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Faculty Senate Monthly Packet June 2013

Portland State University Faculty Senate
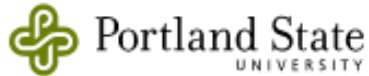
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THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE IS **JUNE 3, 2013**, AT 3:00 P.M. SHARP. PLEASE RESERVE TWO HOURS ON YOUR CALENDAR FOR THE MEETING TIME, AND PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT <u>DURING ANY PORTION OF THE MEETING</u>. THIS IS NECESSARY IN ORDER TO COMPLETE THE BUSINESS OF THE 2012-13 ACADEMIC YEAR. <u>IF THE AGENDA IS NOT CONCLUDED</u>, THE SENATE MEETING MUST BE CONTINUED TO MONDAY, JUNE 10, 2013, AT 3:00 P.M., IN ORDER TO COMPLETE THE BUSINESS OF THE YEAR.

AT THE June 3 MEETING, <u>BUSINESS</u> IS VOTED ON BY THE 2012-13 SENATE, & <u>OFFICERS</u> ARE ELECTED BY THE 2013-14 SENATE.

In accordance with the Constitution of the PSU Faculty, the Senate Agendas is calendared for posting to the Senate website ten working days before Senate meetings, so that all 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 curricular proposals area available at the PSU Curricular Tracking System: http://psucurriculumtracker.pbworks.com or from the Offices of the Vice Provosts for Graduate and Undergraduate Studies. 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 Senate.

The Constitution requires that **members must provide the Secretary with the name of an alternate in writing** who will be empowered to represent the member on occasions of absence and who will have full privileges of membership under those conditions. <u>To facilitate the holding of summer meetings, if needed</u>, Senators are also expected to submit names and addresses of summer alternates (as well as their own summer addresses) to the Secretary by June 10.

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 **June 3, 2013**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll
B. *Approval of the Minutes of the May 6, 2013 Meeting

C. Announcements and Communications from the Floor
    *1. Oregon University System and Credit for Prior Learning
    *Discussion Item – Credit for Prior Learning. S*ee also May minutes attachment B-5, and C2
    CPL Policy Framework posted on the web with the June 2013 materials at:
        http://www.pdx.edu/faculty-senate/senate-schedules-materials

> ELECTION OF 2013-2014 PRESIDING OFFICER ELECT
> NOMINATION OF 2013-2015 STEERING COMMITTEE MEMBERS

D. Unfinished Business
    *1. Report of the Faculty Development Committee –Teuscher (see May Senate packet)
    *2. Report of the Student Affairs Committee – Miller

> ELECTION OF 2013-2015 STEERING COMMITTEE MEMBERS

E. New Business
    *1. Curricular Proposals Consent Agenda
    *2. Proposal for a PhD in Community Health
    *3.a Educational Policy Committee (EPC) Motion on the creation of New Workflow Charts
    *3.b EPC Motion on the creation of the Center to Advance Racial Equity
    *3.c EPC Motion on the elimination of the Centers for Academic Excellence and for Online
         Learning and replace them with the Office of Academic Innovation.

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
    IFS report – Hines

    * 1. Annual Report of the Academic Requirements Committee - MacCormack
    * 2. Annual Report of the Advisory Council – Hines
    * 3. Annual Report of the Budget Committee - Hansen
    * 4. Annual Report of the Committee on Committees – Flower

* 5. Annual Report of the Educational Policy Committee – Gould
* 6. Annual Report of the Graduate Council – Wakeland
* 7. Annual Report of the Undergraduate Curriculum Committee – Cunliffe

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ELECTION OF 2013-15 COMMITTEE ON COMMITTEE MEMBERS:
AO, LAS-SS, LAS-SCI, SSW, UPA.   1 member each

H. Adjournment

> Year-end Celebration and Acknowledgement:
>
> SENATORS and *EX OFFICIO* MEMBERS ALL INVITED TO ATTEND A
> RECEPTION FOR FACULTY SENATE OUTSIDE CRAMER 53
> FOLLOWING THE MEETING.

