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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 **October 5, 2009**, at 3:00 p.m. in **53 CH.**

AGENDA

- A. Roll
- B. *Approval of the Minutes of the June 1/8, 2009, Meetings
- C. Announcements and Communications from the Floor
President's Report
- D. Unfinished Business
 - *1. Proposal to Amend the Constitution of the PSU Faculty, Art. 4, 4, g) Faculty Development Committee
- E. New Business
 - *1. Curricular Proposals Consent Agenda – Beyler and D. Brown
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
Report of the Provost
 - *1. Report of the Advisory Committee on Academic Information Technology – Spalding
 - 2. Report on H1N1 Flu Virus Procedures – Desrochers and Wallack
 - 3. Report of the Interinstitutional Faculty Senate Meeting of 2/3 October at OIT - Mercer
(<http://www.uoregon.edu/~ifs/ifs.html>)
- H. Adjournment

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

- B Minutes of the June 1/8, 2009 Meeting
 - Attachments to the Minutes of June 1/8, 2009
 - President's Report (overheads)
 - E-3 Proposal for Center for Women, Politics, and Public Policy
 - E-4 Revisions to Research Faculty Promotion and Tenure Process
 - G-7 Annual Report of University Studies Council
 - G-12 Report of Ad Hoc Committee to Assess Faculty Participation and Empowerment
 - G-13 Report of Ad Hoc Committee for Procedures for Program Review
 - G-14 Report on Revision of the Process for Program Approval
- D-1 Proposal to Amend the Constitution of the PSU Faculty Art. 4, 4, g) Faculty Development Committee
- E-1 Curricular Consent Agenda
- G-1 Report of the Advisory Committee on Academic Information Technology

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 1 & 8, 2009
Presiding Officer: Robert Mercer
Secretary: Sarah E. Andrews-Collier

Members Present

June 1, 2009:

Ames, Barham, Bielavitz, Blazak, Bleiler, Brodowicz, Brower, D. Brown, Buddress, Cabelly, Carter, Chaille, Chrzanowska-Jeske, Coleman, Collier, Collins, Cress, Devletian, Elzanowski, Farr, Fritzsche, Garrison, Gelmon, George, Gerwing, Gough, Gray, Hagge, B.Hansen, Harmon, Hickey, Hines, Hoffman, Hook, Hottell, Ingersoll, Jagodnik, Jhaj, Johnson, Khalil, Kinsella, Kohles, Lafferrière, Liebman, Livneh, Luckett, Luther, MacCormack, Magaldi, McKeown, R. Mercer, Mussey, Neal, Palmiter, Paradis, Patton, Paynter, Rogers, Rueter, Ruth, Ryder, Sailor, Sanchez, Seppalainen, Shusterman, Stovall, Sussman, Talbot, Thao, Tolmach, Turner, Wahab, Wallace, Walton, Wattenberg, Webb, Welnick, Whitefoot, Zelick.

Alternates Present: Zelick for Bodegom, Flower for Fallon, Ediger for Fountain, Bowman for Howard, Taylor for Meinhold, Groth for Pierce, Burgess for Stoering,

New

Members Present: Baccar, Fortmiller, Hatfield, Kwong, Thompson, Vance, Caskey, Zurk, C. Brown, Daasch, Leite, Burns, Cummings, Danielson Gamburd, Latiolais, Wetzell, Trimble, Taylor, Henning.

Members Absent: Accetta, Anderson-Nathe, Charman, Dickinson, Farhadmanpur, Fuller, D.Hansen, Jiao, Kaufman, Keller, Lall, L. Mercer, Messer, Murphy, Pejcinovic, Reese, Rhee, Toppe, Wamser, Weingrad, Wendler.

Ex-officio

Members Present: Andrews-Collier, Bowman, Desrochers, Feyerherm, Fung, Kaiser, Knight, Koch, Mack, Nelson, Sestak, Smallman, Spalding, Wiewel.

Members Present

June 8, 2009:

Ames, Barham, Bielavitz, Blazak, Bleiler, Brodowicz, Brower, D. Brown, Buddress, Cabelly, Carter, Chaille, Charman, Collier, Devletian, Elzanowski, Fallon, Farhadmanpur, Farr, Fountain, Fritzsche, Gelmon, George, Gerwing, Hagge, B.Hansen, D.Hansen, Harmon, Hickey, Hines, Hoffman, Hook, Hottell, Hsu, Jhaj, Keller, Khalil, Kinsella, Kohles, Lafferrière, Liebman, Livneh, Luckett, Luther, MacCormack, Magaldi, McKeown, R. Mercer, Murphy, Neal, Palmiter, Patton, Paynter, Reese, Rueter, Ruth, Sailor, Sanchez, Seppalainen, Shusterman, Stoering,

Sussman, Thao, Tolmach, Toppe, Turner, Wahab, Walton, Wattenberg, Webb, Whitefoot, Zelick.

Alternates Present: Meadows for Gray, Bowman for Howard, Taylor for Meinhold, Taylor for L. Mercer, Powers for Wallace.

New

Members Present: Baccar, Hatfield, Kwong, McBride, Caskey, Smith, Zurk, C. Brown, Bowman, Paschild, Brower, Burns, Danielson, Gamburd, Taylor.

Members Absent: Accetta, Anderson-Nathe, Bodegom, Chrzanowska-Jeske, Coleman, Collins, Cress, Dickinson, Fuller, Garrison, Gough, Ingersoll, Jagodnik, Jiao, Johnson, Kaufman, Lall, Messer, Mussey, Paradis, Pejcinovic, Pierce, Rhee, Rogers, Ryder, Stovall, Talbot, Wamser, Weingrad, Welnick, Wendler,

Ex-officio

Members Present: Andrews-Collier, Balzer, Desrochers, Feyerherm, Knight, Koch, Nelson, Sestak.

NOTE: THERE IS NO RECORDING OF THE JUNE MEETING.

A. ROLL: JUNE 1, 2009

B. APPROVAL OF THE MINUTES OF THE MEETINGS OF APRIL 6 & MAY 4, 2009.

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: April: Jost Lottes alternated for Neal. Charman and Sailor were present. April: p. 35 (item E.5.) ADD, after Para. 3: "THE AMENDMENT PASSED by 36 in favor, 16 against, and 15 abstentions."

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Election of Officers for the 2009-10 PSU Faculty Senate:

Presiding Officer: Maude Hines

Presiding Officer Pro tem: Tom Luckett

Steering Committee: Rob Daasch, Linda George, Brad Hansen, Juliette Stoering.

Having received no questions regarding the Institutional Assessment Council Annual Report of April 6, the Presiding Officer has accepted the report for the Senate.

A joint meeting of the Steering Committees is scheduled for 15 June at 3 p.m.

Correction to the Agenda

Document G-9 should be labeled "G-11, Annual Report of the General Student Affairs Committee."

Document D-1 should be labeled document E-5 (from the May meeting).

Add to the Agenda

- E.3. Proposal for Center for Women, Politics and Public Policy (handout)
- E.4. Revisions to Research Faculty Promotion & Tenure Process (handout)

Removed from the Curricular Consent Agenda by Request

- E.1.c. Certificate in Revitalizing Endangered Indigenous Languages.

President's Report

WIEWEL presented an update on the next budget, which consists of about \$7 Million less per year (overhead in attachment).

D. UNFINISHED BUSINESS

1. Process for the Creation, Elimination & Alteration of Academic Units

(This item is properly numbered "E.5.")

BLEILER/REESE MOVED THE SENATE APPROVE THE PROCESS as listed in "E.5," with the friendly amendment to change footnote #2 adding at the end of sentence #1, "review and make recommendations."

