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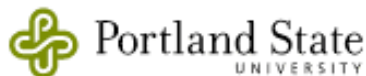
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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research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

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of his/her Senate Alternate. An Alternate is another faculty member from the same Senate division as the faculty senator. A faculty member may serve as Alternate for more than one senator, but an alternate may represent only one Senator at any given meeting.

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate

FR: Martha Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **March 4, 2013**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the February 4, 2013 Meeting
- C. Announcements and Communications from the Floor
Discussion item: How to Make Post-Tenure Work for PSU
- D. Unfinished Business
None
- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2. School of Business Masters of Science in Global Supply Chain Management
 - *3. Motions regarding PSU faculty ranks
 - *4. Resolution on ASPSU Tuition Equity Resolution
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report (16:00)
 - Provost's Report
 - Report of Vice-President of Research and Strategic Partnerships
 - Quarterly Report of the Educational Policy Committee
- H. Adjournment

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

- B Minutes of the Faculty Senate Meeting of February 4, 2013 and attachments
- E-1 Curricular Consent Agenda (a, b, c)
- E-2 SBA Masters of Science in Global Supply Chain Management
- E-3 Motions on Faculty Ranks
- E-4 Resolution in Support of ASPSU Tuition Equity Resolution
- G-1 EPC Quarterly Report

2012-13 FACULTY SENATE ROSTER

2012-13 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Rob Daasch

Presiding Officer Pro tem/Elect... Leslie McBride

Secretary:...Martha Hickey

Committee Members: Gerardo Lafferriere and Lisa Weasel (2013)

Amy Greenstadt and Robert Liebman (2014)

Michael Flower, *ex officio*, Chair, Committee on Committees; Maude Hines, *ex officio*, IFS

****2012-13 FACULTY SENATE (61)****

All Others (9)

*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
†Jagodnik, Joan	ARR	2013
Ryder, Bill	ADM	2013
<i>O'Banion, Liane</i>	<i>EEP</i>	<i>2014</i>
<i>Hart, Christopher</i>	<i>ADM</i>	<i>2014</i>
<i>Kennedy, Karen</i>	<i>UASC</i>	<i>2014</i>
<i>Hunt-Morse, Marcy</i>	<i>SHAC</i>	<i>2015</i>
<i>Luther, Christina</i>	<i>INT</i>	<i>2015</i>

Business Administration (4)

Brown, Darrell	SBA	2013
*Sanchez, Rebecca (Johnson)	SBA	2013
Pullman, Madeleine	SBA	2014
†Hansen, David	SBA	2015

Education (4)

Burk, Pat	ED	2013
Rigelman, Nicole	ED	2014
<i>Stevens, Dannelle</i>	<i>ED-CI</i>	<i>2014</i>
†Smith, Michael	<i>EDPOL</i>	<i>2015</i>

Eng. & Comp. Science (6)

Jones, Mark	CMPS	2013
<i>Meekisho, Lemmy (Maier)</i>	<i>CMPS</i>	<i>2013</i>
Tretheway, Derek	ME	2014
†Recktenwald, Gerry	<i>ME</i>	<i>2014</i>
<i>Zurk, Lisa</i>	<i>ECE</i>	<i>2015</i>
<i>Chrzanowska-Jeske, Malgorzata</i>	<i>ECE/S</i>	<i>2015</i>

Fine and Performing Arts (4)

Berrettini, Mark	TA	2013
Magaldi, Karin	TA	2014
<i>Wendl, Nora</i>	<i>ARCH</i>	<i>2014</i>
†Boas, Pat	<i>ART</i>	<i>2015</i>

Library (1)

†Beasley, Sarah	<i>LIB</i>	<i>2015</i>
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Other Instructional (2)

†Flower, Michael	HON	2013
*Carpenter, Rowanna (Jhaj)	UNST	2015

CLAS – Arts and Letters (10)

*Pease, Jonathan (Kominz)	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Hanoosh, Yasmeeen</i>	<i>WLL</i>	<i>2013</i>
<i>Friedberg, Nila</i>	<i>WLL</i>	<i>2014</i>
Jaen-Portillo, Isabel	WLL	2014
Greenstadt, Amy	ENG	2014
<i>Dolidon, Annabelle</i>	<i>WLL</i>	<i>2015</i>
<i>Mercer, Robert</i>	<i>LAS</i>	<i>2015</i>
<i>Reese, Susan</i>	<i>ENG</i>	<i>2015</i>
†Santelmann, Lynn	<i>LING</i>	<i>2015</i>

CLAS – Sciences (7)

Elzanowski, Marek	MTH	2013
†Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
Lafferriere, Gerardo	MTH	2014
<i>Works, Martha</i>	<i>GEOG</i>	<i>2014</i>
<i>Burns, Scott</i>	<i>GEOL</i>	<i>2015</i>
<i>Eppley, Sarah</i>	<i>BIO</i>	<i>2015</i>

CLAS – Social Sciences (6)

†Agorsah, Kofi	BST	2013
†Beyler, Richard	HST	2013
*Lubitow, Amy (Farr)	SOC	2013
*Luckett, Tom (Lang)	HST	2013
Ott, John	HST	2013
Liebman, Robert	SOC	2014

Social Work (4)

Jivanjee, Pauline	SSW	2013
*Taylor, Michael (Perewardy)	SSW	2014
Talbott, Maria	SSW	2014
<i>Holliday, Mindy</i>	<i>SSW</i>	<i>2015</i>

Urban and Public Affairs (4)

†*Miller, Randy (Dill)	USP	2013
Newsom, Jason	OIA	2014
<i>Gelmon, Sherril</i>	<i>PA</i>	<i>2014</i>
<i>Clucas, Richard</i>	<i>PS</i>	<i>2015</i>

*Interim appointments

†Member of Committee on Committees

Date January 7, 2013

New Senators in 2012-13 in Italics

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 4, 2013

Presiding Officer: Rob Daasch

Secretary: Martha W. Hickey

Members Present: Agorsah, Berrettini, Beyler, Bowman, Brown, Burk, Burns, Carpenter, Chrzanowska-Jeske, Clucas, Daasch, Dolidon, Elzanowski, Eppley, Flower, Friedberg, Gelmon, Greenstadt, Hansen, Harmon, Hanoosh, Hart, Holliday, Hunt-Morse, Jaen-Portillo, Jivanjee, Jones, Kennedy, Lafferriere, Liebman, Luckett, Magaldi, McBride, Meekishko, Medovoi, Mercer, Miller, Newsom, O'Banion, Ott, Pullman, Recktenwald, Rigelman, Ryder, Santelmann, Smith, Stevens, Taylor, Tretheway, Weasel, Wendl, Zurk

Alternates Present: Erskine for Boas, Baccar fo Jagodnik, Kahn for Lubitow, Brandt for Luther, B. Lafferriere for Palmiter, Walton for Pease, Hines for Reese

Members Absent: Flores, Sanchez, Talbott, Works

Ex-officio Members

Present: Andrews, Brown, Cunliffe, Faaleava, Fink, Flower, Hansen, Hickey, Hines, Jhaj MacCormack, Mack, Reynolds, Shusterman, Su, Teuscher, Wiewel

A. ROLL

B. APPROVAL OF THE MINUTES OF THE DECEMBER 3, 2102, MEETING

The meeting was called to order at 3:05 p.m. The January minutes were approved with the following correction: LIEBMAN was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH noted that the comparator institution discussion to follow in committee of the whole ties back to a Senate resolution from April 2011 recommending "A Holistic Approach to Strategic Institutional Development"—

<http://www.pdx.edu/faculty-senate/additional-resources>

PSU Faculty Ranks

DAASCH introduced Steering Committee member Amy Greenstadt to describe plans for motions on faculty ranks forth-coming at the March 4, 2013 Faculty Senate meeting.

GREENSTADT provided an overview of the committee processes that have informed Steering Committee recommendations on implementing the changes to faculty ranks

incorporated in the OARs in January 2012 (see attachment B-1). She noted that changes enacted are not aligned with current practice at PSU and outlined six motions to address the use of new titles and ranks and their designation as tenure-track or non-tenure track for current PSU faculty (slides 5-10).

DAASCH asked if there were any questions or observations that could help the Steering Committee in formulating the motions for consideration in March.

JONES recommended expediting the distribution of copies of the motions. HOLIDAY expressed concerns about implementing the new Clinical track ranks. DAASCH noted that the majority of the motions planned address the position of current faculty, deferring questions about the new ranks to a proposed task force. MERCER asked if the promotion process for the new split ranks Senior I and II would follow the P & T Guidelines. GREENSTADT said that guidelines for Senior II would have to be worked out, but should follow current P & T practice. STEVENS requested a demographic summary of the distribution of current faculty. HANSEN wondered whether the new ranks would lead to the demotion of current instructors. GREENSTADT said no, we would just be going from a two-rank to three-rank system. BURNS asked if librarians were in support of a motion to reject the "Librarian" title. GREENSTADT confirmed that they were. NEWSOM asked whether the OAR list of titles was exhaustive, and if the Research Associate rank still existed. GREENSTADT said yes to both questions. BEYLER asked if faculty grandfathered under the proposed motions who chose to retain their current professorial rank title would be setting a future path for promotion through the professorial ranks. GREENSTADT said yes, but that they did have a choice to opt for a new non-tenure-track rank. LUCKETT asked if salary equivalents for Senior Instructor II had been considered. DAASCH said that the motions are not trying to anticipate the outcome of the collective bargaining process.

