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Faculty Senate Monthly Packet February 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 **February 7, 2011**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll

B. *Approval of the Minutes of the January 3, 2011, Meeting

C. Announcements and Communications from the Floor

   Proceedings of the Senate Agenda Setting Meeting of 3 January - Shusterman

D. Unfinished Business

E. New Business

   1. Curricular Consent Agenda

   2. Proposal to Change "X" and "M" Policy - Hickey

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

   *1. Report of the Ad Hoc Committee on Implementation of Changes to the Constitution - Liebman and Jones

    2. Report of the Interinstitutional Faculty Senate Meeting of 4/5 Feb. at PSU - Rueter

H. Adjournment

*The following documents are included with this mailing:
   B   Minutes of the January 3, 2011 Meeting and attachments
   E-1 Curricular Consent Agenda Items
   E-2 Proposal to Change "X" and "M" Policy
   G-1 Report of the Ad Hoc Committee on Implementation of Changes to the Constitution

Secretary to the Faculty
www.pdx.edu/faculty-senate
andrews@pdx.edu • 850MCB • (503)725-4416/Fax5-5262

*** 2010-11 PSU FACULTY SENATE ROSTER ***

****2010-11 STEERING COMMITTEE ****
Presiding Office: Maude Hines
Presiding Officer Elect: Gwen Shusterman
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch and Tom Luckett
(2011), Dan Fortmiller and Mark Jones (2012),
 Ex officio (Comm on Comm) *Alan MacCormack*

****2010-11 FACULTY SENATE (117)****

All Others (24)

Hagge, Time	CAPS	2011
Ingersoll, Rebecca	UASC	2011
Pierce, Robyn	FAC	2011
Turner, April	OAA	2011
Siegler, Doug (Webb)	*OSA*	*2011*
Welnick, Jennifer	SALP	2011
Wendler, Denise	BO-DA	2011
Trifiletti, Melissa	*ADM*	*2011*
Barham, Mary Ann	*UASC*	*2011*
†Baccar, Cynthia	ADM	2012
Fortmiller, Daniel	CARC	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Kwong, Jolina	OAA	2012
McBride, Leslie	CAE	2012
Vance, Mary	CARC	2012
Tarabocchia, JR (Thompson)	*DOS*	*2012*
Flores, Greg (Ostlund)	*CARC*	*2013*
Harmon, Steven	*OAA*	*2013*
Jagodnik, Joan	*ARR*	*2013*
_____ *Nixon)*		*2013*
Ryder, Bill	*ADM*	*2013*
Sanchez, Rebecca	*SBA*	*2013*

Business Administration (6)

Cabelly, Alan	SBA	2011
*_____ (Rogers)	SBA	2011
Mathwick, Charla	SBA	2012
Raffo, David	SBA	2012
Brown, Darrell	*SBA*	*2013*
Johnson, Raymond	*SBA*	*2013*

Education (6)

*Reynolds, Candyce (McKeown)	EPFA	2011
Munson, Leslie	*ED*	*2011*
Caskey, Micki	ED	2012
Smith, Michael	ED	2012
Rigelman, Nicole(Mukhopadhyay)	*ED*	*2012*
Burk, Pat		*2013*

Engineering & Computer Science (10)

Kohles, Sean	ME	2011
Sheard, Timothy	*CMPS*	*2011*
Pejcinovic, Branimir	ECE	2011
Karavanic, Karen (Sailor)	*CMPS*	*2011*
Brown, Cynthia	CS	2012
Daasch, W Robert	ECE	2012
_____ (Zurk)		2012
Feng, Wu-Chang	*CMPS*	*2013*
Jones, Mark	*CMPS*	*2013*
†*Maier, David*	*CMPS*	*2013*

Extended Studies (2)

Griffith, Molly	*XS*	*2011*
†Sterling, Sarah	XS PDC	2012

Fine and Performing Arts (6)

