

5-1-2011

Faculty Senate Monthly Packet May 2011

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **May 2, 2011**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the April 4, 2011, Meeting
- C. Announcements and Communications from the Floor
DISCUSSION ITEM: On Line Learning and Millar Library (interim reports)
- Nominations Open for Presiding Officer Pro Tem, 2011-12 PSU Faculty Senate
- D. Unfinished Business
- E. New Business
 - *1. Curricular Consent Agenda
 - 2. Proposed Joint Resolution of the Faculty Senate and the AAUP
- F. Question Period
 - 1. Questions for the Administration
 - 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. Annual Report of the Academic Requirements Committee – Hickey
 - 2. Annual Report of the General Student Affairs Committee – Absher
 - 3. Annual Report of the Library Committee – Merrow
 - 4. Annual Report of the Scholastic Standards Committee – Miller
 - 5. Annual Report of the University Studies Council - Fallon
- H. Adjournment

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

- B Minutes of the APRIL 4, 2011 Meeting
- E-1 Curricular Consent Agenda Items
- G-1 Annual Report of the Academic Requirements Committee
- G-2 Annual Report of the General Student Affairs Committee
- G-3 Annual Report of the Library Committee
- G-4 Annual Report of the Scholastic Standards Committee
- G-5 Annual Report of the University Studies Council

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 4, 2011

Presiding Officer: Maude Hines

Secretary: Sarah Andrews-Collier

Members Present: Agorsah, Arante, Berrettini, Beyler, Bowman, Brower, C. Brown, D. Brown, Burk, Burns, Butler, Cabelly, Carder, Caskey, Chaille, Cummings, Curry, Daasch, Danielson, Dill, Ediger, Fischer, Flores, Flower, Fortmiller, Gibson, Glaze, Gray, Greco, Griffith, B.Hansen, Harmon, Hatfield, Henning, Hines, Ingersoll, Jacob, Jagodnik, Johnson, Jones, Kapoor, Ketcheson, Kinsella, Kohles, Lang, Livneh, Lockett, MacCormack, Marrongelle, McBride, Medovoi, Murphy, Neal, O'Halloran, Oschwald, Ott, Palmiter, Parnell, Paschild, Pierce, Raffo, Reynolds, F.Sanchez, R.Sanchez, Schechter, Seppalainen, Sheard, Shusterman, Smith, Tarabocchia, M.Taylor, S.Taylor, Trifiletti, Trimble, Turner, Vance, Wadley, Weasel, Webb, Welnick, Wetzel.

Alternates Present: Feng for Feng, Gerwing for George, Blekic for Barham, Holt for Kominz.

Members Absent: Baccar, Carter, Elzanowski, Farr, Hagge, Karavanic, Keller, Latiolais, Maier, Munson, Preston, Pejcinovic, Rueter, Ryder, Sterling.

Ex-officio Members

Present: Andrews-Collier, Balzer, Davis, Fink, Fung, Gregory, Hickey, Koch, Mack, Reynolds, Rose, Sestak, Su, Wetzel, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MARCH 7, 2011, MEETING

The meeting was called to order at 3:04 p.m. The minutes were approved with the following corrections: Burns, Danielson and Flores were present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Discussion Item: items in this meeting having to do with the proposed Steering resolution, VP Fink's report and Provost Koch's report, and the draft resolution, constitute this month's discussion items.

D. UNFINISHED BUSINESS

E. NEW BUSINESS

1. Curricular Consent Agenda

JOHNSON/DAASCH MOVED THE SENATE APPROVE curricular proposals as published “ E-1.”

THE MOTION PASSED by unanimous voice vote.

2. Proposed Resolution of the Faculty Senate

HINES noted that the proposal was removed from the April Agenda. She explained that it would be returned to the Agenda in May, after Senate consideration of VP Fink’s report today, discussion with the administration, and further editing by the Steering Committee.

Comments followed VP Fink’s presentation. JOHNSON noted that inputs need to be balanced with outcomes and accomplishments. SCHECHTER requested elaboration on the resolution’s postponement. HINES noted that the original document was somewhat hasty and the Steering Committee wants to get this right, with respect to shared governance and communication. FINK noted that he encourages input into the results of the Research report, especially with respect to ‘stretch goals.’ C.BROWN noted that aspirational goals identified as such are very important, in order to make the goals obtainable. BUTLER stated that a baseline would be hard to establish because of the budget situation.

3. EPC Recommendation to Approve Department of Indigenous Nations Studies

JOHNSON/LUCKETT MOVED THE SENATE APPROVE the department name change to “Indigenous Nations Studies” proposal as published in “E-3” and the supplemental memo provided on 1 April (attached).

SEPPALAINEN queried, with respect to the justification, if he included in this department, since as a Finn he is indigenous and is a descendant of peoples who experienced colonization by Russians and Swedes for five centuries. JOHNSON indicated the committee did not discuss this aspect of the request. PIERCE asked if this would affect the name of the Native American Center, as student fees contributed to the construction and they had a voice in the name. HINES recognized Cornel Pewewardy who stated he would ensure the advisory committee of the center keeps this item in mind.

THE MOTION PASSED by unanimous voice vote.

4. EPC Recommendation to Approve Prefix for Library

JOHNSON/BURNS MOVED THE SENATE APPROVE the Library prefix proposal as published in “E-4.”

THE MOTION PASSED by unanimous voice vote.

5. EPC Recommendation to Approve Center for Integrated Multi-Scale Modeling

JOHNSON/FLOWER MOVED THE SENATE APPROVE the Center for Integrated Multi-Scale Modeling proposal as listed in “E-5.”

THE MOTION PASSED by unanimous voice vote.

6. Proposal for the Minor in Medieval Studies

DAASCH/BURNS MOVED THE SENATE APPROVE the Minor in Medieval Studies proposal as listed in “E-6.”

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL noted that College Station Housing Project is underway and received some good press last week, reminding that we are leasing the land and we will own the building after 65 years. Princeton’s Guide to Colleges and Universities included PSU for the first time, which will contribute to our out of state recruiting efforts. Regarding OUS restructuring proposals, the bill is now in the Ways and Means Committee, progress probably helped by the withdrawal last week of the two U of Oregon bills relating to the issue. Ways and Means is also holding hearings on the budget, and heard testimony this week from Presiding Officer Hines. Ways and Means has reinstated some of the education items that the governor had cut from his proposal, which would help the universities indirectly. Regarding proposed tuition increases for next year, the new compact would include student input into the decision, and this activity was incorporated into this year’s proposals as well. Already this year we are at the level of philanthropy we reached last year, including gifts to Business and Social Work. As the economy slowly improves, we hope to see greater increases as a result of t efforts by VP Aylmer.

Provost’s Report

KOCH reported on activity at the Board level having to do with definitions of faculty titles, noting that this is an item subject to the Oregon Administrative Rules. He continued that work done on this campus by AAUP and the administration in the last few years is informing his discussions with the provosts. A few additional faculty ranks have been proposed to underpin career advancement in the non-tenure related ranks, and the proposal includes renaming certain positions (attached).

MacCORMACK asked questions about current faculty holding the current ranks. KOCH noted that our intent is not to separate graduate and undergraduate instruction,

and that new hires would negotiate the new ranks. M.TAYLOR queried, given the discussions that took place here, if the administration is satisfied with the ‘lecturer’ title, and would we be amenable to propose something different. KOCH stated no. MURPHY asked if the issue of soft funding is incorporated into the proposal for research titles. KOCH stated yes. MARRONGELES asked if tenure is related to predominantly teaching lines. KOCH stated no, it would violate our promotion and tenure guidelines. LUCKETT asked for Koch to comment on the negative outcome of raises for fixed term faculty. KOCH stated that he has not seen anyone at PSU being fired for being paid too much. ARANTE asked if lecturers would have no scholarly agenda. KOCH stated that is correct. AGORSAH asked if the entry point would change for ranked faculty. KOCH stated no. SCHECHTER asked how “ABD” hires would be handled. KOCH stated it would be specified in the letter of offer. SCHECHTER asked for a definition of the ‘Distinguished’ rank. KOCH stated that we would define it. DAASCH asked if this would require revamping the P&T Guidelines. KOCH stated that we could conceivably do an addendum as we did for the research faculty, but this would require discussion.

