

4-1-2012

Faculty Senate Monthly Packet April 2012

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 **April 2, 2012**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the March 5, 2012, Meeting
- C. Announcements and Communications from the Floor
Chancellor Pernsteiner
Discussion Item – Ad Hoc On Line Learning Committee
- D. Unfinished Business
- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2. Proposal to Amend the PSU Faculty Constitution, Art. IV, 4., 4), f. Library Committee
- F. Question Period
 - 1. Questions for Administrators
 - 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. Faculty Development Committee - Teuscher
 - *2. Academic Advising Council - Fortmiller
 - *3. Institutional Assessment Council - Finkel
 - 4. Strategic Plan Report
- H. Adjournment

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

- B Minutes of the March 5, 2012 Meeting and attachments (2)
- E-1 Curricular Proposals Consent Agenda
- E-2 Constitutional Amendment Proposal, Art. IV, 4., 4) f
- G-1 Faculty Development Committee Interim Report
- G-2 Academic Advising Council Annual Report
- G-3 Institutional Assessment Council Annual Report

***** 2011-12 PSU FACULTY SENATE ROSTER *****

******2011-12 STEERING COMMITTEE ******

Presiding Office: Gwen Shusterman
 Presiding Officer Elect: Rob Daasch
 Secretary: Sarah Andrews-Collier
 Steering Committee (4):
 Mark Jones and Darrell Brown (2012)
 Gerardo Lafferriere and Lisa Weasel (2013)
Ex officio (Comm on Comm) Cindy Baccar

2011-12 FACULTY SENATE (56)

All Others (8) 2 above new count

†Baccar, Cynthia	ADM	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Vance, Mary	CARC	2012
*Tarabocchia, JR(Thompson)	DOS	2012
*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
Jagodnik, Joan	ARR	2013
Ryder, Bill	EMSA	2013
Sanchez, Rebecca	SBA	2013

Business Administration (3)

†Raffo, David	SBA	2012
Brown, Darrell	SBA	2013
_____ (Johnson)	SBA	2013

Education (4)

Caskey, Micki	ED	2012
†Smith, Michael	ED	2012
Burk, Pat	ED	2013
<i>Rigelman, Nicole</i>	<i>ED</i>	<i>2014</i>

Eng. & Comp. Science (5)

Daasch, W Robert	ECE	2012
Feng, Wu-Chang	CMPS	2013
Jones, Mark	CMPS	2013
†Maier, David	CMPS	2013
<i>Tretheway, Derek</i>	<i>ME</i>	<i>2014</i>

Fine and Performing Arts (3)

†Glaze, Debra	MUS	2012
Berrettini, Mark	TA	2013
<i>Magaldi, Karin</i>	<i>TA</i>	<i>2014</i>

Library (1)

†Paschild, Christine	LIB	2012
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CLAS – Arts and Letters (9)

Arante, Jacqueline	ENG	2012
Danielson, Susan	ENG	2012
* _____ (Jacob)		2012
* _____ (Wetzel)		2012
Agorsah, Kofi	BST	2013
†Kominz, Larry	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Jaen-Portillo, Isabel</i>	<i>WLL</i>	<i>2014</i>
<i>Greenstadt, Amy</i>	<i>ENG</i>	<i>2014</i>

CLAS – Sci (7)

Cummings, Michael	GEOL	2012
†Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
Elzanowski, Marek	MTH	2013
Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
<i>Lafferriere, Gerardo</i>	<i>MTH</i>	<i>2014</i>

CLAS – Soc Sci (6) 1 above new count

Brower, Barbara	GEOG	2012
Butler, Virginia	ANTH	2012
Schechter, Patricia	HST	2012
†Beyler, Richard	HST	2013
Farr, Grant	SOC	2013
Lang, William	HST	2013
<i>Liebman, Robert</i>	<i>SOC</i>	<i>2014</i>

Other Instructional (2)

Trimble, Anmarie	UNST	2012
†Flower, Michael	HON	2013

Social Work (4)

†Curry, Ann	SSW	2012
<i>Jivanjee, Pauline</i>	<i>SSW</i>	<i>2013</i>
<i>Pewerardy, Nocona</i>	<i>SSW</i>	<i>2014</i>
<i>Talbott, Maria</i>	<i>SSW</i>	<i>2014</i>

Urban and Public Affairs (4) 1 above new count

Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
McBride, Leslie	CAE	2012
Dill, Jennifer	USP	2013
<i>Newsom, Jason</i>	<i>OIA</i>	<i>2014</i>

***Interim appointments**

†Member of Committee on Committees

DATE: 3/14/12 <i>New Senators in Italics</i>
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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 5, 2012
Presiding Officer: Gwen Shusterman
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Baccar, Berrettini, Beyler, Brower, Brown, Burk, Butler, Cummings, Daasch, Elzanowski, Farr, Flores, Flower, Glaze, Harmon, Hatfield, Henning, Jaen-Portillo Jagodnik, Jivanjee, Jones, Ketcheson, Kominz, Lafferriere, Lang, Latiolais, Liebman, Magaldi, Maier, McBride, Newsom, Palmiter, Raffo, Ryder, Schechter, Shusterman, Smith, Talbott, Tretheway, Trimble, Vance.

Alternates Present: Ruth for Greenstadt, Webb for O'Halloran, Bowman for Paschild, _____ for Sanchez, Stedman for Weasel.

Members Absent: Carder, Caskey, Curry, Reese for Danielson, Dill, Feng, Johnson, MacCormack, Medovoi, Perewardy, Rigelman, Tarabocchia.

Ex-officio Members

Present: Anderson, Aylmer, Andrews-Collier, Balzer, Burgess, Chmlir, Everett. Fink, George, Hardesty, Koch, Koroloff, Mack, O'Banion, Rahmlow, Rimai, Rueter, Ruth Rose, Rueter, Sestak, Su.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE FEBRUARY 6, 2012, MEETING

The meeting was called to order at 3:05 p.m. The minutes were approved as published

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The 2012 PSU faculty elections will be entirely on line during the next two months. Please watch for changes in process and deadlines.

The Academic Ranks Task Force has been constituted. They will report in June to Senate Steering and the Provost, for fall distribution, anticipating a fall decision point and Senate review in December.

Removed from today's E-1, "E.1.c.20."

CHANGES IN SENATE AND COMMITTEE MEMBERSHIPS SINCE FEBRUARY 6, 2012: Johnson has been removed from Senate membership, having exceeded the absence limit.

The draft university diversity action plan is available on the webpage for comment, and all faculty and staff will be asked to take an online course on diversity policy and procedures in the next two months.

Discussion Item – Academic Quality

SHUSTERMAN previewed the discussion with a reminder that the issue was part of the Senate's agenda setting last year, and JONES conducted a questionnaire with Senators using an Electronic Response System (clickers), results attached. SHUSTERMAN went on to ask the question, "What are quality indicators?" and moved the meeting to a committee of the whole for 15 minutes.

D. UNFINISHED BUSINESS

1. Proposal to Amend the PSU Faculty Constitution, Art. V. 2/. 2)

THE CONSTITUTIONAL AMENDMENT AS LISTED IN "D-1" PASSED by Unanimous voice vote.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

FLOWER/DAASCH MOVED THE SENATE APPROVE the Curricular Consent Agenda, as listed in "E-1," excluding E.1.c.10.

THE MOTION PASSED by unanimous voice vote.

BROWN/LAFFERRIERE MOVED THE SENATE APPROVE ITEM "E.1.c.10" new course proposal for ULIB101.

RUETER queried if we are creating a new academic unit if we approve the course. BOWMAN reminded that this does not indicate a new program; in May the Senate approved a proposal that Library courses could be submitted (with the prefix "ULIB") in place of their prior homing in the Graduate School of Education. BEILER and HARMON concurred.