BRANDT asked if the two-year limit on appointment as "Visiting" would create a limit for visiting international faculty. DAASCH observed that Brandt had identified a gap in the motion's formulation and GREENSTADT requested that International Affairs forward more information about the issue. MEDOVOI suggested that since international faculty come in summer, the two-year count could be cumulative; and he asked for confirmation that after guidelines for existing faculty are put in place, no new fixed-term hires could move to the professorial ranks. GREENSTADT confirmed that this was correct as defined by the OAR. MEDOVOI asked if questions regarding the implementation of the other new ranks would be deferred to the proposed committee. GREENSTADT said yes, adding that the issue of how to define currently existing ranks would also be taken up there. ERSKINE expressed concern about the limit on visiting faculty as her unit currently offers visiting contracts renewable up to four years. SANTELMANN asked if the title of Clinical Professor will be voted on; departments like Speech and Hearing were in desperate need of something to distinguish clinical professor from basic instructor. GREENSTADT said use of the Clinical ranks would be a task-force question, but the title of Visiting could be used in the meantime. CHZANOWSKA-JESKE asked if the two years of a visiting appointment would have to be consecutive. DAASCH stated that this question remained to be hashed out. GREENSTADT added that previously no distinction was made between people were hired "fixed-term" for a short period of time and people

who have a longer career at Portland State. BERRETTINI asked for clarification in light of the current use of the Visiting Adjunct rank. GREENSTADT reiterated that the motion on “visiting” would leave open the possibility of making short-term fixed-term appointments at the professorial ranks; the OAR now excludes the possibility of hiring full-time long-term fixed-term appointments at professorial ranks.

IFS

HINES reported on the January 25-26 meeting of the OUS Inter-institutional Faculty Senate. (See agenda: <http://pages.uoregon.edu/ifs/ifs.html>) Discussion focused on the instability of the current OUS governance structure, planned revision of IFS by-laws to assert the independence of IFS as a body representing all of Oregon’s higher ed campuses. The Chancellor’s office flagged legislative interest in the granting of dual credit for high school and online courses. HINES proposed that IFS request faculty representation on the statewide STEM Council.

MERCER asked if there was something Senate or IFS might do to recognize the service of former PSU VP for Finance and Administration and departing OUS Chancellor Pernsteiner, who steps down as of March 1. HINES stated that there are plans to invite the Chancellor to an emergency meeting of IFS that has been called for February to be held at the University of Oregon.

DAASCH introduced Kathi Ketcheson, Director of the Office of Institutional Research and Planning (OIRP), to offer background on the question of peer institutions.

Discussion item: Comparator Methodology: Search tools, data bases

KETCHESON outlined OIRP’s approach to the question of peer comparisons, citing the work of D. J. Teeter and an article by Weeks, Puckett, and Daron on the process that led to the development of the OUS Peer list in 1998 (see attachment B2). She summarized the purposes that often call comparison data into play (slide 3) and noted that the validity of the comparisons can be called into question by the different strategies that institutions use for reporting their data and factors unique to each institution. The numbers live in a context and the data are influenced by institutional choices at particular times in an institution’s history. KETCHESON went on to describe types of data and peer groupings, and some commonly used sources of data and methods of selecting comparators (slides 5-8). As an example of how researchers’ choices and interests can have an impact on the selection of peers, she noted that in 1998 the OUS Board directed that attention be paid to data from specific states (New York and Wisconsin). In sum, KETCHESON observed that the choice of peers is as much a political process as a statistical one (see slide 10).

LAFFERIERE/FLOWER moved the meeting to a committee of the whole.

HINES/HOLLIDAY moved to return the meeting to regular session.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Consent Agenda

BROWN/FLOWER MOVED the curricular proposals as listed in “E-1.”

The motion PASSED by unanimous voice vote.

2. Asian Studies Certificate

BURNS/JONES MOVED approval of the Asian Studies Certificate as listed in “E-2.”

CLUCAS asked how new courses could be added to the list of approved courses for the Certificate. CUNLIFFE advised speaking with the director of the program.

THE MOTION PASSED by unanimous voice vote.

3. Resolution on Gun Violence.

MEDOVOI/HOLIDAY MOVED approval of the resolution listed in E-3 proposed by the four senators from the School of Education (Burk, Rigelman, Stevens, Smith).

STEVENS provided a handout with background information (B-3, attached).

TRETHEWAY asked for clarification of the term military-style assault weapon used in the resolution. BURK responded that it is an automatic or semi-automatic weapon with a large capacity magazine. DAASCH asked if the intent of the resolution was to use PSU as rallying point for further action. BURK replied that it is the first resolution of its kind from an OUS institution, but that other OUS faculty senates had expressed interest. MCBRIDE asked if there were a plan to move the resolution out to its target audience. BURK said yes, although it remained to be discussed whether the School of Ed or the Senate leadership would provide the agency. LUCKETT affirmed support, but wondered whether the resolution didn’t focus on the wrong issue, since assault weapons account for only a fraction of violent gun deaths. STEVENS stated that the authors recognize that the resolution could be cast more broadly, but it was offered as a first step in support of measures currently under consideration and taken in solidarity with their K-12 partners and colleagues. KENNEDY expressed support for the resolution and asked if concealed weapons were allowed on the PSU campus as a matter for later consideration. DAASCH suggested the question be deferred to legal council David Reese. MERCER argued that whatever way we can lift our voices to counter the sense of a monolithic gun lobby makes this resolution against one of the most egregious instances of gun violence important. CLUCAS added that a door

seems to have opened politically and one of the concerns of some Oregon legislators is that too expansive a focus could actually dilute the possibilities for action. BURK agreed, adding that they were not intending to take on the second amendment and that the safety of our students and schools was their primary concern. MEDOVOI noted that the resolution also calls for strengthening background check criteria. DAASCH called for a vote on the resolution as listed in E-3.

THE RESOLUTION PASSED by a majority voice vote. DAASCH said that he would report back on next steps to the Senate

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

Commenting on the proceedings, WIEWEL noted that he and many other university presidents had signed a similar anti-gun violence resolution and he reinforced the message that the quality of the data is an important issue for peer comparisons. He reported that for the first time that he could recall, the seven OUS university presidents would meet together on February 6 and then meet with the Governor's education advisers (Cannon and Donegan) to talk about the whole structure of higher education in the state. He provided updates on university development and issues before the Oregon legislature in the 2013 session, mentioning, in particular, the All Hands Raised project, tuition equity for undocumented youth, and a proposal for a joint board for OHSU and PSU. He invited faculty to attend the March 6 PSU rally day in Salem.

Provost's Report

ANDREWS pledged that PSU would continue to work for a stable environment for online courses, acknowledging the recent problems with Desire to Learn (d2l) that had had national repercussions. She announced that additional instructions and "Guiding Principles" for the Proposal Review Process for the Provost's Challenge have been posted: http://www.pdx.edu/oaa/sites/www.pdx.edu.oaa/files/reTHINK_EP.pdf.

Welcoming the opportunity to have a conversation with senators about reTHINK PSU and the proposal review process, ANDREWS stated that there were a range of options, elaborated on the website, for faculty, staff, and students to provide input, in particular, the online Comments option. She reiterated that the Challenge would be awarding funding and support, but would not be making curricular approval decisions that were the prerogative of shared governance.

DAASCH introduced senator Bob Liebman, who had submitted a question to the Provost on the subject of the review process.

LIEBMAN observed that input is most informed when faculty are looking at a finished piece of work and this work was probably not going to be available until the final proposals were due on February 15. He asked why cut off faculty comment on the day of the proposal deadline. LIEBMAN also posted an overhead illustrating email exchanges around his initial question – Will faculty will be part of the selection process for Rethink PSU awards ? – which had been answered but raised the concern that many faculty might not feel comfortable giving frank comments online through the ReTHINK website and that there was uncertainty about the role of chairs and deans in the review process, as well as the criteria to be used in evaluation of the proposals.

ANDREWS noted that chairs and deans were encouraged to comment after February 15; though an opportunity for an open input period had not been planned, she added that they could create a space to allow for open further comment. HINES asked if comments made after February 15 would also be taken into account. ANDREWS said yes, but recommended the sooner the better, since the evaluators needed time to read everything. SUKHWANT wondered if faculty required a hi-tech solution to communicate their comments. NEWSOM stated a preference for university-wide commenting, with DAASCH noting that dissemination of comments was then the purpose of a high-tech solution. ANDREWS agreed, stating that she wanted to keep the process as open and transparent as possible. MILER argued that open comments would further stimulate reTHINK PSU conversations. SANTELMANN thought that one powerful advantage of a more public process was that individuals could join with others having similar ideas. ANDREWS expressed appreciation for the comments.

Report of the Vice-President of Research and Strategic Partnerships

FINK reported that RSP is working with OHSU, U of Oregon, and OSU to lobby for upgrades to university information technology infrastructure as part of an effort to plan for the next decade of signature research centers like OTRADI, Oregon BEST, and ONAMI; and that federal Sustainability Center funds have been reallocated for a 1.5 million dollar upgrade of HVAC in the South of Market Eco-district which includes PSU.

Quarterly Report of the Faculty Development Committee

DAASCH accepted the report and thanked Committee members for their work.

Semi-Annual Report of the Intercollegiate Athletics Board.

DAASCH accepted the report and thanked Committee members for their work.

ADJOURNMENT

The meeting was adjourned at 5:05 pm.

