2-1-2013

Faculty Senate Monthly Packet February 2013

Portland State University Faculty Senate

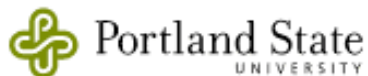In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research all action items. In the case of lengthy documents, 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 **February 4, 2013**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll
B. *Approval of the Minutes of the January 7, 2013 Meeting
C. Announcements and Communications from the Floor
     Discussion item: Comparator Methodology: Search tools, databases – Ketcheson

D. Unfinished Business

E. New Business
     *1. Curricular Proposals Consent Agenda – UCC
     *2. Certificate in Asian Studies
     *3. Resolution on Gun Violence

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 the VP for Research and Partnerships
     *Faculty Development Committee semi-annual report –Teuscher
     *Intercollegiate Athletics Board semi-annual report– Faaleava

H. Adjournment

*The following documents are included in this mailing:
     B   Minutes of the Faculty Senate Meeting of January 7, 2012 and attachments
     E-1 Curricular Consent Agenda
     E-2 Resolution on Gun Violence
     G-1 Report of the Faculty Development Committee
     G-2 Report of the Intercollegiate Athletics Board

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
O'Banion, Liane	*EEP*	*2014*
Hart, Christopher	*ADM*	*2014*
Kennedy, Karen	*UASC*	*2014*
Hunt-Morse, Marcy	*SHAC*	*2015*
Luther, Christina	*INT*	*2015*

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
Stevens, Dannelle	*ED-CI*	*2014*
†Smith, Michael	*EDPOL*	*2015*

Eng. & Comp. Science (6)

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

Fine and Performing Arts (4)

Berrettini, Mark	TA	2013
Magaldi, Karin	TA	2014
Wendl, Nora	*ARCH*	*2014*
†Boas, Pat	*ART*	*2015*

Library (1)

†Beasley, Sarah	*LIB*	*2015*

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
Hanoosh, Yasmeen	*WLL*	*2013*
Friedberg, Nila	*WLL*	*2014*
Jaen-Portillo, Isabel	WLL	2014
Greenstadt, Amy	ENG	2014
Dolidon, Annabelle	*WLL*	*2015*
Mercer, Robert	*LAS*	*2015*
Reese, Susan	*ENG*	*2015*
†Santelmann, Lynn	*LING*	*2015*

CLAS – Sciences (7)

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

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
Holliday, Mindy	*SSW*	*2015*

Urban and Public Affairs (4)

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

*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, January 7, 2013
Presiding Officer: Rob Daasch
Secretary: Martha W. Hickey

Members Present: Agorsah, Berrettini, Beyler, Boas, Brown, Burk, Burns, Carpenter, Chrzanowska-Jeske, Clucas, Daasch, Dolidon, Elzanowski, Eppley, Flores, Flower, Friedberg, Gelmon, Hansen, Harmon, Hart, Jagodnik, Jivanjee, Jones, Kennedy, Lafferriere, Luckett, Luther, Magaldi, McBride, Meekishko, Medovoi, Mercer, Ott, Palmiter, Pease, Recktenwald, Reese, Rigelman, Ryder, Sanchez, Smith, Stevens, Talbott, Taylor, Tretheway, Weasel, Works, Zurk

Alternates Present: Bowman for Beasley, Greco for Hanoosh, Bajore for Hunt-Morse, Holt for Jaen-Portillo, Hatfield for O'Banion, Hellerman for Santelmann

Members Absent: Greenstadt, Holliday, Liebman, Lubitow, Miller, Newsom, Pullman, Wendl

**Ex-officio Members
Present:**   Andrews, Aylmer, Brown, Cunliffe, Everett, Faaleava, Fallon, Fink, Flower, Hansen, Hickey, Hines, MacCormack, Mack, Reynolds, Rimai, Sestak, 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 minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH reminded senators that an email to the Senate list serve goes to everyone. He encouraged all senators to take advantage of their individual district email list to communicate with constituents.

Vice President for University Advancement Francoise Aylmer and Assistant VP for Advancement Services Amanda Jarman presented an update on plans for the PSU capital campaign and potential faculty roles. JARMAN described progress in fund raising and planned allocations. Giving to PSU is ahead of last year and overall has increased 35% over the last two fiscal years, due in large part to major gifts ($100,000 or more), a new focus for PSU (see attached slides). Funds raised have an impact all over campus (slide 5). AYLMER reported that PSU has decided that it will focus on three lead campaigns to get ready for the big campaign to come (50 million for scholarships, and capital projects for the School of Business and the Viking

Pavilion). The big Campaign will aim higher, and AYLMER noted that a large percentage of its proposed fund-raising goals have still not been prioritized, so there is still much work to do. JARMAN described lead campaign activities (slide 7), noting that the scholarship campaign is closest to its goal. They have reviewed PSU data bases and identified a "discovery pool" of 43,000 potential donors, including a significant number with high "capacity" and high affinity for PSU (slides 9 & 10). AYLMER stated that the priorities of the Campaign are set by the academic side of the University and by faculty working with their chairs, and chairs with the deans and provost. She believes that PSU has the capacity to reach 300 million or more. She invited faculty to help make the case for PSU's efforts to transform the institution, to talk with donors about the great things they are doing, and engage in the priority setting process. AYLMER thanked PSU faculty and staff who are already engaged as donors to PSU (slide 13) and would welcome their continuing participation and questions because PSU is now in campaign mode.

WEASEL asked how faculty will go about helping to establish priorities for the distribution of funds.

AYLMER responded that priorities are published before donors are approached and the donors will decide how they want to restrict their support. Input to the process must come prior to solicitation. The Provost is working now with deans and colleges to identify priorities; faculty should mention their interests to their chairs. FINK added that Research and Partnerships Office can work with research-active faculty to define what is nationally distinctive and to elevate those programs in the Campaign process. MERCER noted the unassigned dollars and asked whether the University could say that a certain percentage of dollars raised beyond specific priorities could go to scholarships. AYLMER replied that donors are asking why PSU has not set its lead target higher for scholarships; scholarships are important but there are many needs. BURNS commented that departments can take it upon themselves and start with grass roots fund-raising activities. Geology contacts its alums through a newsletter that identifies program needs and gets contributions every year. AYLMER agreed, noting that the Annual Fund Drive has confirmed that this can be effective.

KENNEDY asked if PSU is doing anything focused on international alumni.

AYLMER said that this has not been a focus in the past, but there is an effort now to demonstrate that the University wants to engage with international alumni. JARMAN noted the difficulty in tracking international alums post graduation and she would welcome any information that faculty might contribute to update their database.

DAASCH asked if there were fund-raising scale that suggested what dollar amount might be transformative for an institution like PSU. AYLMER said not so much in terms of dollars, but in terms of ranking. They are working to increase the University endowment.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Consent Agenda

The curricular proposals as listed in "E-1" were approved by unanimous voice vote.

2. Proposal to allow Bachelors + Masters Degree Programs

Margaret Everett, Associate Vice Provost and Dean of Graduate Studies, outlined a proposal to allow PSU programs to launch Bachelors + Masters Degree Programs under a new model developed by Graduate Studies in collaboration with UCC, Grad Council, ARC, Steering and OAA (see attached slides). The proposal would allow students to begin taking graduate-level course while still registered as undergraduates. Benefits might include attracting high-achieving students, recruiting graduate students to PSU, and accelerating the time to completion of a Masters degree.

EVERETT shared examples of institutions with existing programs (slides 5 & 6). The proposal defines the minimum criteria or "floor" for such a program at PSU. A key policy change is needed to allow graduate courses taken while a student registered as an undergraduate to count simultaneously for undergraduate and graduate credit, up to 15 credits. If establishing such a program requires any changes to requirements or existing courses, or the addition of new courses, these will go through the faculty governance review process. Proposals with no curricular changes or changes to requirements would only undergo a review by the Dean, Office of Graduate Studies, and the Provost. The OGS role would be to help with the logistics of implementing new programs.

DAASCH and BURNS/LAFERRIERE MOVED to approve the proposal.

BURNS asked when undergraduates would apply and sign up for 500-level courses. EVERETT said students would typically apply in their junior year and take courses in their senior year, when they would earn 500-level credits that could be carried into a Masters program. REESE asked if the 3.3 GPA had to be established before a student applied and if the requirement for continuing should be higher than a 3.0. She also observed that such programs could generate an additional wave of graduate applications that might overwhelm faculty. EVERRET stated that students whose GPA was below 3.3 would not be accepted and the GPA would have to be re-verified at the time the Bachelors degree was completed. She also noted that the cumulative 3.3 standard was fairly typical for this kind of program at other institutions, but emphasized that departments could require a higher cumulative GPA or higher GPA in the major. Departments will have questions about capacity and whether this is a good fit for their programs. It might not be for everyone. BEYLER asked if graduate credits earned before acceptance into the Bachelors + Masters could be applied retroactively. EVERETT replied that this question was discussed with Senate committees and they concluded yes, a course could count retroactively, if a department would like to see an undergraduate student who has done well in a graduate course move into a Bachelors + Masters program; but the student would need to be admitted before s/he graduated. MEDOVI wondered if Bachelors +

Masters programs typically entailed any reduced course requirements. EVERETT said degree requirements would not change, but students would come in to the Masters with a head start. Departments can still make changes to degree requirements through the faculty governance review process. As she envisions the OGS review process, a good advising plan will map how the Bachelors and Masters articulate and what specific courses can double count.

ZURK noted that Masters requiring a research component and thesis can take longer than 4+1 years. EVERETT replied that she specifically did not call it a "4 plus 1" program because for some programs it might be more like a "4 plus 2." But, even a thesis program would have the benefit of students coming in with advanced credit. SU asked whether accepted undergraduates were wholly admitted into their graduate programs and if they could finish the Masters degree before the Bachelors. EVERETT characterized the proposal as a program of guaranteed admission to a graduate program, if certain criteria are met; she confirmed that students would remain undergraduate students until completing the Bachelors.