THE MOTION PASSED by unanimous voice vote.

2. Proposal for the Minor in Advertising Management in Communications

JONES/DAASCH MOVED THE SENATE APPROVE THE PROPOSAL, as listed in "E-2."

THE MOTION PASSED by unanimous voice vote.

3. Proposal to Amend the Faculty Senate By Laws: Steering Committee Membership

JONES/DAASCH MOVED THE SENATE APPROVE THE PROPOSAL as listed in "E-3" (with deletion of the words "two").

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

No questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

The president was out of town.

Provost's Report

KOCH discussed PSU's obligation as part of the new OUS Achievement Compact, noting that PSU is ahead of the curve on this project. He noted that a set of measures were established for the seven campuses overall, however the Oregon Education Investment Board charged that campuses provide specific measures. Therefore, this week campuses mapped additional measures onto the original set of measures. There are as few as possible measures overall, for all campuses. He reviewed the measures that were approved on Friday morning for PSU (attachment). Questions for clarification followed.

1. Report of the Interinstitutional Faculty Senate Meeting at PSU, March 2/3

BROWN gave a brief oral report of the meeting, noting that meeting minutes are posted on the IFS webpage. He noted that the Provost's remarks reiterate the Chancellor's, that fewer measures are better. He continued, the IFS is discussing academic quality, including that IFS is concerned about the possibility of the Western Governor's University participation in the system due to their quality record. He reminded that IFS and other campus representatives are working on two ad hoc committees on benefits and retirement plans.

The Presiding Officer accepted the report for the Senate.

2. Educational Policy Committee Quarterly Report

ANDERSON presented the report for the committee and took questions.

The Presiding Officer accepted the report for the Senate.

3. Report on NWCCU Accreditation

ROSE presented the report. She reminded that NWCCU accreditation is now a multi-year project with different aspects in each review. This year's is Standard Two, resources and capacity. We have campus working groups in sub-groups,

which include senate representation where appropriate. Next, a faculty review committee will be formed, to work April-May, to comment and provide feedback, before the report forwarded to the Provost.

The Presiding Officer accepted the report for the Senate.

4. Report on On Line Learning

ROSE introduced Gary Brown, to discuss the process of the ad hoc On Line Learning committee, and progress with the center. He noted that our objective is to leverage the expertise of the faculty, by assisting in design and support of quality hybrid and online learning. BROWER asked who establishes the criteria for the curriculum. SHUSTERMAN noted it is by the usual faculty governance channels.

5. University Policy Committee Report on the Draft Sexual Harassment Policy

Chas Lopez, Executive Director of Global Diversity & Inclusion and Title IX Coordinator, introduced the Draft PSU Prohibited Discrimination Sexual Harassment Policy published last week by the University Policy Committee, noting that it pulls together prior separate policies for students and employees. The comment period ends March 23, 2012.

H. ADJOURNMENT

The meeting was adjourned at 5:02 p.m.

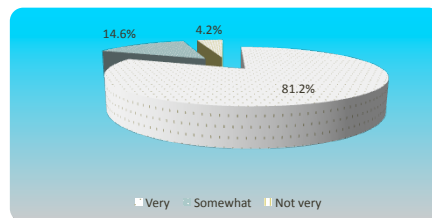
Academic Quality

March Senate 2012

Discussion Item

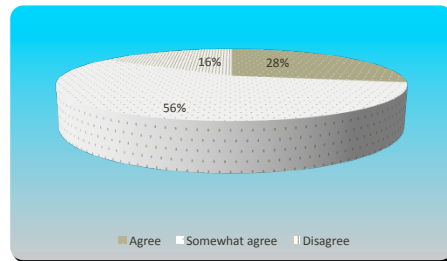
I think quality teaching is important at PSU

- A. Very 81.2%
- B. Somewhat 14.6%
- C. Not very 4.2%



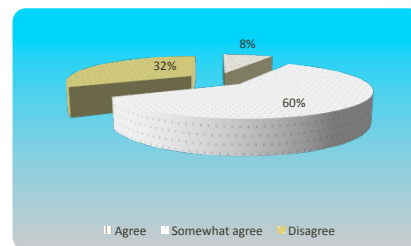
I/We know what good teaching looks like when we see it

- A. Agree 28%
- B. Somewhat agree 56%
- C. Disagree 16%



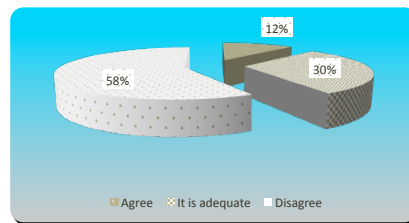
I/We know what teaching approaches result in best student learning or mastery

- A. Agree 8%
- B. Somewhat agree 60%
- C. Disagree 32%



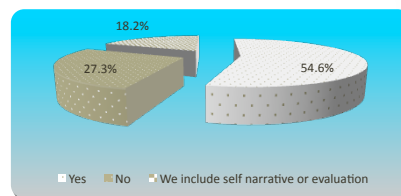
In our department we have a good method for evaluating teaching

- A. Agree 12%
- B. It is adequate 30%
- C. Disagree 58%



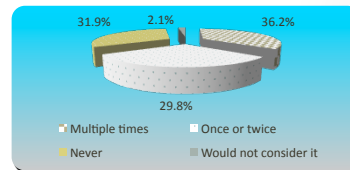
Our sole method for evaluating teaching effectiveness is student evaluations

- 0% A. Yes 55%
- 0% B. No 27%
- 0% C. We include self narrative or evaluation 18%



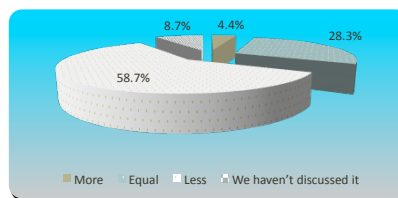
I have observed my colleagues teach

- A. Multiple times 36%
- B. Once or twice 30%
- C. Never 32%
- D. Would not consider it 2%



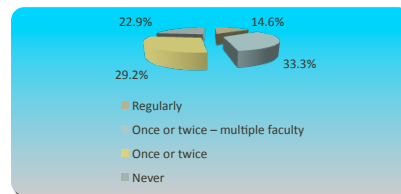
Our department places _____ emphasis on teaching, compared to research and service, in evaluating junior faculty (P/T)

- 0% A. More 4.4%
- 0% B. Equal 28.3%
- 0% C. Less 58.7%
- 0% D. We haven't discussed it 8.7%



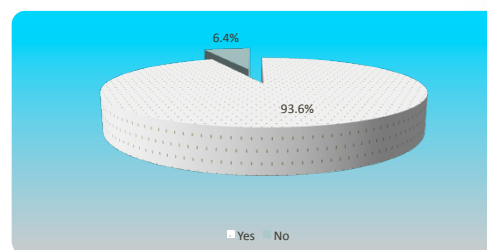
I have mentored a junior faculty member in their teaching (or been mentored)

- 0% A. Regularly 15%
- 0% B. Once or twice – multiple faculty 33%
- 0% C. Once or twice 29%
- 0% D. Never 23%




I have consulted a colleague or CSE about ideas or concerns around my teaching activities

- A. Yes 94%
- B. No 6%



Questions to ponder:

- What are quality indicators?
- How do we have a conversation about quality teaching?
- How do we share it?
- How do we protect our quality in light of recurring budgetary pressures?
- What type of learning takes place here that is unique?