†Gray, Charles	MUS	2011
Hansen, Bradley	MUS	2011
Leite, Margarette	ARCH	2012
Glaze, Debra	MUS	2012
Berrettini, Mark	*TA*	*2013*
Taylor, Sue	*ART*	*2013*

Library (2)

*Bowman, Michael (Howard)	LIB	2011
†Paschild, Christine	LIB	2012

Liberal Arts and Sciences (40)

Carter, Duncan	ENG	2011
Clark, Michael (Wamser)	*ENG*	*2011*
Ediger, Joseph	*MTH*	*2011*
Fischer, William (Ceppi)	*FLL*	*2011*
George, Linda	ESR	2011
Hines, Maude	ENG	2011
Luckett, Thomas	HST	2011
Murphy, Michael	BIO	2011
*Preston, Serge (L,Mercer)	MTH	2011
Rueter, John	ESR	2011
Sanchez, Fernando	FLL	2011
Seppalainen, Tom	PHIL	2011
Shusterman, Gwendolyn	CHEM	2011
Wadley, Stephen	*FLL*	*2011*
Arante, Jacqueline	ENG	2012
†*Brower, Barbara*	*GEOG*	*2012*
†*Burns, Scott*	*GEOL*	*2012*
Butler, Virginia	ANTH	2012
Cummings, Michael	GEOL	2012
Danielson, Susan	ENG	2012
_____ (Gamburd)		2012
Jacob, Greg	ENG	2012
Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
†Schechter, Patricia	HST	2012
*Sytsma, Mark (Balshem)	ES	2012
Wetzel, Patricia	FLL	2012
Agorsah, Kofi	*BST*	*2013*
Beyler, Richard	*HST*	*2013*
Elzanowski, Marek	*MTH*	*2013*
Farr, Grant	*SOC*	*2013*
Greco, Gina	*FLL*	*2013*
Kapoor, Priya	*COMM*	*2013*
†*Kominz, Laurence*	*FLL*	*2013*
Lang, William	*HST*	*2013*
Marrongelle, Karen	*MTH*	*2013*
Medovoi, Leerom	*ENG*	*2013*
Ott, John	*HST*	*2013*
Palmiter, Jeanette	*MTH*	*2013*
Weasel, Lisa	*BIO*	*2013*

Other Instructional (5)

†MacCormack, Alan	UNST	2011
Trimble, Anmarie	UNST	2012
Flower, Michael	*HON*	*2013*

Social Work (7)

Keller, Thomas	SSW	2011
*Oschwald, Mary (Nissen)	SSW	2011
Taylor, Michael	CFS	2011
*_____ (Curry)		2012
Miller, Pamela	SSW	2012
Nash, James	SSW	2012
McBeath, Bowen		*2013*

Urban and Public Affairs (9)

Kinsella, David	PS	2011
Neal, Margaret	IOA	2011
Gibson, Karen	*USP*	*2011*
Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
_____ (Strathman)		2012
Dill, Jennifer	*USP*	*2013*
_____ *(Shandas)*	____	*2013*
_____	___	*2013*

*Interim appointments
†Member of Committee on Committees

DATE: 1/24/11

10-11 NEW SENATORS *In Italics*

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 3, 2011
Presiding Officer: Maude Hines
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Baccar, Barham, Berrettini, Beyler, Bowman, Brower, C. Brown, Burk, Butler, Cabelly, Carder, Carter, Caskey, Chaille Cummings, Daasch, Danielson, Dill, Ediger, Elzanowski, Flower, Fortmiller, Gamburd, George, Glaze, Gray, Griffith, B.Hansen, Harmon, Hatfield, Henning, Hines, Ingersoll, Jacob, Jagodnik, Johnson, Jones, Karavanic, Keller, Kohles, Kominz, Lang, Latiolais, Livneh, Luckett, MacCormack, Maier, Marrongelle, McBride, Medovoi, L. Mercer, Munson, Murphy, Nixon, O'Halloran, Ott, Palmiter, Parnell, Paschild, Pejcinovic, Pierce, Raffo, Reynolds, Rueter, F. Sanchez, R. Sanchez, Schechter, Sheard, Shusterman, Smith, Sytsma, Tarabocchia, M. Taylor, S. Taylor, Trifiletti, Trimble, Turner, Vance, Weasel, Webb, Welnick, Wendler, Zurk.