Vice President for Research and Strategic Partnerships

FINK presented a report on the state of and next steps for research at PSU, based on a recent survey of research faculty (attached), He commenced by saying that the goal of his office is to: Make faculty research a more positive experience; Support established research agenda and develop new strategic opportunities (P-20, OHSU, Intel, PGE; new AVP); Make PSU’s administrative processes more supportive of research (self-studies, ERA deployment, communication); and, Help establish PSU as the Leading urban-serving university. _____ asked for clarification of “urban-serving.” WIEWEL noted that the term has evolved from “urban 13” to denote the nature of those universities that fit the characteristics of the setting we are in. He presented the survey of principle investigators. He concluded by discussing next steps: Develop transparent RSP processes and procedures; Define roles and responsibilities for research administration campus-wide; Move towards electronic research administration; and, Establish Strategic Partnership office.

SCHECHTER urged that the office use multiple strategies to urge and disseminate opportunities. _____ yielded to Mary King, who noted that turnover in the research office has been a major obstacle to effectiveness. Assoc Vice President Systma noted that the office has moved to a team approach in response to this problem.

1. Annual Report of the Academic Advising Council

BURNS/DAASCH MOVED THE SENATE ACCEPT this report of the administration, published in “G-1.”

THE MOTION PASSED by unanimous voice vote.

2. Annual Report of the Institutional Assessment Council

BURNS/DAASCH MOVED THE SENATE ACCEPT this report of the administration, published in "G-2."

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 16:42

Proposed Changes in OAR of Instructional Faculty Ranks

- Academic ranks are authorized through Oregon Administrative Rule (OAR) 580-020-0005
- Desire at several OUS institutions for additional faculty ranks that parallel the tenure-related ranks
- These appointments are a permanent part of higher education
- We (PSU) have been working on this for two years
- Currently, Instructor ranks “lead to” Professorial ranks
- No clear path for promotion beyond Assistant Professor for fixed term faculty who do not have a scholarly expectation

Provost Council has developed a proposal for expanding the faculty ranks to address the range of faculty activities and appointments

PSU Faculty Senate Meeting, 4/4/11

Proposed Changes in OAR of Instructional Faculty Ranks

- Proposed titles are commonly used at other institutions
- The new ranks address a number of positions and faculty activities that have evolved to be very important
- Once approved, ranks would be available to all OUS institutions to adopt (or not)
- Each campus would have to develop specific definitions for each rank and the process and criteria for promotion
- Input we are seeking at this point:
 - Are the “concepts” correct?
 - What (who) have we forgotten?

PSU Faculty Senate Meeting, 4/4/11

Proposed Changes in OAR of Instructional Faculty Ranks

Nontenure-related faculty ranks

Lecturer series (terminal degree, teach in UG and GR programs)

- Senior Lecturer II
- Senior Lecturer I
- Lecturer

Instructor series (teach in UG programs)

- Senior Instructor II
- Senior Instructor I
- Instructor

**Clinical Professor/
Professor of Practice**
(clinical or professional instruction)

- CP/PP
- Associate CP/PP
- Assistant CP/PP

Tenure-related faculty ranks

Tenure-track and tenured series

- Professor
 - Associate Professor
 - Assistant Professor
- (Also creates the title "Distinguished Professor" that can be used at the institution's discretion)

PSU Faculty Senate Meeting, 4/4/11

Proposed Changes in OAR of Instructional Faculty Ranks

The following untenured ranks are also addressed in the document

- Research Assistant series
- Research Associate series
- Librarian series

Document also address use of the terms:

- Fellow
- Affiliate faculty


Comments?

PSU Faculty Senate Meeting, 4/4/11

Research and Strategic Partnerships 

Research and Strategic Partnerships Report PSU Faculty Senate

Jonathan Fink
Vice President for Research and Strategic Partnerships
April 4, 2011