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PORTLAND STATE UNIVERSITY

PSU Achievement Compact with OUS and OEIB

- Process
 - Organized by OUS and Provosts Council
 - Campus consultation
 - President
 - Executive Committee
 - Faculty leadership
 - Deans
- Followed an OUS template
 - Completion
 - Quality
 - Connections
- Used metrics from previous work




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PSU Achievement Compact with OUS and OEIB

Completion

- # of bachelor's degrees awarded to Oregonians
- # of bachelor's degrees awarded to underrepresented minority Oregonians
- # of bachelor's degrees awarded to rural Oregonians
- # of bachelor's degrees awarded to transfer students
- # of advanced degrees awarded to Oregonians
- Enrollment (unduplicated headcount): total and resident
 - Enrollment from tri-count area as % of total enrollment
 - Underrepresented enrollment as % of total undergraduate enrollment




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PSU Achievement Compact with OUS and OEIB

Quality

- % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon
- Employer satisfaction
- Alumni Satisfaction



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PSU Achievement Compact with OUS and OEIB

Connections

- # of degrees awarded in targeted workforce areas to meet state needs
 - STEM Professions
 - Health Profession
 - STEM Education
- Research
 - Total annual sponsored grant and contract expenditure per tenure-line faculty
- # of students who complete internships/service learning or are engaged in some form of community based learning
- # of bachelor's degrees awarded to transfer students from community colleges



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PSU Achievement Compact with OUS and OEIB

- Status
 - Approved by State Board's Academic Strategies Committee (with adjustments)
 - Approved by State Board for submission to OEIB
 - Presented to OEIB - may suggest some changes
- Stay tuned.....

OUS CAMPUS COMPACT & OEIB ACHIEVEMENT COMPACT

Assumptions:

Each OUS institution will have a Board of Higher Education approved Campus Compact with OUS. The Board of Higher Education will recommend that these Campus Compacts be adopted by the OEIB as the Institutional Achievement Compact. The Campus Compacts/ OEIB Achievement Compacts will include all of the measures in OUS's Achievement Compact with the OEIB as well as institution specific measures based on institutional mission, capacity, array of programs, etc.

Attainment of targets is contingent upon sufficient resources.

Portland State University Mission:

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

<u>Outcomes</u>	2010-2011	2011-12 Target	2012-13 Target
Completion			
# of bachelor's degrees awarded to Oregonians			
# of bachelor's degrees awarded to underrepresented minority Oregonians			
# of bachelor's degrees awarded to rural Oregonians			
# of bachelor's degrees awarded to transfer students			
# of advanced degrees awarded to Oregonians			
Enrollment (unduplicated headcount): total and resident <ul style="list-style-type: none"> • Enrollment from the tri-county area as percentage of total enrollment • Underrepresented enrollment as percentage of total undergraduate enrollment 			
Quality			
% of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon			
Employer satisfaction			
Alumni satisfaction			
Connections			
# of degrees awarded in targeted workforce areas and meet state needs <ul style="list-style-type: none"> • STEM Professions • Health Profession • STEM Education 			

Research: Sponsored research expenditures			
Total annual sponsored grant and contract expenditure per tenure and tenure track faculty member			
# of students who complete internships/service learning or are engaged in some form of community based learning			
# of bachelor's degrees awarded to transfer students from community colleges ¹			

¹ Contributions to Community College and K-12 attainment goal

E.1-a

March 7, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: **Submission of Graduate Council for Faculty Senate – Curricular Consent Agenda**

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 **2011-12 Comprehensive List of Proposals**.

Graduate School of Education

Change to Existing Programs

E.1.a.1

- MA/MS in Education: Policy, Foundations, and Administrative Studies – change title to Education: Education Leadership and Policy

E-1.c.

March 12, 2012

TO: PSU Faculty Senate

FROM: Rachel H. Cunliffe,
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 **2011-12 Comprehensive List of Proposals**.

School of Fine and Performing Arts

Change to Existing Program

E.1.c.1.

- BM in Music Education: Choral/General track – changing course numbers in requirements.

New Courses

E.1.c.2

- MuEd 480 Kodaly: Level I (5)
Introduction to the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, and choir classes within the course. Prerequisites: junior standing. [MuEd 580 in review with Grad Council.]

E.1.c.3.

- MuEd 481 Kodaly: Level II (5)
Continuation of the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, conducting, and choir classes within the course. Prerequisites: MuEd 480/580 or other Kodaly Level 1 coursework. [MuEd 581 in review with Grad Council.]

E.1.c.4.

- MuEd 482 Kodaly: Level III (5)
The third level in the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, conducting, and choir classes within the course. Prerequisites: MuEd 481/581 or other Kodaly Level II coursework. [MuEd 582 in review with Grad Council.]

Changes to Existing Courses

E.1.c.5.

- Art 118 Introduction to Communication Design (4) – change title to Introduction to Typography and Communication Design; change description.

E.1.c.6.

- Art 120 Computer Graphics for Art and Design (4) – change description.

E.1.c.7.

- Art 200 Digital Page Design I (4) – change description.

E.1.c.8.

- Art 210 Digital Imaging and Illustration I (4) – change description.

E.1.c.9.

- Art 224, 225 Communication Design Studio I, II (4,4) – separate sequence; change titles to Art 224 Narrative and Communication Design (4) and Art 225 Communication Design Systems (4); change descriptions.

E.1.c.10.

- Art 341, 342 Interactive Media I, II (4,4) – separate sequence into stand-alone courses Art 341 Interactive Media I and Art 342 Interactive Media II; change descriptions.

College of Liberal Arts & Sciences

New Courses

E.1.c.11.

- Intl 372 Sociology of Africa: Post-colonial Studies of Africa (4)
Study of the social, political, and economic dimensions of imperialism in twentieth century Africa from the perspective of post-colonial studies.

E.1.c.12.

- Phl 330 Language, Representation, and Reality (4)
An introduction to theories of meaning and their central topics: nature of representation and the referential capacity of language, role of use in meaning, and the role of language in thought and experience.

E.1.c.13.

- SpHr 480 Introduction to Sociocultural Aspects of Interactions (4)
Introduction to communication and interaction on context and influence of context on communication disorders. Explores situational, social-interpersonal, and cultural variables. Examines systems theory and cultural practices as they influence communication. Prerequisites: junior or post-baccalaureate standing.

College of Urban & Public Affairs

Change to Existing Program

E.1.c.14.

- Political Science, Honors Track – adds PS 495 Research Methods for Political Science as a required course.

New Courses

E.1.c.15.

- PS 354 Introduction to Asian Politics (4)
Introduction to the policies, institutions, and processes of the politics of Northeast and Southeast Asia.

E.1.c.16.

- USP 233 Real Estate Principles (3)
Surveys the legal, physical, and economic structure of the real estate market and the characteristics of real estate resources. Develops basic real estate valuation procedures and provides an overview of market analysis and real estate production, marketing, and finance methods. Prerequisites: Ec 201.

Undergraduate Studies

New Cluster

E.1.c.17.

- **Knowledge Values Rationality**
The theme of the cluster is the nature of rationality and its emergence from the interplay of knowledge and values. The curriculum explores the major forms that human rationality takes in the acquisition of knowledge, logical inference, moral reasoning, decision-making, and societal organization and policy. Individual courses focus on models of rationality as such and conceptualizations of rationality in areas such as logic and inference, natural and social science, biomedicine and psychiatry, social and political theory, law, educational policy, societal value conflicts, and moral theorizing including everyday ethical dilemmas. Human rationality is also approached from a comparative perspective that includes machine and animal learning including broader evolutionary perspectives. Finally, cluster courses offer critical perspective on perennial and popular doctrines that endorse non-rational or irrational approaches to existential and ethical questions, politics, and scientific inquiry.

