previously been very active in the PSU Foundation, was fluent in Mandarin, with business experience and expertise in Asia, and currently co-chaired the PSU Campaign effort to raised funds for scholarships. (Applause.)

NICKERSON announced that the PSU Campaign was ahead of schedule and just short of its 50 million dollar goal; he thanked faculty for their support of that effort. He noted his professional background as the co-founder of a publically traded
company that produces footwear in Asia across 6 different cultures and employing about 92,000. He briefly reviewed the organization of the Board of Trustees and noted that 14 of the 15 members serving are volunteers, all with a passion for PSU. The Boards has modeled itself on recommendations from the Association of Governing Boards and the examples of peers at U of Oregon and OSU. In addition to meeting quarterly, it has three standing committees: Academic and Student Affairs, Finance and Administration, and an Executive and Audit Committee. The Board’s primary activity is to consider and approve an overall strategy for PSU, as well as to hire and evaluate PSU’s President, and to oversee the budget and tuition. Their current objective is to make a smooth transition to the new model of governance and to get to know PSU and each other. He expressed great confidence in the Board’s membership and especially thanked Maude Hines, PSU faculty Board member. (Applause.)

HINES: I would absolutely agree with Pete. I have been very impressed with our Board so far.

NICKERSON: I have been asked how can we communicate with the Board. First through the Administration, second through email, but probably most effective is to call on us individually. During the recent campus safety discussions, the most effective communication that I had personally was when somebody came up to me and talked to me directly. We are setting up a generic email system that will be available on the website where you can send comments and questions (http://www.pdx.edu/board/).

SCHULER: Please consider profoundly support for the liberal arts, regardless of market forces. This might be the end of a thirty year cycle, everything digital is in; so as you consider this, and I think you understand that one need to adjust to it, be real, and also remember the arts.

NICKERSON: I am the product of a liberal arts education, so I understand your point.

NICKERSON thanked faculty for all their efforts on behalf of Portland State and affirmed that everyone present understood that an institution is only as good as its faculty, citing a Chinese saying ("If you want the race horse to win, you have to feed it properly.") (Applause.)

LIEBMAN noted the change to the January minutes and announced removal of one course (E.1.a.6) from the consent agenda that would return on February’s agenda.

LIEBMAN requested that the meeting move to a committee of the whole for the discussion item (at 3:29), and that senators keep their remarks to two minutes. Copies of the presentation slides for the Post Tenure review discussion were distributed (see minutes attachment B1).
Discussion item: Post Tenure Review

Straw polls taken during the discussion indicated support for having departments decide how to choose post-tenure review (PTR) committees, with some university-wide guidelines; a strong preference for having departmental promotion and tenure (P&T) committees rather than chairs name the individual three-person PTR committees; and a split between three alternatives for constituting the committee between 3 members chosen by P&T from a joint list of eligible faculty, 1 each named by the candidate for review, chair and P&T committee, and 2 named by candidate and 1 by chair. There was broad support for having chairs eligible for PTR.

The collective departmental role in defining or negotiating its own and an individual’s “scholarly agenda” was discussed at some length. A number of participants in the discussion argued for the importance of recognizing academic leadership and administrative service as component of the scholarly agenda and for flexibility in determining documentation required and criteria relevant for post tenure review.

BRODOWICZ/CARSTENS MOVED the meeting to regular session at 4:25 pm.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Consent Agenda

The curricular proposals listed in “E.1” were ADOPTED, with one item (E.1.a.6 PHE 515 Bio-statistics) withdrawn.

[Item E. 2 was considered after the reports from President and Provost]

2. Educational Policy Committee Resolution on the Conversion of the International Studies Program to a Department

PADIN, chair of EPC, stated that the EPC unanimously endorsed the proposed conversion.

PADIN/HARMON MOVED approval of the conversion of the International Studies Program to a department, and the change of name to Department of Global and International Studies.

PADIN offered some background: The Program had existed since the 1980s, added its first tenure line in the 1990s, and now has several faculty lines and associated faculty and close to 100 majors. Program members believe that elevation to department status will bring increased visibility, enthusiasm and
resources, and generate additional opportunities for recruiting students and faculty.

YESILADA stated that this move was also in line with the recommendation of an external review conducted four years ago and would substantiate the reputation of the program in Oregon and the West Coast. DONLAN asked what School the new department would belong to. SMALLMAN, director of International Studies, replied that the Program is currently in CLAS, but conversations were in progress about moving to CUPA, with unanimous International Studies faculty support; they were waiting for confirmation of approval of a formal process for moving units between schools.

The MOTION was APPROVED, 55 in favor, with 1 abstention.

F. QUESTION PERIOD

1. Questions for Administrators

None.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL reported PSU Foundation and Advancement fund-raising successes representing a 43% increase to date over the prior fiscal year. He anticipated an announcement that fund-raising goals have been met for renovation of the Stott Center, and added that the Scholarship Campaign had also reached 85% of its goal. He noted recent recognition for PSU grad Mitchell Jackson, author of The Residue Years, and the federal grant awarded to the Portland-Metro Partnership to train elementary science teachers that PSU would participate in. Touting the monthly newsletter on campus Strategic Planning, he invited faculty input, and looked forward to Senate’s participation in a special meeting on the topic.

WIEWEL stated that he welcomed the Board’s vote to introduce sworn police officers and that, although he did not enjoy being in opposition to Faculty Senate, he believed the debate had led to much greater specificity around questions of implementation. As a result a Campus Safety Advisory Committee would be convened, to be co-chaired by Dean Percy and Dr. Ridder, Executive Director of Diversity and Multicultural Student Services. The Advisory Committee will submit a plan for introducing sworn officers to the Board for its review and approval.
WEIWEL announced the hiring of a new VP for Enrollment Management and Student Affairs, John Fraire, from Washington State University, and new Director of Athletics, Mark Rountree, from Miami U of Ohio. He also said that he would continue the practice of holding “open office hours.”