Alternates Present: Burgess for Ketcheson.

Members Absent: Farr, Feng, Fischer, Gibson, Greco, Hagge, Kapoor, Kinsella, Kwong, Leite, Mathwick, McBeath, Miller, Nash, Neal, Oschwald, Ryder, Seppalainen, Sterling, Wadley, Wetzel.

**Ex-officio Members
Present:**   Andrews-Collier, Balzer, Hickey, Koch, Mack, Ostlund, Su.

A. ROLL
B. APPROVAL OF THE MINUTES OF THE DECEMBER 6, 2010, MEETING

The meeting was called to order at 3:03 p.m. The minutes were approved with the following corrections: Present: Glaze, Rigelman.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes to Senate and Committee Memberships since December 6, 2010 – Resigned from the Senate: Gamburd, Nixon, Zurk. Relinquished membership due to absence limitation: Curry, Rogers, Shandas, Strathman,

Discussion Item – Faculty Senate Agenda Setting

Hines described the format for the working meeting, noting that Presiding Officer Elect Shusterman would report on the proceedings in February. She referenced the discussion in the Senate Wiki page and distributed the question page to the

tables. She then moved the meeting to a committee of the whole for the remainder of the meeting.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Consent Agenda

MOVED AND SECONDED AND PASSED by unanimous voice vote.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

Provost's Report

KOCH reported that Vice President Lindsay Desrochers will be stepping down from her position and joining the CUPA faculty.

H. ADJOURNMENT

The meeting was adjourned at 4:50 p.m.

To: PSU Faculty Senate
From: Ray Johnson, Educational Policies Committee Chair
RE: Interim Report for 2010-2011

During fall term the primary issue that has been raised by the EPC Committee relates to better understanding PSU's short term and long term policies regarding enrollment growth. At this time this is truly a work in progress and it is at very preliminary stages. Our first meeting with the administration to explore this topic is scheduled for December 7, 2010. The purpose of this discussion is to understand the PSU's policies for growth and the benefits and consequences of that growth. Some of the broader questions of the committee are as follows:

> How has the administration weighed the pros and cons of growth?
> What is the primary purpose of growth?
> - To increase access?
> - To backfill state budget reductions?
> Do we have a strategic plan for growth over the next 3-5 years?

The table below outlines only a few of the changes that PSU has experienced in the last decade.

Full Time Equivalent Enrollment	2001-2	2009-10	% growth
Lower Div	4,478	6,289	40.4%
Upper Div	5,601	8,585	53.3%
Grad	3,032	3,233	6.6%
Total	13,111	18,107	38.1%
Faculty FTE	2001 04	2009 04	% growth
Indefintie Tenure	371	423	14.0%
Annual Tenure	156	168	7.7%
Total Tenure	527	591	12.1%
Fixed Term- Full Time	140	216	54.3%
Fixed Term - Adjunct	56	114	103.6%
	723	921	27.4%

The committee raised a variety of preliminary concerns that are the byproduct of university growth. Some of these are as follows:

Issues that may affect student success
- Concerns about admitting students that are not ready for university level study. We acknowledge that the administration has taken steps to address this issue which is having an impact on student success.
- Faculty raised concerns about jamming 50 or 60 students into classrooms that were designed to hold 40 – 45 students. We are filling flat classrooms to absolute capacity, sometimes with chairs brought in from the hallway, and it is affecting the quality of discussion and student interaction in the classroom.
- Faculty are more frequently having full classes and are turning away students in required courses. This is more than just an issue of getting a class at a convenient time. Rather, faculty are seeing more students having to wait a term to get a required class in the curriculum. The

result hampers student's ability to make timely progress towards degrees. When students are blocked out of full classes, can a full time student reasonably expect to complete a degree in four years?