HANSEN stated he commends the effort, however, this process was designed for building programs. He queried how it would be used for elimination of a unit, given the questions it poses. He urged that a separate set of questions for program elimination be developed. RUETER stated he supported Hansen's remarks, noting that establishment and elimination are two very different processes. HANSEN reiterated that the detail is very important, in that we are facing the strong possibility of cuts in the coming year.

THE QUESTION WAS CALLED.

THE MOTION PASSED BY 38 in favor, 24 against, and 10 abstentions.

2. Proposal to Amend the Constitution of the PSU Faculty, Art. 4, 4., m) Educational Policy Committee

BOWMAN/BLEILER MOVED THE SENATE APPROVE the amendment as listed in "D.2."

THE MOTION PASSED by unanimous voice vote.

3. Proposal to Amend the Constitution of the PSU Faculty, Art. 4, 4., h) Teacher Education Committee

THE MOTION PASSED by unanimous voice vote.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

SHUSTERMAN/REESE MOVED THE SENATE APPROVE “E.1.” as listed with the exception of the Certificate in Revitalizing Endangered Indigenous Languages.

THE MOTION PASSED by unanimous voice vote.

2. Proposal to Amend the Constitution of the PSU Faculty Art. 4, 4, g) Faculty Development Committee

WALTON/AMES MOVED THE SENATE APPROVE THE AMENDMENT as listed in “E.2.”

CARTER commended the committee for moving the dates.

As proscribed by the Constitution, after Advisory Council review, the amendment will be returned to the floor on October 5, 2009.

3. Proposal for Center for Women, Politics and Public Policy

BOWMAN/GELMON MOVED THE SENATE APPROVE the proposal, as listed in “E.3.” (attached)

THE MOTION PASSED by unanimous voice vote.

4. Revisions to Research Faculty Promotion & Tenure Process

KOROLOFF presented the proposal on 8 June after “E.1.c.” (attached)

BLEILER/HICKEY MOVED THE SENATE APPROVE the proposed revisions, as listed in “E.4.”

GAMBURD requested that the incorporation language be reviewed for errors and MACK agreed.

THE MOTION PASSED BY MAJORITY VOICE VOTE.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Annual Report of the Budget Committee

LIVNEH presented the report for the committee.

The Presiding Office accepted the report for the Senate.

2. Annual Report of the Committee on Committees

BRODOWICZ presented the report for the committee, on 8 June after “E.4.”

The Presiding Office accepted the report for the Senate.

3. Annual Report of the Undergraduate Curriculum Committee

JAGODNIK presented the report for the committee.

The Presiding Office accepted the report for the Senate.

4. Annual Report of the Educational Policy Committee

BOWMAN presented the report for the committee after “G.10.”

The Presiding Office accepted the report for the Senate.

5. Annual Report of the Faculty Development Committee

WALTON presented the report after E. 2.

CARTER commended the committee for moving the award dates.

The Presiding Office accepted the report for the Senate.

6. Annual Report of the Graduate Council

BEYLER presented the report for the committee.

The Presiding Office accepted the report for the Senate.

7. Annual Report of the University Studies Council

CRUZAN (E-DISTRIBUTION 5/25/09) presented the report on 8 June after “G.8.” (attached)

HINES noted that the schedule is not timely. CRUZAN responded that it could be revised. HINES questioned how her course could fit the proposed cluster scheme.

JHAJ _____ SEPPALAINEN _____
GELMON requested clarification as to how the reorganization relates to Sophomore Inquiry. CRUZAN noted that the SINQ would be decoupled from the clusters.

The Presiding Office accepted the report for the Senate.

8. Annual Report of the Teacher Education Committee

RUBEN presented the report for the committee on 8 June after “G.2.”

The Presiding Office accepted the report for the Senate.

9. Annual Report of the Library Committee

DAVIDOVA presented the report (SEE MAY 4, 2009 MAILING) for the committee, on 8 June after “G.15.”

The Presiding Office accepted the report for the Senate.

DAVIDOVA/MURPHY MOVED (from the report):

WHEREAS, (1) The Library faculty and staff have demonstrated that they are capable of using reduced resources to achieve positive outcomes for the student population at Portland State University;

(2) There is an increasing emphasis on research at Portland State University to support faculty and to increase the quality of both graduate and undergraduate education;

(3) The collections and staff of the Library provide direct support to research at Portland State University; and

(4) Under our current system research overhead funds collected and justified on the basis of library costs are not necessarily allocated towards actual library expenses. The practice of allocating a fixed percentage of overhead funds towards library expenses is not uncommon in other research institutions, such as the Idaho State University.

WE REQUEST that all avenues of library support be fully considered and exploited in-so-far as they support the mission of the Library as a service institution. Particularly, we request that the University allocate a fixed percentage (3%) [In FY06 3% of grant overhead would have been \$179 000.] of research-generated revenue ("F&A" or "overhead") to support the Library.

FEYERHERM spoke against the motion, stating that research on this item was in progress. CARTER asked if and when this would be shared. Feyerherm stated it would be available in November.

HICKEY spoke in favor of the resolution stating that it sends a strong signal from faculty. RUETER stated he supported the purpose but queried if the Senate should proceed with this motion. D. BROWN stated he agreed with Rueter.

BIELAVITZ yielded to Sarah Beasley, LIB., who spoke in favor of the motion. _____ noted that at least the Senate should expect the requested report on Finance & Administration. BLEILER reminded the body that the motion is a request. JHAJ stated he felt conflicted about how to proceed.

THE MOTION WAS TABLED by majority voice vote.

10. Annual Report of the Scholastic Standards Committee

LONEY presented the report for the committee.

The Presiding Office accepted the report for the Senate.

The meeting was concluded at 5:05 p.m.

THE MEETING RESUMED ON JUNE 8, 2009, including roll call and announcements:

Provosts Report

KOCH gave a brief report on the State Board meeting, and budget developments.

E. NEW BUSINESS (CONTINUED)

1.c. Certificate in Revitalizing Endangered Indigenous Languages

AMES/CARTER MOVED THE SENATE APPROVE the Certificate in Revitalizing Endangered Indigenous Languages as listed in “E.1.c.”

GARRISON yielded to Kim Brown, LING, who reminded that this certificate is for all, not just Native American, indigenous languages.

THE MOTION TO APPROVE PASSED by unanimous voice vote.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES (CONTINUED)

11. Annual Report of the General Student Affairs Committee

KOGAN presented the report for the committee on 8 June after “G.14.”

The Presiding Office accepted the report for the Senate.

12. Report of the Ad Hoc Committee to Assess Faculty Participation & Empowerment

FLOWER presented the report for the committee. (Executive Summary attached)

HICKEY thanked the committee for their work, on behalf of the Senate.

FLOWER/HICKEY MOVED THE SENATE APPROVE THE PROPOSED MOTION:

*Whereas, PSU has grown significantly since the last revision of its Constitution, and
Whereas, the 2005 Ad Hoc Committee on Shared Governance, and the 2008-09 Ad Hoc Committee to Assess Faculty Participation and Empowerment both recommended the formation of a Constitutional Amendment Committee,
We move that an ad hoc committee be formed to propose changes to the constitution that bring it more in line with our current composition and circumstances.*

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote.

The Presiding Office accepted the report for the Senate.

13. Report of the Ad Hoc Committee for Procedures for Program Review

OSTLUND presented the report for the committee (attached). She emphasized that the highlights in their recommendations are that: 1) there should be a permanent Senate committee for this purpose; 2) there should be a standing work schedule, as outlines; and, 3) that in the case of exigency or retrenchment, steps 1 – 5 of the proposed schedule be implemented at any time needed.