FINK, VP Research and Strategic Partnerships, added that senator Corey Griffin had received an award to support a collaboration between architecture and engineering. (Applause.)

**Provost’s Report**

ANDREWS thanked Senate for the post tenure review discussion and drew attention to the posting of faculty comments on the PTR draft: [http://www.pdx.edu/faculty-senate/resources-for-items-under-discussion](http://www.pdx.edu/faculty-senate/resources-for-items-under-discussion), adding that further comments could be sent to Vice Provost Chabon. She said that she, too, would be continuing her open drop-in hours.

ANDREWS said that PSU had again asked department chairs and deans to do strategic enrollment plans to set targets for retention and growth, and report capacity and diminishing demand. Plans for next year have now been submitted and the FY 16 budget will be based on what is needed to achieve the targets. She invited senators to review the plans ([https://sites.google.com/a/pdx.edu/enrollment-watch/](https://sites.google.com/a/pdx.edu/enrollment-watch/)) and attend the campus Budget Forum on February 23. In close, she announced the appointment of Daniel (Dan) Connolly, from the University of Denver’s Daniels College of Business, as the PSU Dean of the School of Business Administration.

LIEBMAN introduced Sukhwant Jhaj, Vice Provost for Academic Innovation and Student Success

**Update on the Provost’s Challenge**

JHAJ invited Cindy Baccar, Registrar, and Yves Labissiere, Director of University Studies, to join him. He directed senators to the project website ([http://www.pdx.edu/oai/provosts-challenge](http://www.pdx.edu/oai/provosts-challenge)) as he reviewed the impressive work of the 24 team projects initiated with the 3 million dollar one-time funding. Eight have been completed and the remaining are expecting on-time completion. To provide context, he noted the scaling up from previous CAE/COL support for developing individual courses to a fully online Masters in Social Work, two BA offerings in Business, as well as large clusters of courses in UNST, and a set of courses in ESR.

BACCAR announced the successful initiation of fully-automated online major change in 2014 (Project 136), which has given the University the capacity to track majors and progress to graduation. The number of undeclared majors has dropped from 7.2% in fall 2013 to 3.8% in fall 2014. About 11% changed their majors from spring to fall 2014. She also highlighted the inauguration of an online petition and electronic workflow process for the Academic Requirements Committee (Project
107). She hoped this effort would eventually facilitate the work other University committees dealing with student petitions. (Applause.)

LABISSIERE reported progress on the project to expand the resources and infrastructure for student eportfolios (Project 169). Key to the team’s work was the recognition that eportfolios should support pedagogy and student learning as well as assessment. An eportfolio tool was selected in December and over the next 6 months or so the team will be working on several pilot projects helping schools and programs implement the new platform.

LIEBMAN expressed the hope that this update was a teaser for a campus showcase for all the projects. JHAJ said this would happen.

LIEBMAN stressed the importance of work on creating a new post tenure process to meet up-coming deadlines in 2014.

LIEBMAN asked for a show of hands regarding the scheduling of an additional one-hour session at 3:00 pm on Monday, February 9, to allow the Senate to have input into the Strategic Planning Process. A majority of senators present confirmed their availability.

**ADJOURNMENT**

The meeting was adjourned at 4:55 pm.
New PSU PTR Process

Dec 3 – 1\textsuperscript{st} Draft
Jan 5 – Discussion
Feb 2 – Revised Draft
March 2 - Approval

Amending P&T Guidelines

Impact on > 1000 PSU careers:
2013-14 NTTF New Ranks/Promotion Paths (OAR)
+ % multi-year contracts (CBA) 400 faculty
2014-15 Post-Tenure Review (NWCCU)
+ Performance pay (CBA) 640 faculty
Important to get it right for the long term

PTR & Tenure

PTR – not re-adjudication of tenure, but assessment of 5-year past performance with an eye to long-term career development (formative/summative)
PTR is not like tenure, promotion, or merit reviews which rank you against professional benchmarks
@PSU, PTR should be holistic look at one’s career performance and prospects, anchored in scholarly agenda & accomplished through peer review

PTR Purposes

OUS rules: purposes of post-tenure review

\begin{itemize}
  \item Assure continued excellence in the academy
  \item Offer appropriate feedback and professional development opportunities to tenured faculty
  \item Clearly link the level of remuneration to faculty performance (2015 - 1\textsuperscript{st} time)
  \item Provide accountability to the institution, public, and Board.
\end{itemize}

PTR@PSU (1978 – 2014 )

Prior Art 16 Peer Review/Institutional Support
\begin{itemize}
  \item Formative evaluation linked to Institutional Support funds ($50,000 in 2013-14)
  \item Great differences by department in process & regularity
\end{itemize}
> NWCCU call for systematic process

Today: Talkback on Ad Hoc draft

I. PTR – What it is? Why do it? What came before? Link to CBA
II. Talkback (2 min limit) & Straw poll 55 min

BIG SHIFT IN CULTURE OF REVIEWS & REMUNERATION
\begin{itemize}
  \item FOR RETENTION & STRONGER FACULTY
\end{itemize}
Thank you Ad hoc Committee:
Sy Adler, Michele Gamburd, Ron Narode, David Raffo, Michael Smith
Ex officio: Leslie McBride, Sue Taylor
**Background: CBA**