*The following documents are included in this mailing:
B   Minutes of the Faculty Senate Meeting of May 6, 2013 and attachments
C-1 Credit for Prior Learning
D-1 Faculty Development Presentation (see May 2013 packet, G-2, for full Annual Report)
D-2 Annual Report of the Student Affairs Committee
E-1 Curricular Consent Agenda (a-c)
E-2 PhD in Community Health
E-3 EPC Motions (a-c)
G-1 Annual Report of the Academic Requirements Committee
G-2 Annual Report of the Advisory Council
G-3 Annual Report of the Budget Committee
G-4 Annual Report of the Committee on Committees
G-5 Annual Report of the Educational Policy Committee
G-6 Annual Report of the Graduate Council
G-7 Annual Report of the Undergraduate Curriculum Committee

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)	*MME*	*2013*
Tretheway, Derek	ME	2014
†Recktenwald, Gerry	*ME*	*2014*
Zurk, Lisa	*ECE*	*2015*
Chrzanowska-Jeske, Malgorzata	*ECE*	*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*

2013-14 FACULTY SENATE ROSTER

2012-13 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer: Leslie McBride
Presiding Officer Pro tem/Elect…
Secretary: Martha Hickey
Committee Members: Amy Greenstadt and Robert Liebman (2014)

_____ _____
_____*ex officio,* Chair, Committee on Committees
Maude Hines*, ex officio*, Senator, Interinstitutional Faculty Senate

****2013-14 FACULTY SENATE (63)****

All Others (9)

O'Banion, Liane	EEP	2014
Hart, Christopher	ADM	2014
Kennedy, Karen	UASC	2014
Hunt-Morse, Marcy	SHAC	2015
Luther, Christina	INT	2015
Baccar, Cynthia	*REM*	*2016*
Ingersoll, Rebecca	*UASC*	*2016*
Popp, Karen	*OGS*	*2016*
Skaruppa, Cindy	*EMSA*	*2016*

College of the Arts (4)

Magaldi, Karin	TA	2014
Wendl, Nora	ARCH	2014
†Boas, Pat	ART	2015
Griffin, Corey	*ARCH*	*2016*

Business Administration (4)

Pullman, Madeleine	SBA	2014
†Hansen, David	SBA	2015
Layzell, David	*SBA*	*2016*
Loney, Jennifer	*SBA*	*2016*

Education (4)

Rigelman, Nicole	ED	2014
Stevens, Dannelle	ED-CI	2014
†Smith, Michael	EDPOL	2015
McElhone, Dorothy	*ED*	*2016*

Eng. & Comp. Science (6)

Tretheway, Derek	ME	2014
†Recktenwald, Gerry	ME	2014
Chrzanowska-Jeske, Malgorzata	ECE	2015
Zurk, Lisa	ECE	2015
Bertini, Robert	*CEE*	*2016*
Karavanic, Karen	*CSE*	*2016*

Library (1)

†*Beasley, Sarah*	*LIB*	*2015*

Other Instructional (1)

†Carpenter, Rowanna *(for Jhaj)*	*UNST*	*2015*

CLAS – Arts and Letters (9)

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
Klotz, Marcia	*LING*	*2016*
Lindsay, Susan	*ENG*	*2016*

CLAS – Sciences (8)

Lafferriere, Gerardo	MTH	2014
Works, Martha	GEOG	2014
Burns, Scott	GEOL	2015
Eppley, Sarah	BIO	2015
Sanchez, Erik	*PHY*	*2015*
Daescu, Dacian	*MTH*	*2016*
George, Linda	*ESM*	*2016*
Rueter, John	*ESM*	*2016*

CLAS – Social Sciences (7)

Liebman, Robert	SOC	2014
Bluffstone, Randall	*ECON*	*2014*
Brower, Barbara	*GEOG*	*2015*
DeAnda, Roberto	*CHLT*	*2015*
Hsu, ChiaYin	*HST*	*2016*
Luckett, Thomas	*HST*	*2016*
Padin, Jose	*SOC*	*2016*