14. Report on Revision of the Process for New Program Approval

FEYERHERM/SMALLMAN presented the Pre-submission and Approval processes for new program proposals (attachments). FEYERHERM called attention to the Pre-submission Process, and noted that in addition, the Approval Process includes some revisions, including a requirement to consult with the Library, Information Technology and the Budget Office. He also noted that after Senate action takes place on the program proposal; the Provost consults with the university budget team to ensure that resources continue to be available to implement a program. He concluded with a reminder that after a program is approved by the university it is still subject to OSBHE approval.

LIVNEH requested that Academic Affairs consult the Senate Budget Committee for a clarification regarding the role of the Budget Committee.

15. Report of the Committee on Long Term Institutional Fiscal Strategies (LTIFS)

KAISER presented the report for the committee on 8 June after “G.7” noting that it is available at <http://www.pdx.edu/oaa/ltifs-report-and-clustered-recommendations>

16. Report of the IFS meeting of June 4/5 at OHSU

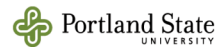
The report was tabled and senators were instructed to consult the minutes, available at <http://www.uoregon.edu/~ifs/ifs.html>

G. ADJOURNMENT

The meeting of 8 June was adjourned at 4:40 p.m.

PRELIMINARY BUDGET PLAN
2009-2010
FACULTY SENATE
PRESIDENT WIM WIEWEL

June 1, 2009



June 1, 2009 Faculty Senate Budget Presentation



Recommended Budget Actions To Meet Budget Shortfall, July 1, 2009.

22% STATE APPROPRIATION REDUCTION (Plus EBL & Financial Aid Adjs.) Results in Shortfall:	\$28,400,000
TUITION REVENUE LOSS (due to capacity loss)	800,000
TUITION RATE INCREASES (based on 13% Resident UG/10% all other groups)*	13,500,000
SALARY/FTE/WORK FURLOUGH SAVINGS @ 4.6%	3,900,000
OVERHEAD RATE INCREASE of 4% or Tuition Revenue Share with self support programs/auxiliaries	1,200,000
SUMMER SESSION CONTRIBUTION INCREASE (25% to 30%)	500,000
REDUCTIONS FROM CAMPUS CLOSURES/LEASES/MOVES/ ENERGY COSTS AND MISC.	2,000,000
SERVICES AND SUPPLIES REDUCTION of 3%	500,000
ACADEMIC (INSTRUCTIONAL) REDUCTIONS	1,860,000
ADMINISTRATIVE & ACADEMIC SUPPORT UNIT REDUCTIONS	4,000,000
OTHER ADMINISTRATIVE REDUCTIONS/REVENUE OFFSET	1,740,000

SOME LIKELY IMPACTS OF THESE ACTIONS:

*SOME LOSS OF STUDENT CREDIT HOURS 17,000

*LOSS OF SOME COURSES (141)

*FACULTY (23) AND STAFF (45) FOR TOTAL OF 68
(includes graduate assistants)

*STAFF SERVICE HOURS 94,000

IMPACTS WILL BE GREATER SHOULD ELEMENTS OF PLAN
CHANGE

*CO CHAIRS BUDGET COULD MEAN 110 TO 120 FACULTY AND
STAFF LOSSES

TOTAL UNIVERSITY
EDUCATION AND GENERAL BUDGET

ANTICIPATED TO BE \$240,000,000

HOWEVER, THERE ARE A NUMBER OF
CONTINGENCIES WHICH CAN CHANGE THIS
TOTAL AND THE IMPACTS.

Uncertainties and Unknowns

PRELIMINARY BUDGET LIKELY TO CHANGE WITH FINAL STATE AND OUS BOARD ACTION ON THE FOLLOWING:

TUITION: UNCLEAR WHAT LEVEL OF BASE TUITION STATE/OUS WILL ADOPT (JULY IS DECISION MONTH). DIFFERENTIAL TUITION PROPOSALS MAY ALSO NOT BE APPROVED.

STATE APPROPRIATION REDUCTION: CURRENT CO-CHAIR REDUCTION IS 16 TO 18%, WITH A NUMBER OF UNCLEAR POINTS.

SALARY SAVINGS: PENDING GAP OF \$100M IN CO CHAIR BUDGET COULD DIVERT SAVINGS. BARGAINING AGREEMENTS NEEDED TO IMPLEMENT.

ADDITIONALLY---

TAX INCREASES: CORP/PERSONAL INCREASES MAY NOT BE APPROVED – CO CHAIRS BUDGET IS CONTINGENT ON TAX INCREASES

CURRENT ENROLLMENT ASSUMPTION: OF ZERO GROWTH MAY CHANGE AND IMPACT TUITION REVENUES

UNIVERSITY IMPLEMENTATION OF REDUCTIONS: MUST BEGIN PROCESS NOW TO REALIZE NECESSARY REDUCTIONS AND REVENUE ACTIONS

FINALLY---

STATE CURRENT BIENNIUM DEFICIT: \$350M IS UNRESOLVED AS YET

NEXT YEAR REVENUE FORECASTS: MAY CHANGE NEXT YEAR REQUIRING ADDITIONAL ADJUSTMENTS

Memorandum

Date: 28 May 2009

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: EPC Review on the proposal for the **Center for Women, Politics, and Public Policy**

The Educational Policy Committee moves that the Faculty Senate approve the proposal for the creation of the Center for Women, Politics, and Public Policy as part of the Hatfield School of Government.

This Center would: 1) take over administration of and expand the New Leadership Oregon program; 2) expand the number of classes taught on gender and politics, and; 3) advance research on the study of women and politics, creating a community of like-minded scholars.

The Center will be funded by the state appropriations for the New Leadership Oregon program and by private donations.

The questions the Committee had about this proposal dealt with curricular responsibility for courses offered, contingency planning for funding, and Women's Studies' attitude toward the center. All of these questions were answered to the Committee's satisfaction.

The Center would report to the Director of the Hatfield School of Government and ultimate curricular responsibility belongs to the School rather than the Division, thus there isn't a shift of curricular responsibilities.

There are plans for both increased fundraising activity and a slower rollout if funds are not available at the level necessary for the plan as laid out in the proposal.

The Women's Studies Department wholeheartedly supports the proposed Center.

Office of Graduate Studies and Research
Graduate Studies Research and Sponsored Projects

Post Office Box 751
Portland, Oregon 97207-0751
Unitus Building, 6th Floor

503-725-8410 Graduate Studies
503-725-3423 Research and Sponsored Projects
503-725-3416 fax
www.gsr.pdx.edu

February 24, 2009

To: Robert Mercer, Presiding Officer, Faculty Senate
Carol Mack, Vice Provost for Academic Administration and Planning

From: 
Nancy Koroloff, Ph.D.
Associate Vice Provost for Research and Sponsored Projects

Re: Establishing guidelines for promoting Research Assistants, Senior Research Assistants, Research Associates and Senior Research Associates.

The purpose of this memo is to ask the leadership of the Faculty Senate to assist me in determining how to implement the proposed guidelines for promoting Research Assistants through Senior Research Associates. Below, I have outlined the process that resulted in this set of proposed guidelines. Attached you will find the report and proposed guidelines that have been accepted by both Associate and Assistant Deans and the Council of Academic Deans. Please advise me regarding whether any discussion or review is needed by the Faculty Senate or its committees. I would be happy to meet with the steering committee of the Senate if you think that appropriate.

Background

As a part of the 2005-2007 Collective Bargaining Agreement, The Joint Compensation Task Force was appointed to look at issues of compensation across the University. One of its subcommittee, the Subcommittee on Research Support was appointed to "...examine and propose guidelines for ranks, qualifications, position descriptions, and compensation for research assistants, senior research assistants, research associates and senior research associates". This subcommittee was made up of equal numbers of AAUP members and PSU administrators. The subcommittee developed guidelines for these qualifications, and position description for these ranks which were subsequently adopted by the Joint compensation Task Force. The attached document, "PSU criterion for research assistants and research associates" was approved by then Associate Vice Provost, Michael Driscoll in January of 2006. These ranks were subsequently placed into personnel policy and implemented across campus.