Cluster courses:

CCJ 320U Theories of Crime and Justice

Ec 314U Private and Public Investment Analysis

Ph 335U Wacky or Real: What Everyone Should Know about Physics Scams

Phl 300U Philosophical Methods and Concepts

Phl 306U Science and Pseudoscience

Phl 307U Introduction to Philosophy of Social Science (renamed as “Science and Society” AY 2012)

Phl 308U Elementary Ethics

Phl 309U Business Ethics
Phl 310U Environmental Ethics
Phl 311U Morality of Punishment
Phl 312U Feminist Philosophy (to be added 2011)
Phl 313 U Life and Death Issues
Phl 314U computer Ethics
Phl 316U Social & Political Philosophy
Phl 317U Philosophy of Art (to be added 2011)
Phl 318U Philosophy of Medicine
Phl 320U Critical Thinking
Phl 321U Practical Epistemology
Phl 324U Introduction to Formal Logic I
Phl 325U Introduction to Formal Logic II
Phl 331U Philosophy of Education
Phl 333U Philosophy of Law
Phl 350U International Ethics
Phl 355U Morality and Health Care
Phl 369U Philosophy of Sex and Love
Psy 300U Personal Decision Making.

New courses under development some projected to be added 2012:

Ec 318 Fundamentals of Game Theory (new course proposed 2011)
Phl 322U Minds and Machines (course approved in CLAS spring 2011 under review 2012)
Phl 330 Language Representation and Reality (under development may be proposed 2011)
Phl 366 Atheist Philosophy (new course proposed 2011)
Phl 370 Philosophy of Work and Leisure (new course proposed 2011)
SySc 399U Introduction to Agent-Based Modeling (discrete number sought)
SySc 399U Sustainability, Systems, Concepts and Indigenous Perspectives (review in SySc)

Courses to be removed by Fall 2013 if not articulated at 300-level:

PHE 444U Global Health
PHE 455U Film and Health

Courses to be removed 2011 [all department heads/directors notified with approval]

EAS 399U Problems Solutions and Systems Thinking
Hst/Phl 399U American Values/Conflict
PS 325U Politics and the Legal Enforcement of Morals
Phl 481U Biomedical Ethics
Psy 410U Psychology of Moral Development
Psy 491U Decision Making I
Psy 492U Decision Making II

Changes to Existing Clusters

E.1.c.18.

Delist Knowledge Rationality Understanding and Morality Clusters

In an effort to support effective academic planning by students and to improve the cohesion of University Studies, the program is making a number of changes. We request the de-listing of the Knowledge Rationality Understanding and Morality clusters upon approval of the Knowledge Values Rationality cluster.

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

- A student who has Knowledge Rationality Understanding or Morality SINQ can meet the cluster course requirements by taking one or more courses from the Knowledge Values Rationality cluster.
- A student who has already taken Knowledge Rationality Understanding or Morality SINQ, but still needs additional SINQs to meet UNST requirements, may count Knowledge Values Rationality SINQ as one of their options.

- A student who has taken previously approved cluster courses listed in Knowledge Rationality Understanding or Morality cluster may use those courses to meet the Knowledge Values Rationality cluster course requirements.
- A student who has taken previously approved cluster courses listed in Knowledge Rationality Understanding or Morality cluster, but still need to take the connected SINQ, may meet the SINQ requirements by taking the Knowledge Values Rationality SINQ.
- 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.
- Remove the cluster designation "U" from the following courses:
 - HST 399U American Values/Conflict
 - PHL 399U American Values/Conflict
 - PSY 491U Decision Making I
 - PSY 492U Decision Making II
 - PSY 410U Psychological Development of African American Children
 - PSY 410U Women in Contemporary Film
 - PSY 410U Psychology of Moral Development
 - PHL 481U Biomedical Ethics
- These courses are not selected for inclusion into the new cluster, but should have the "U" designation retained because they are part of another cluster:
 - EAS 399U Problems, Solutions, and Systems Thinking
 - PS 325U Politics and the Legal Enforcement of Morals
- Pursuant to the Faculty Senate and University Studies Council's guidelines (FSen Minutes June 7, 2004) to not allow University Studies courses at a 400 level be cross-listed with graduate (500) level courses, any courses in 400U/500 format chosen for inclusion in a new cluster will be removed by fall 2013. In the case of PHE 444U Global Health and PHE 455U Film and Health, these courses will be allowed to retain their "U" status for inclusion into the new Knowledge Values Rationality cluster only with the provision that they will be renumbered to 300 level courses before Fall of 2013.

E.1.c.19.

Rename cluster from "Leadership for Change" to "Leading Social Change".

In an effort to support effective academic planning by students and to improve the cohesion of University Studies, the program is making a number of changes. We request the renaming of Leadership for Change to Leading Social Change and addition and removal of courses to the renamed cluster.

Following courses were approved for inclusion in this cluster:

CCJ 355U Perspectives on Terrorism
 COMM 312U Media Literacy
 COMM 313U Communication in Groups
 COMM 314U Persuasion
 COMM 337U Communication and Gender
 CR 301U Introduction to Conflict Resolution
 EC 332U Environmental Economics
 ELP 450U Leadership for Sustainability
 ESM 355U Understanding the Environment
 GEOG 332U Urban Geography
 GEOG 345U Resource Management
 GEOG 346U World Population and Food Supply
 GEOG 347U Environmental Issues and Action
 GEOG 348U Cultural and Political Iconology
 INTL 351U The City in Europe
 PA 311U Introduction to Civic Leadership
 PA 3XXU Fundamentals of Public Service (new 2012-2013)
 PA 3XXU Special Topics: Student Leadership (new 2012-13)

PA 412U Civic Engagement: The Role of Governing Institutions
PHL 307U Philosophy of Social Science
PHL 308U Elementary Ethics
PHL 309U Business Ethics
PHL 310U Environmental Ethics
PHL 316U Social and Political Philosophy
PHL 320U Critical Thinking
PS 313U The Power Game
PS 318U Media, Opinion and Voting
PS 325U Politics and Legal Enforcement of Morals
PS 380U Women and Politics
UNST 399U The Engaged Citizen: Sustainability
UNST 399U The Engaged Citizen: Social Media and Online Leadership
USP 311U Introduction to Urban Planning
USP 317U Introduction to International Development
WS 306U Global Gender Issues

Following courses were approved for inclusion in this cluster on a temporary basis:

No 400 level course that requires or recommends another course(s) as a prerequisite should be included in the cluster. The following courses have required or recommended prerequisites and fall in this category and should be removed by Fall 2013:

CCJ 455U Political and Legal Issues of Ethical Leadership
CCJ 465U Leadership and Social Justice
PA 411U Foundations of Citizenship & Community Leadership
PA 413U Civic Engagement: The Role of Individuals
PA 414U Civic Engagement: The Role of Social Institutions
PA 417U Ethical Leadership
PHE 446U Community Health: Principles and Practices

Pursuant to the Faculty Senate and University Studies Council's guidelines (FSen Minutes June 7, 2004) to not allow University Studies courses at 400 level to be cross listed with graduate (500) level courses, any course in 400U/500 format chosen for inclusion in a new cluster will be removed by Fall 2013 or earlier. The following courses fall in this category:

ELP 410U Ghandi/Zapata NE W Agrirn
ELP 410U Nonviolence and Ecological Sustainability: Critical Issues
ELP 410U School/Community Relations
ELP 410U Spiritual Leadership
ELP 418U Educational Leadership in Schools
ELP 448U Global Political Ecology
ELP 456U The Urban Schools and "At Risk "Status
ELP 457U Cultural Pluralism and Urban Education

Courses using omnibus numbers that have been offered over three times, and should not be offered without renumbering and re-approval (effective Fall 2013):

CR 399U Consensus Building: Theory and Practice
CR 399U Peace Studies
CR 399U Participating in Democracy
ELP 410U Ghandi/Zapata NE W Agrirn
ELP 410U Nonviolence and Ecological Sustainability: Critical Issues
ELP 410U School/Community Relations
ELP 410U Spiritual Leadership

Following courses were NOT approved for inclusion in this cluster:

- PA 410U Volunteer Engagement and Management (to be PA 492U)
- PA 410U Social Entrepreneurship (to be PA 441U)
- PA 410U Fundamentals of Fund Raising (to be PA 426U)
- PA 420U Introduction to Nonprofit Management
- PA 425U Grantwriting for Nonprofit Organizations
- SOC 436U Social Movements

Following courses should be removed from Leadership for Change and not included in Leading Social Change cluster:

- COMM 370U Debate and Forensics. Course retains “U” designation.
- EC 399U A Living Wage in Portland. Remove “U” designation.
- SOC 410U Charismatic Leadership: Frameworks, Exemplars, Insights. Remove “U” designation.
- USP 410U Community Leadership. Remove “U” designation.