Research and Strategic Partnerships 

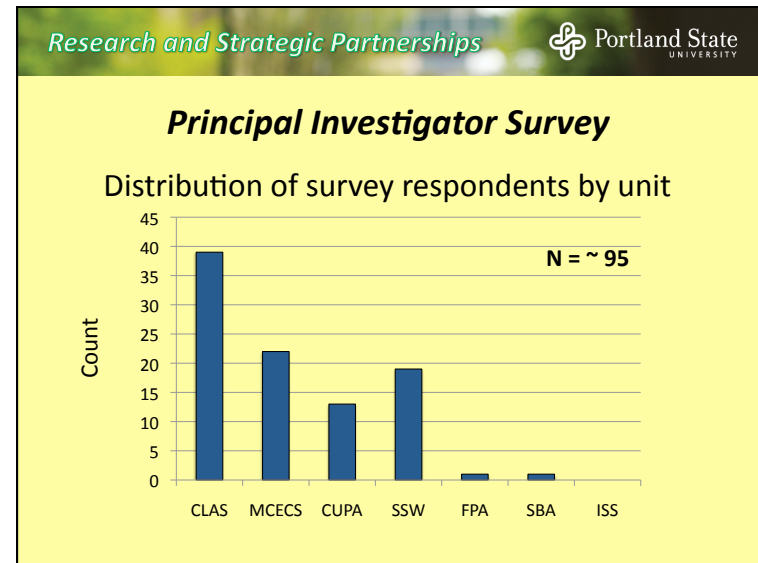
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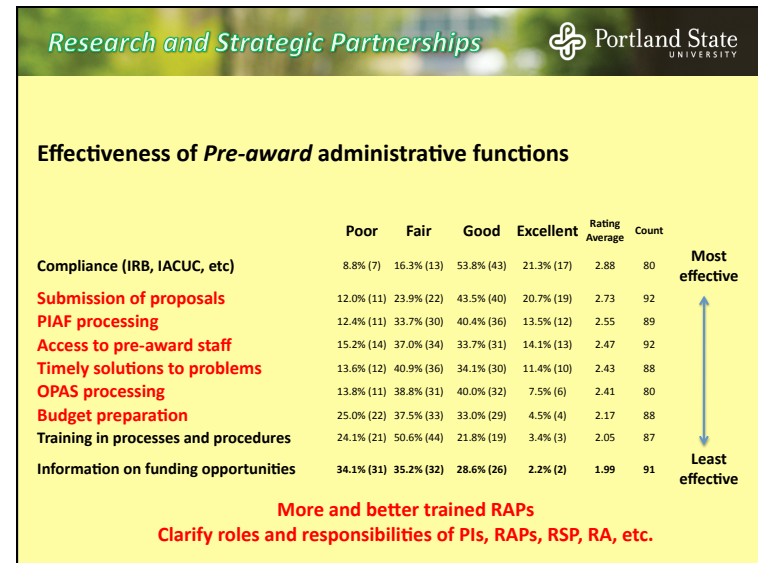
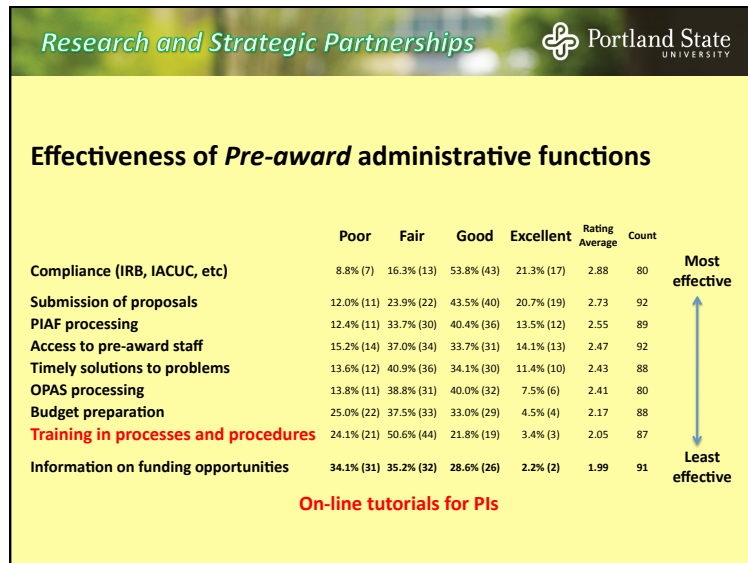
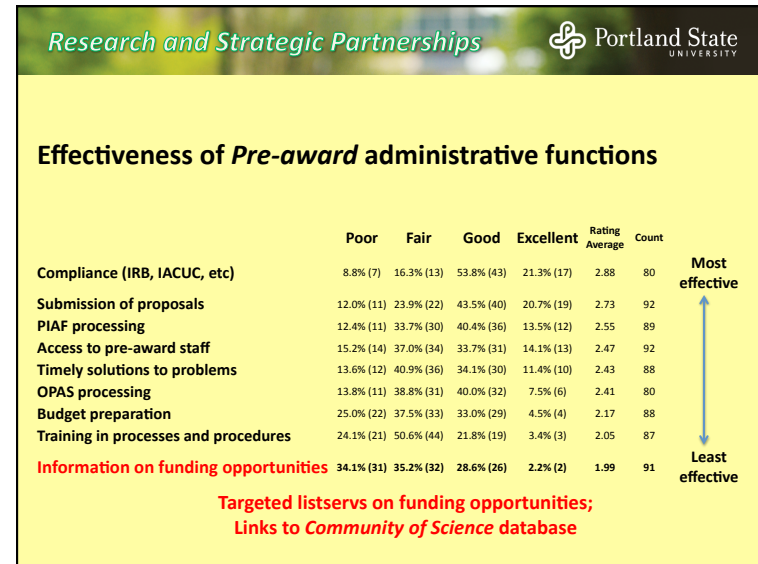
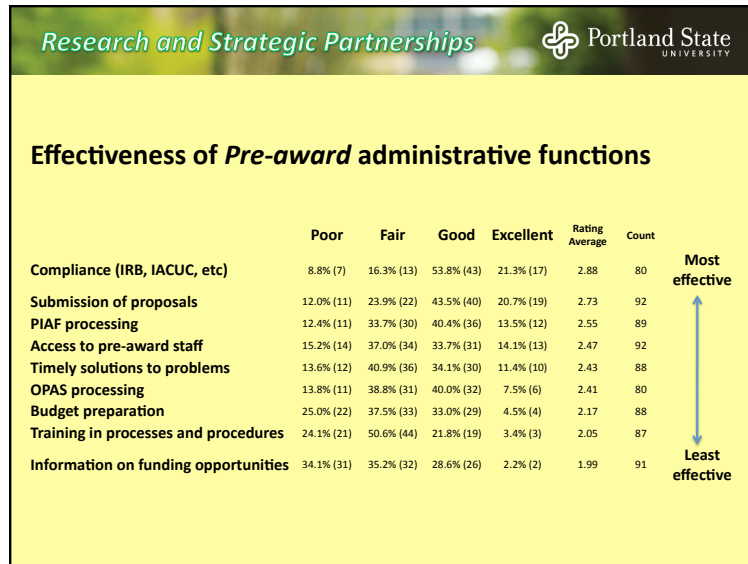
- Goals of RSP
- Results of Principal Investigator Survey
- Next steps

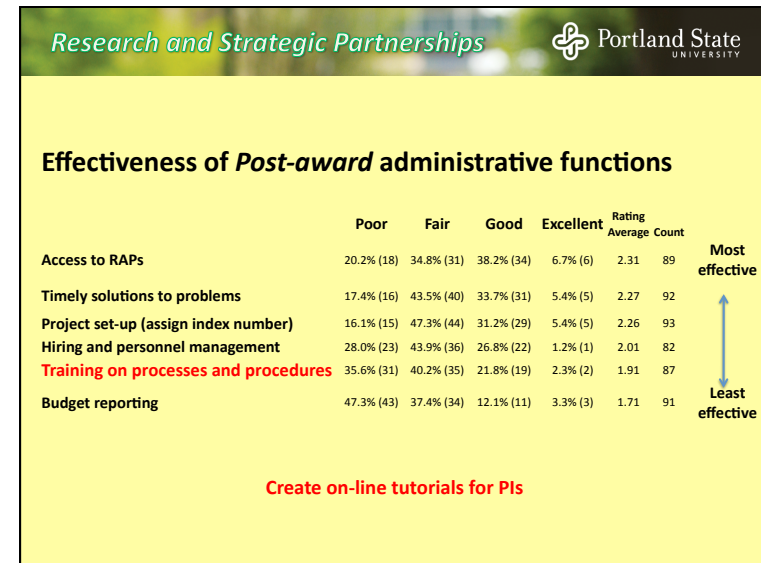
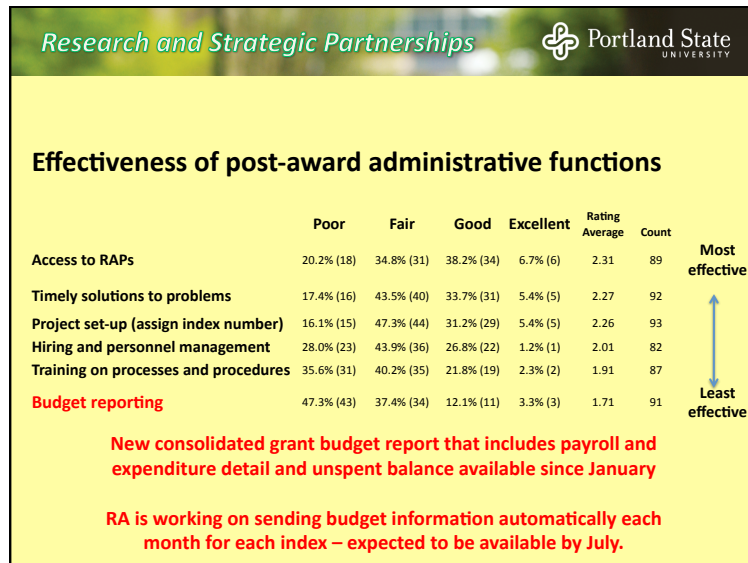
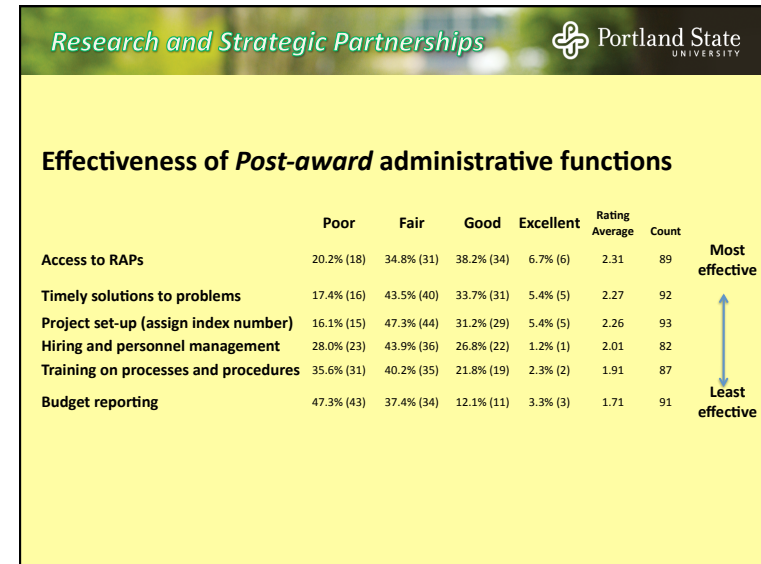
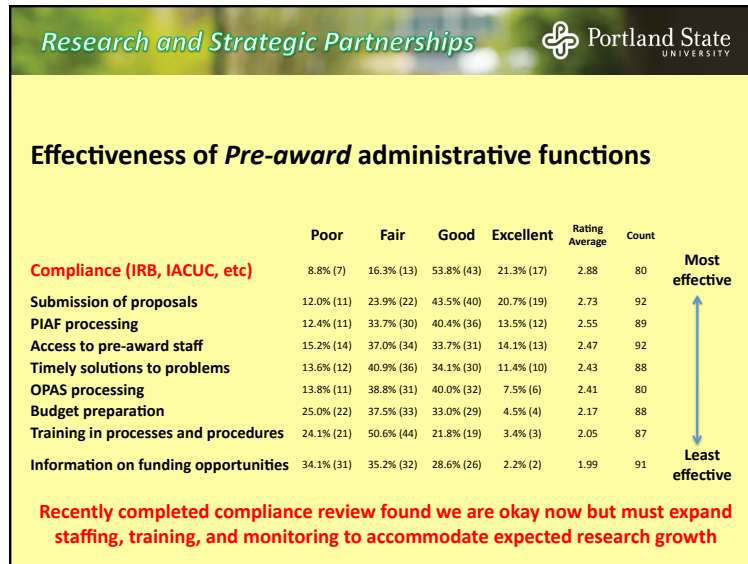
Research and Strategic Partnerships 