One of the recommendations of the Subcommittee on Research Support was that "During FY 06 departments develop within their promotion guidelines items pertaining to research faculty". This recommendation was taken seriously by the Associate and Assistant Deans Committee and incorporated into their annual plan for 2007-2008. A work group was convened to make recommendations to A&A Deans Committee "regarding a university wide time line and general criteria that could guide the promotion of research faculty". This work group consisted of several researchers and members from A&A Deans Committee. After extensive research into the criteria and promotional

procedures for research ranks in other universities, the work group recommended a series of general PSU guidelines for promotion of research assistants/research associates. These guidelines were patterned heavily after existing processes in two of PSU's academic units. These general guidelines were intended to provide direction to the academic units who would then be required to submit unit specific criteria and procedures for promotion.

The general guidelines were approved by the A&A Deans Committee in spring of 2008. They were reviewed, revised slightly and approved by the Council of Academic Deans in the summer of 2008.

cc: Sarah Andrews-Collier, Secretary to the Faculty



AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
Portland State University Chapter

To: Robert Mercer, Presiding Officer, Faculty Senate
Nancy Koroloff, Ph. D
Associate Vice Provost for Research and Sponsored Projects

From: Jonathan Uto, President, PSU-AAUP

RE: Establishing guidelines for promoting Research Assistants, Senior Research Assistants,
Research Associates and Senior Research Associates

PSU-AAUP is supportive of the 02-14-09 version of "Promotion Process for Research Assistants and Research Associates" and the "Addendum to Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases". Our only request is that salary numbers be removed from the document and that the PSU-AAUP Collective Bargaining Agreement be referenced for this.

Please do not hesitate to contact me if you have any questions. We look forward to implementing a process that provides our research colleagues with a clear career path.

Memorandum

Date: 26 May 2009

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: EPC Review of P&T Addendum for Research Assistants/Associates

The Educational Policy Committee reviewed the P&T addendum for Research Assistants/Associates and supports Senate passage of this policy change.

This policy establishes rank definitions based on level of work. It also requires units to establish procedures for evaluating research assistants and associates.

Upon review, the Committee had only two questions: 1) Is there a path from Senior Research Association to Research Assistant Professor? Answer, no formal one beyond the capability of any fixed-term faculty member to request evaluation under the full P&T guidelines. And 2) The ranks are based upon responsibilities. What happens if a Research Associate transfers to a grant and performs Research Assistant-level work? No known instance of this, but if it happened the Research Associate stays at that level and the PI would have to compensate them at this level.

Revisions to Research Faculty Promotion & Tenure Process

Addendum to Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases.

Addendum to **III. Ranks** (page 13-14)

(Delete current entries for “Research Associate and Senior Research Associate” and “Research Assistant and Senior Research Assistant”)

Insert:

Research Assistant: This rank is appropriate for appointment of faculty whose primary responsibility is the conduct of research under supervision. Typically, individuals in this rank will assist in research by gathering data using a pre-determined protocol, do routine experimental procedures, gather materials for reports, perform routine data processing or lab work, data management, routine data analysis. Individuals appointed as research assistant will have a bachelor degree or specific expertise required for the research project. Faculty at this rank receives close supervision and may be asked to supervise students.

Senior Research Assistant: A faculty member will be considered for promotion to the rank of Senior Research Assistant with two years of experience at the Research Assistant rank or its equivalent. Promotion to the rank of Senior Research Assistant requires that the faculty member demonstrate the ability to coordinate research activities and statistical analysis, maintain data bases, coordinate collection, processing and reporting of data, and coordinate the preparation of reports and presentations. A faculty member at the rank of Senior Research Assistant receives general supervision and may be assigned to supervise research assistants and students.

Research Associate: A faculty member at the rank of Research Associate will typically have a Masters degree or a Bachelors degree with equivalent combination of education and experience. A faculty member will be considered for promotion to the rank of Research Associate with four or more years of progressively responsible research experience. Promotion to the rank of Research Associate requires that the faculty member demonstrate the ability to participate in writing grant proposals and in the design, execution and control of research studies; manage the analysis of data; manage the conduct of experimental tests and procedures; develop new research methodologies and data collection protocols. The faculty at this rank will work independently and may be assigned to supervise and train research staff, support staff and students.

Senior Research Associate: A faculty member at the rank of Senior Research Associate will typically have a Masters Degree or PhD and six or more years of progressively responsible research experience. Promotion to the rank of Senior Research Associate requires that the faculty member demonstrate the ability to design, develop, execute one or more research studies; assist and take a major role in writing grant proposals and acquisition of support; author publications; take a lead role in the development of new research methodologies and data collection protocols. The faculty at this rank will work independently and may be assigned to supervise research staff, support staff and graduate students.

Addendum to **V. Administrative Roles and Procedures/Promotion and Tenure**

Insert: **V-a. Administrative Roles and Procedures for Promotion of Research Assistant/Associate Ranks**

A. Departmental Authority and Responsibility

Each academic unit (department, school or college) will be required to develop and submit criteria and procedures for promotion within research ranks that are specific to the research activities of that unit. These guidelines will fulfill the minimum standards of the University guidelines, which have priority. These criteria will be reviewed and approved by the Dean and Provost.

1. Procedures for research faculty evaluation.

a. The request for promotion can be initiated by the supervisor/principal investigator or the individual himself/herself.

b. The faculty should be in-rank at PSU at least one year before requesting promotion to the next rank

c. Changing rank signals a qualitative difference in what the individual will do on the job; specifically there will be an increase in both the initiative required and level of responsibility. When responsibilities extend beyond the current job description, this may be reason to consider promotion. The reviewer should also assess evidence that the individual is prepared to perform the activities at the next higher rank.

d. All promotions should be accompanied by an increase in salary as set in the collective bargaining agreement.

e. Request for promotions may be forwarded to the Provost typically twice yearly, although exception can be made if funding cycles make it necessary. This is consistent with the fluidity of research funding and the fact that research project staffing needs do not follow a nine-month academic schedule. Academic units may choose to set their own time lines for request for promotion to be submitted to the Dean.

f. Each academic unit will articulate a mechanism for allowing the individual to appeal, should the request for promotion be denied.

2. Responsibility of the reviewer (supervisor) and the review group

a. At a minimum, the group that conducts the annual performance review according to Article 18 of the 2007-2009 PSU-AAUP Collective Bargaining Agreement will also receive and review the request for promotion, although the academic unit may wish to constitute a different group.

b. Requests for promotion will go through the same decision making process as annual reviews. The annual review/promotion committee makes a recommendation to the department chair (research center or institute director, school director). This individual then makes a recommendation to the Dean.

B. Responsibility of the Dean. The Dean forwards all requests with his/her recommendations to the Provost for his/her review and final decision.

I:\Staff\OAA\Carol\Committees and Task Forces\A&A Deans\Task Force on Research Faculty Promotion\Addendum to P&T policy for research faculty w CADs revisions 3-26-09.doc

Report of the University Studies Council to the Faculty Senate – June 2009

Prepared by Mitch Cruzan, Chair

Council: Mary Ann Barham, Darrell Brown, Mitch Cruzan, Ann Marie Fallon, Harrell Fletcher, Jeff Gerwing (UNST Faculty Representative), Deb Kaufman, Subhash Kochar, Hildy Miller, Swapna Mukhopadhyay, Betsy Natter (Co-Chair), Bob Schroeder, Tom Seppalainen, Michael Taylor, and Linda Walton. **Ex-officio:** Sukhwant Jhaj, Shawn Smallman

The culminating work of the council this year was to develop a process for the realignment of University Studies Clusters (*see Action Plan below*). We have identified a preliminary list of new clusters that we believe represent the priorities of the faculty and students at Portland State University, and have developed a process for cluster realignment that relies heavily on input from faculty, departmental chairs, cluster coordinators, and deans. Our primary goal in this report is to present an implementation plan for cluster realignment, with opportunities for further input during a interim report to the Senate in the fall of 2009 and final approval of a proposal in spring of 2010.