E.1.c.20.

Changes to Cluster List – AY 2012-13

Add New Cluster course		Cluster
BST 335	The Multiracial Experience	American Studies
CFS 399	ABC's of Early Education - will become CFS 320	Family Studies
EC 321	Fundamentals of Game Theory	Knowledge Values Rationality
EC 350	Economics of Development	Global Perspectives
PHL 317	Philosophy of Art	Knowledge Values Rationality
PHL 322	Minds and Machines	Knowledge Values Rationality
PHL 330	Language, Representation and Reality	Knowledge Values Rationality
PHL 360	American Philosophy	American Studies
PHL 366	Atheism	Knowledge Values Rationality
PHL 370	Philosophy of Work and Leisure	Knowledge Values Rationality
SPHR 372	Speech and Language Development in Children	Family Studies
SYSC 399U	Networks and Society	Freedom Privacy Technology
SYSC 399U	Darwinian though in Society	Knowledge Values Rationality
TA 366	Dance in Film: Early Years through 1940's (will become D 366)	American Studies
TA 366	Dance in Film: Early Years through 1940's (will become D 366)	Popular Culture
TA 367	Dance in Film: 1940's to Present (will become D 367)	American Studies
TA 367	Dance in Film: 1940's to Present (will become D 367)	Popular Culture
UNST 399U	The Engaged Citizen: social Media and Online Leadership	Leadership for Change
UNST 399U	The Engaged Citizen: Sustainability	Leadership for Change
Add Approved Cluster class to New Cluster		
ANTH 318U	Asian American Experience	American Studies
ENG 367U	Topics in American Literature and Culture	Popular Culture
Removals		

ENG 306U	Topics in Literature and Popular Culture	Remove American Studies designations, but keep in Popular Culture
EC 450U	Economics of Development	Replaced with EC 350U
FR 441U	French Literature in Translation	Orphan
FR 441 U	Major Works: Montaigne	Orphan
FR 442U	French Literature in Translation	Orphan
FR 442U	Medieval Works in Translation	Orphan
GER 410U	Selected Topics: when content is appropriate	Orphan
GEOG 326U	Ecology and the Implication of Management	Environmental Sustainability
GEOG 338U	Investigating Forest Ecosystems	Environmental Sustainability
INTL 399U	Model Arab League	Middle East Studies;
INTL 410U	African Art	
INTL 410U	Latin American Economy	
INTL 410U	Latin american Politics of the 20th Century: Ghandi/Zapata	
INTL 321U	Globalization and Identity: Humanities: Asia	American Studies
INTL 322U	Globalization and Identity: Social Science: Asia	American Studies
INTL 323U	Tradition and Innovation: Humanities: Asia	American Studies
INTL 324U	Tradition and Innovation: Social Science: Asia	American Studies
PHL 481U	Biomedical Ethics	Freedom Privacy Technology
PSY 410U	Women in Contemporary Film	Women's Studies
PSY 410U	Psychology of Moral Development	Morality
SPAN 343U	Hispanic Literature	
SPAN 410U	Selected Topics: when content is appropriate	
SPAN 422U	Major Topics: Penisular Drama	
SPAN 423U	Major Topics: Penisular Poetry	
MTH 410U	Mathematics and Science of Early Greece	Orphan
FL 331U	Women in the Middle East	Global Persp/WS
ENG 399U	Literature Between the Wars	European Studies;
ENG 399U	Chinese Vernacular Literature (Traditional)	Asian Studies;
TA 399U	Remove all TA Omnibus numbers from list per Andrews-Collier	various
TA 410U	Remove all TA Omnibus numbers from list per Andrews-Collier	various

To: Faculty Senate
Re: Library Committee Interim Annual Report
Committee Chair: Kathleen Merrow
Committee Members: Elizabeth Almer, Richard Beyler, Michael R. Clark, Jack Corbett, Jon Holt, and Susan Masta. Ex Officio: Lynn Chmelir

The Faculty Senate Library Committee would like to get underway a **proposal to change the language of the committee charge in the PSU Faculty Constitution**. The existing charge reads as follows:

Proposal to Amend the Constitution, Art. IV, 4., 4), f. Library Committee

Underline text to be added; text to be moved *in italics*; ~~strike through~~ text to be deleted.

This committee shall consist of seven faculty members, and two students. The faculty members shall include at least two each from Arts & Humanities, Science & Engineering, and Social Sciences The Committee shall:

- 1) ~~Advise the Director of the Library in the establishment of all policies regarding the Library.~~ Advise the University Librarian on policies concerning the library budget, collections, services, and the use of space.
- 2) ~~Recommend the allotment of library purchases and acquisitions according to college, school and departmental needs.~~ Act as an advocate for the library on behalf of the Faculty Senate.
- 3) Make recommendations on the principles guiding library purchases and acquisitions according to college, school and departmental needs.
- 4) Act as a liaison to faculty and students.
- 5) ~~3) Report to the Senate at least once each year.~~

Rationale:

The committee felt that our charge needed updating to be current with our actual practice over the last several years, as the nature and circumstances of PSU's Millar Library have changed significantly. One thing we felt strongly about was the need for advocacy on behalf of the library as well as advocacy to the library on behalf of the faculty. Only the latter aspect is explicitly present in the original charge. It is particularly important in face of apparently permanent budget challenges and reduced funding that the Library Committee function as a voice for support of the central role of the library in all aspects of our work as faculty. In recent years this has meant actions like bringing resolutions to the Faculty Senate to make funding of the Library a highest priority of the administration. We also wanted to express in the charge the role the educative role the committee plays in acting as a liaison.

In addition, we felt that it was no longer possible to recommend specific allotments for purchases and acquisitions given the incredibly changed and highly complex nature of the publishing and delivery systems for academic materials both print and electronic. Rather than produce policy that operated from the bottom-up we think that policy decisions made by the committee should work to shape the basic principles that govern the allocation of resources at all levels. The proposed language reflects the committee's sense of its responsibilities.

March 11, 2012

TO: Faculty Senate

FROM: Christof Teuscher
Chair, Faculty Development Committee

RE: **Intermediate Report of the Faculty Development Committee**

Executive Summary

Compared to last year, the Faculty Development Committee (FDC) has so far received roughly twice as many requests for travel (239 proposals, requesting \$310k, not including the May travel round) and enhancement grants (131 proposals, requesting \$1,5 million) while funding levels and committee membership stayed constant. The delayed ratification of the AAUP collective bargaining agreement as well as a new fund for low-income faculty has further contributed to (1) a significant increase of the committee's workload and (2) to a need to restructure and streamline all processes. To address these challenges, we have introduced an online proposal submission system and designed a new and transparent evaluation and ranking system. As a result, the proposal turnaround was cut in half and the committee's feedback to faculty improved. A new mailing list, social media, and two workshops contributed to better inform faculty about the changes and the program in general.