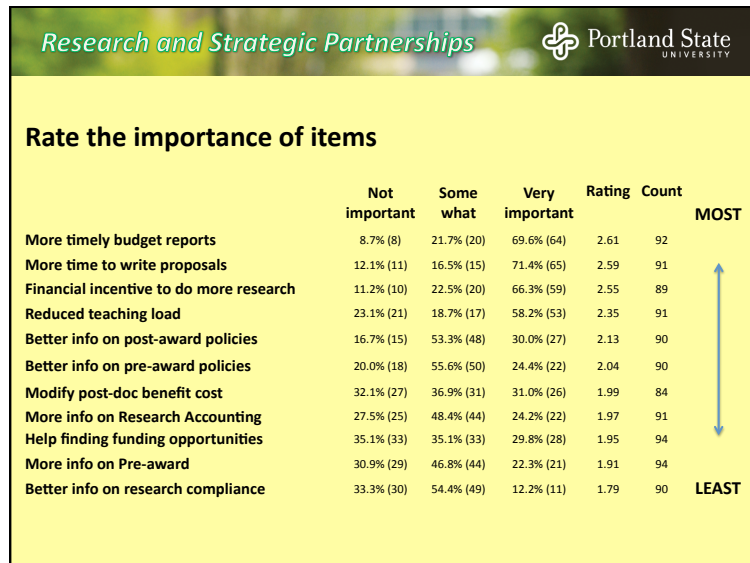
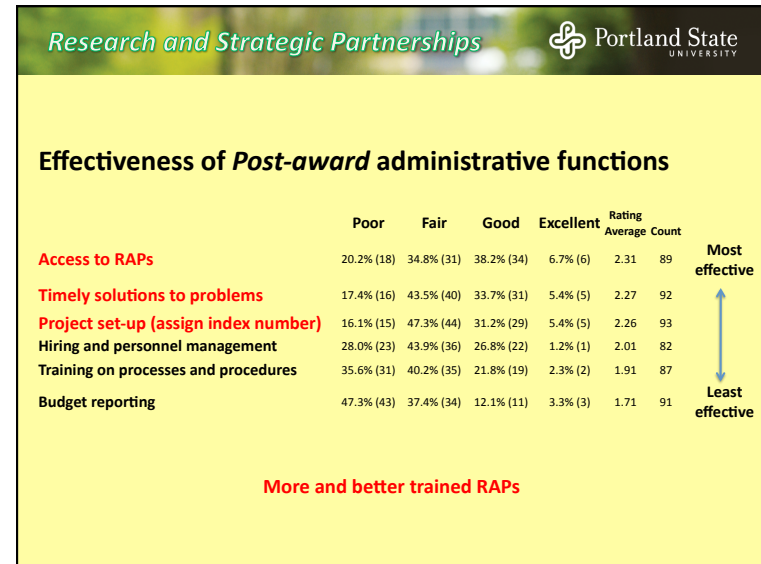
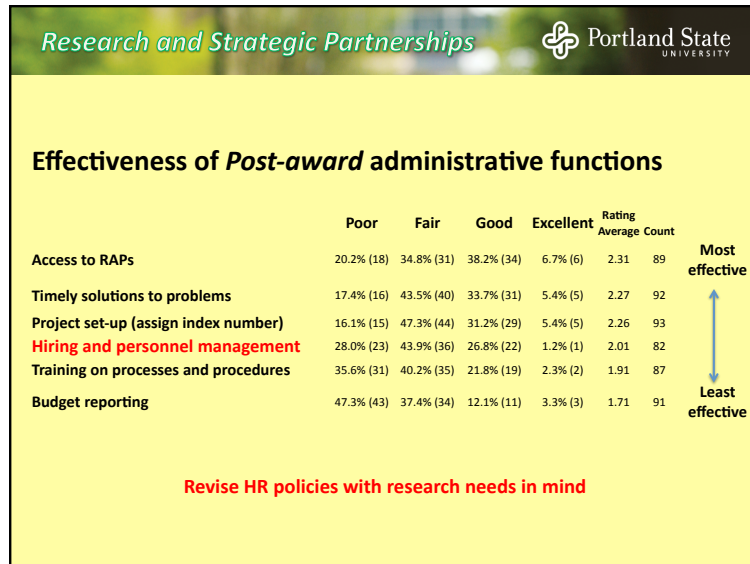
RSP Goals


- Make faculty research a more positive experience
- Support established research agenda and develop new strategic opportunities (P-20, OHSU, Intel, PGE; new AVP)
- Make PSU's administrative processes more supportive of research (self-studies, ERA deployment, communication)
- *Help establish PSU as the leading urban-serving university*










Research and Strategic Partnerships 

Rate the importance of items

	Not important	Some what	Very important	Rating	Count	MOST
More timely budget reports	8.7% (8)	21.7% (20)	69.6% (64)	2.61	92	↑ ↓
More time to write proposals	12.1% (11)	16.5% (15)	71.4% (65)	2.59	91	
Financial incentive to do more research	11.2% (10)	22.5% (20)	66.3% (59)	2.55	89	
Reduced teaching load	23.1% (21)	18.7% (17)	58.2% (53)	2.35	91	
Better info on post-award policies	16.7% (15)	53.3% (48)	30.0% (27)	2.13	90	
Better info on pre-award policies	20.0% (18)	55.6% (50)	24.4% (22)	2.04	90	
Modify post-doc benefit cost	32.1% (27)	36.9% (31)	31.0% (26)	1.99	84	
More info on Research Accounting	27.5% (25)	48.4% (44)	24.2% (22)	1.97	91	
Help finding funding opportunities	35.1% (33)	35.1% (33)	29.8% (28)	1.95	94	
More info on Pre-award	30.9% (29)	46.8% (44)	22.3% (21)	1.91	94	
Better info on research compliance	33.3% (30)	54.4% (49)	12.2% (11)	1.79	90	

Develop PSU-wide Indirect Cost Return policy that includes return to PIs
Clarify splitting ICR to Co-Is from different depts & colleges to promote collaboration