Other work of the 2008 – 2009 UNST Council included:

- We implemented recommendations concerning transfer students from the 2007 – 2008 council:
 1. Transfer students with 30-44 credits will no longer be required to complete Transfer Transition. (This is a change in the graduation requirements for transfer students.)
 2. Transfer students with 30 or more credits will be required to have taken one writing class beginning with Writing 121 or its equivalent with a grade of C- or above. (This is a change in the 2009-10 admissions requirements for transfer students.)
- We unanimously approved changes in policies on cluster courses suggested by the 2006 *ad hoc* council:
 1. Courses not offered at least once in a two-year period are subject to removal from a cluster unless special circumstances exist.
 2. New courses with 399/410 designations will not be considered for approval as cluster courses. Faculty currently offering 399/410 courses are encouraged to seek approval for them as regular courses. All 399/410 courses will be removed from cluster course lists beginning AY 2010 - 2011.

The University Studies Council intends to proceed with junior cluster realignment as outlined below.

- **Realignment will:**
 1. Enhance the interdisciplinary curricular content of clusters to encourage students to explore a theme from diverse perspectives.
 2. Increase course offerings within each cluster so students have more options to complete their requirement in a timely manner.
 3. Reduce the number of clusters offered to eliminate or reduce the large number of student petitions generated under the current system.
 4. Reinvigorate cluster areas, providing more opportunities for faculty and students to collaborate across departmental boundaries around issues and questions that are salient to Portland State.

Acknowledgments: I would like to express my deep appreciation to all the council members for their hard work, and particularly for helping generate an atmosphere that facilitated candid and creative discussion on issues that are profoundly important to all of us and for the university.

University Studies Council – Action Plan for Cluster Realignment

I. Rationale.

Upper Division University Studies Clusters are comprised of courses from a variety of disciplines. The courses call upon the skills and knowledge students have developed in their lower division University Studies courses, FRINQ and SINQ. Students in these courses are expected to be increasingly proficient in writing, research, discussion, computer and inquiry skills. Through their choice of Cluster courses, students can design an individualized plan of study focused on an interdisciplinary theme that supports their overall academic goals. Currently, there are 26 clusters.

Over the past two years, a series of problems with the existing cluster offerings have been identified through conversations with university faculty, students and cluster coordinators:

1. Many of the current clusters fail to meet UNST goals by either lacking sufficient coherence or levels of interdisciplinarity.
2. Several of the clusters are relatively small and offer a very limited number of courses per term.
3. Infrequent course-offerings have precipitated confusion and frustration among students.
4. Insufficient course offerings within clusters has precipitated an unwieldy number of petitions for substitutions of courses to meet graduation requirements.

*These problems are not new, but have been highlighted in reports to the Faculty Senate by this council in 2006 (as the ad hoc predecessor to the council) and 2008. This council is obligated to take action to ensure continued **student success** and the integrity of our undergraduate general education.*

II. Implementation Process.

The University Studies Council will initiate a process to solicit information and opinions from faculty, department chairs, and deans aimed at the implementation of a cluster realignment that meets the following goals:

1. Enhance the interdisciplinary curricular content of clusters.
2. Increase course offerings within each cluster.
3. Reduce the number of clusters offered.
4. Realign clusters to support themes and learning goals that are of prime importance for faculty and students of Portland State University.
5. Reinvigorate cluster areas, providing more opportunities for faculty and students to collaborate across departmental boundaries around issues and questions that are salient to Portland State University.
6. Introduces a new thematic organization that ***includes all existing cluster courses.***

These guidelines for UNST cluster development and assessment will be used to replace the current clusters with a shorter list of broader and more robust themes. We hope to implement cluster realignment over the next year (i.e., by spring 2010).

After reviewing the current cluster course offerings, six tentative and broad thematic areas have been identified by the Council. These new cluster themes will be composed of existing cluster courses. *Our goal is to develop collections of thematically unified courses that encourage students to explore subjects from the diverse perspectives offered by different disciplines. Achieving this goal will require the collective efforts of faculty and departmental chairs from across the university.*

The University Studies Council intends to realign clusters in several stages:

1. **Spring 2009** - Develop a preliminary list of new clusters.
2. **Summer to Fall 2009** – Solicit input from faculty and departmental units on new course distributions that align with the new clusters. This will allow for general feedback on cluster realignment and proposals for additional clusters that serve themes not represented in the current list of clusters.
3. **Fall 2009** – Assessment of curricula offered by each to cluster to address:
 - a. Richness - an adequate number of courses are included to ensure a minimum of *eight* offerings per term.
 - b. Interdisciplinarity - courses in each cluster are drawn from a minimum of three disciplines, with substantial contributions of courses from at least two.
 - c. Inquiry approach – each cluster contains courses that utilize inquiry-based approaches in their pedagogy.
 - d. Thematic coherence – the suite of courses included in the cluster represent a cohesive theme that does not have substantial overlap with themes represented by other clusters.
4. **November 2009** – Interim report to the Faculty Senate.
5. **Winter to Spring 2010** – Solicitation of additional faculty input and refinement of cluster course composition.
6. **Spring 2010** – Submission of a report on the outcomes of our efforts and request for the approval of the proposal for UNST cluster realignment from the Faculty Senate.

III. Potential cluster themes.

1. ***Knowledge, Technology and Society*** – Students in this cluster will investigate the nature of forms of knowledge across science and technology and the ethical and social responsibility of science and its technological applications. Courses will focus on the development of skills in creative and critical thinking as it applies to the growth and implementation of knowledge.
2. ***Cultural Studies***– Students in this cluster will study expressions of culture in texts, art, media, politics and economy, evaluate their connections to relevant social issues of ethnicity, class, and gender, and reflect on pathways for cultural transformation.
3. ***Globalization*** – Students in this cluster study the interactions among peoples and cultures past and present. Courses will focus on defining and understanding globalization through both discrete components and systemic processes, and on the development of skills and attitudes that enable students to function as “global citizens.”
4. ***Family, Community and Society*** – Students in this cluster will focus on the central contexts of social life - from families through communities to societies - and the ways that norms, diverse traditions, cultural contexts, and other social structures shape our experience and existence.
5. ***Sustainability*** – Students in this cluster area will focus their studies on understanding the interconnections among economic, environmental, and social concerns to create a more sustainable future.
6. ***The American Experience*** – Students will investigate the pivotal political, social, economic, natural, historical, and cultural factors that allow for an understanding of the American past and present.

IV. Course distributions.

The development of new clusters will rely heavily on input from faculty, departmental chairs, and cluster coordinators. The preliminary list of proposed clusters will be distributed to departmental chairs with a request to:

1. Assign all of the existing individual cluster courses to one of the newly proposed clusters.
2. Provide written feedback on courses that have inadequate correspondence to the proposed clusters, including a brief description of the course focus and how it supports identified themes

V. Assessment.

The University Studies Council will assess newly formed clusters to ensure adequate levels of richness and evenness among disciplines of course offerings to provide students with diverse perspectives. Adjustment of the course composition of clusters may occur with input from faculty and departmental chairs to promote thematic cohesiveness and to bolster course diversity.

Ad Hoc Committee to Assess Faculty Participation and Empowerment

Executive Summary of Final Report to Faculty Senate¹

June 8, 2009

Committee Members: Joe Ediger, Michael Flower (Chair), Maude Hines, John Rueter, Linda Walton and Craig Wollner; **Survey Research:** Bob Liebman

The Ad hoc Committee to Assess Faculty Participation and Empowerment was created by the Faculty Senate pursuant to a motion passed on February 5, 2008.