Do we have the appropriate faculty and infrastructure to accomplish growth?
- Many faculty feel that we are serving more students by:
  - Moving more full time faculty to administrative positions to manage new programs and growth, with the addition of adjunct faculty rather than tenure track faculty
  - When faculty buy out of teaching to work on research grants, this also contributes to hiring more adjunct faculty.
- With a higher proportion of adjunct faculty committee staffing is problematic.
- Do we have the physical capacity to accomplish growth? See the comments above about jamming student into classrooms.
- How has median or average class sizes changed during the last decade?
- Are we fighting among ourselves to obtain students? As departments become more revenue driven, is there an issue where we are all trying to serve the same students?
- At what point does the cost of new facilities to accommodate growth, and adding full time faculty to accommodate growth, cost more than revenues gained by additional students?
- Do we have the facilities and space to accommodate growth in both students and research?
- The library is cutting back on acquiring monographs and books that are often needed by faculty and students due to space and budget constraints. The library is also sending books and journals off-site to make more room for students.
- The library is more crowded with students occupying most of the seats on a typical day. There are long waits for computers in the library.
- Growth often means new programs and new grants that bring additional dollars into the university. These programs and grants rely on additional resources, yet the library is typically not allocated any additional dollars with new grants and programs--even when such funds are written into the grant budget! The library is concerned that funding for collections and services is not keeping up with demand as expanded grants and new programs come into place.
- To we have the housing infrastructure to accommodate out of state or foreign students?

Questions about planning for growth?
- How are we planning thoughtfully for growth at the department level?
- Is there a plan for expected growth from:
  - Freshman?
  - Transfer students?
  - Graduate students?
- How are we planning for growth with out of state and foreign students vs. in state students? Are we looking to substitute out of state students for in state students? Or are we looking for additional students from out of state and foreign locations?
- What happens if the economy gets better and we don't accomplish planned growth?
- Is online learning intended to be a new revenue center and as source of growth in student FTE?

January 11, 2011

TO: Faculty Senate

FROM: Margaret Everett
         Chair, Graduate Council

         Drake Mitchell
         Chair, Undergraduate Curriculum Committee –**Consent Agenda**

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2010-11 Comprehensive List of Proposals.**

College of Liberal Arts and Sciences

New Courses
E.1.b.1
- WS 412/512 Feminist Methodologies (4)
  Feminist methodology seeks to assess knowledge-generating strategies in terms of their suitability for feminist research. Analysis of methods and how methods impact outcomes. Development of critical awareness in doing self-directed feminist research. Prerequisites: WS 315.

Change in Existing Courses
E.1.b.2
- Ec 404/504 Cooperative Education/Internship (Credit to be arranged) – adds the following course description to the existing course:
  By prior arrangement with a faculty member, economics majors may integrate their practical experience with an economics issue into their academic education. Students are expected to provide a brief proposal of the topic they wish to pursue, demonstrating some familiarity with the economics literature in the area and the way in which their internship or other experience will illustrate practical aspects of the proposed topic. Evaluation on the basis of written and oral syntheses of academic and practical knowledge. Only in unusual circumstances will more than 4 credits be granted for cooperative education/internship. Prerequisites: Ec 201, Ec 202, and consent of instructor.

E-1.c.

January 11, 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**.

School of Business Administration

New Courses
E.1.c.1.
- Actg 281 Accounting Mechanics: Debits and Credits (1)
  Focus on the mechanics of the accounting cycle using an interactive, online, problem-oriented learning system. Specific topics include use of T-accounts, rules of debits/credits, journal entries, adjusting and closing entries, and subsequent preparation of financial statements. Prerequisites: BA 211.

Maseeh College of Engineering and Computer Science

New Courses
E.1.c.2.
- CE 111 Introduction to Civil and Environmental Engineering (2)
  Introduction to Civil and Environmental Engineering (CEE) through interaction with practicing professionals, upper class mentors, and professors in CEE. This course will consider the history, ethical concepts, sustainability issues, and communication in CEE.