HART noted the financial incentives and the fact that undergraduate students in the program would be paying undergraduate tuition. EVERETT replied that this was a benefit of the program for undergraduates. She did not foresee a large financial impact on the institution, noting that the number of students would be limited and retention rates might also improve. BROWN noted that the 15 credit limit seemed to penalize programs with predominantly 4-credit courses. EVERETT reported that this issue was also extensively discussed; the initial assessment had been 12 credits. BEYLER asked if the rule of thumb might not be a limit of 1/3 of the total credits, like the current admissions rule. EVERETT said that she was working to stay within national parameters, and more than 15 was difficult to justify.

STEVENS complemented Graduate Studies on the quality of the proposal, noting that advising would be critical, and asked if OGS would share models of emerging programs. EVERETT noted the intent to require advising plans as part of the review process and agreed it would be beneficial to make models accessible.

DAASCH called for a vote. The MOTION WAS APPROVED by a definitive majority voice vote.

3. Proposal to revise the description of the University Writing Requirement

ARC Chair Alan MacCormack briefed Senate on the circumstances leading to the request for clarification of the language of the writing requirement. The University Writing Council did not anticipate the range of courses that transfer students, in particular, would bring for consideration. The proposed new language maintains the intent of the Council, restating the 8-credit requirement as a requirement for two lower-division composition courses and adding a more specific list of options (E-3).

MACCORMACK presented the options. He stated that ARC has reviewed and supports the modifications and is introducing a motion for Senate to approve the changes.

MERCER/BURNS MOVED to approve the revision and the motion passed by unanimous voice vote.

F. QUESTION PERIOD

Vice President of Finance and Administration Monica Rimai spoke to the question posed by Senator Luckett regarding the unanticipated budget cuts for FY13 in August 2013 and implications for the future (F-1). RIMAI stated that she respectfully disagreed with the conclusion that fiscal year (FY) 2012 ended with a relatively small cut that then turned out to be much higher, but acknowledged that a lot was happening over the summer that made it feel as if the institution, and particularly academic units, were taking a more significant cut.

RIMAI introduced Alan Finn, the new Associate VP for Budget and Finance, as a resource for answering questions about the budget. She presented a series of slides recently shared with the Senate Budget Committee that model the way the University will display its Education and General Fund (E&G) financial information in the future (attached). The first chart represents the *base case scenario*, what the world looked like in January-February 2012, assuming no increases in revenue or decreases in expenditures. In building a model for FY 2013, the University pulled moderately on all three of its major levers affecting the financial scenario: tuition, student credit hour production, and reducing expenditures. Questions were asked to try to understand the impact of different choices on programs, and deans were asked to respond to a hypothetical four percent reduction exercise. RIMAI acknowledged that the exercise did not go well in terms of how its goals were communicated or its timing, and apologized, but stated that a lot of important information was gleaned. The University ultimately issued a request for an overall 2% budget cut in April, less in revenue generating units, and higher for revenue supporters (slides 7 & 8).

RIMAI stated that, in fact, things changed for the better between April and May (revenues were a little higher from OUS, and expenditures were less than forecast, slide 9), and the University elected to take somewhat less of a cut. The charts with the distinction between preliminary and actual budget amounts tells the story: Most units got more than the previous year, but less than what they asked for, and that experience felt like a budget cut (slides 10-12). That is where the disconnect landed. RIMAI also noted that there were investments in a couple of areas (university advancement and research), adding that strategic allocations of cuts and investments to support the core is typical for institutions like PSU. Where we have gotten off course is that our enrollment numbers haven't played out. That issue will have to be considered next year. She explained that the 1% shortfall in tuition revenues this year will be managed by drawing on the fund balance.

RIMAI outlined changes to the budget process going forward: It will start with actuals, splitting out one-time and recurring dollars in separate budgets. Staffing plans have been cleaned up, to track *all* of our employees. We have learned that we need to start earlier, and work on a common language and have more question and answer opportunities in small groups. Her office has already posted FAQs, a glossary, and begun to work behind the scenes on the next budget process, looking carefully at

overhead and fees. They have published a new planning cycle integrated with enrollment planning (slides 16 & 17).
See also http://www.pdx.edu/budget/university-budget-process

LUCKETT: In any given year you expect certain portions of a budget to go unspent because of savings or deferred costs, and this year colleges also had to set funding aside to cover negotiated salary increases. If you base each year's budget on last year's actuals, isn't that a recipe for declining actuals?

RIMAI: In budgeting, you start with where you ended, then you have a conversation with each unit about what is going to change, what we need to account for. If you don't start here—as opposed to this is what you had last year, and we'll start with what you had last year— then you are not factoring in what you actually did and year over year your budgets are inaccurate. The goal of budgeting is to get better at forecasting both revenue and expenditures.

Offering the unexplained growth of PSU's fund balance as a case in point, RIMAI stated that, in part, it was because we didn't build our actual experience into our budget process. As a result, each year we were getting increasingly inaccurate, but didn't know why. To be good stewards of our resources, knowing why things are happening is a really important starting point, she concluded.

DAASCH reminded the Senate of the on-going discussion between Finance and Administration and the Budget Committee if senators have additional questions.

STEVENS brought a question from the floor: Given the tragedy in Clackamus Town Center and Sandy Hook Elementary, the four senators from the Graduate School of Education, Pat Burk, Michael Smith, Nicole Rigelman, and myself, would like to ask the Senate to consider a resolution banning assault weapons and high-capacity ammunition magazines and present it at the next meeting.

DAASCH announced that the group will provide the Steering Committee with the resolution and the Committee will consider it for the February Senate meeting.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL observed that investments in University Advancement are truly paying off and every year PSU is coming to greater understanding and transparency around its budget. He acknowledged that the capital funding process may be more complicated with OEIB weighing in on both university and community college projects, giving us new competitors for state funding. He recently attended a meeting on Islamic Finance in the Middle East, where the University also did some recruiting and did hold alumni events. He noted that winter-term enrollment is roughly flat or slightly down, as expected; and he congratulated Director Ann Marie Fallon for her

role in securing a million dollar gift from the Rose E. Tucker Charitable Trust for the Honors Program. WIEWEL also mentioned noteworthy contributions to scholarships for STEM students, the recent efforts of PSU students on an Engineers without Borders water quality project in Nicaragua, and gratifying news from a study by PSU transportation faculty that demonstrates that bicyclists, pedestrians and TriMet riders outspend drivers at local small businesses.

Provost's Report

ANDREWS announced that the OUS Faculty Satisfaction Survey questions and results for tenure-line faculty at PSU, along with the American Council on Education report, have been posted on the home page of the OAA web site:
http://www.pdx.edu/oaa/sites/www.pdx.edu.oaa/files/OUS%20Faculty%20Satisfaction%20and%20Career%20Flexibility%20Report%20by%20ACE.pdf
She identified two of the report's most striking findings as revealing a disconnect nationally between existing policies and faculty knowledge about them, and the fact that PSU has fewer policies that impact faculty career flexibility than its peers. PSU will be working to make its policies more visible and will look at what other institutions are doing to identify where it has those policy gaps.

ANDREWS reported that the ReTHINK PSU Symposium was at capacity for the opening session in the SMSU ballroom, but the event was to be streamed live. One hundred sixty-two proposals were submitted to the Provost's Challenge. She also announced forthcoming news about a reorganization of the Provost's Office and a cumulative reduction of over $250,000 in personnel costs. The goal of restructuring is to increase the level of service that the Provost's Office provides.

Report of Vice-President of Research and Strategic Partnerships

FINK reported progress in the OHSU-PSU Implementation Committee around the joint School of Public Health and on space allocation in the collaborative Life Sciences Building for inter-institutional partnerships. Discussion is moving beyond having to justify why OHSU should be interested in PSU to concrete discussion about what the partnership implies for each institution ten years out. FINK also noted that the Research Advisory Committee met and talked about how to raise the profile of research at PSU and he advocated for faculty playing a role in the PSU Campaign and becoming involved in defining a vision for the future of PSU.

MERCER took the opportunity following the reports to request a round of applause for the accomplishments of Ann Marie Fallon and the Honors Program.

H. ADJOURNMENT

The meeting was adjourned at 4:51 pm.

January Meeting

Rob Daasch
Presiding Officer 2012-2013
### *7 January 2013*

"Everywhere is walking distance if you have the time."
Steven Wright

Floor Announcements

- Senate listserv fsenate@lists.pdx.edu
  - Reminder email to listserv is one-to-all
  - Default reply is set to the list as well
- Unscientific survey about half of the senators are contacting districts
- Presentation from University Advancement
- No Discussion item today

1

PSU Campaign
University Advancement

Faculty Senate, January 7, 2013

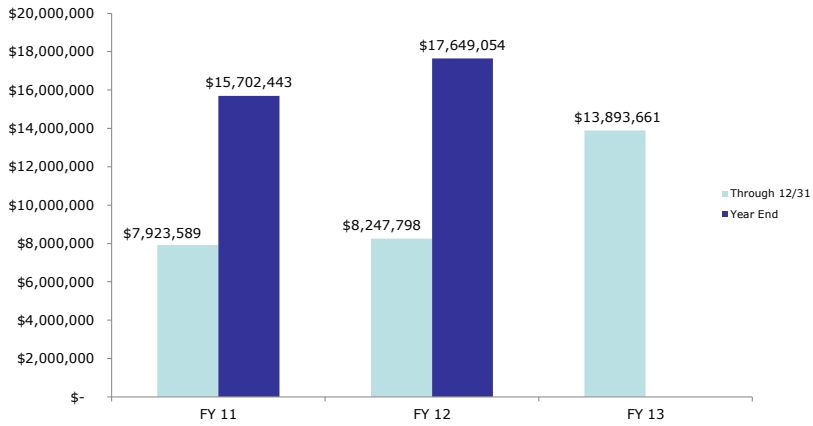Portland State
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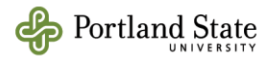
Agenda