We move to create an ad hoc committee to assess faculty participation and empowerment at PSU, and to come forward with proposals for reform of the system of shared governance. The committee will field a survey, hold focused conversations with faculty, staff, and administrators, and research shared governance at other institutions, with attention to how institutions have accommodated growth similar to ours.

On recommendation by the Senate Steering Committee, the committee will consist of representatives from the Committee on Committees, the Educational Policy Committee, the Advisory Council, Senate Steering Committee, and other faculty and administrators knowledgeable about university governance. The survey and conversations will be designed to determine faculty and staff satisfaction with participation and shared governance at PSU; what obstacles, if any, are currently in the way of faculty and staff involvement in governance; and ideas for increasing participation in governance.

Chronology of the Committee's Work

- **Reviewed the recommendations of the earlier Ad Hoc Committee on Faculty Governance**

(submitted May 9, 2005, but not adopted), available at

http://homepage.mac.com/flowermj/epc/archive/minutes_assets/FacGovReport.pdf

- **Reviewed a survey of existing literature on shared governance provided by the Educational Policy Committee.**

- **Invited Bob Liebman to design a survey and hold focus groups to assess the faculty's view of participation and governance.** Faculty and administrators in the focus groups had served in the Senate and on University committees. To supplement his research, Liebman also carried out informal interviews with administrators as well as discontented faculty who would not take part in focus groups.

- **Conducted a governance survey distributed to all faculty, staff, and administrators eligible for election to the Senate.** In fall 2008, Liebman and the Committee used the information gathered in these conversations, as well as the literature review, to construct a web survey of faculty, staff, and administrators eligible for election to the Senate. Of 1132 eligibles, 587 (52%) completed the survey; Liebman presented an analysis of the results at both of our open campus forums in April.

- **Held two open campus forums in April.** The first, "Who are the Faculty?" comprised members from across ranks of instructional faculty. The second, "What is Shared Governance?" looked at the history and experience of shared governance at PSU

- **Hosted a visit by Adrianna Kezar** of the University of Southern California, one of the most thoughtful and prolific advocates for reflection on and reform of US universities. Professor Kezar, who has ties to PSU from the 1990s when she was part of a Kellogg Foundation study team on the urban university, read the research findings, consulted with the Committee, discussed changes in the character of faculty and governance at PSU in

¹See the committee website—<http://homepage.mac.com/flowermj/governance/index.html>—for additional comment and supporting materials.

the context of national shifts in higher education, and presented options for strengthening our governance process.

Summary recommendations: Based on our findings, the Committee recommends the following:

- 1) A number of the recommendations that follow require changes in the Faculty Senate constitution. Hence, **we recommend** the formation of an Ad Hoc Constitutional Amendment Committee to undertake a review of the more than 40-year-old PSU Faculty Constitution and make recommendations for revision that will bring faculty governance into alignment with the institution as it is now. One of the most important issues to be addressed is the transformation in the faculty and issues related to representation of contingent faculty. Because this recommendation was also made by the 2005 committee and no action was taken on it, we present a motion to form such a committee at the end of this document.
- 2) Among the possible conceptions of the Faculty Senate's purpose and collective vision—including community building, blocking the actions taken by others, sorting out political interests, or strategic engagement with institutional issues—**we recommend** that, in addition to its normal responsibilities of curricular oversight, the PSU Faculty Senate adopt a more activist conception of itself as a faculty governance body that operates in a consciously strategic fashion to address institution-wide issues in order to be a working partner with the administration and all statewide partners in shared governance. **We recommend** a significant portion of the first fall term Senate meeting be set aside to shape a strategic agenda for the year. As a further extension of this strategic focus, **we recommend** formation of a Provost's Advisory Committee.
- 3) The Senate is too large to act as an effective agent of faculty governance. **We recommend** halving its size by changing the ratio from 1 senator per 10 members within the present categories to 1 senator per 20.
 - 3a) **We recommend** the election process be electronic.
 - 3b) Given a smaller Senate and recognizing the size of the university, **we recommend** the possible creation of 'unit councils' as intermediary representative structures.
 - 3c) Because of its size, **we recommend** considering the replacement of at-large representation of the CLAS faculty with smaller blocs that might form a caucus (humanities, social sciences, sciences, for example)
- 4) The faculty survey revealed considerable discontent about the operation of the Senate. In addition to a smaller Senate and associated changes (3, above), **we recommend** the following as facilitating more effective Senate operation and thus more effective governance.
 - 4a) Encourage and mentor new faculty to get involved in faculty governance, in part by developing a brief handbook that would introduce them to how things work. If the Faculty Senate becomes a more efficient and effective body, then new faculty will be far more likely to be willing to participate..
 - 4b) Provide at least one course release for the Presiding Officer (as with Secretary to the Faculty).
 - 4c) Provide and fund ongoing support of the Faculty Senate website so that all faculty can easily follow the business of the Senate.
 - 4d) Make it common practice for at least one member of the Steering Committee to have served the year before; when at all possible the Presiding Officer Pro Tempore should become the next Presiding Officer.
 - 4e) Include in the June Senate a summary of the important business discussed that year and a brief summary of how the Faculty Constitution scripts the Senate's business. This will help acclimate new senators.
 - 4f) Endeavor to bring in new faculty to create a broader spectrum of representation on committees.

Motion

Whereas, PSU has grown significantly since the last revision of its Constitution, and
Whereas, the 2005 Ad Hoc Committee on Shared Governance, and the 2008-09 Ad Hoc Committee to Assess
Faculty Participation and Empowerment both recommended the formation of a Constitutional Amendment
Committee,

We move that an ad hoc committee be formed to propose changes to the constitution that bring it more in line
with our current composition and circumstances. .

Ad Hoc Committee for Procedures for Program Review Report to Faculty Senate, June 8, 2009

Members: Michael Bowman, EPC, J.R. Estes, UCC, Linda George, ARC, Pauline Jivanjee, GC, Kathi Ketcheson, OIRP, Carol Mack, OAA, Robert Mercer, FSSC, DeLys Ostlund, OGSR (Chair), Shawn Smallman, OAA, Linda Walton, AdvCoun, Rich Wattenberg, BC
Consultant: Steve Harmon, OAA

The Ad Hoc Committee for Procedures for Program Review (Committee) was charged with creating a process for program review and establishing a set of criteria that could be used for possible auditing or possible elimination of academic programs.

The Committee met weekly from May 6 through June 3. From the onset members noted the distinction between a program review for the purpose of improving quality and one for budget savings. The Committee concluded it is not feasible for the University to attempt save money by eliminating programs without invoking Article 22, the retrenchment clause of the AAUP contract. Otherwise, tenured and tenure-track faculty would need to be reassigned to other units, resulting in limited economic benefit to the University. The Committee also noted that his reassignment would create tensions between displaced faculty members and the receiving units.

The Committee hereby recommends the following process and criteria which the Provost and/or President could use in making decisions regarding the possible elimination of programs. We recommend that this process be followed with the context of larger institutional review.

- (A) A permanent Faculty Senate Program Audit Committee with rotating membership should be established. This committee would have oversight of the initial steps of the program audit process. Committee membership should be comprised of a mix of administrators and faculty; each members would serve a period of 3 years.
- (B) The following annual process for program audits should be put in place (while it is ready to be piloted, it can and should be modified as needed):
 - 1. Data on the following quantitative metrics and sub-metrics will be gathered by OIRP and analyzed. This would occur during Fall term, for the previous 5-year period, to look for patterns and/or trends within the Units, as well as to identify weak Units.