E.1.c.3.
- CE 112 Civil and Environmental Engineering Computations (2)
  Computational techniques in Civil and Environmental Engineering. Development of mathematical techniques to solve engineering problems. Use of statistical and graphical techniques to present engineering data. Introduction to data visualization and computer programming techniques in engineering.

Changes to Existing Courses
E.1.c.4.
- CE 361 Fluid Mechanics (4) – Changes prerequisites to: EAS 215 and Mth 256.

College of Liberal Arts and Sciences

Changes in Existing Programs
E.1.c.5.
- B.A./B.S in Women's Studies – adds new course requirements to major and removes others; changes total required credits from 52 to 56.

E.1.c.6.
- Post-Baccalaureate Certificate in Women's Studies – removes and adds required courses for certificate; no change in total credits required (38).

E.1.c.7.
- Minor in Women's Studies – changes core courses including the number of WS major course courses that must be included in the minor; no change in total credits required (28).

New Courses
E.1.c.8.
- Soc 446 Immigrants in America (4)
  This course is devoted to understanding controversial issues around immigration to the U.S. We will read and discuss social science research on demographics of immigrants, immigration policy, immigrant incorporation, and the impact of immigration on the receiving society. Prerequisites: Soc 200 or Soc 337.

E.1.c9
- WS 305 Women of Color Feminisms (4)
  Examination of the theoretical contributions of women of color to feminist theory, scholarship, and activism in both national and transnational contexts. Prerequisites: WS 101 Introduction to Women's Studies.

Changes to Existing Courses
E.1.c.10.
- WS 301 Gender and Critical Inquiry – changes prerequisites.

E.1.c.11.
- WS 315 Feminist Analysis – changes prerequisites.

E.1.c.12.
- WS 415 Senior Seminar – changes prerequisites.

Undergraduate Studies
New Courses
E.1.c.13.
- Freshman Inquiry Course – Globalization
  Narrative: This course will examine the various manifestations of globalization from an interdisciplinary framework. We will introduce general theories and methodologies used for understanding and interpreting representations and manifestations of globalization. We will examine the flow of products and services in a globalized world. Students will complete this course with an understanding of the basics of Globalization: what it is and how to understand it as an economic, political and a cultural phenomenon. It will begin with a discussion of the competing definitions of globalization, as well as its historical development and evolution throughout history. The course will then examine some of the controversies and impacts (political, economic, and sociological) of greater

economic, political, and cultural exchange. Also included will be how culture and the humanities have and are influenced by the development of globalization. Examples of topics include: how globalization has reshaped the role of the nation-state, how globalization has effected migration and labor and what, if anything, should be done to regulate the process of economic liberalization and trade policies.

E.1.c.14.

- Freshman Inquiry Course – Life Unlimited?
Narrative: Modern biotechnology allows tinkering with life in unprecedented ways. Yet, what currently sounds more like science fiction is just the beginning of an exciting new era that bears both incredible risks and opportunities for humankind. This interdisciplinary year-long course will delve into the fascinating relationship between non-living and living matter, life and death, nature and the artificial, humans and machines. Our inquiry will start with the fundamental question what is life. How can a finite number of non-living molecules and atoms become a complex living organism with consciousness and moral beliefs? We will explore in what ways human search for perfection is embodied in various myths and utopian visions. What does it mean to be human, cyborg, or transhuman? Nowadays, genetic engineering modifies life and synthetic biology seeks to create it from scratch. However, the social consequences are enormous. Therefore, we will examine the risks and opportunities of such technologies and how they redefine social relations and values. These changes prompt the emergence of new concepts and disciplines, such as biopower, biopolitics, and bioethics that address the new forms of discrimination and social injustice. How do these modifications of life ultimately lead to a redefinition of life itself? Through readings, movies, research, hands-on experiments in designing artificial life systems through simulations, and discussions, the students will study topics ranging from philosophy to arts, from ethics to the evolution of language, from law, politics, and religion to economics, and from artificial cells to avatars. The course also offers unique creative, artistic, and educational opportunities for students by using modern simulation software.