- Philanthropic support updates
- Overview of PSU's Campaign(s)
- Faculty role in campaigns
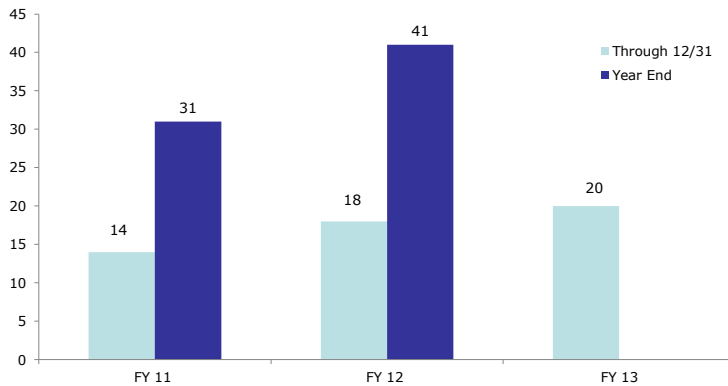
Fundraising Highlights
Total Dollars Raised

*based on preliminary results through 12/31/12

Fundraising Highlights
Number of Major Gifts Raised

*based on preliminary results through 12/31/12

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Fundraising Highlights
Use of Funds
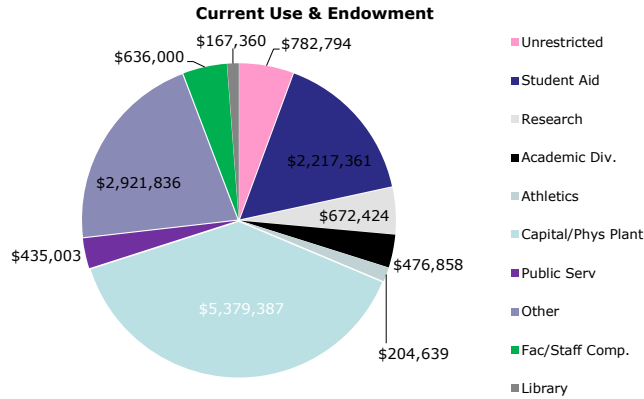
Current Use & Endowment

$167,360 $782,794

$636,000

$2,217,361

$2,921,836

$672,424

$435,003

$476,858

$5,379,387

$204,639

- ■ Unrestricted
- ■ Student Aid
- ■ Research
- ■ Academic Div.
- ■ Athletics
- ■ Capital/Phys Plant
- ■ Public Serv
- ■ Other
- ■ Fac/Staff Comp.
- ■ Library

*based on preliminary results
through 12/31/12

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Comprehensive Campaign

SBA Building ($20M)

Scholarship Campaign ($50M)

Viking Pavilion ($25M)

Priorities to be Identified ($205M)

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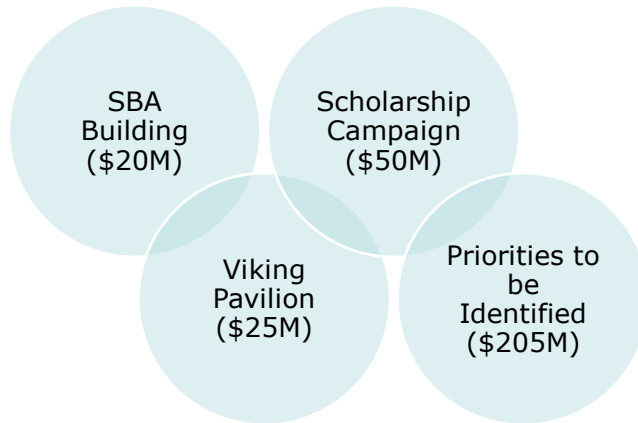
Campaign Activities

☑ Conduct feasibility study
☑ Create scholarship campaign plan and timeline
☑ Recruit three mini campaign volunteer co-chairs
☐ Silent phase of scholarship campaign
☐ Finalize priorities for comprehensive campaign June 2013
☐ Begin silent of comprehensive campaign *Fall 2013*
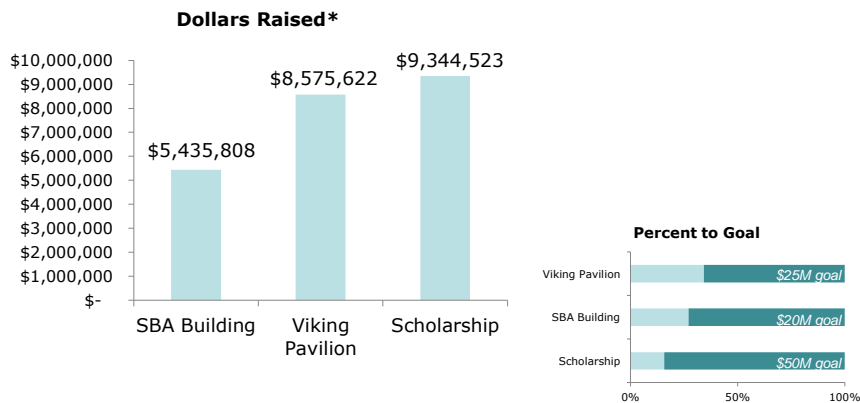☐ Publicly launch scholarship campaign *Fall 2014*
☐ Publicly launch comprehensive campaign *Fall 2016*

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Campaign Highlights

Dollars Raised*

Percent to Goal

Viking Pavilion	$25M goal
SBA Building	$20M goal
Scholarship	$50M goal

*Preliminary results as of 12/31/12

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Discovery Pool by Affinity and Capacity

	High	Medium	Low	Very Low	Not Rated	Grand Total
$10,000,000+			2		1	3
$1M - $9.9M	107	113	240	513	10	983
$500K - $999K	251	325	563	1,511	29	2,679
$100K - $499K	3,306	3,948	6,266	25,740	160	39,420
Grand Total	**3,664**	**4,386**	**7,071**	**27,764**	**200**	**43,085**

As of 9/20/12

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Scholarship Prospects Identified

Capacity	Total Identified	Research Qualified
$10M+	8	8
$5M - $9.9M	18	18
$1M - $4.9M	162	122
$500K - $999K	276	144
$250K - $499K	949	218
$100K - $249K	197	117
$50K - $99K	47	14
$25K - $49K	20	13

As of 11/05/12

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Faculty Role in Campaigns

- Identifying priorities
- Making the case
- Identifying/engaging/stewarding donors
- Giving

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Faculty Play a Key Role in Engaging Alumni

- 33.7% of alumni survey respondents feel most connected with their **school, college or program**
- 24.8% feel most connected with **PSU as a whole**
- 9.9% feel most connected with a **faculty member**
- Alumni prefer to hear from faculty members (36%), more than any other institutional voice

From September 2012 email survey of PSU's alumni

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Faculty play a key role in supporting PSU

- Faculty and staff giving is a "vote of confidence" for the Institution
- It entices others to give
- Faculty and staff have already given over $500,000 this fiscal year
- Of this amount, nearly $300,000 is gifts to student financial aid

Portland State
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Faculty Play a Key Role in Engaging Prospective Donors

- 33.7% of alumni survey respondents feel most connected with their **school, college or program**
- 24.8% feel most connected with **PSU as a whole**
- 9.9% feel most connected with a **faculty member**
- Alumni prefer to hear from faculty members (36%), more than any other institutional voice

From September 2012 email survey of PSU's alumni

Thank you for your time!

Questions?

Contact:
Françoise Aylmer
Vice President for University Advancement
francoise@pdx.edu or 5-5037

Amanda Jarman
Assistant Vice President for Advancement Services
ajarman@pdx.edu or 5-5225

Bachelors + Masters Programs
Margaret Everett, OGS

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Proposal to Create Bachelors+Masters Degree Programs

- Initial proposal from Electrical and Computer Engineering
- Proposal to Faculty Senate prepared by the Office of Graduate Studies
- Proposal reviewed by
  - Undergraduate Curriculum Committee
  - Academic Requirements Committee
  - Graduate Council
  - Senate Steering
  - OAA
- Revised proposal presented to FS for vote

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What are bachelors + masters programs?

Bachelors + masters, also called accelerated degree programs, allow qualified students to begin taking graduate level courses and to apply those credits to *both* the completion of a bachelors degree and a masters degree.

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Why create bachelors + masters programs?

- Attract high achieving students to undergraduate programs.
- Recruit high achieving PSU undergraduates into our graduate programs.
- Incentive to achieve and maintain high GPA.
- Qualified students can achieve career degree at accelerated pace with some cost savings.

Sample of Universities with Bachelors+Masters Programs

Florida State University
Arizona State University
The New School, NY
NYU
MIT
Temple University
Hunter College/CUNY
Claremont Graduate University
Simmons College
Western Michigan University

Examples

Vanderbuilt	Clark University	University of South Florida
English	Biology	Biology
French	Biochemistry	Chemistry
German	Chemistry	Math
History	Finance	French and M.A.T.
Latin American Studies	Community Development	Spanish and M.A.T.
Math	History	Business
Medicine, Health and Society	Environmental Science	Engineering
Philosophy	GIS	Public Health
Political Science	Physics	Environmental Science

How does it work?

- Qualified undergraduates in participating majors can apply.
- To qualify: must have 3.3 cum GPA
- Graduate program determines admissions, sets additional admissions criteria.
- Students admitted to the bachelors+masters program maintain 3.3 cum GPA, B or higher on graduate coursework, other criteria set by the individual program.
- When bachelors requirements are met, students is admitted to masters program, shared credits apply to masters.

Policy Change

Current graduate policy:

"A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate)." (p. 66 of Bulletin)

Proposed policy change:

"A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate), *unless the courses are part of a bachelors+masters program approved by the University, and the student has been admitted to that program*."

Program requirements

- Maximum shared credits is 15.
- Minimum 3.3 Cum GPA, achieve B or higher in graduate shared coursework.
- Undergraduates must meet PSU Residence Credit Requirement to be eligible.