Program demand and delivery

Undergraduate SCH/FTE

Graduate SCH/FTE

Undergraduate degrees/FTE, minors/FTE and certificates/FTE

Graduate degrees/FTE and graduate certificates/FTE

Program NET cost

Total E&G expenditures (fiscal year)

Undergraduate SCH/total E&G expenditures

Graduate SCH/total E&G expenditures

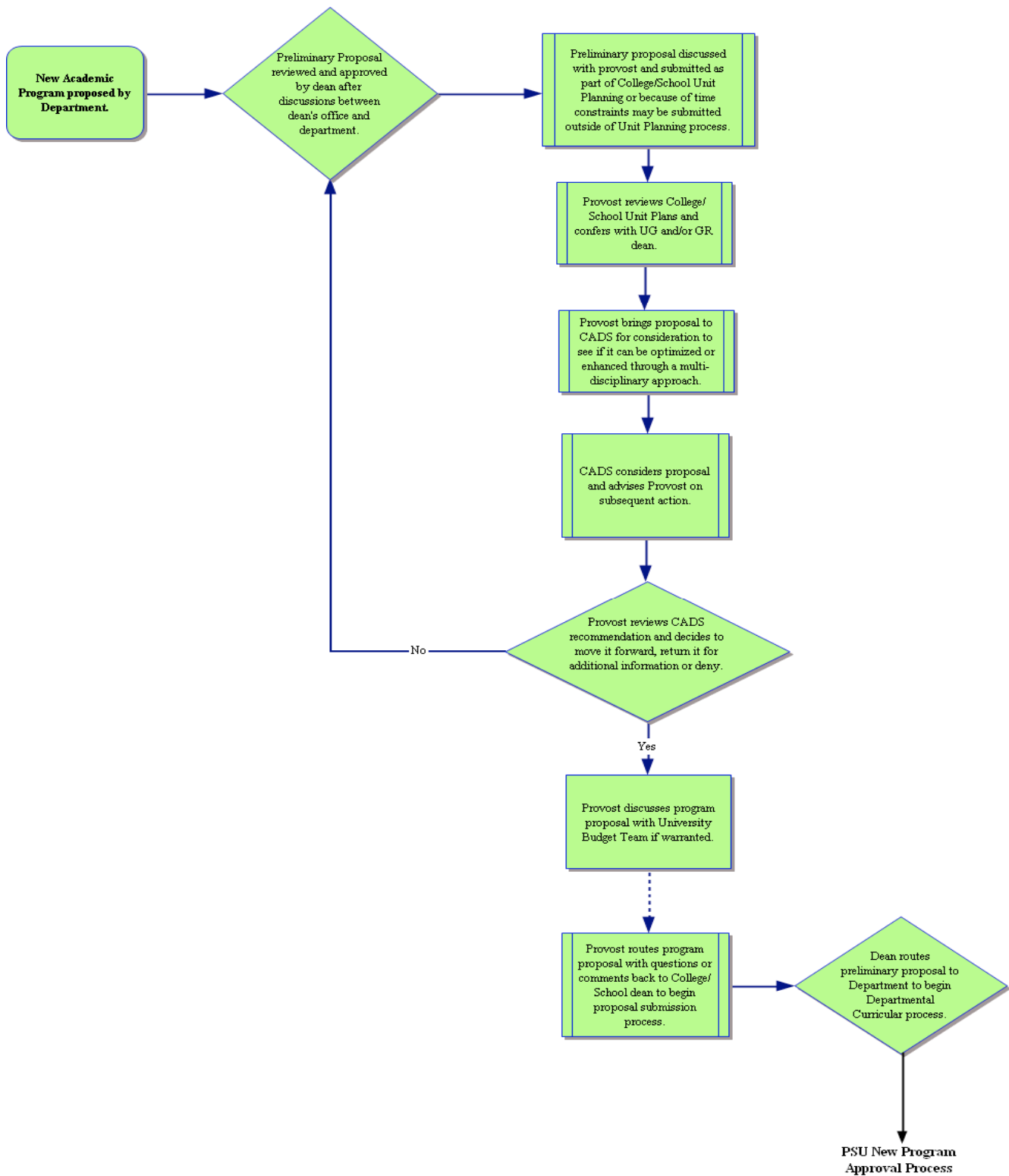
Research productivity – units compared with selves only

Discipline-appropriate measures, which could include grants, papers, editorial boards, creative works, etc.

These are the measures that the Committee felt would be relevant. However, the permanent committee may find that other measures are more relevant.

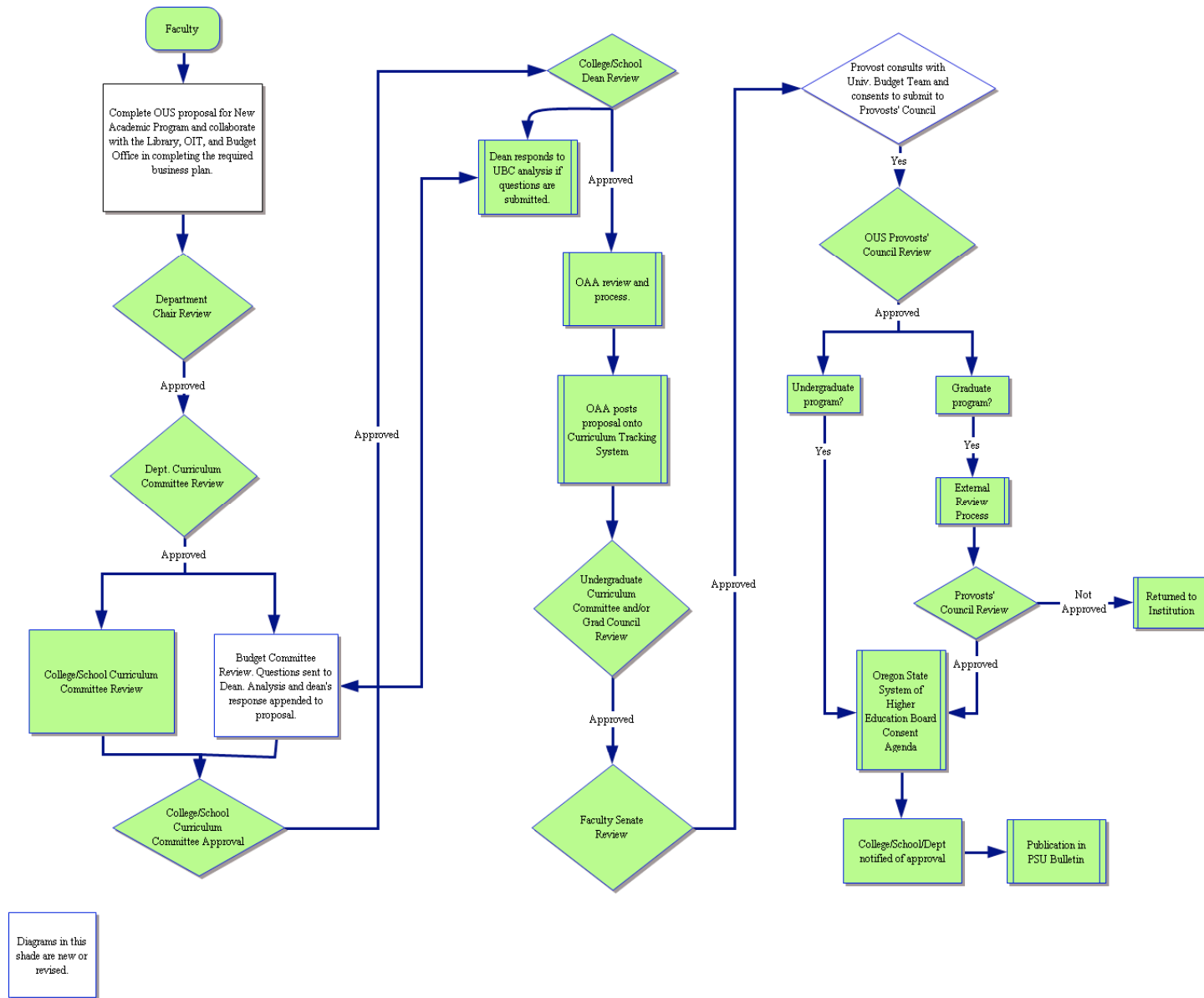
- a. If more than 3 submetrics show a downward trend, an audit is triggered.
 - b. Audits will also be triggered for the lowest program in each of the first two categories.
2. During the early part of Winter term, the committee looks at the Unit Plan of units identified in step 1, specifically looking for:
 - a. How the unit compares to University's 5 themes (w/ a matrix or template):
 - i. Civic leadership through partnerships
 - ii. Student Success
 - iii. Global excellence
 - iv. Educational opportunity
 - v. Expand resources and improve effectiveness
 - b. Items that explain questionable numbers from Step 1.
 - c. The Unit's own goals – are they making progress?
 3. The committee looks at "student satisfaction" metrics and qualitative measures of programs and prepares a report for each program deemed in need of a full program review. Step 3 should be completed by week 5 of Winter term.
 - a. Petitions submitted to ARC, OGS, Dean of Students. These units should have data ready by January 1.
 - b. Qualitative measures of productivity – discipline-specific scholarship
 4. Units of the programs identified in Step 3 are given the committee report and have the opportunity to contextualize and/or explain any of the concerns noted in the committee report via a department report/CV. Units have three weeks to respond.
 5. By the end of Winter term, the committee reviews the Unit's response and decides whether it should go to the provost with a recommendation for full program review.
 6. During Spring term, the Provost confers with Deans of Undergraduate and Graduate Studies and decides whether a full program review process is warranted.
 7. Program review (this process has already been established) or cut in case of exigency.
- (C) In the case of exigency or retrenchment, Steps 1-5 would be implemented in an expedited manner. This could occur at any point during the academic year. Before any programs could be eliminated, there would be a public hearing.