Need to know from CBA 2013-15
- Art 28 Disputes/Grievances – triggered if process biased/inconsistent
- P&T language – suggests criteria & spells out procedures, timelines – safeguard employer rights/protects authors (Art 16 sec 1 & 2)
- Art 27 Progressive Sanctions – “just cause” “Failure to carry out responsibilities” – not part of P&T
- Art 30 Sec 6B: Post-Tenure Review Salary Increases
  - Beginning September 16, 2015, a Post-Tenure Review Salary Increase Pool shall be funded annually equal to 4% of total salaries of members scheduled for post-tenure review during that academic year.
  - The Post-Tenure Salary Review Increase Pool is to be allocated as determined through the post-tenure review guidelines. The increases will be effective at the beginning of the academic year following the post-tenure review.
- Will be voted in separate implementation motion
- Senate authors P&T Guidelines w/ mutual agreement OAA & AAUP (in process)

**Background: Reviews @ PSU**

From 1996, P&T Guidelines anchored by scholarly agenda – holistic look at career development
In practice, narrowed to research & publication
Why? PSU career = 2 review steps (tenure & promotion) > PSU profs are flat-lined
Compare other Universities:
- U California - steps
- UO - periodic post-tenure review
- Contrast State of Oregon - steps

**Framework for Discussion**

Proposed:
PTR should be periodic peer review of one’s progress on scholarly agenda with pay increases for satisfactory performance or PDP for unsatisfactory

- #1 Scholarly agenda (narrative)
- #2 Peer review (committee)
- #3 Dossier & Committee Report
- #4 Professional Development Plan (formative process)
#1 Scholarly Agenda – Implementation

To have a formative PT Review, Ad hoc calls for use scholarly agenda & attention to “changing priorities...on teaching, research, outreach, and service that occur at different stages of an academic career.”

All depts require narrative statement for Tenure/Promotion/Merit reviews & sabbatical request

However, most depts do not require Scholarly Agenda as a separate document.

However, if PTR adopted, implementation will trigger writing scholarly agendas that include faculty narratives and add statement of individual faculty responsibilities to department/school.

Talkback - Scholarly Agenda

Among tenure-line faculty, how many have done a scholarly agenda?

Based on what is now done in your department, what would you recommend regarding scholarly agenda?

#2 Peer Review

Peer review is process of delegating authority for evaluations to reviewers or committees (publications, grants, awards, post-tenure)

Ad hoc draft suggests:
Committee of 3 members (from prior A16 Sec2)
Members outside department or when qualified, outside PSU (from prior A16 Sec2)
2 members chosen by candidate + 1 by mutual agreement w/ Chair (breaks w/ prior A16 Sec2 which required depts to adopt procedures for selection)

Talkback: Choosing PTR Committee I

Guiding principles:
• Respect individuality scholarly agenda – Who qualifies as peer reviewer?
• Respect dept/school practice for reviews
• Safeguard independent levels of review
• Assure individuals protected from biased review

Talkback: Choosing PTR Committee II

DISCUSS, then VOTE
Have PSU P&T Guidelines tell how to choose OR
Have departments decide how to choose (with some guidelines)

How many members? 2/3/4

Talkback: Choosing PTR Committee III

DISCUSS, then VOTE
If by department rules:
Chair should name all PTR committee members OR
Dept P&T/Personnel should name all PTR committee members
Talkback: Choosing PTR Committee IV

DISCUSS, then VOTE (top 1/2)
If by department rules,
• P&T/Personnel makes 3 choices by from joint list of eligibles (like naming external reviewers)
• 1 each by candidate, P&T, & chair
• 2 by candidate, 1 mutually agreed w/chair
• 3 by candidate

#3 Dossier & PTR Report

Balance principles:
Comprehensive review of candidate with attention to individuality of scholarly agenda
Consistency by PTR committees in their reviews/reports (aim for uniformity of criteria)

Talk back: Dossier 1

Ad hoc:
• CV
• Scholarly agenda
• Narrative of accomplishments relative to agenda in review period
• Supporting documents (publications, reports, etc)
• Summaries of student evaluations of teaching
PSU tenure & promotion reviews now require:
• CV
• Narrative of accomplishments in review period
• Supporting documents (publications, reports, etc)
• Summaries of student evaluations of teaching
For your department, what should be required for PT Review?

Talk back: Dossier 2

What should be added?
Suggestion: form that assigns proportions to different emphases (research, teaching, outreach, service)

#3 PTR Review Process

Should committees be guided by an explicit list of criteria?
Proposed: Review guided by
• candidate’s emphases on teaching, research, outreach, service (priority form)
• criteria such as high quality teaching, continuing professional growth, scholarly activities, creative/artistic achievement, external engagement, academic & administrative leadership, + criteria set by departments/schools
• continuing contributions as a colleague
#3 PTR Final Report

Ad hoc:
Final report: decision: satisfactory or unsatisfactory performance
Suggested addition
“gives grounds for the committee’s determination”
Because unsatisfactory decision triggers PDP, PTR report describe specific activities judged unsatisfactory, prioritize them, and suggest specific goals/outcomes for the PDP

#4 PDP

Faculty whose PT review results in unsatisfactory must do professional development plan (PDP) - a plan of investment & mentoring for career development developed by faculty member in collaboration w/ PTR committee & chair
Ad hoc draft suggests:
1 - 5 year timeline
Specify goals & actions, expected results/benefits, & proposed budget consistent w/ member’s scholarly agenda
Agreement by Chair when objectives reached

#4 PDP - Implementation

How much work ahead?
Incidence unsatisfactory PT review
4.5 % U Louisville School of Medicine (250)
6.6 % UMass (225) OHE
7 % WmMary + 2 Va universites (?)
Rough guess for PSU: up to 6 faculty per year (90)
Self-correcting

Talkback – PDP

(2-3 per)
- How many years should be allowed? 1 – 5 years
- What resources for PDP? $/mentoring/OAI
- Who has oversight? Chair? PTR committee? Both?
- At completion of PDP, is one eligible for salary pool?