Social Work (4)

Talbott, Maria	SSW	2014
*Taylor, Michael *(for Pewewardy)*	SSW	2014
Holliday, Mindy	SSW	2015
Cotrell, Victoria	*SSW*	*2016*

Urban and Public Affairs (6)

Newsom, Jason	OIA	2014
Gelmon, Sherril	PA	2014
Clucas, Richard	PS	2015
Brodowicz, Gary	*CH*	*2016*
Carder, Paula	*IA*	*2016*
Farquhar, Stephanie	*CH*	*2016*

***Interim appointments*
†Member of Committee on Committee

DATE: 5/17/13 *New Senators in Italics*

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 6, 2013
Presiding Officer: Rob Daasch
Secretary: Martha W. Hickey

Members Present: Agorsah, Beasley, Beyler, Boas, Brown, Burk, Carpenter, Clucas, Daasch, Dolidon, Elzanowski, Eppley, Flower, Friedberg, Gelmon, Greenstadt, Hanoosh, Hansen, Harmon, Hart, Holliday, Hunt-Morse, Jaen-Portillo, Jivanjee, Lafferriere, Liebman, Lubitow, Luckett, Luther, Magaldi, McBride, Meekisho, Mercer**,** Newsom, O'Banion, Palmiter, Pease, Pullman, Recktenwald, Rigelman, Ryder, Santelmann, Smith, Stevens, Taylor, Tretheway, Weasel, Wendl, Zurk

Alternates Present: Barham for Flores, Baccar for Jagodnik, Huafen Hu for Meekisho, Schuler for Ott, Hines for Reese, Bulman for Works

Members Absent: Berrettini, Burns, Chrzanowska-Jeske, Jones, Kennedy, Medovoi, Miller, Sanchez, Talbott,

**Ex-officio Members
Present:** Andrews, Brown, Cunliffe, Everett, Fink, Flower, Gould, Hansen, Hickey, Hines, Jhaj, MacCormack, Mack, O'Banion Reynolds, Rimai, Seppalainen, Sestak, Shusterman, Su, Teuscher, Wakeland, Weiwel

A. ROLL

HICKEY noted a correction to Consent Agenda item E.1.c.12 to state that the BA in Social Work is adding a BS option to the major.

B. APPROVAL OF THE MINUTES OF THE APRIL 1, 2013, MEETING

The meeting was called to order at 3:08 p.m. The April minutes were approved as published, with a subsequent clarification that Gould's comments on the ETM Project Management Certificate proposal (E2) were directed to MCECS rather than SBA.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH announced the discussion item on Institutional Boards and the formation of a Committee to Revise the Promotion and Tenure Guidelines related to the Senate Motions on faculty rank approved in March and April. A report is anticipated in November 2013, with a vote in December. He noted that he was particularly gratified to see the work/role of faculty governance acknowledged in the Administration's posting about the opening of collective bargaining, and he congratulated the Senate for their work on Senate reforms over the last five or so years.

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

*DAASCH introduced Patricia Schechter, History, who provided information on the history and status of Institutional Boards for the OUS system, and the current debate over faculty representation and a statement from Board Emily Pleck from Western Washington University. (Schechter's statement is attached in B2.)

MERCER/HOLLIDAY moved a return to regular session.

DAASCH opened the floor for nominations for Presiding Officer Elect to serve in 2013-14 with Leslie McBride (current Presiding Elect) and then as Presiding Officer in 2014-15. Bob Liebman and Sarah Beasley (who declined) were nominated. Additional nominations may be offered at the June meeting, before the election.

D. OLD BUSINESS

None.

E. NEW BUSINESS

1. Curricular Consent Agenda

TAYLOR/HARMON MOVED the curricular consent agenda.

Curricular proposals listed in "E-1," with the modification announced when role was taken, i.e. Social Work proposes adding a BS option, were APPROVED by unanimous voice vote.