Motions on New Faculty Ranks

An Overview

Revisions to OAR 580-020-0005
(as of 1/12)

- Professorial ranks (Assistant/Associate/Full) defined as tenure-track only
- Senior Instructor, Senior Research Assistant, and Senior Research Associate split into 2 ranks (Senior Instructor I&II, etc.)
- New titles/ranking series added:
 - Lecturer
 - Clinical Professor/Professor of Practice
 - Research Professor
 - Librarian

Process so far

- Correspondence between PSU-AAUP and OUS: Current employees may be grandfathered
- Task Force on New Faculty Ranks (1/12-6/12)
- Recommendations for how to implement OAR, which ranks we will not adopt, which we will adopt and how
- Reports Delivered to Provost and Steering 6/12
- Current motions are initial steps toward implementation

Before 2012	After 2012
Senior Instructor	Senior Instructor I Senior Instructor II
Senior Research Assistant	Senior Research Assistant I Senior Research Assistant II
Senior Research Associate	Senior Research Associate I Senior Research Associate II

Motion 1

Fixed-term faculty **employed at PSU for the academic year ending in June, 2013 at .5 FTE or above** who currently hold the ranks of Assistant, Associate, or Full Professor may maintain their current academic ranks and titles.

Motion 2

Paths for Promotion for Fixed-term faculty employed for the academic year ending June 2013 will remain the same:

- FT faculty at the ranks of Senior Instructor, Assistant Professor, or Associate Professor will continue to be eligible for promotion into or within the professorial ranks. Criteria for promotion remain the same as for tenure-track faculty in these ranks.
- FT faculty at the rank of Senior Instructor I may choose to apply for promotion to either Senior Instructor II or Assistant Professor.
- FT faculty in the Professorial Ranks may switch to the Instructor Ranks and be evaluated for promotion based on the criteria for instructors.

Motion 3

Faculty who currently hold the ranks of Senior Instructor, Senior Research Assistant, and Senior Research Associate will be mandatorily reclassified as, respectively, Senior Instructor I, Senior Research Assistant I, and Senior Research Associate I. This reclassification is to leave room for future promotion. ***No faculty member shall receive a pay cut as a result of reclassification.***

Motion 4

PSU will not use the new Title/Rank of Librarian. Library faculty will keep their current ranks, except as adjusted by the previous motions.

Motion 5

- Although OAR 580-020-0005 defines the ranks of Assistant, Associate, Full, and Distinguished Professor as tenure-track only, the terms *visiting* or *adjunct* may be added to these ranks for faculty hired on a temporary or part-time basis. *Visiting* will be used for faculty hired at 0.5 FTE or higher; *adjunct* will be used for faculty hired at less than 0.5 FTE.
- **Visiting** faculty appointments shall be non-renewable after a total of two years.

Motion 6

To evaluate further implementation of OAR 280-020-0005, a Faculty Senate task force shall be formed to develop recommendations for crafting and implementing a coherent philosophy and set of policies regarding faculty employment that addresses the profound changes in the makeup of the faculty workforce that have occurred over the last several decades.



Peer Studies

Kathi A. Ketcheson, Ph.D.
Research Professor
Director, Institutional Research
and Planning



References

- Teeter, D.J. (1983). *The politics of comparing data with other institutions*. In J.W. Frinberg & W.F. Lasher (Eds.), *New Directions for Institutional Research: No. 38. The politics and pragmatics of institutional research*. San Francisco, CA: Jossey-Bass. (pp.39-48).
- Teeter, D.J. and Brinkman, P.T. (2003). Peer Studies. In Wm. Knight (Ed.). *The Primer for Institutional Research*. (Resources in Institutional Research, no. 14, pp. 33-111). Tallahassee, FL: Association for Institutional Research.
- Weeks, S., Puckett, D., and Daron, R. (2000). Developing peer groups for the Oregon University System: From politics to analysis (and back). *Research in Higher Education*, 41:1.



Purposes

- Strategic planning
- Understanding the “competition”
- Benchmarking performance
- Guide for policy development
- Support for financial decisions, including tuition, salaries, or budgets



Cautions

- Concerns about validity, accuracy and reliability always present when doing comparisons.
- Differences in governance structures, political contexts, economic conditions, or demographics of local area should be considered when analyzing the data.
- Institutional data may be influenced by the choices that were made at particular times in an institution’s history.



Types of comparator groups

- Competitor group
- Aspiration group
- Predetermined group:
 - *Natural*
 - *Traditional*
 - *Jurisdictional*
 - *Classification-based*
- Peer group



Types of data

- Snapshot in time
- Longitudinal
- Quantitative from data bases
- Qualitative from interviews, documents, websites, or reputational sources



Some commonly-used sources

- Integrated Post-secondary Data System (IPEDS)
- College and University Professional Association for Human Resources (CUPA)
- Carnegie Classification of Institutions of Higher Education
- National Center for Educational Statistics, Library Statistics Program
- *Reputational*: U.S. News & World Report, Princeton Review, etc.



Some methods of selection

- *Cluster analysis*: formal statistical procedure.
- *"Hybrid" approach*: statistical algorithms combined with human choices or input.
- *Threshold approach*: less dependent on algorithms, also includes human choices or input.
- *Panel review*: data collected informally, heavy reliance on human choices or input.



Choice of methods

- Purpose of comparisons guides choice of appropriate methods of selection and of analysis.
- Political considerations come into play.
- Stakeholders involved in the process.
- Capabilities of those conducting the selection and analysis should be considered.



Things to remember

- Choice of peers or comparators is as much a political process, as a statistical one.
- Purpose of comparison must be clear and agreed upon by all involved.
- External and internal factors surrounding individual institutions have an effect on the data and should be taken into account.
- Method of selection and analysis must fit the question that is being posed.

B-3 Gun Control Issue: Support and Commentaries... compiled by Dannelle D. Stevens, 503-725-4679, stevensd@pdx.edu

Quotation	Source
<p>Ultimately if this effort is to succeed it's going to require the help of the American people -- it's going to require all of you. If we're going to change things, it's going to take a wave of Americans -- mothers and fathers, daughters and sons, pastors, law enforcement, mental health professionals -- and, yes, gun owners -- standing up and saying "enough" on behalf of our kids.</p> <p>December 19, 2012</p>	<p>President Barack Obama</p> <p>http://www.whitehouse.gov/the-press-office/2012/12/19/remarks-president-press-conference</p>
<p>This will not happen unless the American people demand it. If parents and teachers, police officers and pastors, if hunters and sportsmen, if responsible gun owners, if Americans of every background stand up and say, enough; we've suffered too much pain and care too much about our children to allow this to continue -- then change will come. That's what it's going to take.</p> <p>January 16, 2013</p>	<p>President Barack Obama</p> <p>http://www.whitehouse.gov/the-press-office/2013/01/16/remarks-president-and-vice-president-gun-violence</p>
<p>We may never know all the reasons why this tragedy happened. We do know that every day since, more Americans have died of gun violence. We know such violence has terrible consequences for our society. And if there is even one thing that we can do to prevent any of these events, we have a deep obligation -- all of us -- to try.</p> <p>December 19, 2012</p>	<p>President Barack Obama</p> <p>http://www.whitehouse.gov/the-press-office/2012/12/19/remarks-president-press-conference</p>
<p>While there is no law or set of laws that can prevent every senseless act of violence completely, no piece of legislation that will prevent every tragedy, every act of evil, if there is even one thing we can do to reduce this violence, if there is even one life that can be saved, then we've got an obligation to try.</p> <p>January 16, 2013</p>	<p>President Barack Obama</p> <p>http://www.whitehouse.gov/the-press-office/2013/01/16/remarks-president-and-vice-president-gun-violence</p>
<p>The Oregon University System believes that prohibiting guns on our campuses has been and is an effective safety system for our students and campus community. While we respect Oregonians' right to legally carry concealed weapons, we also strongly believe that there are places where firearms should not be allowed. Besides airplanes and federal courts of law, prohibiting guns at our public universities is an important measure to ensure a safe environment.</p> <p>July 1, 2012</p>	<p>George Pernsteiner, Chancellor of the OUS System 1859 Oregon magazine</p> <p>http://1859oregonmagazine.com/guns</p>
<p>Oregon University System Firearms Policy, under "Firearms", p. 125 Adopted 2012</p>	<p>http://www.ous.edu/sites/default/files/about/polipro/files/BdPol130111.pdf</p>
<p>Portland School Board members unanimously approved a resolution calling on state and federal officials to take steps to increase school safety through stronger gun laws.</p>	<p>Portland Public Schools School Board</p> <p>http://www.pps.k12.or.us/news/8294.htm</p>

Title or content	Link to facts and stories
<p><i>Just facts: A resource for independent thinkers:</i> Numerous tables on many topics related to gun control.</p> <p>Dec. 28, 2012</p>	<p>http://www.justfacts.com/guncontrol.asp#politics</p>
<p>How US government stifled gun research</p> <p>Jan. 14, 2013</p>	<p>http://www.livescience.com/26253-government-stifled-gun-research.html</p>
<p>Twelve facts about guns and mass shootings in the US</p> <p>Dec. 14, 2012</p>	<p>http://www.washingtonpost.com/blogs/wonkblog/wp/2012/12/14/nine-facts-about-guns-and-mass-shootings-in-the-united-states/</p> <p>Excellent summary article in <i>Washington Post</i> following Sandy Hook tragedy.</p>
<p>International Assn. of Police Chiefs recommendations, 2007</p>	<p>http://www.bradycampaign.org/studies/view/43/</p>
<p>Reducing Firearm-related violence on college campuses, 2009</p>	<p>http://www.bradycampaign.org/studies/view/161/</p>
<p>Blog by Kent Hayden in Huffington Post about firepower and people power.</p> <p>Jan. 28, 2013</p>	<p>http://www.huffingtonpost.com/kent-hayden-md/div/firepower-whats-really-at-b_2552289.html</p>
<p>New poll of NRA members shows strong support for common-sense gun laws, exposing significant divide between rank-and-file members and NRA leadership.</p> <p>July 24, 2012</p>	<p>http://www.mayorsagainstillegalguns.org/html/media-center/pr006-12.shtml</p>
<p>American Public Health Association applauds President Obama for taking bold steps toward reducing gun violence.</p> <p>“There is an irrefutable link between access to guns and increased homicides. Every year, more than 30,000 people are killed in the U.S. from firearms at a cost of billions of dollars in health expenditures.”</p>	<p>http://www.apha.org/about/news/pressreleases/2013/White+House+plan+on+gun+violence.htm</p>
<p>“Designed for military use to kill greater numbers of people more effectively, large capacity ammunition magazines have facilitated some of the worst mass murders ever committed in the United States.”</p> <p>2013</p>	<p>http://www.nycrimecommission.org/initiative1-shootings.php</p>
<p>“More than 48,000 Americans will be murdered with guns during the President’s next term.”</p>	<p>http://www.mayorsagainstillegalguns.org/html/home/home.shtml</p>