Include Chairs in PTR

Ad hoc: include chairs
Discuss, then VOTE y/n
Should chairs be included and be eligible for performance pay for satisfactory PTR?
Feedback: Future mtgs?

Should there be a Public Forum in late January to share the presentation & take feedback?

Will you Senators spread word to members of your districts to turn them out?

Thanks !!!

Regular PTReviews & performance pay for satisfactory review are new. Big question: How will these practices impact PSU culture of individual career development and collective responsibility represented by the scholarly agenda?

Send comments:
Martha Hickey, Secretary of the Faculty  hickeym@pdx.edu
Bob Liebman, Presiding Officer  liebmanr@pdx.edu
January 7, 2015

To: Provost Andrews

From: Portland State University Faculty Senate
    Robert Liebman, Presiding Officer

SUBJ: Notice of Senate Actions

On January 5, 2015 the Senate approved the Curricular Consent Agenda recommending the proposed new undergraduate and graduate courses and program changes listed in Appendix E.1 of the January 2015 Faculty Senate Agenda, with the exception that item E.1.a.6 (PHE 515 Introduction to Biostatistics) was withdrawn from the Agenda and returned to committee.

1-7-15—OAA concurs with the approval of the Curricular Consent Agenda as stated above.

In addition, Senate voted to recommend the following actions:

1. to approve the Conversion of the International Studies Program to a department in the College of Liberal Arts and Sciences.

1-7-15—OAA concurs with the approval of the conversion of the International Studies Program to a department in the College of Liberal Arts and Sciences.

Best regards,

Robert Liebman
Presiding Officer of the Senate

Martha W. Hickey
Secretary to the Faculty

Sona Andrews
Provost and Vice President for Academic Affairs
Memorandum from the Academic Requirements Committee
January 15, 2015

Members: Alan MacCormack, chair, Galina Kogan, Virginia Butler, Martha Dyson, Celeste Krueger, Louise Paradis, Haley Holmes

A Reminder of the Academic Credit Limit Policy for Undergraduates

It is and has been the policy of Portland State University that the upper credit limit for undergraduate students is 21 credits for a given quarter. This limit applies to both Portland State and transfer credits. With the increase in on-line classes available from numerous sources, the enforcement of this policy has not been consistent in recent years. However it has become apparent that there have been instances of students registering credit totals from multiple sources for individual academic terms that are completely implausible, an indication of academic fraud.

The Academic Requirements Committee, The Office of the Registrar, and the Office of the Dean of Student Life would like to remind faculty and advisers of the policy and get the word out that it will be enforced. Credits for any one quarter exceeding the limit will not be accepted without prior overload permission. For loads between 22 and 25 credits, an adviser’s approval is sufficient. For credit loads of 26 or greater, including transfer credits from other institutions, an overload petition must be filed with the Academic Requirements Committee. Retroactive petitions for overloads taken in ignorance of the restriction will be considered given the shift in enforcement.
January 8, 2015

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2014-15 Comprehensive List of Proposals.

**College of Liberal Arts and Sciences**

**New Courses**

E.1.a.1
- BST 515  Constructions of Power and Knowledge: Gender, Race, and Nations, 4 credits
  Course critically analyzes how the concepts of gender, race, culture, class, sexuality, and nation are invested with power and inequality. Examines the politics of the production of knowledge in personal lived experiences; institutions; cultural, economic and geopolitical structures; and literary, visual and multimedia representations. This is the same course as WS 515 and may be taken only once for credit. [cross-listed with WS 515]

E.1.a.2
- WS 515 Constructions of Power and Knowledge: Gender, Race and Nations, 4 credits
  Course critically analyzes how the concepts of gender, race, culture, class, sexuality, and nation are invested with power and inequality. Examines the politics of the production of knowledge in personal lived experiences; institutions; cultural, economic and geopolitical structures; and literary, visual and multimedia representations. This is the same course as BSt 515 and may be taken only once for credit. [cross-listed with BST 515]

**Maseeh College of Engineering and Computer Science**

**Change to Existing Programs**

E.1.a.3
- MS in Electrical and Computer Engineering – change to existing program; add 10th track in Analog, RF and Microwave
  FSBC Comments: No budgetary impact.
College of Urban and Public Affairs

New Courses
E.1.a.4
• PHE 515 Introduction to Biostatistics, 4 credits
  Quantitative analysis and interpretation of health data including data types, graphical and numerical description, probability distributions, association and correlation, estimation intervals, and statistical inference using both parametric and nonparametric methods, with applied exercises worked both by hand and using statistical software. Prerequisites: Graduate standing in the Oregon Master of Public Health programs.

E-1b

January 8, 2015

TO: Faculty Senate
FROM: David Kinsella
       Chair, Graduate Council
       Robert Fountain
       Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2014-15 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

Change to Existing Courses
E.1.b.1
• CH 427/527 Instrumental Analysis Laboratory, 2 credits – change course description and prereqs; change credit hours from 2 to 4
January 8, 2015

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposal has been approved by the Graduate Council, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2014-15 Comprehensive List of Proposals.

College of the Arts

New Program
- Graduate Certificate in Public Interest Design
  (two-page summary attached)

FSBC comments: No budget impact. 1/6/15

PROPOSAL SUMMARY FOR

GRADUATE CERTIFICATE IN PUBLIC INTEREST DESIGN

Overview:
Portland State University’s School of Architecture proposes a graduate certificate in Public Interest Design, consisting of coursework and fieldwork/residency, resulting in a total of 18 credit hours. The Certificate in Public Interest Design will prepare future leaders in architecture and related fields to aid currently underserved populations through sustainable design methods, with an emphasis on addressing social, economic, and environmental issues. The program will be offered on a for-credit basis to both graduate students and local professionals. We feel that broadening the eligibility to include professionals will enhance and diversify our program, which is rooted in preparing participants for professional practice in this field, and address a growing demand from the professional academy for such training.