Process for creating new bachelors+masters program

Department(s) Prepare Proposal → College or School Dean Approval → OGS/OAA Review
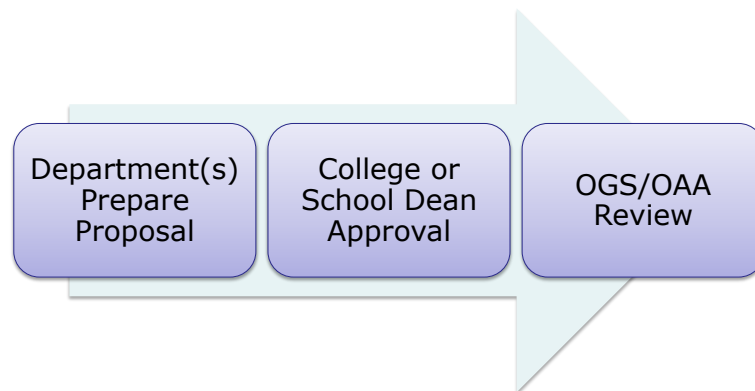
Portland State University Budget Update

As presented to the Faculty Senate January 7, 2013 by:
Monica Rimai
Vice President, Finance & Administration   Portland State
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Where We Started

Dollars in 000's

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation	$70,657	$59,744	$51,025	$54,495	$54,495
Net Tuition & Fees	184,923	192,027	191,485	190,701	190,199
Other Revenues	15,738	16,467	17,220	17,369	17,519
Total Revenues	$271,318	$268,238	$259,730	$262,565	$262,213
Personnel Expense	193,742	209,027	218,392	224,606	225,462
Other Expenses	58,892	60,158	60,977	65,657	65,478
Total Expense	$252,634	$269,185	$279,369	$290,263	$290,940
Ending Fund Balance	$53,759	$52,813	$33,173	$5,475	($23,252)

*Original base case assuming flat tuition, flat enrollment (SCH), zero
personal service increase, and flat state appropriation.*

Major levers to avoid base case scenario (need a combination of all 3)

- Tuition increase – 1% increase ≈ $2M

- SCH increase – 1% increase ≈ $2M

- Expenditure reductions 1% of S&S ≈ $500K / 1% of S&S without debt and leases ≈ $400K

We did all three……

Tuition

- 3.8% Undergraduate resident
- 1.1% Undergraduate non resident
- 0.9% Graduate resident
- 1.0%   Graduate nonresident
- Differential Tuition Increases: MCECS, FPA, SBA, Honors (new)

Reduced differential tuition request for FPA and Honors for undergraduate resident such that no undergrad resident would see 7% or higher tuition increase

Predicted Enrollment Update*

2-3% overall increase in SCH growth for 2012-13:

- UG Res +3%
- UG Non-res +6%
- Grad Res -2%
- Grad Non-res +2%

+2% for fundable (resident) sch

* - Projections are off

Expenditure Reductions (as of April)

2.1% reduction = $5.6 Million

- 1.9% OAA = $3.5 Million

- 2.5% Revenue Supporters = $1.6 Million

1.9% Expenditure Reduction Academic Affairs

Dollars in 000's

	Reduction	Percent
College of Liberal Arts & Science	$656	1.1%
University Studies	82	1.1%
School of Social Work	78	1.1%
School of Business Administration	78	0.5%
School of Education	142	1.1%
Maseeh College of Engineering	282	1.5%
School of Extended Studies	1,587	11.4%
School of Fine & Performing Arts	25	0.2%
College of Urban & Public Affairs	194	1.1%
Library	222	2.1%
Office of Academic Affairs	173	2.5%
International Affairs	56	2.5%
Total Academic Affairs	**$3,575**	**1.9%**

2.5% Expenditure Reduction Revenue Supporters

Dollars in 000's

	Reduction	Percent
Enrollment Management & Student Affairs*	353	2.5%
Presidents Office	126	2.5%
University Advancement	131	2.5%
Research and Strategic Partnerships	181	2.5%
Athletics	0	0.0%
Finance and Administration*	813	2.5%
Total Non-Academic Units	**1,604**	**2.5%**

* - Reallocations also occurred.

Where We Ended Up (in May)

Dollars in 000's

	Actual 2011-12	Budget 2012-13
State Appropriation	$54,295	$56,587
Net Tuition & Fees	193,910	202,880
Other Revenues	16,701	15,026
Total Revenues	$264,906	$274,493
Personnel Expense	208,756	218,656
Other Expenses	59,974	54,827
Total Expense	$268,730	$273,483
Ending Fund Balance	$49,934	

2012-13 Recurring Budget

Dollars in 000's

	2011-12 Budget*	2011-12 Actual	2012-13 Preminary	2012-13 Budget	Percent of Actual
Academic Affairs	$177,327	$179,125	$187,916	$185,000	3.3%
Non-Academic Units	74,877	70,550	69,903	70,267	-0.4%
General University, Leases / Debt	21,844	18,228	20,769	18,216	-0.1%
Total	$274,048	$267,903	$278,588	$273,483	2.1%

* - The 2011-12 budget is not comparable to 2011-12 actual,
  preliminary, or 2012-13 budget due to:
  - Non-academic and General University include amounts to be distributed to academic units
  - Budget in 2011-12 included both recurring and one-time funds

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2012-13 Academic Affairs Recurring Budget

Dollars in 000's

	2011-12 Budget*	2011-12 Actual	2012-13 Preminary	2012-13 Budget	Percent of Actual
College of Liberal Arts & Science	$57,252	$59,766	$62,856	$62,311	4.3%
University Studies (excludes COL and CAE)	7,079	6,374	7,303	6,423	0.8%
Capstone for Distribution				531	
School of Social Work	6,486	6,921	7,443	7,457	7.7%
School of Business Administration	14,735	15,556	15,977	15,853	1.9%
School of Education	12,637	12,634	14,129	13,294	5.2%
Maseeh College of Engineering	16,560	18,426	18,668	18,464	0.2%
School of Extended Studies	12,984	10,898	9,676	9,297	-14.7%
School of Fine & Performing Arts	10,428	10,430	10,932	10,663	2.2%
College of Urban & Public Affairs	16,297	17,524	18,783	18,307	4.5%
Library	10,188	9,962	9,412	9,991	0.3%
Office of Academic Affairs	10,521	8,528	8,420	8,143	-4.5%
COL for Distribution				1,600	
International Affairs	2,160	2,106	2,718	2,666	26.6%
Total Academic Affairs	$177,327	$179,125	$186,317	$185,000	3.3%

* - The 2011-12 budget is not comparable to 2011-12 actual,
    preliminary, or 2012-13 budget due to:
- Non-academic and General University include amounts to be distributed to academic units
- Budget in 2011-12 included both recurring and one-time funds

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2012-13 Non Academic Units and General University Recurring Budget

Dollars in 000's

	2011-12 Budget*	2011-12 Actual	2012-13 Preminary	2012-13 Budget	Percent of Actual
Non-Academic Units					
Enrollment Management & Student Affairs	13,197	14,277	14,137	14,117	-1.1%
Presidents Office	4,485	4,974	5,182	5,182	4.2%
University Advancement	4,104	4,544	5,324	5,324	17.2%
Research and Strategic Partnerships	11,626	7,592	8,398	8,398	10.6%
Athletics	2,242	2,133	2,209	2,290	7.4%
Finance and Administration	39,223	37,030	34,653	34,956	-5.6%
Total Non-Academic Units	74,877	70,550	69,903	70,267	-0.4%
General University, Leases and Debt	21,844	18,228	20,769	18,216	-0.1%

* - The 2011-12 budget is not comparable to 2011-12 actual,
    preliminary, or 2012-13 budget due to:
- Non-academic and General University include amounts to be distributed to academic units
- Budget in 2011-12 included both recurring and one-time funds

What Happened Between May and September (proper budgeting)

- Started with 2011-12 actual expenditures

- Split recurring and one-time

- Cleaned up the Staffing Plans – we need to budget for everyone we employ
- Budget S&S with proper detail

What Did We Learn From This Summer's Work?

- Expenditures follow Revenue (and vice versa)

- Common language

- Need to start earlier

- Make it easy to ask a question

- Small group discussion

Next Steps / Responses

- Budget posted online
- FAQ's posted online
- Started a glossary
- Budget process
- Things we're looking at:
  - Overhead
  - Fees

Fiscal Year 2013-14 Planning Cycle

Date	Item	Detail
December 19	Enrollment Planning Work Session for ALT Nonacademic units should have commenced budget planning within their units	• Provide 5 year revenue projections • Provide tools for enrollment management planning • Share attribution tool
January	Other Education and General Revenue projections	• Guidelines and templates provided to units for projection of Other E&G revenues (course fees, etc.)
January 31	Summer session 13 class schedules due Deans submit Enrollment Management Plans to EMSA and Other E&G to OAA/FADM	• EMSA reviews with OAA and either plans are approved or EMSA and OAA work with Deans for modifications are needed
January 31	FADM provide preliminary budget templates (staffing and S&S) to all units. Instructions include guidance on preliminary total budget request	• Determinations made on the principles for calculation of IDC, course fee, other revenues, and target funds allocations • Assumptions on state budget
January 31	Share Enrollment Management Plans with Faculty Senate Budget Committee	• Budget Committee to provide input on principles related to plans
January 31	UBT distribute guidelines for differential tuition proposals	• Existing differentials • Self-support programs to be moved to in-load
February 2	ExComm Review of information to date and status of divisional planning	• ExComm together with financial leadership in EMSA, FADM, OAA, Presidential Units to review and discuss financial information and how units are building their budget proposals

Fiscal Year 2013-14 Planning Cycle, cont.

Date	Item	Detail
February 14	EMSA to provide Enrollment Management Plans to FADM	• FADM will use enrollment data and Other E&G projections to complete revenue projections
February 21	Differential tuition proposals due	• UBT to review
February 25	Fall term Class Schedule due to Registrar	• Registration begins May 13
February 28	FADM issues preliminary Revenue Forecast	• Refine projected budget based on revenue projections and enrollments
February 28	Share preliminary forecast with Faculty Senate Budget committee	• Revenue forecast adjustments
March	Tuition/fee setting	• Recommendation from Student Budget and Finance Advisory Group due to President on March 1 • Faculty Senate review recommendation • Tuition recommendation due to OUS April 5
April	All units submit budgets, staffing plans, carry forward plans to appropriate Vice President	• To include budget efficiencies, reductions and reallocations • Provost to share school/college plans with Faculty Senate Budget Committee
May	Meetings with all units and possible modifications. Consulting with Faculty Senate Budget Committee	• VPs to meet with all Divisions/Schools and Colleges
June 20	PSU President approves FY 14 Budgets	• State legislature proposed state budget
July 1	Budgets set	•

FY 15 enhancements to the process:
1. Refinement of enrollment management tools
2. Capacity modeling tool
3. Dashboards…

January 16, 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 371 Intermediate Printmaking: Thematic Process (4)
  This course further investigates and explores the theory, practice and contemporary/ historical issues unique to printmaking. At an intermediate level this course is intended to guide and help students make connections between content, process, and context of their creative works. Students will thematically direct the content of their works while making the necessary connections surrounding methods and application of their ideas toward the processes unique to printmaking. Prerequisites: Two of the following Art 270, 271 or 370.