February 14, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
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 **2012-13 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- MA/MS in Communication - change to existing program: change core requirements, replaced emphasis area with elective area, changed thesis and project requirements from 6 to 8 credits

E.1.a.2

- MA in English - change to existing program: change language concerning pre-1900 requirement

E.1.a.3

- MA in Foreign Languages (FL: French, FL: German, FL: Japanese, FL: Spanish) – change degree name to World Language (WL: French, WL: German, WL: Japanese, WL: Spanish)

E.1.a.4

- MA in Foreign Literature and Language – change degree name to World Languages and Literatures

E.1.a.5

- MAT in Foreign Languages (FL: French, FL: German, FL: Japanese, FL: Spanish) – change degree name to World Language (WL: French, WL: German, WL: Japanese, WL: Spanish)

E.1.a.6

- PhD in Applied Physics – change to existing program: change core courses and strand options

E.1.a.7

- MS in Physics – change to existing program: remove comprehensive exam requirement

E.1.a.8

- MA/MS in Speech and Hearing Sciences – change to existing program: change credits for two core courses

New Courses

E1-a

E.1.a.9

- CR 516 Evil and Hate, 4 credits
Explores the breakdown in dialogue surrounding the stereotyping and dehumanization of those who we view as “evil doers.” Challenges unreflective use the terms, “hatred” and “evil” in political rhetoric, creating a dangerous “us and them” dichotomy, and making reconciliation across cultures and viewpoints nearly impossible.

E.1.a.10

- CR 519 Forgiveness and Atonement, 4 credits
Explores both the theoretical and practical advantages and difficulties with forgiveness and atonement. Emphasis on how forgiveness and atonement inform conflict resolution practices.

E.1.a.11

- CR 527 Nationalism and Ethnic Conflict, 4 credits
Interdisciplinary inquiry into leading perspectives and theories of nationalism. Examined as a determinant factor of international and interethnic conflict. Analyzed through multiple case-specific conflict phenomena. Assessed in terms of its historical roots, evolution, structural patterns and socio-political antecedents and consequences.

E.1.a.12

- CR 529 European Union as a Peacebuilding System, 4 credits
Interdisciplinary focus on the European Union as an inter- and trans-national system of conflict resolution and peace building. Examined by contrasting the nationalist conflicts of old Europe to post-war efforts in building a system of peace and security that transcends belligerent ethnocentric nationalism.

E.1.a.13

- ENG 531 Topics in English Studies, 1 credit
Examines various theories, history, scholarship, pedagogy, and professional development in the field of English Studies. Topics always differ each term. May be repeated for up to six credits.

E.1.a.14

- STAT 580 Nonparametric Methods, 3 credits
Focus on standard nonparametric methods useful for the analysis of experimental data with minimal model assumptions. Topics include one and two-sample problems, one and two-way analysis of variance, multiple comparisons, rank correlation, estimation and confidence intervals, theory of U-statistics, permutation tests, Bootstrap, Monte Carlo power simulation studies. Prerequisites: Stat 462 or Stat 452/552.

Change to Existing Courses

E.1.a.15

- COMM 511 Introduction to Graduate Studies, 4 credits – change course title to Introduction to Communication Theory; change course description

E.1.a.16

- COMM 561 Social, Institutional, and Media Theories, 4 credits – drop course

E.1.a.17

- COMM 562 Cognitive and Relational Theories, 4 credits – drop course

E.1.a.18

- COMM 563 Critical and Cultural Theories, 4 credits – drop course

E.1.a.19

E1-a

- CR 522 Thesis Preparation Seminar, 1 credit – change course title to Thesis and Project Prep Seminar; change course description; change prerequisites

E.1.a.20

- SPHR 566 Motor Speech Disorders, 2 credits – change credit hours from 2 to 4

E.1.a.21

- SPHR 581 Stuttering, 4 credits – change credit hours from 4 to 2

School of Business Administration

New Courses

E.1.a.22

- GSCM (Global Supply Chain Management) prefix – new course prefix

E.1.a.23

- GSCM 511 Principles of Strategic Global Sourcing, 4 credits
Overview of planning strategies and tactical execution for sustainable operational sourcing in a global environment. Topics to be reviewed include; locating and qualifying international suppliers, the strategies regarding outsourcing / off-shoring, supplier & operational metrics and strategies, establishing and maintaining relationships, e-procurement, new product introduction, and quality systems with selected suppliers.

E.1.a.24

- GSCM 512 Global Managerial and Cost Accounting, 4 credits
The course covers global managerial & cost accounting issues, and focuses on the use of accounting information within the multinational firm. In addition, the course will consider financial models used in analyzing the economic viability of new products and services. Students will also be exposed to activity based costing, standards and variance analysis, and inventory valuation.

E.1.a.25

- GSCM 513 Principles of Strategic Global Logistics, 4 credits
This course deals with the development of strategies supply chain management involving the transfer of goods and services across national boundaries. Included are studies of inventory and warehouse planning and control and the principles of transportation. Managing logistics in an international environment will be the primary focus, with special attention given to air, rail, truck, and sea transportation.

E.1.a.26

- GSCM 514 Reverse Logistics and Closed Loop Supply Chain, 4 credits
The increasing globalization of suppliers and customers has increased concern with the issues of sustainable and responsible management across global supply chains. In this course students will explore the main risks, opportunities and practices we now see in global supply chain management from both conceptual and practical perspectives on sustainable practice. Students in this course will engage in applied studies and learn from academics and practitioners about the current challenges in this critical business arena.

E.1.a.27

- GSCM 515 Global Case Studies in Supply Chain Management, 4 credits
The final course in the Supply and Logistics Specialization integrates all of the concepts contained within the previous three classes. Global Supply and Logistics planning and strategy development is the primary focus. This is a case study based course where each week students are expected to analyze and prepare supply and logistics cases in an

E1-a

international setting. Emphasis is on developing analytical and problem-solving skills and generating the quantitative and qualitative information necessary to make superior managerial decisions.

E.1.a.28

- GSCM 516 Global Supply Chain Forecasting & Production Planning, 4 credits
The objective of this course is to familiarize students with the major tools used for manufacturing planning and control. To this end, we will perform an in-depth analysis of integrated operations management systems with emphasis on operations planning and control, material requirements planning, master scheduling, forecasting, capacity planning, just-in-time and related topics. These tools will be covered with more detail than previous SCM courses and we will examine how the various components fit together to form a complete system.

E.1.a.29

- GSCM 517 Supply Chain International Field Study, 4 credits
Economic globalization can provide enormous strategic benefits (risks) by coordinating operations located in different countries. Today's producers must coordinate international material flow, produce in multiple countries, and deliver new products to customers at ever increasing speed and on-time. This course will provide students with an "on the ground" opportunity to explore the challenges in globalized operations strategies.

E.1.a.30

- GSCM 518 Global Supply Chain Project Management, 4 credits
This course emphasizes how to implement a project within the time, cost, scope, and quality success criteria that influence supply chain strategies. The spectrum of project management in supply chain includes the participation in new product development, sourcing of supply, the transformation process, logistics, and planning for the return of materials after the life cycle is complete.

E.1.a.31

- GSCM 519 Global Supply Chain Negotiations, 4 credits
The purpose of this course is to analyze the negotiation challenges faced by the global supply chain professional. Thus the content is focused on contract negotiation, Uniform Commercial Code, UN Convention on Contracts, and e-procurement. The course will encourage development of these skills experientially by emphasizing relationships and a total cost perspective.

E.1.a.32

- GSCM 520 Global Supply Chain Strategy, 2 credits
In this course students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. Students assess how internet technologies, dynamic markets, and globalization are impacting supply chain strategies and practices, including: logistics, inventory and risk management, procurement and supply contracting, product and process design, and revenue channels.

E.1.a.33

- GSCM 521 Global Information, Systems and Data Analytics, 4 credits
The premise of this course is that supply chain management must understand and assess the information resources and technologies that underpin the life cycle of goods and services. Information is generated at each stage of the supply chain and crucial to the performance is where and how to store, analyze and act upon its insights.

E.1.a.34

- GSCM 522 Global Leadership & Ethics in Supply Chain Management, 2 credits

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This course provides students with a solid understanding of the concepts linking leadership to global and social systems, international organizational development, and the connection between leadership, systems, and global supply chains. Global leadership is studied from four perspectives: the virtual team leading across borders and organizations, ethical and cultural ramifications of leadership, and the ethical traits of global leaders and followership, and your own value system and its place within a global supply chain organization.