With an accomplished faculty, the Center for Public Interest Design within the School of Architecture is well-positioned to become an international leader in a field that has been rapidly gaining in interest and significance among students and practitioners. The coursework for the certificate is intended to supplement the professional education in architecture, urban planning, or design, and provide additional educational opportunities presently absent from the current curriculum for students, as well as local professionals hoping to expand their education and learn methods for engaging and participating in this quickly emerging field. There is no other similar certificate program of this kind in the Oregon University System, or currently nationally, though several are in process.

Evidence of Need:
Recent exhibits by the Smithsonian's National Design Museum have focused on "Design for the Other 90%," a catchphrase which reflects the market penetration of architectural services in buildings in general. The reality is that less than 4% of building worldwide involves architectural building services (Mellon Report on the State of Architectural Education 1996). Public Interest Design offers an alternative path that is focused on community needs rather than client desire, which drives the 4% of current work. More recent reports by the professional architecture organization in North America, the American Institute of Architects (AIA), have shown that public interest practices are the fastest growing segment of the field, and the only ones which have shown an expanding market penetration since 2000, as compared to population adjusted demand (AIA Report on the Grassroots Conference of 2013). In fact, according to this report, and the in depth study of the field funded by the Latrobe Prize (Wisdom From the Field: Public Interest Design in Practice, 2013), public interest practices have shown an incredible resilience even in conditions such as those of the Great Recession of 2008-12, when such firms only lost a third as many employees, as a percentage, compared to traditional firms. But it is not only market viability that reflects the general interest in this field, in surveys conducted by the AIA as part of the aforementioned studies, 70% of a statistically significant number of firms nationally ranked interest in public interest design as their top priority, ahead of even sustainability.

For students coming into the field, public interest design is a key issue nationally according to the AIA (Grassroots National Conference, 2013), with 82% of incoming students declaring a strong interest in coursework and certification. These findings are consistent with trends that the PSU’s School of Architecture is noting, with many applicants to the graduate programs listing the Center for Public Interest Design as their primary reason for wanting to study at PSU. With so much market demand, there are still few course offerings nationally. PSU’s Center for Public Interest Design was the first such center nationally, though 17 others will follow this year in schools as diverse as the University of California system and Harvard University. Certificates in public interest design are even rarer still.

PSU’s certificate being among the first would not only serve the mission of the University to serve all of our communities, but would make it competitive at a national level.

Program Objectives:
The certificate will give students a solid foundation in the theory, methods, and practice of contemporary public interest design, as well as a significant hands-on experience in the field. With coursework culminating in applied fieldwork, this program aims to prepare students for a career in which design is employed to address the pressing social, economic, and environmental issues facing underserved communities around the world. The component of fieldwork and practice would distinguish it from many of the proposed programs nationally as well align it with PSU’s overall goals.

Course of Study:
The course of study for the Certificate in Public Interest Design will be divided into credits for coursework and fieldwork, resulting in a minimum total of 18 credit hours. All of the classes in the coursework component are existing classes at the university. COURSEWORK (minimum 14 CREDIT HOURS):

REQUIRED COURSE FOR ALL CERTIFICATE PARTICIPANTS:
-Contemporary Issues Seminar: Public Interest Design in Practice (Arch 533) 4 credits

SOCIAL (1 of the following courses)
-Design Thesis (Arch 585) [w/ PID focus] (Architecture Students Only) 6 credits
-Design Thinking for Social Innovation (MGMT521) 4 credits
-Creating Collaborative Communities (PA543) 3 credits
-Concepts of Citizen Participation (USP550) 4 credits
-Urban Poverty in Critical Perspective (USP552) 3 credits
ENVIRONMENTAL (1 of the following courses)
- Building Science Research Topics (Arch 563) 4 credits
- Environmental Sustainability (ESM588) 4 credits
- Urban Ecology (ESM528) 4 credits
- Sustainable Cities (Geog 532) 4 credits
- Sustainable Development Practices (USP588) 3 credits

ECONOMIC (1 of the following courses)
- Topics in Professional Practice (Arch 543) [w/ PID focus] 4 credits
- Grantwriting for Nonprofit Organizations (PA525) 3 credits
- Social Entrepreneurship (PA541) 3 credits
- Money Matters for Social Innovation (MGMT 522) 4 credits
- Political Economy of Nonprofits Organizations (USP580) 3 credits
- Green Economics and Sustainable Development (USP590) 3 credits

FIELDWORK (min. 4 CREDIT HOURS)
-(Arch 541) 4 credits

Learning Outcomes:
Participants in the Public Interest Design Certificate will emerge with the following skills and knowledge:

1. Foundational definitions and an overview of the history and present trends in the field of public interest design.
2. Engaging underserved communities to identify issues, map assets, and work toward a collective solution
3. Knowledge of funding models for public interest design projects and experience in working to secure funding toward a project.
4. Fundamentals of sustainability
5. Real world experience on a public interest design project
6. Metrics for creating and evaluating the efficacy of a public interest design project.

Cost:
The Center for Public Interest Design has already allocated funds from its endowment for the oversight of the certificate program. By providing course options from existing classes at PSU, the program will not require any additional funding to create or deliver these programs. The programs and colleges that offer these courses have already been approached and have agreed to the additional student numbers students of this certificate might imply. In fact, we anticipate certificate participants to contribute to several courses across the university reaching desired student enrollment numbers that they might not otherwise meet. No new or unique resources will be required for this program. Funding is sufficient to fully enable certificate design and to cover delivery costs.
**Motion:** The Educational Policy Committee moves that the Faculty Senate approve the proposal for the creation of a new School of Gender, Race, and Nations within the College of Liberal Arts and Sciences.