E.1.c.2.
- Mus 364 Modern Music Technology (4)
  An in-depth examination of digital technologies used for creating and distributing music, and the social impact of these technologies.

E.1.c.3.
- Mus 365 Film Music (4)
  An aesthetic, historical, commercial, and technical examination of the role of music and sound design within the art of film.

Changes to Existing Courses
E.1.c.4.
- ArH 411 Chinese Buddhist Art (4) – change prerequisites and drop 511.

E.1.c.5.
- ArH 412 Japanese Buddhist Art (4) – change prerequisites and drop 512.

E.1.c.6.
- ArH 415 Issues in Asian Art (4) – change prerequisites and drop 515.

E.1.c.7.
- ArH 422 Chinese Painting (4) – change prerequisites and drop 522.

E.1.c.8.

- ArH 423 Japanese Painting (4) – change prerequisites and drop 523.

E.1.c.9.
- ArH 425 Modern Japanese Painting – change prerequisites and drop 525.

E.1.c.10.
- ArH 426 African Art (4) – change prerequisites and drop 526.

E.1.c.11.
- ArH 431 Women in the Visual Arts (4) – change prerequisites and drop 531.

E.1.c.12.
- ArH 432 Issues in Gender and Art (4) – change prerequisites and drop 532.

E.1.c.13.
- ArH 437 Nature into Art (4) – change prerequisites and drop 537.

E.1.c.14.
- ArH 439, 440 History of Architecture (4,4) – change prerequisites and drop 539, 540.

E.1.c.15.
- ArH 451, 452, 453 Ancient Art (4,4,4) – change prerequisites and drop 551, 552, 553.

E.1.c.16.
- ArH 456 Early Medieval Art (4) – change prerequisites and drop 556.

E.1.c.17.
- ArH 457 Byzantine Art (4) – change prerequisites and drop 557.

E.1.c.18.
- ArH 461 Northern Renaissance Art (4) – change prerequisites and drop 561.

E.1.c.19.
- ArH 471, 472, 473 Italian Renaissance Art (4,4,4) – change prerequisites and drop 571, 572, 573.

E.1.c.20.
- ArH 476, 477, 478 Baroque Art (4,4,4) – change description and prerequisites and drop 576, 577, 578.

E.1.c.21.
- ArH 481, 482, 19th Century Art (4,4) – change prerequisites and drop 581, 582.

E.1.c.22.
- ArH 486, 487, American Art & Architecture 17th-19th Centuries (4,4) – change prerequisites and drop 586, 587.

E.1.c.23.
- Art 270, 271 Introduction to Printmaking – change title, description, and prerequisites.

E.1.c.24.
- Art 479 Advanced Printmaking – change title, description and prerequisites; drop 579.

Maseeh College of Engineering and Computer Science

Change to Existing Programs
E.1.c.25.
- BS in Computer Engineering and Electrical Engineering – changes required set of courses for both the Electrical Engineering and Computer Engineering options.

E.1.c.26.
- BS in Electrical and Computer Engineering – changes continuation and graduation minimum grade criteria.

E.1.c.27.
- BS in Mechanical Engineering – replaces freshman engineering sequence with a new sequence using a project-based, hands-on learning curriculum.

Change to Existing Courses

E.1.c.28.
- CS 162 Introduction to Computer Science – change description and prerequisites.

E.1.c.29.
- CS 445/545 Machine Learning – change prerequisites for the CS 445.

E.1.c.30.
- ECE 241 Introduction to Electrical Engineering – change description, prerequisites and credits.

College of Liberal Arts & Sciences

Change to Existing Programs

E.1.c.31.
- BA/BS in Anthropology – adds Anth 477/577 to list of courses meeting the program's methodology requirement.

E.1.c.32.
- Minor in History and Philosophy of Science – replaces cross-disciplinary component with a fuller list of electives targeting science courses and humanities/social science courses.

E.1.c.33.
- Post-Bacc Certificate in Women's Studies – adds WS 411 Experiential Learning Seminar to required core courses.

New Courses

E.1.c.34.
- Ch 486 Environmental Chemistry (4)
  Survey of chemical aspects of major environmental issues: stratospheric ozone holes and chlorofluorocarbons; air pollution; global climate change; fossil fuel energy/"carbon footprint"; renewable energy; nuclear energy/radioactivity; toxic chemicals (pesticides, PCBs); endocrine disruptors; surfactants, chemical dispersants/oil spills; biodegradability of chemicals; chemistry of natural waters/acid rain; toxic heavy metals. Prerequisites: Ch 334 or Ch 331.

E.1.c.35.
- Ch 487 Aquatic Chemistry (4)
  Aqueous chemistry in natural water systems: simple-to-complex acid/base chemistry; titration curves; buffer strength; acid/base chemistry of carbon dioxide in open and closed systems; alkalinity as system variable (blood); mineral dissolution/precipitation (metal carbonates); redox chemistry: pe-pH, redox succession/organic loading/dissolved oxygen loss, nitrate reduction, iron oxide dissolution, hydrogen sulfide production, methane formation. Prerequisites: Ch 223.

E.1.c.36.
- Comm 323 Introduction to Organizational Communication (4)

The goal of this course is to introduce students to theories that examine how communication works in business contexts. Students will study organizational management, interpersonal conflict and conflict management in organizations. Students will learn to apply course concepts to business interactions and practices. This course is recommended preparation for Comm 423.

E.1.c.37.
- Comm 329 Introduction to Health Communication (4)
Introduces students to the breadth of health communication theory and research. Course topics include provider-patient communication, social support, uncertainty management, health literacy, and health campaigns.

Change to Existing Courses

E.1.c.38.
- G 430/530 Cultural Geography – change course number to G 340; drop 530.

E.1.c.39.
- G 452/552 Geology of the Oregon Country – change course number to G 341; drop 552.

E.1.c.40.
- Ger 301, 302 third-Year German – change course number, title, and description.

College of Urban and Public Affairs

Change to Existing Programs

E.1.c.41.
- BA in Community Development – changes requirements for the major. Streamlines the progression of the major so that students can proceed smoothly through the requirements.

E.1.c.42.
- Minor in Political Science – changes the requirements to include courses in four subfields within the discipline.

New Courses

E.1.c.43.
- PS 335 Race and Politics in the United States (4)
Provides a general survey of constraints and opportunities in American racial minority politics against the backdrop of tremendous demographic change since 1965. Explores a series of debates in American politics with an eye toward the political implications of the changing demographic mix.

E.1.c.44.
- USP 300 Introduction to Urban Studies (4)
Introduction to the interdisciplinary field of urban studies drawing on the urban planning, economics, geography, sociology, politics, and the humanities to provide basic concepts for understanding the urbanized world of the twenty-first century. Cities as economic, social, and political systems and ways in which people have thought about cities.

E.1.c.45.
- USP 316 Community Organizing and Social Change (4)
Community organizing seeks to involve people in collective action to address issues of social change and social justice. This course covers the history, philosophy and goals of

community organizing and various elements of the organizing process. Case studies will provide the basics for the development of action plans.

E.1.c.46.
- USP 440 Measuring People and Communities in the Urban Context (4)
  This is an applied research methods course that provides students with the essential data skills for quantitatively measuring social, economic, and demographic trends across urban places. The course provides students with an appreciation for underlying theoretical and practical research methods for identifying, measuring, and conceptualizing trends specific to urban places. Prerequisites: upper-division standing.

E.1.c.47.
- USP 452 GIS for Community Development (4)
  This course uses lab exercises and lectures to help students develop an in-depth understanding and basic skills for the uses of geographic information systems in community development and planning. Prerequisites: upper-division standing.

Changes to Existing Courses

E.1.c.48.
- USP 301 Theory and Philosophy of Community Development – change course number to USP 302.

E.1.c.49.
- USP 302 Methods of Community Development – drop.

E.1.c.50.
- USP 303 Community Development Field Seminar – change course number, description and credit hours.

E.1.c.51.
- USP 313 Urban Planning: Environmental Issues – change title and description.

E.1.c.52.
- USP 316 Fundamentals of Community Development – change course number to USP 301; change title.

E.1.c.53.
- USP 430 Urban Studies Research Methods – change title and description.

January 14, 2013

TO: Faculty Senate

FROM: Rachel Cunliffe
         Chair, Undergraduate Curriculum Committee

RE: New Certificate in Asian Studies

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full text for the 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.**

Certificate in Asian Studies

The Asian Studies Certificate, as part of the International Studies program at Portland State University, offers an Asia focused program that combines language and regional studies for students completing the requirements for a bachelor's degree in any field. The course of study is designed to broaden and deepen the student's understanding of Asian regions, which can include East Asia; South Asia; and/or Southeast Asia. This certificate program will parallel other certificate programs currently available in International Studies: Canadian Studies, European Studies, Latin American Studies, Middle East Studies, and ContemporaryTurkish Studies. The specific courses need for a certificate in each area differ, and adviser pre-approved courses are published on the web site http://www.pdx.edu/intl/certificate-programs.

Course of Study:
The certificate may be earned simultaneously with a BA or BS degree, or postbaccalaureate in any major.

Requirements for the Certificate in Asian Studies include:
- Two years of an Asian language or equivalent proficiency: up to 24 credits
- Advisor-approved regional-focused courses: 28 credits

(No specific courses are required; a student may choose from a wide range of courses listed below, shaping this program to the advantage and interest of the individual student.)