Research and Strategic Partnerships 

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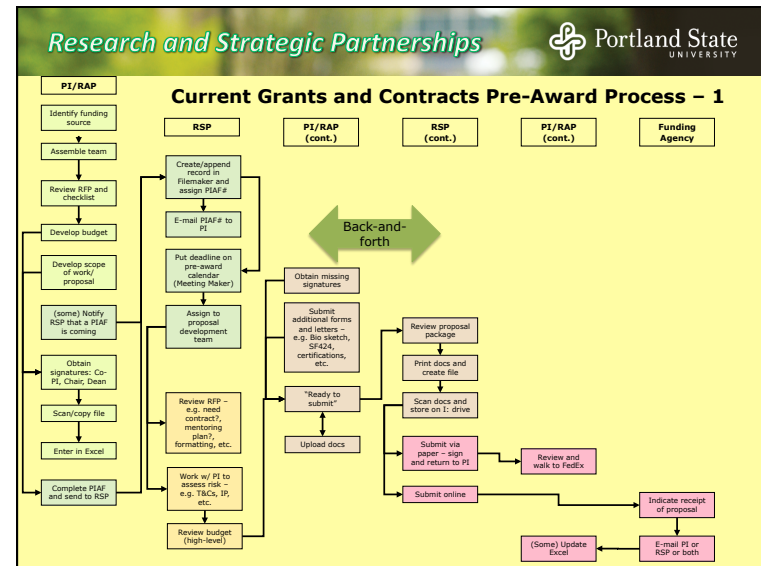
Work with deans to increase the number of partial teaching FTEs
Increase Research Stimulus Awards to allow for teaching buyouts
Establish guidelines for teaching buyout cost across campus

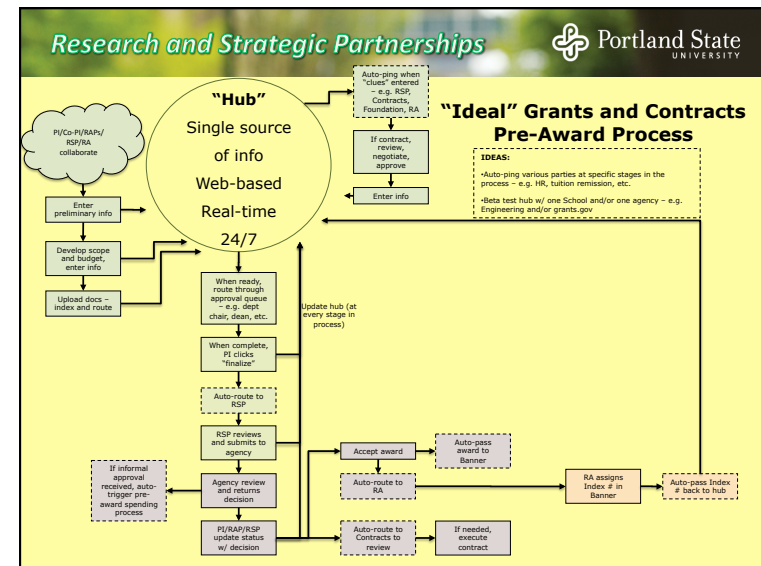
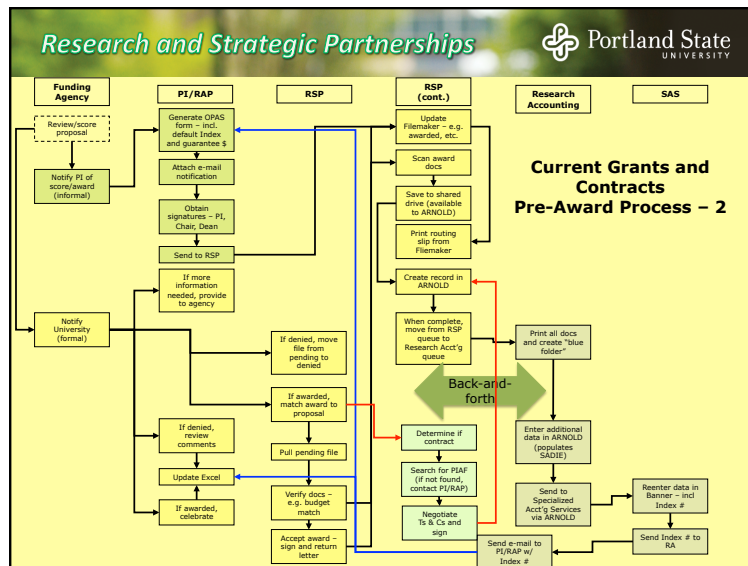
Research and Strategic Partnerships 

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Examine options for post-doc employment





RSP Next Steps

- Develop transparent RSP processes and procedures
- Define roles and responsibilities for research administration campus-wide
- Move towards electronic research administration
- Establish Strategic Partnerships office

DATE: April 12, 2011

TO: Faculty Senate

FROM: Drake Mitchell,
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – **Consent Agenda**

The following proposals have been approved by the UCC, 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 **2010-11 Comprehensive List of Proposals**.

Undergraduate Studies

Cluster Course Changes

E.1.c.1.

Add New Cluster Course		Cluster	Note
ANTH 363	Egyptian Archaeology: From the earliest humans to the Pyramid Age	Interpreting the Past	
CFS 312	Human Development in the Family Setting	Family Studies	
ENG 331	Introduction to Rhetoric and Composition Studies	American Studies	
ENG 332	History of Cinema and Narrative Media I	Popular Culture	
ENG 333	History of Cinema and Narrative Media II	Popular Culture	
PHL 304	19th Century Philosophy	Interpreting the Past	
PHL 331	Philosophy of Education	Knowledge Rationality Understanding	
PHL 331	Philosophy of Education	Morality	
PHL 350	International Ethics	Morality	
PHL 355	Morality and Health Care	Morality	
SpHr 365	Survey of Speech Language & Hearing Disorders	Family Studies	
SYSC 399*	Introduction to Agent-Based Modeling	Knowledge Rationality Understanding	
SYSC 399*	Modeling Socio-Ecological Systems	Environmental Sustainability	
USP 386	Portland Past and Present	Understanding Communities	
* These courses change to permanent course number by AY 2012/13 or before			
Add Approved Cluster Class to New Cluster			
SYSC 399U*	Sustainability, Systems Concepts and Indigenous Perspectives (In Env Sus)	Morality	
SYSC 399U*	Models in Science (In Freedom Priv Tech)	Knowledge Rationality Understanding	
* These courses change to permanent course number by AY 2012/13 or before			

Removals			
MUS 304	Music History (Medieval and Renaissance)	Interpreting the Past	has pre req
MUS 305	Music History (Baroque and Classical)	Interpreting the Past	has pre req
PHL 421U	19th Century Philosophy	Interpreting the Past	renumbered
PHL 450U	Ethics and International Justice	Morality	renumbered
PHL 455U	Morality and Health Care	Morality	renumbered
Discrete Numbers Reported			
BST 325U	Race and Ethnicity in Latin America	Global Perspectives (was 399U)	New Number
COURSE CLARIFICATIONS			
CHLA 303U	Chicana/Latina Experience - Reinstated on list	Global Perspectives	dropped inadvertently
CHLA 303U	Chicana/Latina Experience - Reinstated on list	Women's Studies	dropped inadvertently
CHLA 380U	Latinos in the Economy and Politics - Reinstated on list	Understanding Comm	dropped inadvertently
COMM 317U	Comm/Violence and Children	Family Studies	missing from list - active
INTL 352U	The City in Europe	Global Perspectives	App Euro St 2010
TUR 331U	Women and Gender in Turkey	Women's Studies	App WS 2010
TUR 331U	Women and Gender in Turkey	Global Perspectives	App ME St 2010
TUR 331U	Women and Gender in Turkey	Global Perspectives	App Euro St 2010
BST 326U	Cuba, Dominican Republic and Puerto Rico	Global Perspectives	App Black St 2010
GRK 399U	Greek Comedy	Interpreting the Past	App CGC 2010
PHL 333U	Medieval Philosophy	Interpreting the Past	App Med St 2010
INTL 341U	Environment and Development in Latin America	Global Perspective	App Lat St 2010
INTL 342U	Globalization and Conflict in Latin America	Global Perspective	App Lat St 2010
INTL 351U	The City in Europe	Global Perspective	App Euro St 2010

E.1.c.2.