PSU New Program Pre-submission Process (Draft 6/3/09)



PSU New Program Approval Process Flowchart

(Draft 6/3/09)



PROPOSAL TO AMEND THE CONSTITUTION OF THE PSU FACULTY

May 12, 2009

(items to be deleted ~~struck out~~, items to be added underlined, items to be move *in italics*)

ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees

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

- 1) Establish subcommittees and working groups as needed to carry out the committee functions.
- 2) Establish policies, in consultation with administrative officers, as to the allotment of whatever institutional sums have been granted or appropriated for Faculty research, multi- or interdisciplinary ventures, Faculty development, ~~and~~ Faculty improvement or evaluation of teaching, and Peer Review.
- 3) Encourage Faculty scholarship and teaching by eliciting proposals for projects.
- 4) Recommend to appropriate administrative officers the distribution of institutional research funds.
- 5) Keep records of research fund distributions and endeavor to record their subsequent history.
- 6) ~~Advise and assist faculty members in developing and obtaining invention and copyright protection, as well as in determining equities and interests of all parties concerned with such protection.~~
- 7) ~~Facilitate the interchange among faculty members and between Faculty and students of ideas and suggested procedures to promote effective teaching.~~
- 8) ~~Keep the Faculty informed of developments in teaching.~~
- 9) ~~Work closely with University development committees.~~
- 10) ~~Report to the Senate at least twice each year.~~

E-1.a.

September 10, 2009

TO: Faculty Senate

FROM: Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2009-10 Comprehensive List of Proposals**.

School of Fine and Performing Arts

Changes to Existing Programs

E.1.a.1

- MUS, MAT-MST Master in Arts Teaching, Master in Science Teaching, change name to Masters in Arts in Music (MAM), and Master in Science in Music (MSM)

E.1.a.2

- MUS, MM Conducting, change program to include MuP 590 (9 credits) and delete Mus 541,2,3 (9 credits)

E.1.a.3

- MUS, MAT/MST, program change to include an official final project

E-1.c.

September 8, 2009

TO: Faculty Senate

FROM: Undergraduate Curriculum Committee

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

The following proposal has been approved by the UCC, 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.pbwiki.com> and looking in the **2009-10 Comprehensive List of Proposals**.

College of Liberal Arts & Sciences

Changes to Existing Programs

E.1.c.1.

- **BA/BS in Chemistry –**
 - Reduces total credits required in Option I (Chemistry) from 73 to 71.
 - Updates the physical chemistry laboratory program (reduces required credits from 19 to 17 by removing CH 445 from core courses)
 - CH 445 offered as an elective for chemistry majors of both options
 - Changes in option II (Biochemistry) allows students to meet the physical chemistry requirement with either sequence of physical chemistry (Ch 416, 417 Physical Chemistry for the Biosciences OR Ch 440, 441 Physical Chemistry)

July 1, 2009

To: Provost/Vice President Roy Koch and Vice President Lindsay Desrochers

From: Helen H. Spalding, LIB (Chair); Robert Halstead, OAA Staff;
Committee members: Sharon Blanton, OIT; Dana Bostrom, GSR; Cynthia Brown, CMPS; David Bullock, GSE; Michael Chamberlain, CAE; Robert Fullmer, CLAS; Steve Gance, SES; David Hansen, SBA; Mark Jenkins, SES; Theresa Kaimanu, UPA; Adriene Lim, LIB; Daniel Pirofsky, SFPA/ART; Randy Zelick, BIO; Edward Hallman, Student

Re: Portland State University Advisory Committee on Academic Information Technologies (ACAIT) Annual Report 2008-2009

ACAIT created a wiki in Fall 2008 to provide a workspace for the committee. During the year, ACAIT focused its attention on the selection of a new Learning Management System (LMS) to replace a legacy BlackBoard WebCT version. A subcommittee drafted the scope and initial functional requirements of a new LMS to replace the current WebCT/Blackboard software.

In Fall 2008, a group of MBA students began meeting with a selection of stakeholders in online learning. The goal of the group was to make recommendations for developing an online learning strategy for Portland State. ACAIT received a copy of the MBA Student Online Learning Report in March 2009, discussed the conclusions of the report, and sent Provost Koch a response to the report in April 2009.

After drafting preliminary specifications for a new LMS, ACAIT began meeting with Moran Technology Consulting in January 2009. Through faculty/student focus groups and one-on-one interviews conducted in January, and a university-wide survey in February, ACAIT and Moran assembled a list of comprehensive system requirements. ACAIT reviewed the requirements and developed an RFP for an LMS package and installation services, including evaluation criteria and weighting factors. The RFP was submitted to Contracts and Purchasing in April 2009, but it has not yet been distributed. We hope to receive and review bids in August, hold demonstrations of bidding vendors in September, and hold demonstrations of the finalists in October that are open to the campus. Our goal is to sign a contract in January 2010. We will extend the BlackBoard contract through June 2011, to be sure the new system and all classes get migrated before removing BlackBoard completely. (Of course, the new BlackBoard version may be the new LMS that is selected, but that is yet to be seen...) The 2009/10 academic year will involve implementation of the new LMS, so ACAIT expects to be involved with communication to faculty and assisting with aligning the implementation with any new campus infrastructure for online learning.

ACAIT also discussed their interest in participating in any planning of the future infrastructure and fee changes related to delivery of online learning at Portland State. They understand the Provost will be appointing a team to make recommendations on a new campus online learning infrastructure, implementing distance ed fees, and allocation of distance ed fee revenues to appropriate campus units. ACAIT members encourage transparency in this process and early warning and justification about fee changes to faculty and students before the fees are assessed.