Anthropology
Anth 312U SE Asian Cultures and Societies (4)
Anth 317U Peoples and Cultures of South Asia (4)
Anth 446 Chinese Culture and Society (4)
Anth 447 Advanced Topics in South Asian Anthropology (4)

Art History
ArH 208 Introduction to Asian Art (4)

ArH 311, 312, 313 History of Asian Art (4, 4, 4)
ArH 312 Survey of Korean Art (4)
ArH 411 Chinese Buddhist Art (4)
ArH 412 Japanese Buddhist Art (4)
ArH 415 Issues in Asian Art (4)
ArH 422 Chinese Painting (4)
ArH 423 Japanese Painting (4)
ArH 425 Modern Japanese Painting (4)

Economics
EC 339 Political Economy of Japanese Development (4)
EC 448 East Asian Economic Development (4)

Geography
Geog 352 The Himalayas and Tibet (4)
Geog 353 Pacific Rim (4)
Geog 453 Japan (4)

History
Hst 320 East Asian Civilizations (4)
Hst 321 Early Modern East Asia, 1300-1800 (4)
Hst 322 Modern East Asia (4)
Hst 323 Modern Korea
Hst 420 Topics in Early Modern Japanese History (4)
Hst 421 Topics in Modern Japanese History (4)
Hst 422 Topics in Post-war Japanese History, 1945 - present (4)
Hst 423 Topics in Chinese Social History (4)
Hst 424 Topics in Chinese Thought and Religion (4)
Hst 425 Modern China (4)

International Studies
Intl 317U Topics in Asian Thought (4)
Intl 321U Globalization and Identity: Humanities: Asia (4)
Intl 322U Globalization and Identity: Social Science: Asia (4)
Intl 323U Tradition and Innovation: Humanities: Asia (4)
Intl 324U Tradition and Innovation: Social Science: Asia (4)

Music
Mus 375U: World Music: Asia

Philosophy
Phl 319 Introduction to Asian Philosophy

Political Science
PS 466 Politics of East Asia (4)
PS 468 International Politics of East Asia (4)

World Languages and Literatures
Chn 341 Topics in Chinese Literature and Thought: Service and Retreat (4)
Chn 342, 343 Chinese Vernacular Literature (4, 4)
Chn 420, 421 Readings in Chinese Literature (4, 4)
Chn 490 History of the Chinese Language (4)
Jpn 341, 342 Topics in Japanese Literature (4, 4)
Jpn 361 Japanese Literature through Film (4)
Jpn 420, 421 Readings in Japanese Literature (4, 4)
Jpn 422 Traditional Japanese Drama (4)
Kor 399 Special Studies: Literature, Film, Popular Culture (4)

January 10, 2013

When it comes to the issue of the Faculty Senate passing a resolution regarding gun violence in our schools and public places, some may say that this is not an appropriate role for the Senate. Others may contend that the resolution does not address the key factors in gun violence in our country. Still others may argue that the resolution does not go far enough.

We, the 4 Senators from the Graduate School of Education, believe that it is imperative that we all find ways to better protect our students and the general public. As the elected body among the faculty at Portland State, it is our role to provide leadership and support to our other elected officials as they seek to act at this critical time.

Therefore, we propose the following resolution:

> *Whereas recent tragic events in Oregon and Connecticut, have again demonstrated the destructive power of military-style assault weapons equipped with high-capacity ammunition magazines, and*

> *Whereas the repeal of the Federal Assault Weapons ban in 2004 has increased the ready availability of such weapons to the general public, and*

> *Whereas the presences of such weapons in schools, on college campuses and other public spaces has been responsible for tragic deaths and injuries that could have been avoided without the presence of such weapons,*

> *Whereas our elected officials are responsible for assuring public safety,*

> *Now, therefore, the Faculty Senate of Portland State University calls upon our elected representatives in city, county, state and national government to pass as soon as possible an immediate ban on the sale of military-style assault weapons and high-capacity ammunition magazines and to strengthen all screening and background criteria used for the purchase of a firearm.*

Portland State
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Date: Jan 17, 2013
To: Portland State University Faculty Senate Steering Committee
From: Christof Teuscher, Chair, Faculty Development Committee
Subject: **Faculty Development Committee report to Faculty Senate**

Executive Summary

While we made substantial changes and improvements to the Faculty Development program during the 2011/2012 academic year, the goal for this year is to provide consistency and continuity. During the 2013 fiscal year (which includes 3 travel cycles so far), the committee has received a total of 207 travel awards that have been reviewed, and 57% of proposals were funded. A total of $324,463 in travel funding requests was received, and $183,085 was awarded. The online submission system continues to be refined and has increased ease of submission, approval process, and turnaround time. To further increase the transparency of the Faculty Enhancement program, we have introduced specific review criteria that the committee will use. Two information workshops on travel and enhancement awards were held during the fall term 2012. Attendance was high at both information sessions and participants were engaged. Our mailing list and social media outreach has continued to grow and a record number of people received program information.

Committee Roster

- Christof Teuscher, Electrical and Computer Engineering, Committee Chair
- Evguenia Davidova, International Studies
- Amy Donaldson, Speech and Hearing Sciences
- Berrin Erdogan, School of Business Administration
- Barbara Heilmair, Music
- Mary Kern, Library
- Kathi Ketcheson, Institutional Research and Planning
- Tom Larsen, Library
- Laura Nissen, School of Social Work
- David Peyton, Chemistry
- Leslie Rill, Communication
- Catherine de Rivera, Environmental Sciences and Management
- Ethan Seltzer, Urban and Public Affairs
- Shawn Smallman, International Studies
- Helen Young, Education
- Charles Burck, Academic Affairs, Committee coordinator

New: The administration and coordination of FDC support transferred from RSP to OAA in mid fall of 2012. Charles Burck now provides support for Committee activities.

Established policies and procedures

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

Sub-committees.
Table 1 shows the sub-committee assignments. On average, each FDC committee member was on 3 sub-committees. Each proposal is reviewed by at least two committee members.

	Name	Sep 2012 travel round	Nov 2012 travel round	Jan 2013 faculty enhancement	Feb 2013 travel round	Mar 2012 peer review	May 2013 travel round	Total
	Tentative meeting week	8-Oct-12	17-Dec-12	11-Feb-13	11-Mar-12	25-Mar-13	27-May-13	
1	Leslie Rill		Yes	Yes			Yes	3
2	Amy Donaldson			Yes	Yes	Yes		3
3	Evguenia Davidova	Sabbatical	Sabbatical	Yes	Yes		Yes	3
4	Shawn Smallman	Yes		Yes	Yes			3
5	Catherine de Rivera			Yes		Yes	Yes	3
6	Berrin Erdogan		Yes	Yes		Yes		3
7	Barbara Heilmair	Yes		Yes		Yes		3
8	Mary Kern			Yes	Yes		Yes	3
9	Ethan Seltzer			Yes	Yes	Yes		3
10	Laura Nissen			Yes	Yes		Yes	3
11	Helen Young		Yes	Yes			Yes	3
12	Tom Larsen	Yes		Yes		Yes		3
13	Kathi Ketcheson	Yes	Yes	Yes				3
14	David Peyton	Yes	Yes	Yes				3
15								0
16								0
17								0
18								0
	Total	5	5	14	6	6	6	
	Target	5	5	14	6	6	6	
19	Christof Teuscher	Yes	Yes	Yes	Yes	Yes	Yes	6
20	Charles Burck	Yes	Yes	Yes	Yes	Yes	Yes	6

Table 1: 2012-13 FDC sub-committee assignments.

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

Travel grant proposals are ranked by the reviewers on a 0 to 10 point scale on how well the proposed travel addresses professional development. The applicants receive their score as part of the feedback provided by the committee.

Faculty Enhancement Program.
In accordance with the new AAUP contract, the guidelines below were established for the 2013 Faculty Enhancement Grant Program.
New: to increase the transparency of the review process, the committee has established a detailed scoring rubric that will be used to score proposals on a scale of 0 to 10:

Criteria	Weight
Impact of the research on the PI's career development, professional development, or scholarly agenda.	40%
Impact of the proposed research on the PI's field.	20%
How realistic is the project scope and timeline? Can it be accomplished in a year?	10%
Are the outcomes and deliverables of the proposed research clearly specified?	5%
How appropriate is the budget and the budget justification with regards to the proposed research? Are all budget items clearly justified?	15%
What is the broader impact of the project? I.e.: Does it involve students? Does it have an impact on the local community and on PSU? Is this a new line of research? Will the PI seek further funding?	10%
Total	**100%**

Each criteria will be scored by the reviewers and weighted according to the weight indicated above. The final score will be calculated as the weighted sum of your actual scores for each criteria. We hope this rubric will help to make the review process both transparent and fair.

What *won't* be funded?
- Proposals to create new programs, centers, institutes, museums, organizations, or otherwise benefit the institution more than the researcher
- Proposals seeking additional office support
- Summer salaries
- Proposals that expand curricular offerings
- Construction of PSU webpages
- Activities in fulfillment of degree requirements of the principal investigator
- Travel for the purpose of presenting a paper or poster or attending a conference
- Proposals that are too vague or large in scope given the funding and time constraints
- Incomplete proposals

New: All chair and dean approvals are now requested electronically to improve the efficiency of the process. We also allow chair and dean approvals until one week after the official submission deadline.

Funding and submission statistics

The key statistics for the travel and the enhancement grant are included below. Additional data can be found on our new website: http://www.pdx.edu/oaa/data-contact-and-support-0

Professional Travel Grant Program.