The full proposal is available on PSU’s Curriculum Tracker, following the link for the Educational Policy Committee, or using either of these links:


http://goo.gl/MfPWJu

**BACKGROUND:**
The idea for a School of Gender, Race, and Nations within the College of Liberal Arts and Sciences has existed for a decade, and has received encouragement from several Deans of the College. For four years, the Chairs/Directors of the Departments and Programs submitting the proposal—Black Studies, Indigenous Nations Studies, Chicano/Latino Studies, and Women, Gender and Sexuality Studies—have constituted an Executive Committee, acting as a proto-School, deepening their relationship, developing shared programing, courses, and pedagogy. Over the last three years, with support from the CLAS Dean, they have run a pilot initiative to lay the strong foundations for a viable School: studying alternative models, visiting other campuses with similar programs, engaging external reviewers, and drawing up strategic curricular and governance plans.

(Excerpted from the proposal)

The School of Gender, Race, and Nations (SGRN) will advance dynamic interdisciplinary studies by expanding our understanding of historically underserved populations and their contributions to society and culture. The founding units of the School include: Black Studies (BST); Indigenous Nations Studies (INST, formerly NAS); Chicano/Latino Studies (CHLA); and Women, Gender, and Sexuality Studies (WGSS, formerly Women’s Studies). [...] The School of Gender, Race, and Nations (SGRN) is an unique collaboration, different from any in the U.S. [...] The participating faculty have strong professional records as interdisciplinary scholars, educators, and mentors. [...] A major strength of the School is its interdisciplinary emphasis on reconstructing and explaining the formation and transformations of power differentials. [...] The centering of the School’s intellectual framework in gender, race, sexuality and sovereignty provides the basis for innovative pedagogies, newly integrated curriculum and community-based programming. [...] The primary objectives of the School align with the five themes of PSU: enhance educational opportunity for diverse communities; achieve global excellence; provide civic leadership through partnerships and community-based learning initiatives; improve student success from historically underrepresented groups; and expand resources and improve effectiveness. [...] While each unit will maintain its individual mission and curriculum, the collaboration across the units allows for co-creation of courses and degree programs (e.g.,
the new graduate certificate); opportunities to co-teach (e.g., new undergraduate course); and, scholarly projects and community events that intertwine race, gender, indigeneity, and sexuality. Instead of putting the onus on students to create an interdisciplinary program of study for themselves, the School formation will institutionalize such a framework for students. Refusing to remain in institutional silos that can occur from the discrete department/program model, the School framework supports the curricular and scholarly projects that will be interdisciplinary, intersectional, and illuminating. [...]

With its collaborative structure and focus, the School will strengthen already existing programs with the establishment of a graduate program, research clusters, and summer institutes. They will also extend their involvement and leadership in university-wide diversity efforts.

Educational Policy Committee Evaluation
The Educational Policy Committee reviewed the proposal for the creation of a School of Gender, Race, and Nation in the fall of 2014. EPC communicated some preliminary questions and concerns to the authors of the proposal in mid-November. On December 10, 2014, the EPC met with two of the principals, Sally McWilliams (Professor & Chair, Department of Women, Gender and Sexuality Studies) and Cornel Pewewardy (Professor & Director, Indigenous Nations Studies) to discuss questions and concerns, and was impressed with their thorough and thoughtful answers. The proposal was revised one last time to include these clarifications.

At its December 10, 2014 meeting the EPC unanimously voted to enthusiastically approve this policy document to be submitted to the Faculty Senate.

Budget Committee Assessment
The proposal to establish a School of Gender, Race, and Nation will have a small budgetary impact. The School has been in development for some years and is part of a program of college investment in these areas. Details of past and future investments are on pages 25–28 of the proposal. The financial impact of these investments is relatively small. An RCAT analysis of this proposal demonstrates a short-term decline in CLAS attributed net revenue of only $73,688 (revenue minus direct and indirect expenditures). Collateral impact on other academic units ranges from a decline in attributed net revenue of $377 to an increase of $2,835. The overall impact on the E&G budget is an increased deficit of $63,399, which represents only 0.024% of E&G expenditures.
January 8, 2015

TO: Faculty Senate

FROM: David Kinsella  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2014-15 Comprehensive List of Proposals.

**College of Liberal Arts and Sciences**

**New Program**
- Graduate Certificate in Gender, Race and Nations  
  (two-page summary attached)

  FSBC comments: Initiation of this certificate will require~.5 FTE support from faculty/staff during the first two years.

**PROPOSAL SUMMARY**

**College of Liberal Arts & Sciences: Gender, Race, and Nations Graduate Certificate**

**Overview:** The Gender, Race and Nations (GRN) graduate certificate is a key project of the proposed School of Gender, Race and Nations. The certificate will provide students with opportunities to concentrate on rethinking the systems and hierarchies that attend to alternative experiences, epistemologies, values and skills. It will create an atmosphere where individuals explore complex ideas about race, ethnicity, class, gender, sexuality, sovereignty, nations and Indigeneity. The overall focus of the certificate is to address a number of pressing concerns confronting students in the 21st Century. The SGRN certificate will enable students to: 1) Understand and advocate for underserved populations crucial to Oregon’s success; 2) Engage in community-based research projects that incorporate Portland’s growing diversity; 3) Create effective analyses to better address communities’ issues and pervasive inequalities in responsive and innovative ways; and 4) Develop collaborative leadership skills that better address diversity and equity initiatives.