E.1.a.35

- GSCM 525 Supply Chain Capstone Consulting Experience, 4 credits
The course provides students the opportunity to have a significant, hands-on experience that builds upon the foundation of the core of the GSCM program. Students, operating as part of a consulting team, work closely with a client to help to solve a supply chain oriented business problem. The scope of the project is 600 hours of research as a group on the behalf of the client.

Maseeh College of Engineering and Computer Science

Change to Existing Programs

E.1.a.36

- MENG in Electrical and Computer Engineering – terminate degree program

E.1.a.37

- MS in Electrical and Computer Engineering – change to existing program: eliminates comprehensive exam option and adds coursework-only option; adds specialized tracks

E.1.a.38

- MS in Mechanical Engineering – change to existing program: change to departmental omnibus limits

New Courses

E.1.a.39

- ECE 571 Introduction to SystemVerilog for Design and Verification, 4 credits
Introduction to SystemVerilog: language features to support both design and verification. Good practices for simulation and synthesis, techniques for constructing reusable testbenches. Additional topics may include hardware acceleration and transaction-based verification techniques. Course includes homework and significant final project with presentation. Familiarity with Verilog and finite state machines required. Prerequisites: ECE 351 or equivalent, or permission of instructor.

E.1.a.40

- ME 530/630 Solid Mechanics, 4 credits
This course provides the knowledge of mechanics, physics, and mathematics that concerns the behavior of solids under external actions including external forces, applied displacements, temperature changes, moisture diffusion, etc. Topics include kinematics of deformation and motion, Lagrangian strain tensor, Cauchy stress tensor, elasticity and plasticity. Prerequisites: undergraduate mechanics and engineering mathematics; ME 313 or equivalent.

E1-a

Change to Existing Courses

E.1.a.41

- CS 586/686 Introduction to Database Management, 3 credits – change course number: drop 600-level section, add 400-level section (386 being changed to 486); change course title to Introduction to Database Management Systems; change course description

E.1.a.42

- CS 587/687 Relational Database Management Systems, 3 credits – change course number: drop 600-level section, add 400-level section; change course title to Database Management Systems Implementation

E.1.a.43

- ETM 544/644 Organizational Project Management, 4 credits – change course description

College of the Arts

Change to Existing Programs

E.1.a.44

- MARCH in Architecture – change to existing program: change program requirement and number of required electives

E.1.a.45

- MM in Music: Conducting – change to existing program: change program requirements

New Courses

E.1.a.46

- MUEd 583 Kodaly Training: Level IV, 5 credits
The final course in the Kodaly approach and its applications in the field of Music Education. Students will prepare a dvd of their teaching and present their projects/dvds for evaluation as well as participate in pedagogy, folk music, musicianship, materials, conducting, and choir classes within the course. Prerequisites: MuEd 482/582 or other Kodaly Level III coursework.

College of Urban and Public Affairs

Change to Existing Courses

E.1.a.47

- USP 547 Planning for Developing Countries, 3 credits – change course title to Urbanization and Planning in the Global South; change description

February 14, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2012-13 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- COMM 429/529 Health Communication Campaigns, 4 credits
In-depth examination of health communication campaigns that promote behavior change using theories at the individual, interpersonal, small group, and community levels. We will explore the current media environment, in which health communication campaigns can utilize a variety of communication channels including mobile phones, social networks, video games, and entertainment television. Prerequisites: upper-division standing.

E.1.b.2

- JPN 423/523 Modern Japanese Poetry, 4 credits
An introduction to modern Japanese poetry including new forms (shi) and modern variations on traditional forms (tanka, haiku). Students read poems in Japanese, analyze syntax, learn genre requirements, and understand the history of modern Japanese poetry. Prerequisites: Jpn 416 and 417.

E.1.b.3

- JPN 424/524 Contemporary Japanese Poetry and Pop Culture, 4 credits
An introduction to contemporary Japanese pop culture including free verse, traditional tanka, song lyrics, and comic books (manga). Students read verse in Japanese, analyze syntax, learn genre requirements, and understand the history of modern Japanese poetry and songs; students analyze sequential-art narratives to understand multiple aspects of Japanese pop culture. Prerequisites: Jpn 416 and 417.

E1-b

E.1.b.4

- LING 472/572 Teaching Pronunciation, 4 credits
This is a practical, hands-on course in which students apply phonetics and phonology in the context of language education. While the focus is on teaching English pronunciation, the course includes general theory and applications that are useful for students planning to teach pronunciation of other languages (e.g., Spanish, Chinese). Prerequisites: Ling 390.

E.1.b.5

- LING 473/573 Computer Assisted Language Learning, 4 credits
Introduction to the use of computers in language learning. Examines the research of the field to inform practical considerations for task design and evaluation. Prerequisites: Ling 477/577.

E.1.b.6

- PH 473/573 Alternative Energies, 4 credits
Starting with a review of global energy trends, this course will cover the major resources of alternative energies (hydropower, wave, tidal and wind energy, solar energy, nuclear fission and fusion), their characteristics, utilization and technology as well as environmental and public impact. Special attention will be given to photovoltaics and solar cell technology. Market developments will also be analyzed based on simple models. Prerequisites: Ph 213 or Ph 223.

E.1.b.7

- PHL 449/549 Philosophy of Sustainability, 4 credits
Analysis of the conceptual, ethical, and socio-political dimensions of sustainability. This course will examine the core philosophical issues that arise within the theory and practice of sustainability relevant for three complementary dimensions: environmental, economic, and social. Prerequisites: junior standing.

E.1.b.8

- SOC 427/527 Gender and Work, 4 credits
Consideration of the theoretical, methodological, and empirical contributions of current scholarship in the area of gender and work. Emphasis on the intersection of gender, sexuality, race/ethnicity, and class. Topics include: inequalities in the labor force, low wage work and poverty, work/family conflict, sex/sexuality in the workplace, and masculinity/femininity at work. Prerequisites: junior standing.

E.1.b.9

- WR 471/571 Publishing Software, 4 credits
Provides a strong base in the software used in the book publishing industry, focusing on Adobe InDesign. Also explores Adobe Photoshop, Illustrator, and Acrobat, as well as XHTML and e-book design. The class considers audience expectations through a range of hands-on design projects. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

E.1.b.10

- WR 472/572 Copyediting, 4 credits
Learn how to improve the clarity, coherency, consistency, and correctness of other people's writing through application of grammatical and stylistic guidelines. Study grammar, usage, punctuation, and style. Narrow focus on editing at the line and substantive level, with little to no attention given to broad development of a manuscript. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

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E.1.b.11

- WR 473/573 Developmental Editing, 4 credits
Explores the relationship between an editor, a writer, and the work in the process of developmental editing—also known as global, substantive, or comprehensive editing. Examines historically significant editor/author relations, how the editorial process and relationships have changed over time, and how editorial expectations shift based on the expectations of the publisher, the constantly changing global marketplace, and the introduction of new technologies. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

E.1.b.12

- WR 474/574 Publishing Studio, 4 credits
Perform the work of a real publishing house, from acquiring manuscripts to selling books. Gain publishing experience by participating in the various departments of a student-staffed publishing house, Ooligan Press. Departments include Acquisitions, Editing, Design and Sustainable Production, Marketing, External Promotions, Sales, Digital Content, Social Media, and Project Management and Operations. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

E.1.b.13

- WR 475/575 Publishing Lab, 1 credit
Perform the work of a real publishing house, from acquiring manuscripts to selling books. Gain publishing experience by participating in the various departments of a student-staffed publishing house, Ooligan Press. Departments include Acquisitions, Editing, Design and Sustainable Production, Marketing, External Promotions, Sales, Digital Content, Social Media, and Project Management and Operations. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

E.1.b.14

- WR 478/578 Publications Management, 4 credits
Learn about the traditional business model of book publishing and how that model is changing. Study profit and loss, inventory, negotiation, and other topics fundamental to running a publishing house. Covers both theory and real-world applications. Prerequisites: consent of instructor.

Change to Existing Courses

E.1.b.15

- COMM 423/523 Organizational Communication, 4 credits – change course title to Advanced Organizational and Strategic Communication; change course description; change prerequisites

E.1.b.16

- COMM 457/557 The Language of Violence, 4 credits – drop [cross-listed: WS 457/557]

E.1.b.17

- ESM 475/575 Limnology and Aquatic Ecology, 4 credits – change course description; change prerequisites

E.1.b.18

- HST 475/575 History of Russia: Origins to Peter The Great, 800-1700, 4 credits – change title to Topics in Early Russian History; change course description

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E.1.b.19

- LING 435/535 Applied Linguistics, 4 credits – change course title to Theories and Practice in Applied Linguistics; change course description; change prerequisites

E.1.b.20

- PSY 451/551 Physiological Psychology, 4 credits – change title to Introduction to Neurophysiological Psychology; change description; change prerequisites.

E.1.b.21

- SOC 425/525 Sociology of Women, 4 credits – change course title to Sociology of Gender; change course description [cross-listed: WS 425/525]

E.1.b.22

- WR 459/559 Writing the Memoir, 4 credits – change course title to Memoir Writing; change course description; change prerequisites; remove asterisk

E.1.b.23

- WS 425/525 Sociology of Women, 4 credits – change course title to Sociology of Gender; change course description [cross-listed: SOC 425/525]

E.1.b.24

- WS 457/557 The Language of Violence, 4 credits – drop [cross-listed: Comm 457/557].

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.25

- CS 480/580 Randomized Algorithms and Probabilistic Analysis, 4/3 credits
Probabilistic tools used in the design and analysis of modern algorithms and data structures. Topics include: review discrete random, occupancy problems, tail bounds, Markov chains, the probabilistic method, martingales, Monte Carlo methods. The course explores a variety of CS applications. Prerequisites: CS 350, Stats 451.