Figures 1 and 2 show the overall travel grant program statistics for the 2013 fiscal year (which includes 3 out of 4 travel cycles). We expect the total requested amount to reach $400,000 this year. As per the new AAUP contract, the Travel Grant Program is funded at $250,000.
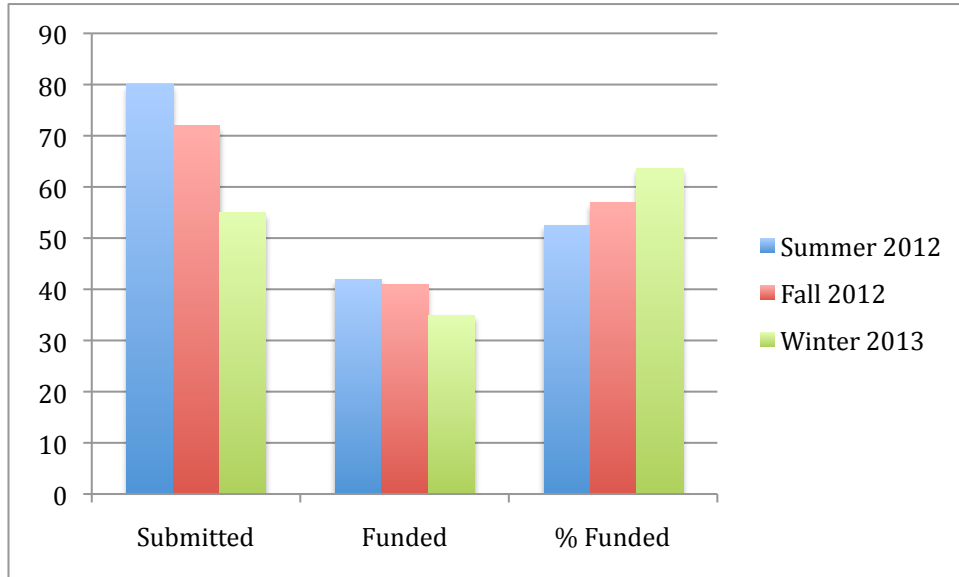
Figure 1: Total number of proposals submitted and total number of proposals funded. Note this includes the Summer, Fall, and Winter travel cycles only in the 2013 fiscal year.
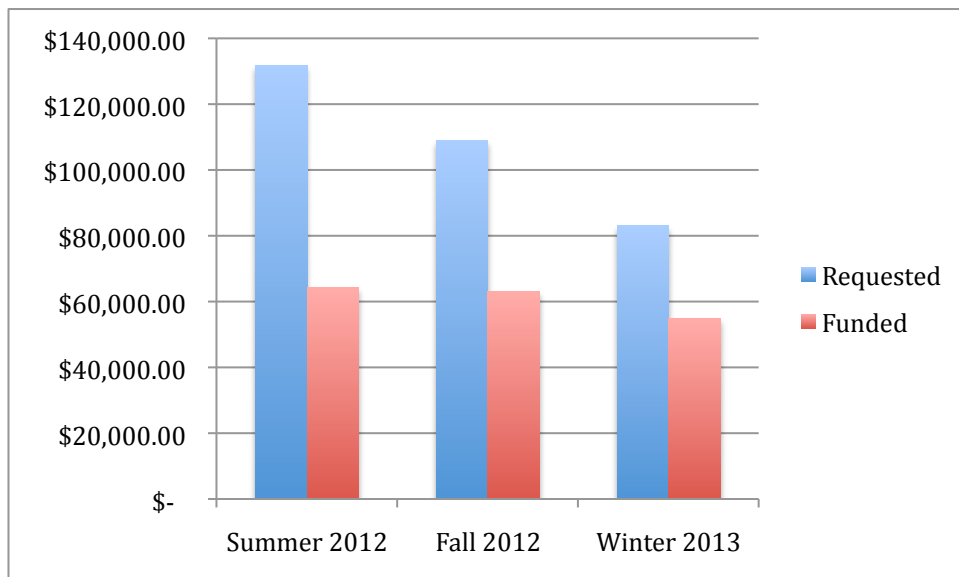
Figure 2: Total requested and total funded travel grant amounts. Note this includes the Summer, Fall, and Winter travel cycles only in the 2013 fiscal year.
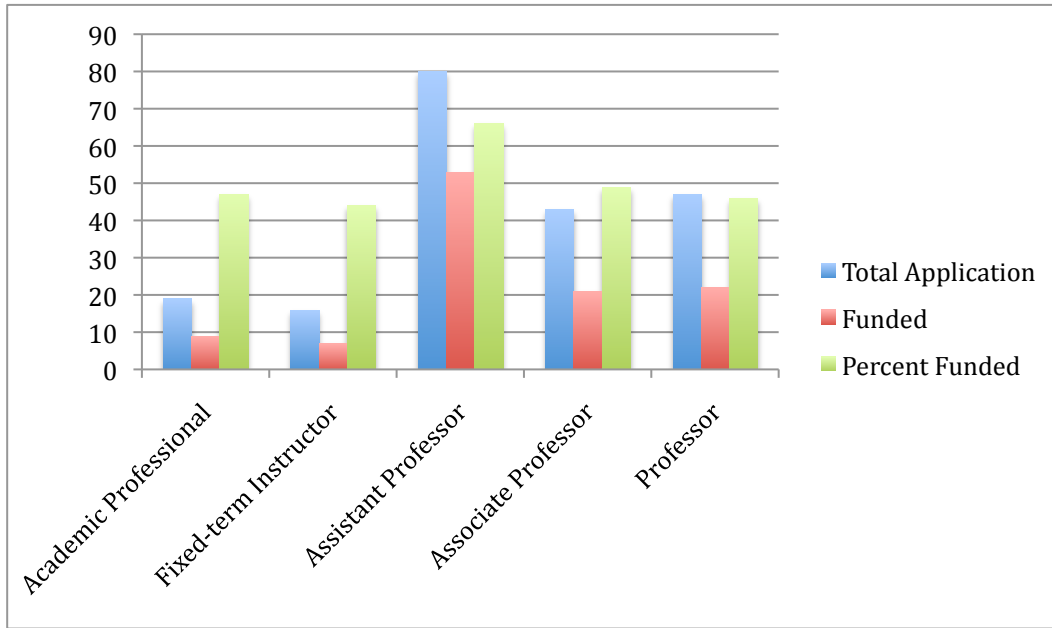
Figure 3: 2012-13 Faculty Travel Award funding by rank.

Faculty Enhancement Program.
We have received 107 applications for the 2012-13 Faculty Enhancement Grant cycle. The applications are currently under review. Figure 4 shows the total number of submitted, the number of funded, and the percent of accepted proposals. For all the remaining plots, the data included only goes up to 2012.

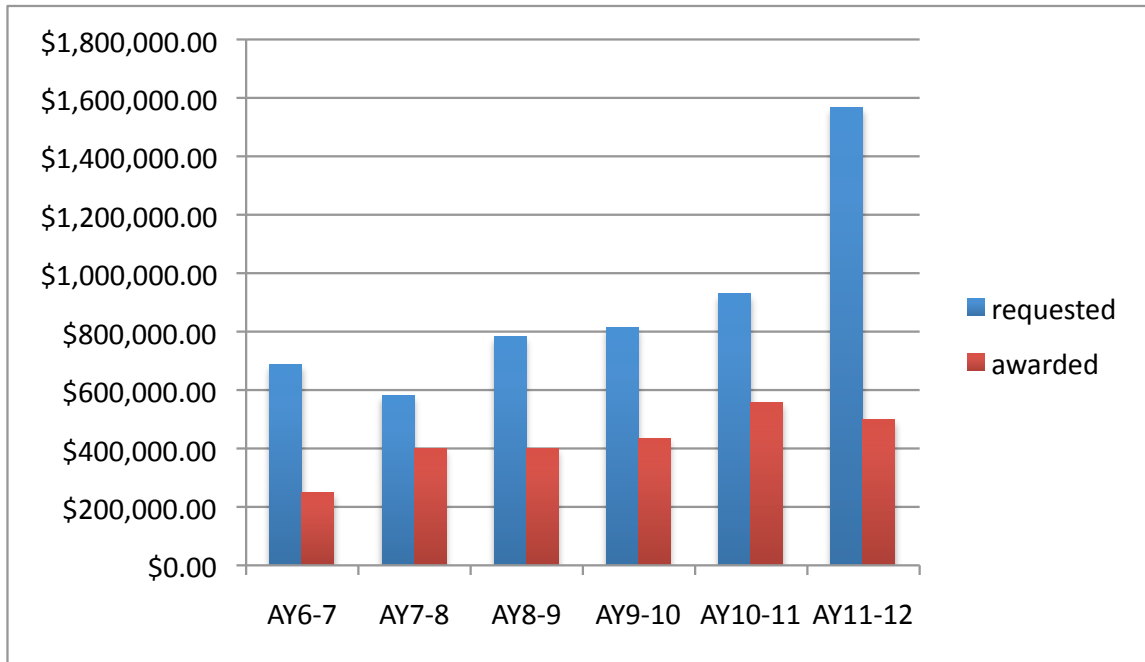Figure 4: Total number of submitted and faculty enhancement grant amounts from 2008-2013

Figure 5: Total requested and funded faculty enhancement grant amounts from 2006-2012
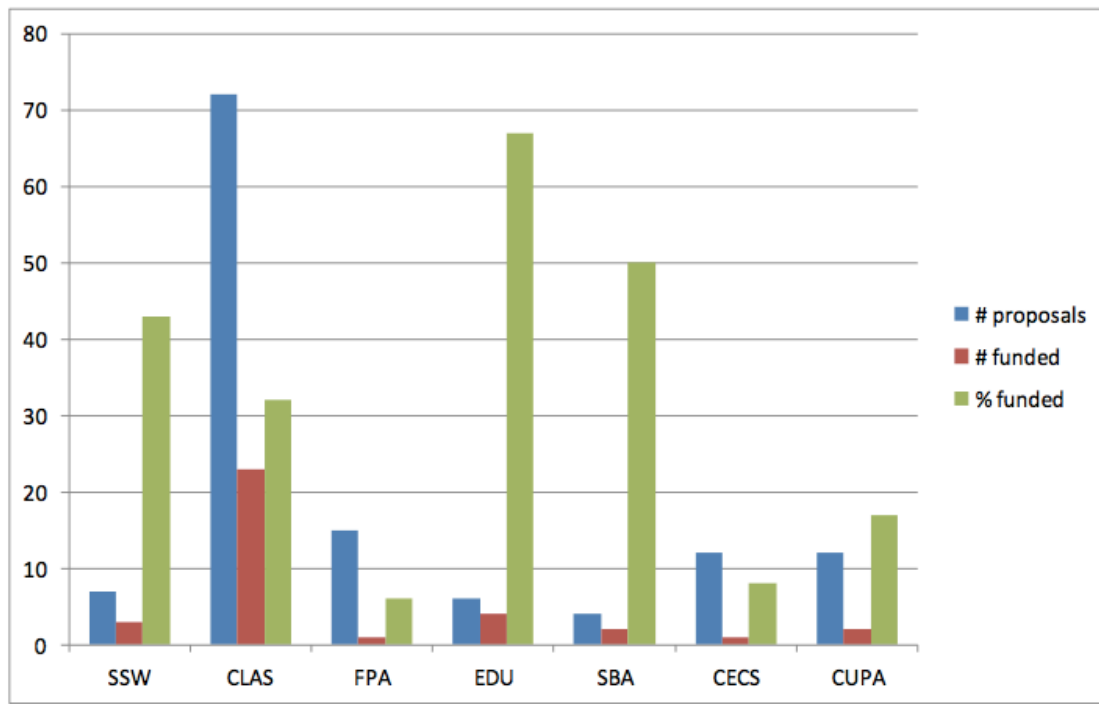