It will be offered to graduate students from two different populations: 1) Resident professionals who wish to develop their understanding of the issues related to local, national and global
communities of color and/or those seeking to understand power differentials impacted by gender, race, nationhood, and sexuality; and 2) PSU graduate students who are already enrolled in graduate programs but seeking additional coursework and research opportunities focusing on critical intersectional analyses of race, gender, and nations. No similar OUS program is located within the Portland Metropolitan area. The Graduate Certificate will contribute to SGRN’s success by providing professional development training for an audience of current and prospective policymakers, educators, health communicators and providers, urban planners, counselors, lawyers, civic leaders, and others who can benefit their careers by pursuing coursework on the constructions of power, knowledge, and identity; intersectionality; and social justice.

Evidence of Need: The GRN Certificate will specifically recruit members of traditionally underrepresented or underserved communities to pursue professional development as scholars and activists. It will promote community-engaged learning and research as it strengthens existing community partnerships and develops new ones. Numerous career professionals are required to engage in forms of continuing education (e.g., lawyers, nurses, firefighters, teachers, and counselors). The GRN graduate certificate is designed as an alternative to cultural sensitivity training; it will, instead, provide students with much-sought after knowledge related to critical race and gender studies, Indigeneity, and sexuality studies.

Program Objectives: The graduate certificate will:
• Promote innovative and nontraditional epistemological and methodological approaches to learning that are consistent with the communities served by some of the students;
• Expand critical analytical frameworks of race, gender, and nations to better illuminate the interconnected and complex issues of today’s society;
• Base community and global activism in the scholarship of emerging practices such as decolonizing methodologies, articulation theories, and transnational studies of gender, race, and sexuality; and
• Produce community-based research and service opportunities.

Course of Study: Total number of credits: 24

Required courses (8 credits):
BST/WS 515: The Constructions of Power and Knowledge (4 cr)
WS 512: Feminist Methodologies (4 cr)*

*Please note this course will be replaced by a course on intersectional, decolonizing methodologies (to be developed during AY16).

Electives (16 credits):
A student will take a minimum of 8 credits offered by any of the SGRN units (i.e., BST, CHLA, INST [NAS], and/or WGSS [WS]) plus 8 credits offered either by the SGRN units or affiliated courses.

**Learning Objectives:** Students who complete this graduate certificate will be able to:

1. Identify key theoretical concepts related to culture, race, class, gender, sexuality, immigration, Indigeneity, and nationality;
2. Explain and use complex theoretical frameworks that interrogate race, gender, class, sexuality, culture, and sovereignty;
3. Synthesize and analyze various types of data and materials concerning respective populations of study;
4. Conduct community-based learning projects;
5. Describe and address the needs, interest and concerns of changing demographics along the lines of race, class, gender, sexuality, immigration, Indigeneity, and nationality at the local, regional, national, and/or global level;
6. Produce oral and written presentations employing theories of intersectionality and intersectionality in practice;
7. Utilize theoretical frameworks, research and communication skills, and practice in intersectionality to analyze barriers and develop strategies within social, cultural, and institutional systems with respect to race, class, culture, gender, sexuality, Indigeneity and nationality;
8. Demonstrate and discuss self-reflective analysis so as not to perpetuate oppressive methodologies in research projects, scholarship, professional practice and interpersonal relationships.

**Cost:** The graduate certificate costs are being defrayed by new CLAS investments and the ongoing budgets of the four units involved. CLAS has invested in the search for a director of the School of Gender, Race & Nations; a portion of this individual’s teaching responsibility will be to the graduate certificate program. A curriculum development stipend is being offered by CLAS to develop the required methodologies course. Staff support is being requested through the proposal for the establishment of the SGRN; until such time as that staff person is on board, the outreach and administration of the graduate certificate will be handled by the staff of the four collaborating units and the SGRN Executive Committee (until the new School director is in place).
January 14, 2015

**Question** to Wim Wiewel, President, Portland State University

From: Senator Tucker Childs

Please address the following question in Faculty Senate:

The rate of turnover in administrative positions recently seems to be high and is, perhaps, accelerating. Given the number of major initiatives this year, Strategic Planning, Academic Program Prioritization, and Academic Quality, stability within the administration to follow through with those initiatives seems critical.

*How has the Administration addressed the challenge of turnover at the top levels?*

And related to this question:

*What kinds of strategies will ensure continuity and consistency to do long term planning and implementation of campus initiatives?*
Question to Karen Marrongelle, Interim Dean, College of Liberal Arts and Sciences

From: Presiding Officer Bob Liebman

Please address the following in Faculty Senate:

In view of PSU’s history of interdisciplinary (UNST) and interdepartmental (General Studies) learning, as well as the current budget model, what is the role of the liberal arts in the University and does CLAS have the resources to provide the classic liberal arts skill sets (critical inquiry, writing, math, stats) that are needed to earn a BA/BS in CLAS and other schools such as Engineering or CUPA?

And related to this question

Do some departments believe that their needs cannot be met in CLAS while maintaining research appointments with other schools and colleges at PSU, which has a long history of joint and courtesy appointments? What are the wayss that the university should/could create research synergies across colleges? What kinds of partnerships/synergies micht be ncouraged that would enable CLAS faculty to collaborate among departments or across schools for research and teaching?