E.1.b.26

- CS 498/598 Introduction to Wireless Network Protocols, 4/3 credits
Classification of wireless networking systems; study of multiple access protocols in single hop and multi-hop networks; performance analysis of protocols; overview of emerging radio technologies for high-throughput next generation systems; study of wireless communication protocol standards for cellular systems; case studies of deployed systems. Prerequisites: CS 250 or ECE 271.

E.1.b.27

- ME 438/538 Fundamentals of MEMS and Microsystems, 4 credits
The underlying principles of physics, mechanics and materials science as they apply to MEMS will be covered and coupled closely with the basic and applied aspects of microsystems engineering. Case studies involving the design, operation, fabrication and packaging of MEMS devices will be presented throughout the class. Prerequisites: senior standing.

E.1.b.28

- ME 460/560 Control of Mechanical Systems Using Microcontrollers Laboratory, 4 credits
Basic interfacing and programming of microcontrollers for controls applications is introduced. Microcontrollers are interfaced with various external devices and sensors using A/D, D/A, and the SPI bus. Control of a motor driven mechanical device is implemented. A

E1-b

student selected final project involving the control of a physical system is required.
Prerequisites: ME 453/553 and ME 454/554 (concurrent).

E.1.b.29

- ME 478/578 Introduction to Electronic Packaging, 4 credits
This course provides a foundation on mechanical and materials aspects of electronic packaging as well as an understanding of the fundamental mechanical principles used in the design of electronic packages, boards, sub-systems, and systems with focus on their integration. Topics include design, properties, materials, interconnections, assembly processes, performance of various packaging systems, thermal management, failure mechanisms and reliability. Prerequisites: ME 313 or equivalent.

Change to Existing Courses

E.1.b.30

- CS 441/541 Artificial Intelligence, 4/3 credits – change course description; change prerequisites

E.1.b.31

- ME 423/523 Fundamentals of Building Science, 4 credits – change course description; change lecture hours; change laboratory hours; change prerequisites

College of the Arts

New Courses

E.1.b.32

- MUEd 480/580 Kodaly Training: Level I, 5 credits
A two-week intensive introduction to the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, and choir classes within the course. Prerequisites: junior standing.

E.1.b.33

- MUEd 481/581 Kodaly Training: Level II, 5 credits
A two-week continuation of the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, conducting, and choir classes within the course. Prerequisites: MuEd 480/580 or other Kodaly Level 1 coursework.

E.1.b.34

- MUEd 482/582 Kodaly Training: Level III, 5 credits
The third course in the Kodaly approach and its applications in the field of Music Education. Students will participate in pedagogy, folk music, musicianship, materials, conducting, and choir classes within the course. Prerequisites: MuEd 481/581 or other Kodaly Level II coursework.

Change to Existing Courses

E.1.b.35

- MUS 441/541 Advanced Conducting, 3 credits – change course title to Advanced Conducting Methods; change course description; drop 400-level section

E.1.b.36

- MUS 442/542 Advanced Conducting, 3 credits – change course title to Advanced Choral Conducting; change course description; drop 400-level section; make course repeatable for credit

E.1.b.37

- MUS 443/543 Advanced Conducting, 3 credits – change course title to Advanced Instrumental Conducting; change course description; drop 400-level section; make course repeatable for credit

College of Urban and Public Affairs

New Courses

E.1.b.38

- PHE 416/516 Families and Aging, 4 credits
Family ties of middle aged and older adults are explored using a life course perspective. The diversity of family structure and experience is emphasized with attention to gender, race, class, and ethnicity. Life transitions are highlighted as are informal and formal services available to support older adults and their families. Prerequisites: junior standing.

E.1.b.39

- PS 435/535 Disasters and Public Policy, 4 credits
The political, administrative, and public policy issues surrounding major and catastrophic risks and disasters including both natural (earthquakes, pandemics, asteroids) and man-made (climate change, nuclear weapons, bio-terrorism) events. PS 101, PS 102, or PS 200.

E.1.b.40

- PS 473/573 Government and Politics of Arab North Africa, 4 credits
Examines the domestic and international politics of Arab North Africa, including Morocco, the Moroccan/Western Sahara, Mauritania, Algeria, Tunisia, Libya, and Egypt. Topics include the history of the region, political regimes and authoritarianism, the Arab spring, women's rights, and U.S.-Maghrebi relations. Prerequisites: upper-division standing.

Change to Existing Courses

E.1.b.41

- PS 493/593 Philosophy of the Social Sciences, 4 credits – change course description

February 11, 2013

TO: Faculty Senate

FROM: Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2012-13 Comprehensive List of Proposals**.

College of the Arts

New Courses

E.1.c.1.

- Art 356 Visual Storytelling (4)
Studio course exploring strategies of representation of stories, characters, and other narrative elements in time-based visual media. Focuses on the use and creation of storyboards, graphic novels, and animation in fiction and non-fiction storytelling. Prerequisites: Art 119 for majors or with permission of the instructor.

E.1.c.2.

- Art 357 Intermediate Video (4)
Studio course covering intermediate video production skills such as audio recording and sound editing, image compositing, and other relevant technical topics. Includes the study of current trends and theories in video art and experimental media to inform individual creative projects. Prerequisites: Art 119 and Art 257 for majors or permission of instructor.

E.1.c.3.

- Art 370 Topics in Printmaking Techniques (4)
Adding on to the principles and skill sets first investigated in lower-level printmaking this course explores additional techniques in printmaking. Varying practices, methodologies, and theories will be explored. Topics include but are not limited to etching, relief, mixed media print, screen printing, and mono-print. May be repeated for credit up to a maximum of 12 credits. Prerequisites: Art 270 or 271. Open to non-majors with instructor's consent or departmental approval.

E.1.c.4.

- Art 387 Intermediate Jewelry and Metalsmithing (4)
Advanced metalworking techniques (e.g., forming methods) are introduced along with continued development of basic processes. Typical projects include designing and fabricating a series of three theme-related objects. Can include cast elements and incorporation of non-metal materials. Prerequisites: Art 117, Art 287. Open to non-majors with instructor's consent.

E1-c

E.1.c.5.

- Art 487 Advanced Jewelry and Metalsmithing (4)
An upper-level light metals course with focus on conceptual development and increasingly specific technical methodology. Builds on skills developed in lower-division courses and refines personal visual language and progression of ideas. Experimental materials and methods are encouraged. Prerequisites: Art 117, Art 287. Open to non-majors with instructor's consent.

Changes to Existing Courses

E.1.c.6.

- TA 131 Understanding the Movies – change title and description.

School of Business Administration

Changes to Existing Programs

E.1.c.7.

- BA in Business Administration: Marketing – changes the name of the Marketing Information and Technology track to the Marketing Innovation and Technology track; removes Mktg 462 Customer Information course as a required course for the track.

E.1.c.8.

- BA/BS in Supply and Logistics Management – removes three courses as approved electives for the major.

New Courses

E.1.c.9.

- Mktg 463 Service Innovation (4)
This course is focused on the issues that confront marketing managers as they address the development of innovative services and service-oriented marketing strategies. It will cover new service design and development, standards, strategy, delivery, and service management with special attention to the technology-enablement of service business models. Prerequisites: BA 311.

Changes to Existing Courses

E.1.c.10.

- Actg 421 Introduction to Taxation – change prerequisites.

E.1.c.11.

- Actg 430 Governmental & Not for Profit Accounting – change credit hours from 1 to 2.

E.1.c.12.

- Mgmt 448 Team Processes – change course number to Mgmt 428.

E.1.c.13.

- Mgmt 493 Human Resource Policies – change title, description and prerequisites.

Graduate School of Education

Changes to Existing Courses

E.1.c.14.

- ELP 418/518 Educational Leadership in Public Schools – change course number to ELP 318; change title to Introduction to Educational Leadership in Public Schools; remove 518 option.

E.1.c.15.

- ELP 450 Introduction to Leadership for Sustainability – change course number to ELP 350.

E.1.c.16.

- ELP 455/555 Gender and Education – change course number to ELP 351; remove 555 option.

College of Liberal Arts & Sciences

Changes to Existing Programs

E.1.c.17.

- Certificate in Advanced Proficiency in Russian – removes anachronisms in the narrative; replaces provisional course numbers with discrete numbers and titles.

E.1.c.18.

- BA/BS in Chemistry – changes requirements; eliminates letter-grade requirement from Ch 401 research course.

E.1.c.19.

- BA in Foreign Language – change degree name to the BA in World Language.

E.1.c.20.

- Minor in Foreign Language – change degree name to the Minor in World Language.

E.1.c.21.

- Minor in Sexuality, Gender and Queer Studies – makes some housekeeping changes, adds courses to approved electives list.

E.1.c.22.

- Minor in Special Education – revises required Mathematics courses and SpEd courses.

E.1.c.23.

- Certificate in TESL – changes the requirement for the TESL certificate students' language education courses.

New Courses

E.1.c.24.

- Anth 379 Practicing Forensic Science (4)
Survey of topics in forensic science: DNA, drug chemistry, toxicology, firearms, and latent prints. Focus on forensic anthropology and taphonomy, including assessment of age, sex, population-based skeletal variation, and effects of peri-/post-mortem environmental processes on forensic investigation. Course clarifies popular media misinformation with fact-based overview of real forensic analysis.

E.1.c.25.

- Bi 372 Nanotechnology, Society and Sustainability (4)
Introduction to ethical, legal, and social issues associated with nanotechnology. Critically evaluates implications and applications of nanotechnology to environmental and human

E1-c

health concerns, in local and global contexts. Addresses nanotechnology's impact on the economic, environmental, and social aspects of sustainability.