To: Faculty Senate Steering Committee

Date: January 10, 2011

From: Martha Hickey, Chair Academic Requirements Committee
        Randy Miller, Chair Scholastic Standards Committee
        DeLys Ostlund, Interim Dean Office of Graduate Studies, *ex officio* Graduate Council

Re: **Proposal for Changes and Clarification to X grade and M grade Policy**

During Fall 2010, an ad hoc group of key stakeholders formed to address longstanding and commonly shared concerns about the current X grade and M grade policy/practice. Each of the areas represented have been dealing with recurring issues and problems related to these grades. The workgroup included representatives of Faculty Senate Committees and Campus Units: Academic Requirements Committee (ARC), Scholastic Standards Committee (SSC), Office of Graduate Studies/Graduate Council (OGS/GC), Office of Admission, Registration & Records (ARR), Financial Aid, Dean of Student Life, Undergraduate Advising & Support Center (UASC), and International Student & Scholar Services (ISSS). The purpose of the workgroup was to complete a review of the current X grade and M grade policy/practice, identifying problems and concerns and possible recommendations for policy changes.

Background Statistics (based on data since fall 2005)

X grade numbers:
- Approximately 2-3% of all grades issued during a term are X grades. For example, for fall 2010, 1,663 X grades were issued at end-of-term grade submission.
  *(By comparison, at the University of Oregon **fewer than .5%** of grades submitted are X).*
- Approximately 10% of X grades are changed to letter grades after initial grade submission.
- Since fall 2005, 1,844 students have 4 or more X grades on their records.
- Since fall 2005, 250 students have 9 or more X grades on their records.
- Since fall 2005, 14 students have 20 or more X grades on their records.

M grade numbers:
- Approximately 10% of all grades issued during a term are M grades. For example, for fall 2010, 3,355 M grades were issued at end-of-term grade submission.
- Of those M grades, approximately <u>1-2% are never changed to a real grade</u> and remain long-term as M on official transcript.

Current PSU Grading Policy Rules Related to X and M:
- X grade definition in PSU Bulletin is "no basis for grade".
- X grade results in no credit and does not impact PSU gpa.
- M grades are automatically inserted by the computer if grades have not been submitted when online grading closes at end of term and like X grades, result in no credit/no impact to gpa.
- X grades and M grades can be changed by faculty using the online grade change system.

Policy Comparison with OUS Institutions:
- UO and WOU have a grade comparable to X, used only in cases in which student did not attend. This grade cannot be changed.
- OSU and OIT do not have a grade comparable to the PSU X.

Rationale for Changing/Clarifying X-Grade Policy:

Lack of Common Understanding of Appropriate Use
   Departments, faculty and instructors use the X and M grades in different ways, without a common understanding on what appropriate use should be. Policy clarification needs to be established and faculty need to be informed and trained to enable consistent and compliant use of the X and M grades.

Disconnect in Definition and Practice
   The current definition of the X grade is not in logical alignment with the practice of allowing an X grade to be changed. If there was "no basis for grade" upon initial grade submission, there can be no basis for changing to a letter grade afterwards. Approximately 10% of X grades are changed to letter grades by instructors after initial grade submission.

Current Practice Not Supportive of Student Success Initiatives
   There is concern that at times, current practice/policy with regard to the X grade does not promote student success and enables a culture which encourages students to inappropriately lobby and pressure faculty to assign the X as a benevolent mark to avoid bad grades. The practice of the benevolent X grade creates a loop-hole in academic policy that enables avoidance and lack of accountability for academic performance. It hinders the institution from applying important policies and interventions that have been designed to promote student success and responsible progression towards degree attainment. (Examples of policy outcomes which can be impacted include: Academic Standing - warning, probation and dismissal; eligibility for campus housing, student government participation, financial aid eligibility, graduate assistant eligibility, athletic eligibility and international student in-status compliance, etc.).