GOULD introduced the three motions from the Educational Policy Committee.

2.a Center for Public Interest Design

GOULD/HARMON MOVED the certificate listed in the Appendix as "E-2a."

LUCKETT asked if there were significant costs associated with the center.

GOULD yielded the floor to Sergio Palleroni (COTA) who reported a donation and existing and expected grant funding for the Center. HANSEN reported that the Budget Committee was satisfied with the budget projections of the Center Proposal. What seemed less certain was the 21% figure used for the University's cost recovery, upon which the projections were based. REYNOLDS replied that he believed that the 21% did not apply to this center proposal and new costs only involved space.

The CENTER FOR PUBLIC INTEREST DESIGN, as listed in "E-2a,"(E.2b in the Agenda) was APPROVED by clicker-recorded vote: 92% in favor, 2% opposed and 6% abstentions (N=52 votes, see attachment B-3).
.

2.b Center for Geography Education in Oregon (numeration corresponds to appendix listing rather than agenda numeration)

GOULD/MCBRIDE MOVED the certificate listed in the Appendix "E-2b."

The CENTER FOR GEOGRAPHY EDUCATION IN OREGON, as listed in "E-2b (E-2a in the Agenda)," was APPROVED by clicker-recorded vote: 81% in favor, 6% opposed and 13% abstentions (N = 53 votes)

2.c Motion to Eliminate the School of Extended Studies

GOULD/BROWN MOVED the elimination of the School of Extended Studies, with a proviso added to the published motion in E.2.c as follows:

E2-c Motion 3: That Faculty Senate approves the elimination of the School of Extended Studies, WITH THE PROVISO THAT CENTER FOR EXECUTIVE AND PROFESSIONAL EDUCATION REPORT BACK TO EPC NEXT YEAR BY OCTOBER 1, 2014 ON ITS FIRST YEAR BUDGET PERFORMANCE, AND PROVIDE A FIVE YEAR BUDGET PLAN AT THAT TIME.

DAASCH explained the altered language arose as a result of conversations between EPC and the Budget Committee. GOULD reported that the EPC recommended the motion in order to deal with the transition of the remaining components of Extended Studies.

STEVENS asked what the consequences would be for the Professional Development Center (PC) if they did not have a good budget year. HANSEN stated that unlike other new Center proposals, the entity that was being rolled into the School of Business lacked five-year projections and only offered a breakeven scenario for the first year. Committee members had reservations about approving this aspect of the elimination because of potential adverse effects, if expectations were not met. The conditional language was offered to the EPC as a way to get consensus from both committees. GOULD added that one hoped-for consequence was transparency about outcomes. ZURK asked for clarification of the objections of those who voted against the proposed motion. GOULD said that the addition of the proviso raised some concern about whether the EPC should set conditions. BEYLER (EPC member) observed that many of EPC's questions were related to the way in which the termination of the School of Extended Studies had taken place—which had, in effect, presented certain conditions to departments. Do academic units and the Senate have a chance to weigh in? The termination does have implications for the way that certain departments or academic units run their operations. HINES asked what would be the practical vote of an overwhelming note vote in the Senate? GOULD replied that it would depend on the reasoning for lack of approval. DAASCH said that from his perspective the EPC would have to come back with a refined statement. LAFFERIERE observed that the current motion already stipulated further report. GOULD agreed that further action might be required in a year's time, based on the report. GREENSTADT asked what was eliminated; were adult education courses a component?

DAASCH invited Kevin Reynolds, Vice Provost for Academic Fiscal Strategies and Planning to respond to the question to administrators directed to him about Extended Studies and the elimination process at this time.

REYNOLDS summarized the two-year review and reorganization process leading to the proposed the elimination of Extended Studies, referring to documents posted by OAA: http://www.pdx.edu/oaa/school-of-extended-studies-review-process (See attached slides, B-4.) He briefly highlighted the difference between the non-credit Professional Development Center (PDC) and the academic courses of Extended Campus, and explained the administrative actions taken based on the review (see slides 4 and 5). Summer Session and Extended Campus course offerings have been shifted to the oversight of corresponding academic units. Departments will negotiate hiring with their deans.