E.1.c.26.

- Comm 342 Introduction to Public Relations (4)
An introduction to the principles and practice of professional public relations, focusing on the functions of PR in organizations, the concept of strategic communication in persuasion, relevant professional skills, the role of research, and an understanding of common ethical issues encountered. Prerequisites: Comm 200.

E.1.c.27.

- Comm 362 Bollywood: Communicating Contemporary South Asia through Cinema (4)
Bollywood is a spectrum of major media industries in India and South Asia that produce entertainment for worldwide consumption. Bollywood is a recent term that highlights the transnational character of the Industry, very much like Hollywood. Specifically we will examine transnational Indian Cinema with the following emphases: 1. globalization and the politics of transnational film production, distribution, and reception; 2. local-regional-global dynamics; 3. the construction and negotiation of gender, family, nation, religion/communalism, and emerging new filmic genres; 4. issues of filmic representation and diasporic identities.

E.1.c.28.

- Eng 310 Children's Literature (4)
Looks at literary works written for children in their cultural contexts and focuses on changing notions about propriety, education, children's literature, and the very idea of childhood itself.

E.1.c.29.

- G 313 Methods in Mineralogy (2)
Analytical and imaging methods to evaluate a range of physical and chemical properties of minerals such as morphological features, quantitative evaluations of chemical constituents, and determination of crystal structures used for mineral identification. Prerequisites: one year of general chemistry. Corequisite: G 312.

E.1.c.30.

- G 315 Lithology and Petrography (2)
Description of the physical characteristics of naturally occurring rocks in hand specimen and thin section under the petrographic microscope. Understanding textures and fabrics of rocks and what physical and chemical parameters control them such as crystallization and nucleation rate, compositional environment, stress field, and provenance characteristics. Prerequisites: G 312, G 313. Corequisite: G 314.

E.1.c.31.

- G 319 Processes in the Surface Environment: Methods (2)
Introduction to methods of investigation of physical processes occurring in Earth's upper crust. Topics include design and use of environmental sensors, landscape analysis using digital data sets, and scale model experiments. Prerequisites: G 201/204 and G 202/205. Corequisite: G 318.

E.1.c.32.

- Intl 472 Media and International Relations (4)
Examines the role of media (traditional and new media), historical and contemporary, in the conduct of international relations and in the reporting and representations of national and international politics and cultures. Prerequisites: junior standing.

E1-c

E.1.c.33.

- Kor 330 Topics in Korean Culture & Civilization: Korean Popular Culture (4)
A multimedia survey of development and trends of Korean popular culture in contemporary Korea. Examines various forms of its popular culture—including K-pop, TV dramas, cinema, food, fashion, and the Internet— and studies their implications in social, political, historical, and economical contexts. Conducted in English.

E.1.c.34.

- Ling 391 Introduction to Applied Linguistics (4)
Survey of topics not covered in detail in Ling 390 including language acquisition, historical linguistics and discourse analysis. Different theoretical perspectives relevant for applied linguistics are introduced and students develop their analytic skills with a special focus on the effective and discipline-appropriate reporting of these analyses.
Prerequisites: Ling 390.

E.1.c.35.

- Ph 382 Introduction to Nanoscience and Nanotechnology (4)
Basic introduction to nanoscience and nanotechnology for all interested science, engineering and social science and humanities students.

E.1.c.36.

- Phl 375 Food Ethics (4)
An introduction to ethical issues surrounding food choices including the fairness of food markets, the moral status of animals, and our obligations to the hungry.

E.1.c.37.

- Rus 444, 445, 446 Flagship Studies: Globalization (2, 2, 2)
A Russian across the curriculum course aligned with PSU's University Studies Program. Flagship students develop advanced reading, writing, speaking and listening skills while exploring "Globalization" in Russian. Prerequisites: admission to the Russian Flagship Program.

E.1.c.38.

- Rus 454 Flagship Studies: American Studies (2)
A Russian across the curriculum course aligned with PSU's University Studies Program. Flagship students perfect advanced reading, writing, speaking and listening skills while exploring the U.S. Jazz Age in Russian. Prerequisites: admission to the Russian Flagship Program.

E.1.c.39.

- Rus 455 Flagship Studies: European Studies (2)
A Russian across the curriculum course aligned with PSU's University Studies Program. Flagship students perfect advanced reading, writing, speaking and listening skills while exploring the modern European history and culture in Russian. Prerequisites: admission to the Russian Flagship Program.

E.1.c.40.

- Rus 456 Flagship Studies: Environmental Sustainability (2)
A Russian across the curriculum course aligned with PSU's University Studies Program. Flagship students perfect advanced reading, writing, speaking and listening skills while exploring the questions of ecology and sustainability in Russian. Prerequisites: admission to the Russian Flagship Program.

E.1.c.41.

- Rus 457, 458, 459 Flagship Studies: Russian in the Major (2, 2, 2)

E1-c

A Russian across the curriculum course designed to permit advanced Flagship students to develop appropriate vocabulary, discourse strategies, and research skills in their respective majors. Prerequisites: admission to the Russian Flagship Program.

E.1.c.42.

- WS 317 Writing as Activism (4)

Students will work intensively to develop activist writing projects individually and in collaboration with others. Investigate a variety of forms and sources of activist writing, generate new writing in weekly writing workshops, serve as writing partners/coaches with each other, and work cooperatively to complete community-based, writing-involved activist projects.

E.1.c.43.

- WS 375 Topics in Sexuality Studies (4)

Study of different topics related to sexuality. Topics will vary from term to term.

E.1.c.44.

- WS 387 Feminist Organizations: Theory and Practice (4)

An introduction to the theory and practice of feminist non-profit organizations. Attention to the history of feminist non-profit organizations in the U.S., political and social structures that impact such organizations, and decision-making and management issues related to feminist concepts of power. Partnering with a local feminist non-profit, students will gain hands-on knowledge of how feminist organizations strive to put theory into practice. Prerequisites: WS 307 or junior standing.

Changes to Existing Courses

E.1.c.45.

- G 312 Mineralogy – change description; change credit hours from 5 to 3.

E.1.c.46.

- G 314 Petrology – change description; change credit hours from 5 to 3.

E.1.c.47.

- G 318 Processes in the Surface Environment – change description; change credit hours from 5 to 3.

E.1.c.48.

- Ling 101 Grammar/Writing Level I – change title, description and credits.

E.1.c.49.

- Ling 104 Reading Level I – change title, description, credits.

E.1.c.50.

- Ling 106 Speaking/Listening Level I – change title, description.

E.1.c.51.

- Ling 111 Grammar/Writing Level E – change title, description, credits.

E.1.c.52.

- Ling 114 Reading Level E – change title, description.

E.1.c.53.

- Ling 116 Speaking/Listening Level E – change title, description.

E.1.c.54.

- Ling 121 Grammar/Writing Level 2 – change description, credits.

E.1.c.55.

- Ling 124 Reading Level 2 – change description.

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E.1.c.56.

- Ling 126 Speaking/Listening Level 2 – change description.

E.1.c.57.

- Ling 131 Grammar/Writing Level 3 – change description, credits.

E.1.c.58.

- Ling 134 Reading Level 3 – change description.

E.1.c.59.

- Ling 136 Speaking/Listening Level 3 – change description.

E.1.c.60.

- Ling 492 Structure of the English Language – change course number to Ling 392; change description and prerequisites.

E.1.c.61.

- WS 455 Gender and Education – change course number to WS 351.

College of Urban and Public Affairs

Changes to Existing Programs

E.1.c.62.

- Minor in Community Development – changes requirements for the minor. Makes the minor requirements consistent with the proposed changes for the major.

E.1.c.63.

- BA/BS in Political Science – revises the requirements for the standard major; adds a Public Service track as an option for fulfilling the major requirements; adds an International Development track as an option for fulfilling the major requirements; drops the Politics of Diversity and the Politics of Conflict and Cooperation tracks.

New Courses

E.1.c.64.

- PAH 320 Health Ethics: Contemporary Issues (4)
Explores the theoretical, historical, and institutional contexts of health ethics across populations. Students will learn and apply practical skills to deconstruct and analyze ethical challenges across a continuum of health-related topics from the classical cases through contemporary debates regarding our global social health, social justice, and related issues.

February 7, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
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 2012-13 Comprehensive List of Proposals.

School of Business Administration

New Program

- MS in Global Supply Chain Management (two-page summary attached)

**Proposal for the Initiation of a New Instructional Program
Leading to the Masters of Science in Global Supply Chain Management**

Summary

The proposed degree program will be a Masters of Science in Global Supply Chain Management.

The program objectives are to prepare students to:

- design and manage an effective and efficient global supply chain,
- understand and apply supply chain analytics,
- conduct demand forecasting, aggregate planning, and sales and operations planning for a supply chain,
- apply project management techniques in a supply chain context,
- understand the implications of supply chain initiatives in terms of key financial performance metrics,
- understand and utilize sustainability-based initiatives, included closed-loop processes, to improve the social and environmental impact of supply chains,
- assess fundamental dimensions of supply chain strategy, social and environmental responsibility, innovation, transformation, and organizational leadership.

The proposed degree will have a total of 52 student credit hours and be completed in two years on a part-time basis. The table below outlines the Year 1 and Year 2 course schedule.