Improved Clarity around Earned F, Non-attendance F, and X.
   Proper and consistent use of an X for non-attendance/no-basis-for-grade provides a clearer distinction between the F which is earned and the F which may be given because there is "no basis for grade". This distinction is important for Financial Aid eligibility and for international students in maintaining "good-status" with the Homeland Security Administration. In many cases, an "earned F" is better for a student than a "non/attendance/no basis for grade" X, in maintaining term eligibility for Financial Aid or international student "good status".

Honoring Faculty Senate Established Drop and Withdrawal Deadlines
   Students are responsible for dropping/withdrawing themselves from courses. Between week 1 and end of week 2, students can drop with no record or course. Between week 3 and end of week 7, students can withdraw from a course with a non-punitive W grade. If a student has not dropped/withdrawn from a course by the end of week 7, negotiating a "no basis for grade" X is not appropriate.

Students with Hardship and Mitigating Circumstances
   After week 7, as during the prior weeks, there are appropriate protocols for students to follow in seeking remedy for hardships and mitigating circumstances through advising, counseling and Deadline Appeals Committee petitioning process. Registration errors (i.e. student failed to drop but never attended) can be managed via the petitioning process.

Rationale for Changing/Clarifying M Grade Policy

Best Practice on Official Transcripts
   The practice of allowing M grades to remain on official transcripts indefinitely is inappropriate in light of the institutional/faculty obligation to submit grades on time.

Prevent M grade from Becoming Default to X grade
   It is important to prevent the M grade from becoming a replacement for the X grade, once policy changes. Defaulting the M grades to an X grade after one term addresses both of these concerns.

For these reasons, **the following motion is presented for Senate consideration and approval**. The motion is comprised of three policies:

Policy #1 - Effective Beginning Fall 2011

Retain the X grade, but clarify the definition and appropriate use.

X grade definition: Non-attendance and/or No Basis for Grade. To be used when there is little or no attendance <u>and</u> no work/performance upon which to base an academic evaluation. Not to be used as a means by which a student negotiates a non-punitive grade after the drop/withdraw deadlines have passed.

Policy #2 - Effective Beginning Fall 2011

X grades cannot be changed after initial submission and other grades cannot be changed to X <u>except</u> in cases of bona fide grading error as documented by instructor, requiring department chair approval.

Policy #3 - Effective Beginning Fall 2011

M (missing) grades will change to a grade of X, one term after the initial term. Once converted to an X, cannot be changed <u>except</u> in cases of bona fide grading error as documented by instructor, requiring department chair approval.

Faculty and Instructor Training

It is important to enhance faculty and instructor understanding of the PSU grading system, appropriate use of M and X grades, and of advising, counseling and petitioning options available to students with hardship and mitigating circumstances which prevent dropping the course in a timely way. Information and training will be accomplished through a variety of means such as: online tutorial, website information, new faculty training, and ongoing communication with department faculty and staff. ARR will coordinate these training efforts in consultation with ARC, SSC, OGS/GC.

<u>Workgroup Members</u>:

ARC chair - Martha Hickey
OGS Interim Dean/Graduate Council *ex oficio* - DeLys Ostlund
SSC chair - Randy Miller
ARR – Cindy Baccar, Director, Registration & Records
Financial Aid – Deanna Smith, Assistant Director
International Student & Scholar Services – Christina Luther, Assistant Director
Dean of Student Life –Domanic Thomas, Director of Conduct & Community Standards
UASC – Mary Ann Barham, Director
ARR- Veda Kindle, Sr. Assistant Director,
ARR - Kathy Rousseau, Assistant Director

1/20/11 (revised by Implementation & Steering committee)
email with SUBJECT: 2011 Changes for a more effective PSU Senate.

To the PSU Community

A number of important changes in the PSU Faculty Senate are under way.

As 2011 begins, we are writing to you to describe them and invite you to take part in Faculty Senate elections scheduled for March 2011.