Current committee roster and personnel

- Christof Teuscher, ECE, Chair
- Thomas Bielavitz, Library
- Christopher Borgmeier, Special education
- Virginia Butler, Anthropology
- Heejun Chang, Geography
- Evguenia Davidova, International Studies
- Catherine de Rivera, Environmental Sciences + Management
- Amy Donaldson, Speech + Hearing Sciences
- Barbara Heilmair, Music
- Theresa Kaimanu, Public Administration
- Kristin Kern, Library
- Kathy Ketcheson, Academic Affairs
- Charla Mathwick, School of Business Administration
- Laura Nissen, Graduate School of Social Work
- Jim Pankow, Civil + Environmental Engineering + Chemistry
- Leslie Rill, Communication

Dr. Anne Sinkey was hired by RPS as a *Professional Development and Research Integrity Administrator* in the Fall 2011. She supports the FDC with about 30% of her time. Her involvement has made a huge impact on the program, in particular in answering faculty requests and in lowering the proposal turnaround.

Established policies and procedures

In accordance with the committee's charges, we have established policies and procedures to carry out our functions.

Sub-committees.

In accordance with establishing sub-committee assignments in previous years, the following sub-committees as shown in Table 1 were established.

Name	Travel proposal deadline, Sep 23, 2011	Travel proposal deadline, Dec 2, 2011	AP special funds, Feb 1, 2012	Travel proposal deadline, Feb 17, 2012	Enhancement, Mar 2, 2012	Institutional career support, Mar/Apr 2012	Travel proposal deadline, May 4, 2012	Total
Virginia Butler	NA	NA		Yes	Yes	NA	Yes	3
Mary Kristin Kern	NA	NA		Yes	Yes	NA	Yes	3
Amy Donaldson	NA	Yes		NA	Yes	Yes	NA	3
Catherine de Rivera	Yes	Yes		NA	Yes	NA	NA	3
Leslie Rill	Yes	NA	Yes	NA	Yes	NA	NA	3
Tom Bielavitz	NA	NA	Yes	NA	Yes	Yes	NA	3
Barbara Heilmair	NA	NA		NA	Yes	Yes	Yes	3
Heejung Chang	NA	NA		Yes	Yes	Yes	NA	3
Theresa Kaimanu	Yes				Yes		Yes	3
Leslie McBride	NA	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned	0
Charla Mathwick		NA	Yes		Yes	Yes		3
Jim Pankow		NA	Yes		Yes		Yes	3
Christopher Borgmeier		Yes		Sabbatical	Sabbatical	Sabbatical	Sabbatical	1
Laura Nissen	Yes			Yes	Yes			3
Evguenia Davidova	NA	NA			Yes	Yes	Yes	3
Kathi Ketcheson			Yes	Yes	Yes			3
Total	4	3	5	5	14	6	6	
Target	5	5	5	5	15	6	5	
Christof Teuscher	Yes	Yes	Yes	Yes	Yes	Yes	Yes	7
Anne Sinkey	Yes	Yes	Yes	Yes	Yes	Yes	Yes	7

Table 1: FDC sub-committee assignments.

Professional Travel Grant Program.

In accordance with the AAUP contract, the following guidelines were established for the Professional Travel Grant Program:

- Requests of up to \$2000 per individual for travel funds may be made to the Faculty Development Committee.
- Per the current contract, the Faculty Development Committee shall not approve travel requests unless the request is matched by \$150 in department, grant, contract, or personal funds. Further, for requests over \$750, a match of 20% of the total travel cost is required. Each travel request must indicate all sources of funds to be used in the requested professional travel.
- The request must be endorsed by the faculty member's department chair or equivalent.
- Late submissions will not be reviewed.
- Preference will be given to applications that most clearly demonstrate that the travel will have a significant impact on the professional development of the applicant.
- Additional funding is available for disabled faculty or staff who require a travel companion.
- Faculty may apply for any particular travel item only once, and this should be considered when making funding requests.
- The committee will only fund one professional travel request per person each fiscal year (July 1 - June 30).

Since Fall 2011, travel grant proposals are now ranked by the reviewers on a 0...10 point scale. The PIs receive their score as part of the feedback provided by the committee.

Faculty Enhancement Program

To allow faculty to apply for the Faculty Enhancement Program under the new AAUP contract, we have delayed the submission for a full two months. In accordance with the new AAUP contract, the following guidelines were then established for the 2012 Faculty Enhancement Grant Program:

"The primary goal of the enhancement awards is professional development of all PSU faculty, including tenure-related, fixed term, and academic professionals. Therefore, proposals that outline specific, viable projects directly related to professional development are most likely to receive funding. Applicants may request funds for travel to visit archives, collect data, or do fieldwork, but funding for conference attendance should be requested through the separate travel award grant program. Course release and computers shall be considered eligible expenditures where justified, as well as expenditures for data, research assistants, and workshop fees. Proposals can include requests for up to one year of course release. Any necessary IRB approval is required prior to starting research on projects funded by the enhancement grant program."

Evaluation Criteria

Primary criteria:

- Has a significant impact on the professional development of the faculty, fixed-term, or academic professional involved, particularly junior faculty.

Secondary criteria:

- Proposes a project of appropriate scope and detail in proportion to the award amount.
- Interdisciplinary projects or those involving multiple faculty.
- Projects that involve students in research.
- Projects that have as a major purpose the development of subsequent proposals for external funding.
- Projects by faculty, fixed-term, or academic professionals who have not recently received other enhancement grant funds.
- New lines of research.

What won't be funded?

- Proposals to create new programs, centers, institutes, museums, organizations, or otherwise benefit the institution more than the researcher.
- Proposals seeking additional office support.
- Summer salaries.
- Proposals that expand curricular offerings.
- Construction of PSU web pages.
- Activities in fulfillment of degree requirements of the principal investigator.
- Travel for the purpose of presenting a paper or poster or attending a conference.
- Proposals that are too vague or large in scope given the funding and time constraints.
- Incomplete proposals.

This year we will allow course releases for up to 3 terms and without any budgetary restrictions (within the \$15,000 per award) to better address faculty needs and to account for the differences between different departments. As for the travel grant program, the enhancement grants will be scored. The review process is currently under way.

Funding and submission statistics

The key statistics for the travel and the enhancement grant are included below. A set of slides with additional historic funding statistics is posted on the new FDC website at <http://sg.sg.yvD92t>. Complete statistics will be included in the final FDC report and once all committee activity is completed for this academic year.

Professional Travel Grant Program.

Figures 1 and 2 show the overall travel grant program statistics since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total requested amount to reach \$400,000 this year. As per the new AAUP contract, the Travel Grant Program is funded at \$250,000.

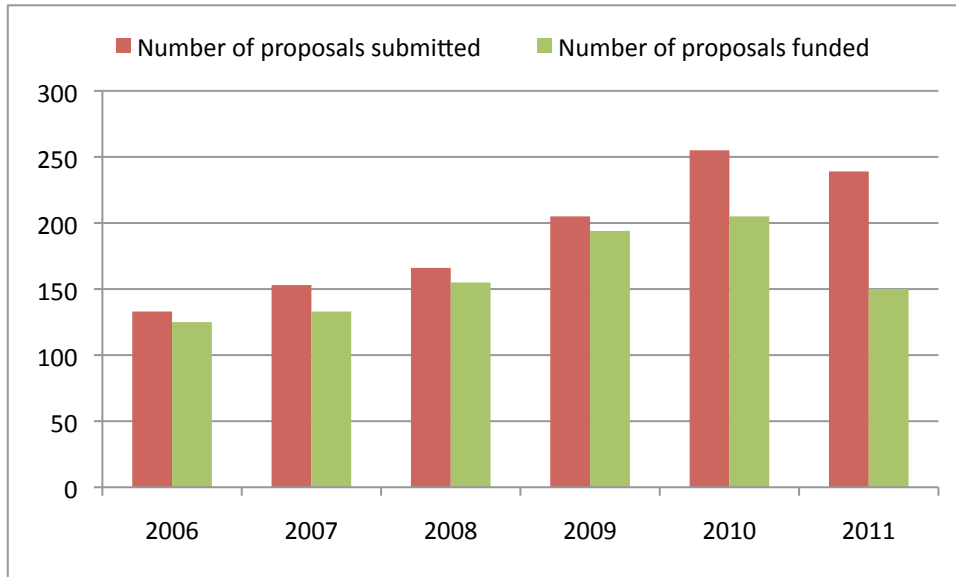


Figure 1: Number of submitted and number of funded travel grant proposals since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total number of submitted proposals to reach at least 300 in this academic year.