Course #	Course Title	SCH
YEAR 1		
GSCM 511	Principles of Global Sourcing	4
GSCM 512	Global Managerial & Cost Accounting	4
GSCM 513	Principles of Global Logistics	4
GSCM 514	Global Reverse Logistics and Sustainability	4
GSCM 515	Integrated Global Supply Chain Management	4
GSCM 516	Global Forecasting and Production Planning	4
GSCM 517	International Field Study: China or Germany	4
GSCM 522	Global Leadership & Ethics in Supply Chains	2
YEAR 2		
GSCM 518	Project Management for Global Supply Chains	4
GSCM 519	Global Contract Negotiations	4
GSCM 520	Global Supply Chain Strategy	2
GSCM 521	Info Systems/Data Analytics	4
GSCM 525	Capstone Consulting Experience	4
GSCM XXX	Elective	4
Total SCH		52

The School of Business has had a highly successful undergraduate major in supply chain management for many years. This proposed Masters builds on the expertise and community connections established through the undergraduate program. Also, because the undergraduate program has been underway for many years, library and department resources relevant to the proposed program are already in place and adequate.

The School of Business has committed funds for marketing and recruitment in the first year. Thereafter, tuition revenue earned through the proposed degree will be able to support marketing and recruitment efforts for the program.

Admitted students will be expected to have a minimum undergraduate or graduate GPA of 3.0 and would be required to submit an application form, three letters of recommendation, transcripts, a resume, two essays, and a standardized test score such as a Graduate Management Aptitude Test (GMAT) or a Graduate Record Exam (GRE). Accepted students will need to meet test score standards similar to that of the School of Business' Master of Science in Financial Analysis program.

Students will be required to attend a 3-day orientation at the beginning as well as participate in a mid-program international experience. All courses will be offered online, using synchronous and asynchronous course designs.

The proposed program can be initiated with existing faculty. However, the program will be able to fully support the hiring of an additional tenure-track faculty member committed to teaching in this program in its second year.

March 4, 2013

MOTION 1

Whereas OAR 580-020-0005 defines the ranks of **Tenure-Track and Tenure-Related Faculty** as assistant professor, associate professor, [full] professor, and distinguished professor, effectively excluding non-tenure-track faculty from holding these titles, and

Whereas in a 12/5/2011 memo to PSU-AAUP from Sona Andrews, then Vice Chancellor for Academic Strategies, OUS has provided that “At their discretion, institutions can make the decision to grandfather titles to persons holding a title or rank,”

PSU Faculty Senate recommends that fixed-term faculty **employed at PSU for the academic year ending in June, 2014 at .5 FTE or above** who currently hold the ranks of Assistant, Associate, Full, or Distinguished Professor to maintain their current academic ranks and titles in future employment contracts with the university that entail the same job duties they currently perform.

MOTION 2

PSU Faculty Senate recommends that fixed-term faculty **employed at PSU for the academic year ending in June, 2014 at .5 FTE or above** who entered into their current employment contracts with the expectation that, if rehired, they would be eligible for promotion to the ranks of Assistant, Associate, Full, or Distinguished Professor, to extend their eligibility for such promotion in the creation of any future employment contracts with PSU.

1. The criteria for promotion into the ranks of Assistant, Associate, Full, and Distinguished Professor shall continue to be the same for tenure-related and fixed-term faculty, as outlined in the University and State Guidelines for Promotion and Tenure.
2. Faculty with the rank of Senior Instructor I may choose to be considered for promotion to either Senior Instructor II or Assistant Professor, in accordance with their departmental and university guidelines. Faculty hired within the same time period above who attain the rank of Senior Instructor II will be eligible to be considered for promotion to Assistant Professor and from there through the professorial ranks, again in accordance with previously established guidelines.

MOTION 3

Whereas OAR 580-020-0005, as revised in December, 2011, reorganizes existing faculty ranks according to the following chart:

Before 2012	After 2012
Senior Instructor	Senior Instructor I Senior Instructor II
Senior Research Assistant	Senior Research Assistant I Senior Research Assistant II
Senior Research Associate	Senior Research Associate I Senior Research Associate II

PSU Faculty Senate recommends that fixed-term faculty **employed at PSU for the academic year ending in June, 2014 at .5 FTE or above** who currently hold the ranks of Senior Instructor, Senior Research Assistant, and Senior Research Associate to be mandatorily reclassified as, respectively, Senior Instructor I, Senior Research Assistant I, and Senior Research Associate I. This reclassification is to leave room for future promotion. *No faculty member shall receive a pay cut as a result of reclassification.*

MOTION 4

PSU Faculty Senate recommends that PSU does not use the new Title/Rank of Librarian. Library faculty will keep their current ranks, except as adjusted by the previous motions.

MOTION 5

PSU Faculty Senate recommends the use of Auxiliary Titles for Visiting and Adjunct Faculty in accordance with the following guidelines:

1. The auxiliary titles *visiting* or *adjunct* shall be added to the titles of faculty members hired on a temporary basis.
2. Although OAR 580-020-0005 defines the ranks of Assistant, Associate, Full, and Distinguished Professor as tenure-track only, the terms *visiting* or *adjunct* may be added to these ranks for faculty hired on a temporary or part-time basis. *Visiting* will be used for faculty hired at 0.5 FTE or higher; *adjunct* will be used for faculty hired at less than 0.5 FTE.
3. The university should prioritize hiring permanent, full-time faculty wherever possible to promote student retention and healthy faculty governance.
4. Visiting faculty appointments should be reserved for those who are truly temporary.

Senate Motion in Support of ASPSU Tuition Equity Resolution

We, the Faculty Senate of Portland State University, support the ASPSU Resolution in support of the passage of Tuition Equity, an Oregon Legislative bill that would grant any student who is raised in Oregon and graduated from an Oregon high school eligibility for in-state tuition at any Oregon public higher education institution, as circulated in the agenda packet for the March 4, 2013 Senate meeting.

TUITION EQUITY RESOLUTION

A resolution supporting the passage of Tuition Equity (TE), an Oregon Legislative bill that would grant any student, who is raised in Oregon and graduated from an Oregon high school, eligibility for instate tuition at any Oregon public higher education institution.

Sponsored By: Directors Mena, Silva-Hernandez, Worth, President Dollar, Senators Hernandez, Foster, and Ramirez.

BE IT RESOLVED THAT:

1. Section 1: The Associated Students of Portland State University fully support HB 2787 "Tuition Equity" during the 2013
2. legislative session.
3. Whereas: Each year 65,000 undocumented students, who have lived in the United States for over five years, graduate
4. from American high schools with no clear pathway to citizenship, employment, or higher education.
5. Whereas: There are no expenditures tied to Tuition Equity, and it has been connected to increased revenues for public
6. higher education institutions and the State of Oregon,
7. Whereas: PSU administration and President Wim Wiewel support the passage of this bill.
8. Whereas: Many other states have seen benefits from passing similar bills including California, Illinois,
9. Kansas, Nebraska, New Mexico, New York, Texas, Utah, and Washington,
10. Whereas: Many Oregon students in and around the Portland Metropolitan area attend our public schools but are
11. discouraged to graduate high school because they do not have a clear path to higher education.
12. Whereas: There are approximately 2 million children born outside of the U.S. that have been raised and educated in the
13. United States, who have no legal status, hold American values, know only the United States as home, and have the same
14. dreams, goals, and aspirations as other American children,
15. Whereas: These children came to the United States due to the action of their parents and did not take part in any
16. decision to circumvent the immigration laws of this country.
17. Whereas: Undocumented immigrants make vital contributions to the economic stability and cultural richness of the
18. United States, yet remain vulnerable to exploitation, victimization and stigmatization as long as they are denied legal
19. immigration status and meaningful access to higher education,
20. Whereas: Tuition Equity is more meaningful with the new order of deferred action from President Obama
21. Whereas: It is fiscally irresponsible to throw away the state's k-12 investment in these students, and understanding that
22. tuition equity incentivizes high school graduation: A key part of achieving the Governor's 40-40-20 plan involves the
23. passage of tuition equity.
24. Therefore be it resolved: That the Associated Students of Portland State University are fully committed to supporting
25. and advocating for the passage of tuition equity during the 2013 legislative session.

Date: February 11, 2013

To: Faculty Senate Steering Committee

Fr: Robert Gould PhD, Chair,
Educational Policy Committee

The following are this quarter's Educational Policy Committee activities and decisions:

1. Continued work on **PSU Centers and Institutes**:
In the 2011-12 academic year, a concern was raised about how to distinguish the academic status of centers and institutes on campus. To start this investigation, the Provost convened a small task force consisting of two members of EPC, with input from the Senate Steering Committee. The members (Tim Anderson, Steve Harmon, and Mark Sytsma) continue to review a draft list of centers and institutes across campus and report their progress to the Provost, EPC, culminating in a full report to the Faculty Senate spring term.
2. Steve Harmon, EPC member and OAA staff, added **Centers and Institutes** to the **PSU Curriculum Tracking System**. This allows EPC and others to track the review of new and changed PSU centers and institutes.
3. EPC continues to help implement the **ISt Prefix Policy Clarification** that was presented to the Faculty Senate at the December, 2012, meeting. Discussions have centered on the phase-in of these policies for ISt users, including Chiron Studies. **Chiron Studies** has presented a challenge due to its precarious funding status and loss of an administrative home.
4. EPC determined that the name changes for two PSU centers were minor changes and therefore did not require further faculty governance consideration and forwarded them to the Provost.
 - a. The **Center for Healthy and Inclusive Parenting** in the Graduate School of Education is being renamed the **Northwest Early Childhood Center for Education, Research, and Policy**.
 - b. The **Student Center for Dispute Resolution** in Graduate Program in Conflict Resolution is being renamed the **Conflict Resolution Resource Center**.