Calls for remaking our governance structure came in response to changes in PSU's size and identity.   Since 1995, student enrollment and faculty headcount doubled and PSU's research activity and the number of programs and degrees offered grew significantly.   That growth increased the number of stakeholders involved in planning PSU's future and the importance of giving voice to their hopes and concerns.

In 2008-09, the Faculty Senate initiated a study of faculty-staff participation in PSU governance.   Many of you took part in the survey, focus groups, interviews, and campus-wide conversations with our consultant, Adrianna Kezar of University of Southern California. The study suggested the desire for a more focused, participatory, and effective Faculty Senate as a vital partner in PSU's process of shared governance.

In 2009-10, that research guided the work of a committee charged with restructuring the Faculty Senate. Discussed at four Senate meetings, the full set of changes was voted upon and passed in June 2010. The most important of these changes will be implemented in 2011. With input from the Senate Steering Committee, the committee proposed changes in five areas: eligibility, representation, elections, leadership, and responsibility, described below.

Eligibility   The PSU Faculty Constitution extends faculty membership to those whose "primary responsibility [is] for *… curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process."*   In 1994, eligibility for the Senate was extended to all holding a master's degree regardless of their role in teaching, research, or educational support, with the intent of including student services. Since then, there has been a proliferation of unclassified positions which have been interpreted as falling under that rubric even though they do not have specific responsibilities in the areas listed above.
    With the 2011 elections, the Senate will restore the original eligibility rule. Voting and service in the Senate will be limited to faculty who report to OAA and the Office of Financial Aid. The change will exclude members of FADM and a small number of administrative assistants.   Current senators will serve out their elected terms. To ensure that the implementation of the rule is done correctly and fairly, the Senate Steering Committee will provide an appeals process for those who question why they are no longer eligible.

Representation In 2011, the size and structure of the Senate will change.   Research suggested that as the number of senators doubled from 1995 to 2010, the Senate grew too large for effective participation.   Beginning in 2011, the ratio of representation will change from 1:10 to 1:20, in effect, halving the number of senators.   And in 2011, the representation of colleges and divisions will change.   To ensure uniform representation of its large and diverse faculty, CLAS will elect senators from the divisions of Arts and Letters; Sciences; and Social Sciences as defined by the PSU Bulletin. Formerly a separate division, Extended Studies will become part of All Others. The goal is to encourage more effective communication between elected senators and sets of related departments and programs.

Elections   In 2011, the most notable change will be a new election procedure *with a streamlined ballot*.   The current opt-out nominations process will be replaced by a new opt-in nominations process.   The opt-in process is expected to increase participation by faculty who desire to serve or are encouraged by their colleagues to stand for election.

Leadership   In 2010, the Senate initiated a leadership succession of Presiding Officer-elect, Presiding Officer, and Past Presiding Officer. The terms of office for members of the Senate Steering Committee were staggered. These changes addressed two challenges. The most important Senate business such as making major curricular changes spans multiple years and requires continuity of leadership. But having continuity of leadership is difficult without a succession that enables the recruitment and training of new Presiding Officers.   Leadership succession is standard practice in most academic associations.

Responsibility At the heart of the process of shared governance is the requirement that Senators take seriously their responsibility as representatives of the faculty and the University.   Caucuses of senators and communications with colleagues and co-workers are vital elements of effective governance.
       Senators who anticipate that they cannot regularly attend meetings because of sabbatical leave, travel, or off-campus teaching will be expected to resign. Senators who miss more than three meetings without an alternate will be removed.

These changes are the work of dozens of faculty, staff, and administrators who shared in the research, deliberated on committees, and discussed processes for shared governance at PSU.   On January 3, the Senate had its first meeting of 2011 as a mini-retreat for senators and administrators to discuss PSU priorities. Moving forward, these discussions will shape the agenda for new more effective Senate and stronger communication between faculty and administration.

Now the work depends on you.

SIGNED Senate Steering Committee in cooperation with the Committees on Faculty Participation (08-09), Constitutional Change (09-10), and Implementation (10-11)