The UNST Council has approved the delisting of the Archaeology and Media Studies from the list of approved clusters due to an insufficient number of courses available for students. Please complete the following actions on the courses in these clusters:

- In the Archaeology Cluster, please remove the U from **BI 387U** Vertebrate Zoology and **BST 470U** Topics; Caribbean Archaeology [Overseas Experience]. Add **ANTH 350U** Archaeological Method and Theory, **ANTH 364U** Pacific Northwest Prehistory, **ANTH**

365U North American Prehistory and **BST 362U** African Prehistory to the Interpreting the Past Cluster.

- In the Archaeology Cluster please remove the Archaeology cluster designation/attribute, but keep the “U” as these courses are listed in other clusters: **ANTH 355U** Historical Archaeology; and the Origins of the Modern Pacific, **ANTH 362U** African Prehistory, **ANTH 366U** Mesoamerican Prehistory, **ANTH 367U** East Asian Prehistory, **ANTH 368U** Oceania Prehistory, **BST 305U** African History Before 1800, **BST 362U** African Prehistory, **BST 406U** Caribbean Overseas Program, **GEOG 348U** Cultural and Political Ecology, **GEOG 366U** Historical Geography of North America, **HST 312U** African History Before 1800, **HST 314U** Ancient Near East & Egypt, **HST 315U** Greek History, **HST 316U** Roman History, **INTL 410U** African Art.
- In the Media Studies Cluster, please remove the U from **412U** Empirical Theories of Mass Communication. Please add **BST 424U** African-American African Culture in Cinema, **BST 427U** African/American Films and Film Makers, **MUS 399U** Modern Music Technology, **PS 318U** Media, Opinion and Voting, **COMM 312U** Media Literacy, **COMM 412U** Empirical Theories of Mass Communication, **COMM 420U** Political Communication, **WR 416U** Screenwriting to the Popular Culture Cluster. In addition please add the following to the Freedom Privacy Technology Cluster: **COMM 312U** Media Literacy, **COMM 420U** Political Communication and **PS 318U** Media, Opinion and Voting.
- In the Media Studies Cluster, please remove the Media Studies cluster designation/attribute, but keep the “U” as these courses are listed in other clusters: **BST 424U** African-American African Culture in Cinema, **BST 427U** African/American Films and Film Makers, **MKT 340U** Advertising, **MUS 399U** Modern Music Technology, **PS 318U** Media, Opinion and Voting, **COMM 312U** Media Literacy, **COMM 399U** Film Studies I, **COMM 399U** Film Studies II: International Film History, **COMM 399U** Film Studies III: Documentary and A. G. Film, **COMM 420U** Political Communication, **COMM 422U** Critical Theories of Mass Communication, **COMM 427U** Issues in International Communication, **COMM 452U** Gender and Race in the Media, **USP 457U** Information Cities and **WR 416U** Screenwriting.

Upon approval of the request to de-list the cluster above, we further ask that ARC then establish the following:

- A student who has taken the Archaeology SING can meet the cluster course requirements by taking one of more courses from the Interpreting the Past cluster. A student who has already taken the Archaeology SING, but still needs additional SING’s to meet UNST requirements, may count Interpreting the Past SING as one of their options. A student who has taken previously approved cluster courses listed in the Archaeology cluster may use those courses to meet the Interpreting the Past cluster course requirements. A student who has taken previously approved cluster courses listed in the Archaeology cluster, but are yet to meet the SING requirements, may meet the SING requirements by taking the Interpreting the Past SING. Other cases will be resolved on a case by case basis. Students should not be disadvantaged by having to take additional University Studies requirements because of this programmatic change. A student can only count the Interpreting the Past SING once to meet the UNST requirements.
- A student who has taken the Media Studies SING can meet the cluster course requirements by taking one of more courses from the Popular Culture cluster. A student who has already taken the Media Studies SING, but still needs additional SING’s to meet UNST

requirements, may count Popular Culture or Freedom SING as one of their options. A student who has taken previously approved cluster courses listed in the Media Studies cluster may use those courses to meet the Popular Culture cluster course requirements. A student who has taken previously approved cluster courses listed in the Media Studies cluster, but are yet to meet the SING requirements, may meet the SING requirements by taking the Popular Culture SING. Other cases will be resolved on a case by case basis. Students should not be disadvantaged by having to take additional University Studies requirements because of this programmatic change. A student can only count the Popular Culture SING once to meet the UNST requirements.

Academic Requirements Committee (ARC)

Annual Report

Date: April 11, 2011

Members, 2010-20101

Linda George, ESR

Martha W. Hickey, WLL/INTL – Chair

Agnes Hoffman, ADM

Becki Ingersoll, UASC

Sukhwant Jhaj, UNST

Jane Mercer, SCH

Robert Mercer, CLAS

Louise Paradis, CARC

Consultants

Mary Ann Barham, UASC

Angie Gabarino, ARR

Melody Rose, OAA

The ARC held its first formal meeting on September 27, 2011. From April 1, 2010 through March 31, 2011, ARC reviewed 432 petitions. Of those, 400 were granted, 32 were denied. (The number is essentially unchanged from 2009-2010.) The majority of petitions were for University Studies waivers, primarily at the cluster level. (Waivers for the major are granted by Departments directly.) ARC also established guidelines for the extension of the 2001 catalogue and authorized the PSU Last Mile Committee (with two ARC members serving on it, as well as an ARC member-consultant) to act on its behalf to assist students in completing their final graduation requirements.

The fall 2010 ARC reviewed a PSU IELP comparison study of how other institutions have reconciled a new computer-based academic English language test designed to assess English language proficiency for university study, the Pearson Test, with other currently accepted tests. ARC concurred with the IELP recommended score of 60 for graduate students and 53 for undergraduate students. (This score aligns with PSU's IELTS score requirement and is slightly higher than PSU's iBT requirement.) ARC has requested a follow-up study by Admissions to determine if there have been any significant changes in student success at PSU.

In January 2011, after extensive review by the ad hoc X-grade Task Force chaired by Cindy Baccar, ARC joined the Scholastic Standards Committee and Graduate Office to recommend that X grades become permanent, and M grades change to X after one term, with change to either allowed only in cases of bona fide grading error and requiring department chair approval. The Senate approved the change.

In February 2011 Faculty Senate passed a Motion to allow the granting of two concurrent degrees (i.e. BA *and* BS, or BFA, BSW, BM, et. al. simultaneously) that ARC recommended. Effective Fall 2011 students must complete all the requirements in each degree and in each major and at least 36 credit hours beyond the 180 total required for a single Bachelor's degree, but residence credit requirements will not change.

ARC looks forward to a report from the University Writing Committee to the Senate on the implementation of the new university 8 credit writing requirement by June 2011.

General Student Affairs Committee: 2010 - 2011 Annual Report

Committee Chair: Linda Ueki Absher

Committee Members:

Ethan Johnson
Michelle Miller
Emily Salisbury
Kristin Nieman

Student Members:

Laura Morency
Zahed Khuransani
Matthew Blasa
Jesse O'Brien

The committee is charged by the Faculty Senate to:

- 1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets, and student discipline.
- 2) Have specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning, e.g., student employment, Educational Activities, counseling, health service and extra-curricular programming.
- 3) Nominate the recipients of the President's Award for Community Service Awards.