REYNOLDS stated that Extended Studies is being closed because there are no programs or administration left. The PDC move followed a year-long conversation with the Dean of the Business School. Starting base budget information for Summer Session and Extended Campus (ExtC), as well as lists of ExtC faculty (slide 8), was released to the Deans of affected units in December and January. Reductions in programming in Extended Studies was one of the strategies that allowed Academic Affairs to reduce its budget by the mandated 1.9% (see slide 9), therefore only minimal infrastructure remains. There will be some central support for Summer Session marketing. REYNOLDS acknowledged some departments will have a modest increase in workload due to the additional contracts to be written and OAA is working with CLAS on the impact of advising Extended Campus students (about 470). Faculty transitions are being handled through ad hoc conversations with program directors, deans, and chairs. A survey has gone out to Extended Campus students asking about their plans for completion; prioritized enrollment is guaranteed for the next academic year. OAA has not prescribed what course offerings departments should continue to support, but has requested a set of appropriate offerings.

STEVENS thought the Continuing Education in the School of Ed would be affected by a loss of marketing support. REYNOLDS replied that he believed that the Continuing Education had been operating independently for two or more years and the past modest help with registration accounting should shift centrally.

The MOTION TO ELIMINATE the SCHOOL OF EXTENDED STUDIES with the proviso was APPROVED: 76% in favor, 4% apposed, and 20% abstentions (N= 45 votes)

F. **QUESTION PERIOD**

1. Question to Academic Fiscal Strategies and Planning:

Why was the School of Extended Studies closed and what are the effects for SU's curriculum, faculty/staff, and students?

The question was answered by Kevin Reynolds during the discussion of E.2.c

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL suggested that the question of what an institutional board gets involved in could be more important than whether faculty representatives on the board can vote. He and University Counsel David Reese recently attended an Association of Governing Boards meeting to get schooled in how to deal with a board in ways that preserve management and faculty governance prerogatives. He anticipated discussion with the Senate Budget Committee about PSU's budget was, although there was still uncertainty in Salem about the general higher-ed budget. PSU will have to make tentative decisions regarding the distribution of allocations, tuition increases and cuts, and the use of the fund balance for 2013-14. He announced the long-awaited accreditation of the School of Architecture and the convening of a task force on campus safety issues that Jackie Balzer will chair. He also reported on the success of fund-raising campaigns that put PSU 50% ahead of last year and a coalition of urban-serving institutions meeting with the Gates Foundation to explore ways they might support re-thinking higher education in this domain. (WIEWEL chairs this coalition of the Association of Public and Land Grant Universities.) ALPS, the Annual Leadership Planning Session, will meet May 20, to discuss moving forward with rethink PSU. He concluded with a reminder about the June 16 commencement.

Provost's Report

ANDREWS reiterated that faculty are expected to attend Commencement. She noted that she would circulate additional comments through the Senate list serve in order to address the request related to credit for prior learning (CPL) that has come from the OUS Task Force. PSU has a 2005 CPL policy in place, but the Task Force is looking for input on the policy framework that they developed in April. ANDREWS stated that she was seeking feedback from the relevant Senate committees as well as an opportunity to have a discussion with Senate about the draft document at the June meeting. She asked Gerry Recktenwald to provide some general information.

RECKTENWALD defined CPL as assessment that acknowledges that learning can take place outside the classroom, but it is not just credit for experience. The learning has to be demonstrated. (See attached slides, B-5.) There are many existing and emerging mechanisms, including MOOCS. CPL leads to degree completion and saves money. The Task Force mandate included making a policy recommendation; their proposed policy framework addresses 12 points (slides 10-14). The policy proposal (to be posted at: http://www.pdx.edu/faculty-senate)

includes examples of types of assessment and identifies questions regarding standards and who pays. The policy recommendation acknowledges that you can do CPL in a variety of ways. Slide 16 captures PSU's current policy. RECKTENWALD mentioned two approaches—at Marylhurst, where students pay for credit to work with a faculty member to develop a portfolio, and at Northern Arizona, where students pay a six-month flat subscription rate, receive mentoring and can test out of given lessons (slides 20-21). The are still questions to be resolved: What will be the PSU approach, open and experimental or protective? What administrative mechanisms and strategies will we use? Will we accept all CPLs from other accreditors?