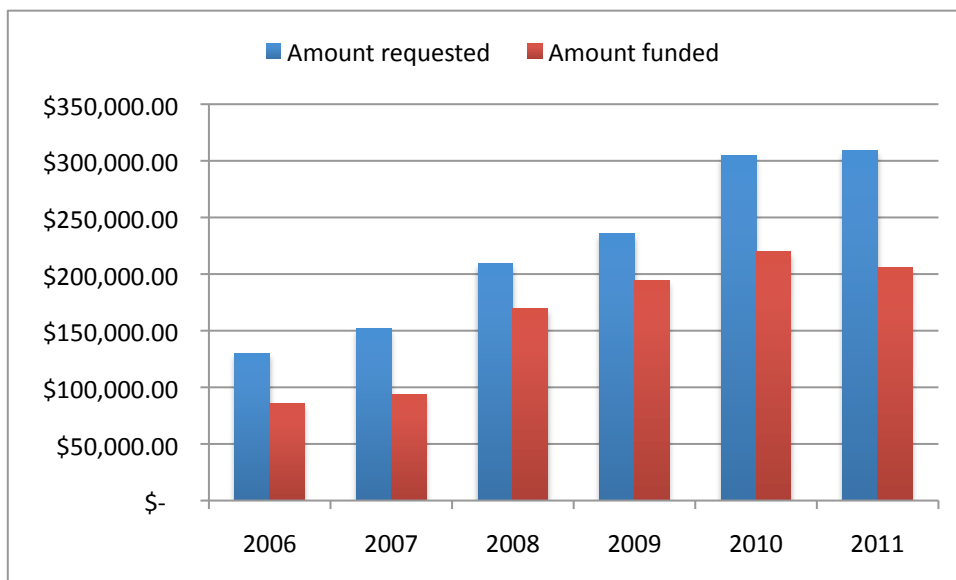


Figure 2: Total requested and funded travel grant amounts since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total amount of requested funding to reach about \$400,000.

Faculty Enhancement Program

Figure 3 shows the total requested and funded faculty enhancement grant amounts since 2006. In the 2012 round, we received a record number of 131 proposals for a with a requested funding amount of over \$1,566,058. As per the new AAUP contract, the Faculty Enhancement Program is funded at \$500,000.

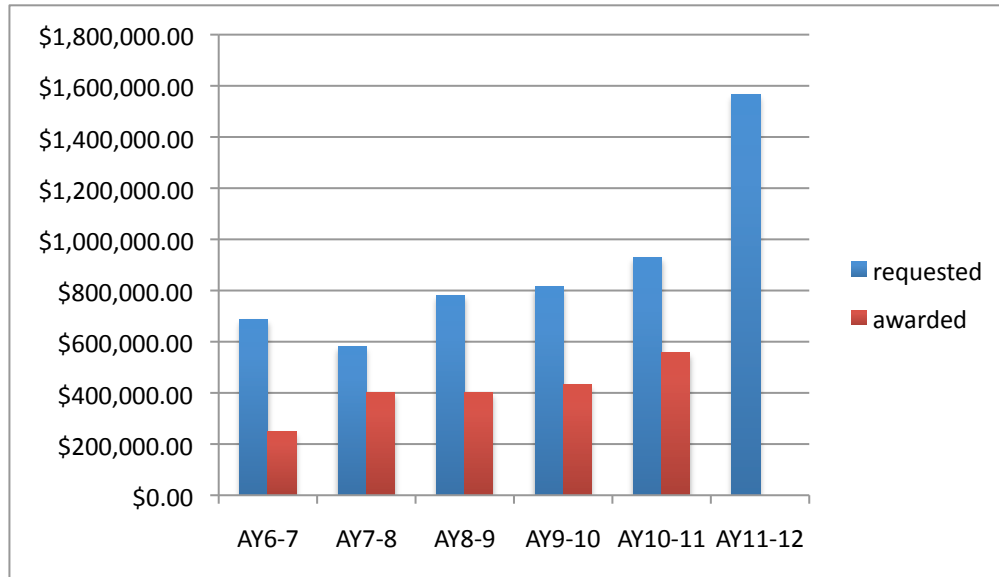


Figure 3: Total requested and funded faculty enhancement grant amounts since 2006. In the 2012 round, we received a record number of 131 proposals for a with a requested funding amount of over \$1,566,058.

Online submission system

Since Fall 2011, the travel and enhancement grant applications may be submitted online. We have developed our own Qualtrics forms for that purpose. Based on the positive experience and the high faculty acceptance, starting with the May travel round, we will only accept online applications (including the chair's approval) to further decrease the proposal turnaround times. The new online system has so far also helped to significantly reduce the number of incomplete proposals which we typically used to get in previous years.

The May 2012 travel grant online submission form can be found at the following URL: <http://bit.ly/xA0fG9>

New communication strategy

We have implemented a new communication strategy with the goals to (1) inform faculty better about the program and the procedures and (2) to increase the committee's transparency. To achieve these goals, we have established the communication tools listed below, which have greatly helped us to stay in touch with faculty in a new way. In collaboration with AAUP, we have also organized two information workshops in Nov 2011. The workshop slides and a YouTube recording (<http://www.youtube.com/watch?v=njf5jP8hYdo>) were distributed for faculty who were unable to attend.

- New FDC website: <https://sites.google.com/a/pdx.edu/research/development>
- New FDC Facebook page: <https://www.facebook.com/pages/Portland-State-Faculty-Development-Grant-Program/279406562090911>
- New FDC on Twitter account: http://twitter.com/PSU_FDGP
- New FDC mailing list: <https://www.lists.pdx.edu/lists/listinfo/fdc-announce>

Academic Advising Council
Report to Faculty Senate
April 2, 2012

Council Membership:

Cindy Baccar (ARR), Mary Ann Barham (UASC), Sarah Andrews-Collier (FPA), Jeanne Enders (SBA), Marcia Fischer (MCECS), Dan Fortmiller, Chair, (OSA), Kris Henning (CUPA), Melissa Leonard (CLAS), Linda Liu (DMSS), Christina Luther (OIA), Alan MacCormack (UNST), Robert Mercer (CLAS), DeLys Ostlund (OGS), Hillary Paasch (ARR), Jon Proctor (OIRP), Janet Putnam (SSW), Robert Shunk (XS), Maimoona Syeda (student rep)

Charge of the Academic Advising Council:

The Academic Advising Council promotes a positive and productive advising environment for advisers and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

2011-12 Updates:

The Academic Advising Council has spent the past year providing guidance to the campus advising community during the first full year of the implementation of the university's intentional model of advising.