The past year the committee met to review and nominate twelve (12) candidates for the President's Award for Community Engagement as well as twelve (12) candidates for the President's Award for University Service. Additionally the committee chair met with Jacqueline Balzer, Vice Provost for Student Affairs to discuss the current charge of the committee and recommendations from Senate Steering Committee regarding the committee consulting with her directly.

Future Agenda: The committee will meet to discuss working with Jacqueline Balzer in the future. The chair will also recommend to incoming chair that the committee should undertake a review and assessment of current activities against the committee's original charge as outlined in the Faculty Governance Guide in light of the Student Affairs unit realignment.

To: Faculty Senate

Re: **Library Committee Interim Annual Report**

April 14, 2011

Committee Chair: Kathleen Merrow

Committee Members: Rudy Barton, Richard Beyler, Jack Corbett, Subhash Kochar, Donna Philbrick, Yen-lin Wan (student representative)

Ex Officio: Adriene Lin, Tom Raffensperger

This year the committee has been working closely with the library staff to provide faculty input for the task of reimagining the future role of the library and conducting strategic planning for 2012-2013. While budgetary concerns are (and continue to be) a big problem, the need for a vision of the library has a broader base. The Millar Library is facing changes and challenges faced across the board by other university libraries and, indeed, universities overall due to the changing nature of scholarly communication and information delivery systems. Even to use the language of “information delivery” or “knowledge delivery” indicates this change.

Some view the rapid changes in digital technologies and the ubiquity of networked information as a sign that university libraries will be significantly downsized and will increasingly outsource materials in various ways. (For one example, see: <http://www.insidehighered.com/news/2009/09/24/libraries>.) In short, the shrinking of staffing and resources of all kinds is envisioned. We find this a negative way to approach the coming challenges; one driven by budgetary pressures rather than a creative reimagining of the role a strong library can play in the university. We as faculty want to be sure that the university not be seen as a mere information delivery system for outsourced materials, and want to reaffirm the high value of the library in the future, one that adapts to new technologies while retaining the valuable historical role of the library as the heart of the university, as a sharing platform for scholarly information, as a repository, as a teaching partner, and as a preserver of scholarly information.

We also feel it is important to recognize the different ways that the different disciplines use the library. There are significant and radical differences in the pace and the approach disciplines (say engineering and history) take to research and to what constitutes knowledge. We would not want this to be ignored in considerations of the future role of the library in acquisitions, holdings, and access to materials.

Faculty input to this is very important. It is for this reason that we submit the draft (and please note that this is a working document that will undergo further changes and refinement among the library faculty and staff) of the library’s “Visioning Work” (see attached). The library committee has had some input already to this document. We invite further input from faculty.

Faculty may send comments directly to Kathleen Merrow at merrowk@pdx.edu.

We should also note that there will be a Town Hall Meeting for faculty and students scheduled (time to be announced) to discuss these issues.

Visioning Work
Portland State Library's Unique Functions for the Next 5 Years
REVISED DRAFT 4/7/11
(Source: Visioning work from scenario planning sessions held Winter/Spring Terms 2011)

The Portland State University Library is the heart of the Portland State community, providing excellence and innovation in research, teaching, and learning support in a rapidly changing information age. Along with its significant collection of information resources, the University Library delivers a superlative instruction program dedicated to improving students' academic success; offers outstanding special collections and archives featuring unique materials of regional and scholarly interest; and provides an extensive array of user-centered information services. Located in an iconic building in the beautiful South Park Blocks, the University Library serves the largest student body in the Oregon University System by providing collaborative study spaces and technology-enabled environments designed to enhance students' learning experiences.

Core Themes

The Library is the campus's main provider and steward of shared, high-quality information resources.

Using an approach informed by discipline-specific needs, the Library continues to act as the main provider, manager, and preserver of shared, high-quality information resources, turning increasingly to electronic, demand-driven, and access-based models, while becoming less reliant on print collections stored on site. This function depends upon the Library's strong collaboration with departmental faculty in order to ensure that diversity in scholarly practice is considered during decision making (e.g., humanities scholars' heavier use of monographic materials published over longer time periods, or scientists' heavier use of current journal articles, etc.). This function also includes a strategic focus on unique materials and data for campus repositories, digital collections, special collections, and archives, with the Library serving as original publisher of scholarly information when appropriate. It depends upon the Library's leadership and extensive partnerships with other institutions, as universities move toward a greater use of regional repositories for access to materials held in common by academic libraries.

The Library provides the University with valuable information expertise in a rapidly changing information age. The Library serves as the University's main expert and instructional resource for changing forms of academic information creation, discovery, content, and delivery. In this role, the Library helps the University achieve global excellence by providing leadership in the area of new scholarly communication models, which includes open access initiatives. The Library identifies and performs work related to customized systems, tools, and content which will improve information discovery and access. It acts as an important strategic partner in research collaborations, and contributes to the campus's data management infrastructure, providing such services as research data curation, access, and preservation.

The Library is the campus's collaborative teaching partner, working to improve students' academic success and enhance educational opportunity. The Library is a collaborative teaching partner, working with departmental faculty to integrate information literacy into the curricula, and to provide teaching of information literacy skills and research strategies to students in all disciplines. The Library offers a superlative instruction and reference program in a variety of modalities that is reflected in campus-wide learning outcomes. It uses complementary technologies in its instruction program and in its learning spaces that will improve students' academic success.

The Library is the main provider and manager of shared learning spaces on campus. The Library provides and manages an expanding array of technology- and resource-rich academic spaces for collaborative and individual learning in a shared academic environment. Library services are more effective when collocated with other academic services; to this end, the Library will continue to work with other campus units to improve academic services within its physical and virtual spaces, extending beyond the brick-and-mortar confines of the Millar building.

TO: FACULTY SENATE STEERING COMMITTEE
 FROM: RANDY MILLER SSC CHAIR
 SUBJECT: ANNUAL REPORT TO FACULTY SENATE
 DATE: APRIL 11, 2011
 CC: SARAH ANDREWS-COLLIER

Committee membership

Chair: Randy Miller PSC

Faculty: Jen Dahlin SHAC
 Haley Holmes SBA
 Aleksander Jokic PHIL
 Radu Popoa BIO
 Shoshana Zeisman UASC
 Serge Preston MTH
 Nirupama Bulusu (ECS)
 Linda Liu OSA
 Paul Newman CS
 Sue Taylor ART

Student:

Consultants: Melody Rose, OAA
 Veda Kindle ADM-RO
 Liane Gough UASC
 Mary Ann Barham UASC

Committee Charge: **Scholastic Standards Committee**

This committee develops and recommends academic standards with a view to maintaining the reputation of the undergraduate program of the University. It advises the Office of Admissions, Registration and Records in academic matters concerning transfer students or students seeking readmission after having had scholastic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request the waiving of regulations on suspensions (academic readmission).

2010-2011 Report

The primary focus of the committee's efforts this year has been to tighten up the appeals process for the SSC. In response the committee has completed and implemented new revised SSC Petition forms for reinstatement and waiver of previous terms deadlines. Throughout this process we have worked closely with the staff of the office of Registration & Records to strive for a product that is clear, concise and easy to comprehend. Additionally, the committee spent a considerable amount of time on a joint resolution revising the X grade and M grade policies.

Petition Type	Approved	Denied	Pending	Totals
Reinstatement	97	49	15	161
Refund	296	79	38	413
Grade Option	66	29	9	104
Extend Incomplete	43	8	5	56
Add/Drop	318	88	46	452
Totals	820	253	113	1186

Annual Statistics: (from 3/30/2010 through 4/11/2011)

Report of the University Studies Council to the Faculty Senate – May 2011

Council: Ann Marie Fallon (chair), Tom Seppalainen, Greg Jacob, Linda Walton, Sharon Carstens, Alex Ruzicka, Harrell Fletcher, Bob Schroeder, Michael Taylor, Karen DeVoll, Tim Sheard, Yves Labissière, Anmarie Trimble, Neil Ramiller, Stephanie Stokamer. Students: Michael DeBenedetti, Mary Cronin, Leah Rutz. **Ex-officio:** Sukhwant Jhaj, Melody Rose.