Cc: A. Ross
To: The Portland State Faculty Senate Steering Committee
Re: Semi-annual Report of the Faculty Development Committee (FDC)
January 12, 2015

Members: David Peyton (Chair, CHEM), Andrew Black (CMP), Berrin Erdogan (SBA), Georgia Harris (PAD), Barbara Heilmair (MUS), Betty Izumi (UNST), Anoop Mirpuri (ENG), Mary Kristen Kern (LIB), Kathi Ketcheson (OIRP), Tom Kindermann (PSY), Tom Larsen (LIB), Peter Moeck (PHY), Sarah Tinker (CLAS-SS), Helen Young (ED), Angela Zagarella-Chodosh (ITAL)

1. Travel Awards (annual allocation is $500,000):
   Summer: $125,182.15
   Fall: $123,628.02
   Winter: $71,958.85
   Leaving $179,230.98 for the Spring allocation.
   The Lottery System has been working very well for the Travel Awards, in my estimation.

2. Preparation for the Faculty Enhancement Awards ($650,000):
   The Committee is in e-mail discussions, finalizing the form for the call for this year’s edition of the Faculty Enhancement Awards. Under consideration in this discussion is a way to streamline inclusion & evaluation of factors required for the application, such as “Outcomes”. Examples of outcomes that could be demonstrated include:
   - publications (say how many, and in what venues),
   - grant applications (say how many, and to what agencies),
   - recital performances (how many, where),
   - recording opportunities,
   - conference presentations,
   - invitations to exhibit,
   - broader impacts, including involving undergraduate and/or graduate students, and/or
   - other ways the work would impact the community, & the university’s standing.

   We are also investigating a way to enhance the reviewing process, using a web-based evaluation tool (https://www.easychair.org/).

   It is my intent to have the call for Enhancement Grant Proposals out to the Faculty within about 2 weeks, pending permission by the FDC Members, then give the PSU Faculty about a month to work on their grant applications before the submission deadline.

3. Concern:
   As Committee Chair, I am primarily concerned with making sure each proposal is given a fair evaluation. This will require a sufficient coverage of FDC expertise across all the Colleges.
Intercollegiate Athletics Board (IAB)

Semi-Annual Report, January 2015

Members 2014-15 academic year

Chair: Randy Miller, PSC
Toeutu Faaleava, UNST
Robin Beavers, ADM
Michael Smith ED (Added November 2014)
Antoinette Wayne, Student

Ex-officio Members
Professor Robert Lockwood, C&CJ and NCAA Faculty Athletics Representative
Torre Chisholm, Athletics Director (Only attended the September meeting Left PSU 10/31/14)
Valerie Cleary, Senior Associate Athletics Director/Senior Woman Administrator in Athletics
Interim Athletics Director 10/15/14 – current.
Matt Billings, Deputy Athletics Director
Wim Wiewel, President

The Intercollegiate Athletics Board is charged by the Faculty Senate to:
1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in men’s and women’s intercollegiate athletics;
2) Report to the Faculty Senate at least once each year.

I. Athletic Department Staff changes

• Torre Chisholm announced his resignation effective 10/31/2014 a nationwide search was conducted with 8 candidates participating in video interviews. This group was narrowed to 4 finalists with 2 candidates being brought to campus and 2 candidates withdrawing their names from consideration. A candidate was selected; an offer was made and accepted. Mark Rountree (Deputy Athletics Director at Miami University of Ohio) Mark will begin on January 20, 2015.
• Head Football Coach Nigel Burton was let go from the University in Late November and Offensive Coordinator Bruce Barnum was named the interim head coach for the 2015 season. Coach Barnum has made a number of changes to the Football coaching staff with a few remaining positions to be filled
• Associate Athletic Director for Business Affairs (Jeff Pritsker) and Assistant Athletic Director for Academic Services (Brandy Coleman) were let go due to budgetary reductions in late December.
• Robert Lockwood (Faculty Athletics Representative) has announced his retirement after nearly four decades at Portland State and most of those serving as the FAR effective June 30, 2015. The process for selecting the next Faculty Athletics Representative will begin late Winter or early Spring term. Appointment of the new FAR to be effective July 1, 2015
II. IAB Oversight and Review as Required under the PSU NCAA Certification Agreement

Operating Principle 1.1 (O.P. 1.1---Institutional Control and Shared Responsibilities)

IAB has maintained an active role in policy and procedure development and revision in Athletics. It has reported on athletic policy issues and student-athletes’ accomplishments, and has reviewed Athletics’ budget requests submitted to the Student Fee Committee (SFC).

IAB approved the *PSU Athletics Academic Services Policy* at its meeting on January 7, 2015. This manual fulfilled one of the commitments PSU Athletics made as part of the OUS Audit process. The completion of this manual was an important step in PSU’s rules education and culture of Student Athlete support services in Athletics. The Athletics Department has acknowledged that there may be revisions to both the previously adopted compliance policy and this Academic Services policy as a result of the Portland State University internal audit and input from new Athletic Director Mark Rountree.

III. Discussion of concussion policy

- The department of Athletics has created a policy to guide the handling of Athletes who suffer a concussion. The policy will guide and monitor an athlete’s return to participation and return to academic work. Athletics is currently in communication with the Disability Resource Center on the development of the final language of this document and should be submitting a final draft proposal in the next few months.
- Portland State University has been named in a lawsuit involving an athlete who suffered a concussion. Much of the details surrounding this issue cannot be revealed at this time as the case is still pending.

IV. Possible change to the committee structure

- Discussion was held to determine how to make the Intercollegiate Athletics Board better serve the needs of the campus community. *Do we expand the number of members?, Do we keep it as faculty only or open the membership to staff as well?, Do we include a student athlete as a student member in addition to those students who represent ASPSU?, How often should this body report to the Faculty Senate?*
- Further discussion remains as the committee awaits the final report from the internal audit. *Depending upon the recommendations of the audit we may wish to adjust the number of members needed and the scope of eligibility of the membership to best meet these needs. The IAB will review information from other Big Sky Conference member institutions in helping to determine the appropriate size and scope of our Intercollegiate Athletics Boards.*