DAASCH thanked RECKTENWALD and said that the Steering Committee would consider this topic as a discussion item for June. He asked Andrews if the timing would work?

ANDREWS said yes, OUS is consulting on whether there should be an OUS level policy that says that each institution has to have a policy that addresses all 12 items in the Task Force matrix. She wanted to allow faculty time to give input.

Report of Vice-President of Research and Strategic Partnerships

FINK announced the May 8 Student Research Symposium in Smith Ballroom, and a meeting with President Wiewel and some local start-ups at the PSU Small Business Accelerator, a facility that is now being emulated by U of Oregon and OSU. He reported that the Health Science Implementation Committee that has identified three key collaboration interest groups in Public Health, Life Sciences, and Global Engagement and Entrepreneurship. He announce the RSP has negotiated an increase in indirect cost recovery rates for grants at PSU from 45.5% (2013) to 47.5 to 48.5 that will be helpful in providing better service to PIs and is a reflection of PSU's increasing significance as a research institution.

Annual Reports

The Presiding Officer accepted the following reports for the Senate and acknowledged the service of faculty on all the following committees.

1. Annual Report of the Honors Council Report – G4
2. Annual Report of the Intercollegiate Athletics – G5
3. Annual Report of the Scholastic Standards Committee Report – G6
4. Annual Report of the Library Committee Report – G7
5. Annual Report of the Teacher Education Committee – G8
6. Annual Report of the University Studies Council Report – G9

DAASCH stated that the reports and remarks from the Faculty Development Committee and General Student Affairs Committee would be offered at the June Meeting.

ADJOURNMENT

The meeting was adjourned at 5:08 pm.

May Meeting

Rob Daasch
Presiding Officer 2012-2013
6 May 2013

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

Floor Announcements
- Discussion item
  - *Institutional Boards*
- *2013 P&T Revision Committee set*
- *April content*
- Faculty members and Portland State University play a critical role in the governance of the University.
- The University is committed to maintaining and valuing the role of faculty, acting through the Faculty Senate

Senate Discussion Item
- Purpose : Inform senators on issues topics
- Guide Senate for future action
  - Consider motions or resolutions
  - Create ad-hoc committees
  - Assign standing committees
- General procedure and format
  - Introduction and presentations
  - Motion to Committee of the whole, suspends minutes
  - Presiding Officer chairs discussion and Q&A
  - Conclude and restart minutes

PSU Faculty Senate – Discussion   6 May 2013

Good afternoon. Thank you to the steering committee for arranging for this discussion.

My name is Patricia Schechter and I am a professor of history here at PSU, where I have been on the faculty for 18 years. I am speaking to you today as member of the executive council of our local AAUP chapter. Since my election last year, I have been chairing AAUP's legislative committee, serving with Jose Padin in Sociology and Ted Donlon from the School of Social Work. A significant focus of our attention has been on university governance.

Since last spring, our efforts have focused on studying up on this issue–there is bibliography attached to my remarks which I will file with the secretary of the faculty. We have also attended hearings in Salem, met with legislators, testified, and engaged in campus outreach and organizing. March was especially buzzing with activity. I hope you noticed and, even better, participated in the "Together 4 PSU campaign" which culminated in a successful higher ed coalition lobbying day in Salem on March 27th. In addition, March saw highly effective coordination between AAUP, the PSU Faculty Senate and the state-wide Inter-Institutional Faculty Senate. Leadership put heads together to convey to key legislators our view that any new governance structure for campuses requires robust and meaningful participation of faculty, inclusive of voting rights. This position builds on the one taken by this body last June, based on the findings of a task force charged with examining the institutional boards issue. In my assessment, these two efforts in March- Together 4 PSU - and the coordination of Faculty Senate and AAUP voices, strengthened the hand of key legislators to press for inclusion of faculty in the latest version of the higher education reform legislation, currently in Ways and Means.