The UNST Council began the year reviewing the reports of the previous councils as well as the report from the ad hoc UNST review committee from April 2006. From this we decided to work on three issues: faculty (including shared-lines and faculty housed wholly in UNST); sinq/clusters—mostly focused on the work of the continuing reform; and then the BA/BS—looking at the relationship between general education requirements at PSU and in relationship to other OUS institutions.

Faculty Subcommittee:

Shared tenure-track lines:

The faculty subcommittee first reviewed a sample of memorandum of understandings from the new shared line positions. The subcommittee then met with Michael Flower, in his capacity as Freshman Inquiry Coordinator, Sukhwant Jhaj, Director of University Studies, and Melody Rose, Vice Provost for Academic Programs and Instruction. The subcommittee arrived at a concise set of recommendations to help support shared faculty in two ways. The first is aimed at reducing uncertainty regarding the evaluation process and addressing perceived inequities in comparison with other junior faculty at PSU. The second is directed toward providing resources in support of these shared tenure-line faculty's preparation for promotion and tenure review.

[a] The committee recommends that the Council of Academic Chairs entertain as a major topic of discussion the Scholarship of Teaching and Learning (SoTL) by shared faculty (support for and evaluation of). The primary aims of such a discussion would be to raise the salience of this issue among departmental leaders, and to encourage the development of explicit, systematic, and internally consistent policies in the weighing and assessment of SoTL.

[b] As a related measure, we recommend the clear communication to shared faculty of expectations concerning SoTL and that these be incorporated into existing departmental mentoring procedures.

[c] We recommend that departments hosting shared faculty adapt their annual review processes to require consultation with Center for Academic Excellence (CAE) representatives on faculty members' efforts in SoTL, if SoTL is part of the faculty's research agenda. This recommendation has two objectives: with CAE's qualified input, faculty members will enjoy the benefit of concrete developmental advice going forward, and secondly, faculty members will get a clearer idea of how their SoTL contributions are likely to be regarded in promotion and tenure.

[d] We propose that the faculty candidate and departmental chairs work with CAE to consult outside reviewers on SoTL in tenure and promotion cases when they are needed. We view CAE as especially well-positioned to do this because as its leaders are expressly qualified to assist in this area and they stand as an independent party distinct from the department and University Studies.

Faculty whose academic home is primarily located in University Studies:

The idea of a faculty chair has been tabled for the moment.

In light of changes in UNST staffing structure, the faculty requested the Council examine and make recommendations on specific concerns, such as opportunities for promotion and the value of teaching in the university.

Sinq/Cluster Subcommittee:

In the third year of the sinq/cluster reform we have consolidated or reconfigured clusters according to the goals outlined in the 2009 and 2010 UNST Council final reports:

- a. Richness - an adequate number of courses are included to ensure that sufficient sophomore and junior level courses in each cluster are offered each year. Previous UNST Council reports have identified the following parameters to ensure adequate offerings for students to complete their cluster requirement in a timely fashion:

Sophomore Inquiry Courses: A minimum of 15 sections of SINO, or capacity for 550 students, need to be offered per cluster each year.

Junior Cluster Courses: Each course on the list needs to be offered at least every other year. Total course offerings need to average at least 20 sections, or capacity for 700 students, per term, 2100 students per year.

- b. Interdisciplinarity – courses in each cluster are drawn from a minimum of three disciplines, with substantial contributions of courses from at least two.
- c. Inquiry approach – each cluster contains courses that utilize inquiry-based approaches in their pedagogy.
- d. Thematic coherence – the suite of courses included in the cluster represent a cohesive theme that does not have substantial overlap with themes represented by other clusters.
- e. Assessment – each Cluster will develop and implement an annual assessment plan.

Beginning in the fall of 2011, UNST will offer 16 clusters. These are as follows:

- American Studies
- Community Studies
- Environmental Sustainability
- Family Studies
- Freedom, Privacy and Technology
- Global Environmental Change
- Global Perspectives

- Healthy People/Healthy Places
- Interpreting the Past
- Knowledge, Rationality and Understanding
- Leadership for Change
- Morality
- Popular Culture
- Science in the Liberal Arts
- Sexualities
- Women's Studies

All of these clusters come close to meeting the first requirements for richness, at the very least. A thoroughgoing review of extant clusters and the ways in which they meet all of the characteristics identified above still needs to be completed. Towards this end, the subcommittee on Clusters has endorsed the requirement for each existing Cluster to engage in 'self study' for renewal as a Cluster using the proposal outline developed last year. This requires each Cluster Coordinator to form a group of faculty and to bring their review and proposal to the UNST Council by January 2013.

Resources that will be provided by UNST program include stipends for participating small groups (4-5 faculty) and staff support from the UNST Cluster Coordinator and Assessment Coordinator. For all clusters completing the process, the designated Cluster Coordinator will have a one-course release per year or an appropriate stipend.

BA/BS and UNST subcommittee:

The April 2006 report from the University Studies Review committee to the faculty senate made the following recommendation:

The current transfer articulation agreements with Oregon Universities for FRINQ allot 4 of the 15 credits for arts/humanities, 4 for social science, 4 for science, and 3 for writing. It is currently unclear how these allotments are implemented in theme design. We recommend modifying the theme proposal process to include discussion of how each of these areas will be addressed in the course. (Review report, 7).

In response to this suggestion we asked that two new freshman inquiry (frinq) course proposals this year include a discussion of how courses would meet these areas in their thematic design.

We also engaged in a longer conversation with the ARC, frinq faculty, OIRP and academic advisors on the history of this recommendation, the relationship of UNST requirements to the BA/BS requirements at PSU and a comparison of general education requirements between those at PSU and those at other OUS institutions.

We also examined the apparent disjunction in this policy: when a student who takes freshman inquiry and transfers to another Oregon institution, she/he meets the domain requirements for the BA or the BS. We do not recognize these courses as meeting those requirements internally at PSU. We were initially concerned that this dual requirement would increase time to graduation for PSU students. But we are more convinced that many students actually meet the degree requirements through their majors and through their cluster selections. While PSU does have these apparently additional requirements,

students who choose their courses judiciously can complete their BA and UNST requirements with approximately 69-70 credits and their BS and UNST requirements with 57 credits (Robert Mercer discussion with the UNST Council, March 2, 2011).

The current degree-mapping project underway may reveal places where students experience bottlenecks to completion. One suggestion that came about in our research was that students were struggling in majors with a high degree of requirements in their freshman and sophomore year. *It might be worthwhile to consider once again thinking of some sophomore inquiries as gateways to select majors.*

In order to continue this work in assisting students, the UNST Council requests that degree requirements conduct a batch analysis in order to study what courses students are taking and how they are applying these courses to their different degree requirements.

Other Actions:

UNST Council voted to recommend that all incoming freshman be required to take the writing placement exam.

UNST Council voted to approve two freshman inquiry courses: “Life Unlimited?” and “Globalization.”

UNST Council voted to approve the addition as well as the deletion of a slate of cluster courses in conformity with the guidelines for the 2009 UNST report. These moved to the UCC.

UNST Council continued to work with UCC to facilitate the process of approving courses. For the future the UCC asks that UNST include the following information with forwarded course recommendations: 1) What is the composition of clusters following the proposed additions/subtractions? 2) What is the record of conversation with the affected parties?

UNST Council will use the course tracking system for future course recommendations.

Finally UNST Council respectfully requests to be present at steering committee discussions of UNST related questions and that the chair be invited to planning activities for the faculty senate.