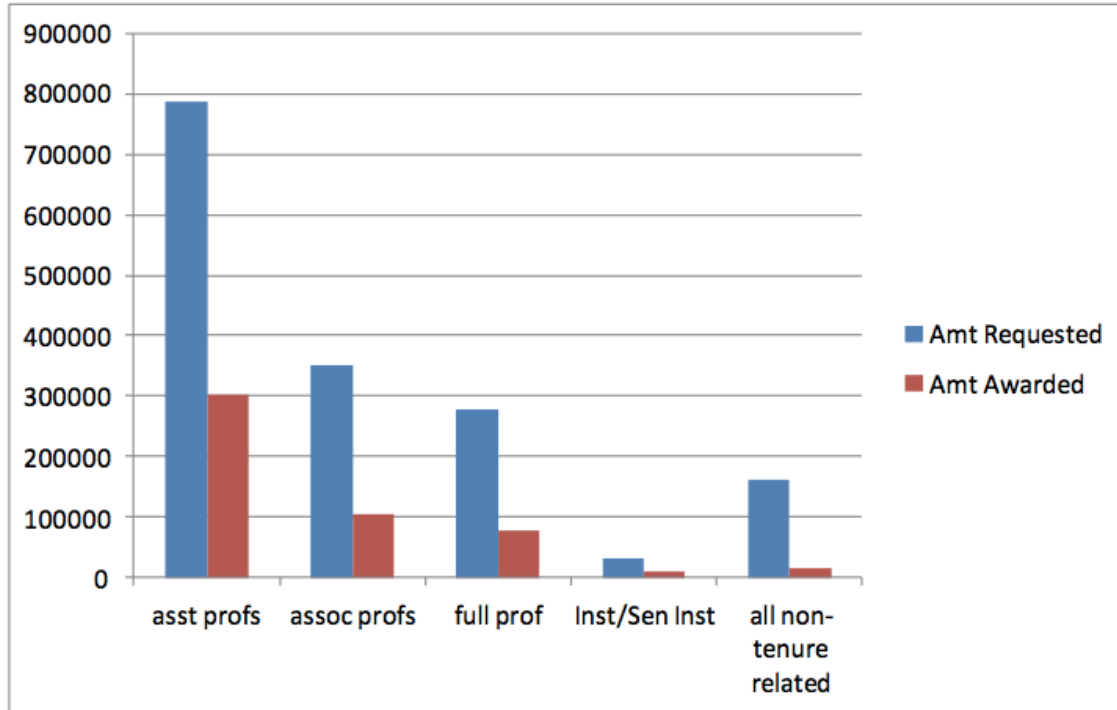Figure 5: Faculty enhancement grant funding by college. Data from 2006-2012.

Figure 6: Faculty enhancement grant funding by faculty rank. Data from 2006-2012.

Online submission system

We continue to utilize a Qualtrics-based online submission system for travel and enhancement applications. Travel and Enhancement Grant applications (including the chair and dean approvals) are accepted exclusively through our online system. **New**: we now allow chair and dean approvals until one week after the submission deadline. The online system helps to keep proposal turnaround times low, and reduces the number of incomplete proposals. Faculty feedback has allowed us to further improve the structure of the online submission system.

Communication strategy

We continue to inform faculty through various information channels:
- **New** FDC website: http://www.pdx.edu/oaa/professional-development-and-support
- FDC Facebook page: https://www.facebook.com/pages/Portland-State-Faculty-Development-Grant-Program/279406562090911
- FDC on Twitter account: http://twitter.com/PSU_FDGp
- FDC mailing list: https://www.lists.pdx.edu/lists/listinfo/fdc-announce

To: Portland State University Faculty Senate

Subject: Interim Report

From: Intercollegiate Athletics Board

Date: January 17, 2013

IAB Members 2012-13 academic year

Chair: Toeutu Faaleava, OAA-McNair
Melissa Trifiletti, ADM
Michele Toppe, DOS
Jennifer Loney, SBA
Randy Miller, PSC
Marlon Holmes, Student and Vice President of ASPSU

Ex-officio IAB Members 2012-13 academic year
Professor Robert Lockwood, C&CJ and NCAA Faculty Athletics Representative
Torre Chisholm, Athletics Director
Barbara Dearing, Associate Athletics Director for Business Operations/SWA Athletics

The Intercollegiate Athletics Board is charged by the Faculty Senate to:
1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics,
2) Report to the Faculty Senate at least once each year.

I. Budget

Athletics has proposed its 2014 (FY14) budget at $14,214,259 with support from the Student Fee Committee at $4,208,214. IAB has not reviewed a finalized FY14 budget for Athletics.

The fiscal year 2013 (FY13) budget for Athletics is $13,588.533. SFC funding is approximately 27.68% of Athletics total budget. University support of $3,000,000 in tuition fee remissions is 22%, and university program salary support of $2,207,798 is 16% of the total budget. Tuition remissions and general program support from the university total $5,207,798 or 38% of Athletics total budget. SFC and total university support make up 65.68% of Athletics' budget with the department generating the other 34.32% in self-support revenue.

FY12 Athletics budget was just over $13 million. The top three expense categories were personnel at $4,653,785, scholarships at $4,076,616 and general at $4,382,579. For FY12 Athletics ended the year with a deficit of $1,411.

II.   Policy
No new policy or revision of any policy or the procedures manual since our last report.

III.   Accomplishments of our 280+ student athletes

Academic Progress Rate (APR)---As of November 26, 2012, 15 of 15 teams met or exceeded the multi-year APR goal of 900, ranging from 913 for Men's Cross Country to 991 for Women's Golf. Men's Cross Country, however, was at 875 for 2011-2012 (single year performance), and Athletics is looking into necessary assistance to improve Cross Country academic performance.

APR is a measure developed to assess the overall academic performance of individual teams. APR awards 2 points each term to student-athletes who meet academic eligibility standards and who remain with the institution. A team's APR is the total points earned by the team members divided by the total points possible. Teams need to keep their four-year APR average at 900 or above to avoid NCAA penalties.

Graduation Success Rate (GSR)---The 2011-12 GSR for PSU Athletics was 60%. The landmark achievement continued the upward trend (2010-53%, 2009-44%, 2008- 41%) since the implementation of recommendations made by the Sixty Percent Committee.

GSR is an alternate graduation-rate methodology the NCAA launched in 2005. The GSR supplements rather than replaces the federal methodology. The **Federal Graduation Rate (FGR)** is the percentage of student athletes (on athletics-related aid during their first year of enrollment) that graduate from the institution within six years after enrollment. The FGRs for athletes were 2011 (47%), 2010 (48%), 2009 (48%) and 2008 (48%).

Competition:

Women's Soccer: Finished tied for 1st place in the Big Sky conference with a record of 9-8-2. They were defeated in their first game at Big-Sky championship.

Women's Volleyball: Finished as Big Sky regular season champions for 2012 with a conference record of 17-7, but was unsuccessful at the Big Sky Championship Tournament. PSU earned the right to host the 2013 Big Sky Championship Tournament.

Men's Football: Finished with 3-8 overall record, a tough season.

Women's and Men's Cross Country: Both finished at the lower tier in the Big Sky championship.

Basketball: current season is underway.

Other sports will start their seasons in winter or spring term.

IV.   The 2009-2010 Division I Athletics Certification Self-Study Instrument

The PSU Athletics NCCA certification agreement of 2009-2010 assigned to the IAB review and oversight responsibilities for various aspects of maintaining Athletics compliance with NCAA rules, making the IAB more involved in the process than before. The IAB has been reviewing, as required, Athletics performance and progress in Governance and Commitment to Rules Compliance, Academic Integrity, Gender/Diversity Issues and Student-Athlete Well-Being.

The Athletics Director updates the IAB through his reports during our monthly meetings, paying particular attention to issues raised in the certification instrument. Athletics Manual does not need any revision to date. Coaches and advisors have worked collaboratively to monitor missed classes and no missed-class issues have been reported. The IAB's subcommittee that looked into Gender/Equity issues has deferred to the committee created by the Office of Diversity and Inclusion that is now reviewing Gender/Equity and Title IX concerns under the certification instrument. Scholarship parity between men and women is improving with the $141,882 increase in budgeted funds for women's scholarships in 2012-13.

V.   Documenting IAB Work

To ensure that evidence of IAB work is preserved, IAB has created electronic archives of its proceedings and documents. Former chair David Burgess started the archiving initiative with IAB records saved on the I-Drive, and Melissa Trifiletti has continued the archiving with the creation of a Google site for IAB to ensure transparency, easier access, and for uploading and downloading of documents as needed. IAB is hoping to go paperless eventually.

VI.   Improving Faculty Attendance at Games

Athletics continues to explore viable strategies for increasing faculty attendance at games and athletics events. Faculty/staff appreciation days and other outreach options work, but there is much room for improvement. Marlon Holmes (student rep) sees improved faculty attendance as an additional attraction or incentive for students to attend the games, creating more opportunities to build communities of support for athletes and among students.