Academic advising changes in effect starting with Fall 2010 enrollees included:

- mandatory orientation for all new students
- required academic advising for 1st year freshmen with their intended major
- declaration of major no later than the end of the 2nd year

With all newly hired advisers from the advising initiative now fully deployed the Council's work has focused on the following:

- 1) Assessing the effectiveness of the advising model and providing feedback to the deans regarding school/college/department based advising models.
- 2) Identification of common data points for consistent tracking of advising interactions.
- 3) Exploration of unified advising file systems for campus-wide sharing of advising information.
- 4) A recommendation extending the first-year advising requirement to all new students.

Initial Data and Results: Accomplishments with Increased Advising Capacity

1) Total advising contacts by professional advisers 2010-11:

All Contacts	Freshmen	Continuing	Prospective
19,741	2,523	13,704	819

27% of the advising contacts were with new advisers, most of whom began advising in February 2011.

2) AY 2010-11 marked the first year of required advising for first-year freshmen. 1,646 students were identified as requiring first year advising. **1,350 (82%) of freshmen with required advising holds fulfilled their advising responsibility and were eligible to enroll for the subsequent academic year.** Ongoing contacts with the students who do not register for classes should yield interesting data regarding reasons for departure over the longer term. Data from OIRP will also be sought to identify if other at-risk factors may be present with non-returners.

3) **Freshman Retention Project:** Additional advising capacity provided an opportunity to partner advisers with Financial Aid and the Bursars Office to do outreach to freshmen who identified in Prior Learning and End of Year Surveys a financial concern as a potential roadblock to continued enrollment and/or an uncertainty regarding their academic plan. Advisers also did outreach to students admitted with <3.00 entering HS GPA and to students who indicated a desire to return to PSU but had not registered for the ensuing term. **As of February 2012, 346 students in these categories had been contacted and 158 (46%) had registered for classes following the outreach and interventions.**

4) **Last Mile Project:** The Project assists students who had applied for graduation yet had not completed their degree requirements. A screening identified 1,028 students for potential outreach. **Of the 1,028 students identified, 625 were contacted and to date 186 (30%) have graduated with the assistance of faculty and professional advisers in concert with Financial Aid and the Bursars Office.**

5) **Degree Mapping/Degree Milestones:** A component of the advising initiative is the design of 4-year degree maps that incorporate major, degree and general education requirements for all majors. These maps will initially be static and posted to an advising website. Ultimately, these degree maps will be interactive with the implementation of U.Direct software, a companion of the DARS suite of products. **To date, 75% of majors have been mapped and formatted for the website which is currently in design.**

6) As in years prior, the Council has provided guidance to New Student Programs in the design and scheduling of summer orientation programming required for newly admitted students.

The Chair wishes to thank the Council for their efforts in bringing the advising model to fruition and furthering the success of students through the collaborative process that is advising.

16 March 2012

TO: Faculty Senate

FROM: Liza Finkel, Chair, Institutional Assessment Council

Members: Rudy Barton (FPA); Gary Brown (COL); Rowanna Carpenter (UNST); Bill Fischer (WLL); Meredith Farkas (LIB); Bruce Gilley (CUPA); Maureen O’Connor (SBA); Christina Shafer, Graduate Student Representative; Aimee Shattuck (SALP); Maria Talbott (SSW); Paul Van Halen (EE)

Ex Officio Members: Anne Bartlett (OAA); Robert Halstead (OAA); Kathi Ketcheson (OIRP); Tyler Matta (CAE); Leslie McBride (CAE); DeLys Ostlund (OGS); Leslee Peterson (GSE); Melody Rose (OAA); Vicki Wise (OSA)

Support Staff: Lynn Otto (CAE)

SUBJ.: **Institutional Assessment Council** AY 2011-12 Committee Report

The matrix below represents the Provost’s charge to the IAC for the 2011-12 academic year, our work to date and the work planned for Spring term. Our work this year has focused on developing a pilot assessment for the Communication Campus Wide Learning Outcome and conducting an inventory of Graduate Program Assessment. Information about the Campus Wide Learning Outcomes is available on the IAC website, www.iac.pdx.edu.

2011-2012 Charge	Progress to Date	Spring Term Plan
<p>I. In collaboration with Anne Bartlett, PSU ACE Fellow, develop and pilot a product to assess junior and senior writing samples to assess the Communication Campus Wide Learning Outcome. Receive Anne’s report on the pilot and make any necessary recommendations regarding assessment of the remaining Campus Wide Learning Outcomes to the Faculty Senate based upon lessons learned.</p>	<ul style="list-style-type: none"> • A subcommittee working with Anne Bartlett has developed two pilot projects: <ul style="list-style-type: none"> ○ Study 1: Tyler Matta, Assessment Associate in CAE, will be overseeing a “broad” look at the Campus Wide Learning Outcome in upper-level courses across multiple undergraduate departments. This study includes the analysis of writing samples and associated assignments, as well as a survey designed to gather data on student’s attitudes and perceptions of communication through writing. Raters will be identified from among interested faculty and graduate students and trained to use a rubric 	<ul style="list-style-type: none"> • Faculty and students will be recruited to participate in Study 1. • Scorers will be recruited and trained in using appropriate rubrics for both studies. • Writing samples will be collected and scored for both Study 1 and Study 2. • Data collected as a part of both studies will be analyzed and recommendations regarding ongoing assessment of Campus Wide Learning Outcomes will be identified. • Anne Bartlett will work with Tyler and Gary to summarize findings and make recommendations to the IAC regarding ongoing assessment of the Communication and other Campus Wide Learning Outcomes. • A final report will be

	<p>designed to assess the Campus Wide Learning Outcome.</p> <ul style="list-style-type: none"> ○ Study 2: Gary Brown, Director of the PSU Center for Online Learning will be leading a “deep” look at the Campus Wide Learning Outcome in one department (Political Science). This study includes analysis of end of term writing from two upper level/division courses in Political Science. Faculty from the department, assessment and writing faculty will contribute to the assessment. To anchor the assessment, community professionals and alumni will provide comparative assessment of student writing. As in study #1, writing performance will be paired with survey responses to provide insight into the perceptions of the data and to provide demographic analysis to associate backgrounds with performance (i.e. performance of students from Community Colleges will be compared with students native to PSU) . • Proposals describing the studies have been submitted to the PSU Human Subjects Review Committee for approval to proceed. • Tyler Matta has met with the A&A Deans to request their support in recruiting volunteers for Study 1. • Gary Brown is working with Political Science Faculty to recruit volunteers for Study 2. 	<p>presented to the IAC by June 15, 2012.</p>
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<p>II. Inventory the current status of graduate program assessment; develop clear guidelines for what goes into the assessment module from graduate programs; communicate to graduate program heads what needs to be done.</p>	<ul style="list-style-type: none"> • A subcommittee of the IAC, working with Tyler Matta and Robert Halstead, have developed a series of interview questions designed to gather information from Graduate Program Directors and Coordinators about the state of their program assessment plans, the relationship of program assessment to any required external accreditation, and the usefulness and user-friendliness of the Assessment Module for reporting program assessment at PSU. • Tyler Matta has met with AA Deans to inform them of the project and ask for their support in identifying key informants to respond to interview questions. 	<ul style="list-style-type: none"> • Tyler Matta and Robert Halstead will meet with and interview identified contact people in graduate programs. • An inventory of all graduate program assessment plans will be developed. • Recommendations for improving the usefulness of the Assessment Module will be identified.
<p>III. Implement the communications plan through Faculty Senate and any additional venues as appropriate</p>	<ul style="list-style-type: none"> • This interim report will be presented to the Senate at their April, 2012 meeting. 	<ul style="list-style-type: none"> • A final report on these two efforts will be developed to share with Faculty Senate in October, 2012. • Conclusions and recommendations will be communicated with additional, appropriate constituencies (eg, CADS, AA Deans, Chairs, Graduate Program Directors, etc.)