One of the most edifying and perhaps ironic dimensions of the discussions of changes in higher education governance involves students. Students, primarily operating through the Oregon Students Association, have consistently opposed the proposed changes in higher ed governance in general and campus institutional boards in particular. I say ironic because of all the stakeholders in the conversations, they have been the only figures pretty much guaranteed a spot on these new boards, from the beginning!   AAUP also works in coalition with OSA and with labor allies SIEU and AFT. The higher ed coalition as a whole has taken no position on governing boards, though individually, SEIU and OSA have opposed it.

PSU-AAUP has been highly engaged in education, outreach, and lobbying on this important issue, however we have remained politically neutral on the legislation itself. Here's why.

Fixing the funding crisis in U.S. higher education has no correlate in 'best practices' for university governance. Governance models vary widely across the country on the public side; the quality of the service of boards also varies widely. But everything I have read, and all the expert testimony I have listened to in the last year suggests that there is no governance formula that yields the results we need in Oregon public higher education.

Creating Institutional boards for Oregon public university campuses does not fix what ails higher education. It does not reinvest dollars into the classrooms, labs, or libraries where value is added for our

students. In fact it will cost the campuses money to actually run these boards, to the tune of $1.8 to 5 million per campus. It's also not clear how a governing board's fund raising capacity will work with the precedents and existing practices of our PSU Foundation. And by curtailing or transforming the role of the state board of education (OUS), campuses become newly accountable to a new array of authorities in Salem, whose norms and expectations are still in flux and untested.

What is a bit more clear is that Institutional boards shift and consolidate certain powers at the local level. Given the small investment of public money in PSU, recalibrating the authority of 'the state' over our campus finances has a certain--perhaps even a compelling--logic. But it does not—and perhaps CAN NOT, ALONE—deliver more resources to our institution. Mary King made this point last week in the *Oregonian*. "The current governance structure is not perfect, but what is in absolute disarray is the funding model for our public universities." April 26, 2013.

That said, a few things seem clear to me about governance. First, the imbroglio at the University of Virginia last year concerning the firing and reinstatement of President Theresa Sullivan underscores, in the words of the AAUP investigating committee, the "manifest wisdom" of faculty participation in governance. Of the many factors in play on that campus, AAUP found that the root of the situation was the "failure by those charged with institutional oversight to understand the institution over which they preside."

Second, as readers of *Wall Street Journal* know, there is the widely documented administrative bloat on campuses both nationally and at home, the sources of which are many and varied. As Oregon legislators strive for system-wide efficiencies and program coordination, it seems to me we need inclusive, participatory institutional boards at the campus level for a genuinely responsive model of governance, one that insures voting rights for faculty, staff and students.

The current legislation is just not there yet.

Thank you.

Sources:

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American Association of University Professors, "Statement on Governance of Colleges and Universities," AAUP Policy Documents and Reports, 10th edition. AAUP: Washington DC 2006

"Deans List: Hiring Spree Fattens College Bureaucracy—And Tuition" *Wall Street Journal*, 29 December 2012.

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Battm2, PSU Faculty Senate Meeting May 6, 2013

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Langley, Wayne M. "Higher Education Needs a Dialogue with the 99%" *The New England Journal of Higher Education* (18 June 2012).

Lipman, Pauline. *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*. London: Taylor Francis, 2011.

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Washburn, Jennifer. *University Inc. The Corporate Corruption of American Higher Education*. New York: Basic Books, 2005.

May 6, 2013
Faculty Senate
Action items

E2-a Motion 1. Faculty Senate approves the creation of the Center for Public Interest Design.

A. yes, in favor
B. no, opposed
C. abstain

92%
2% 6%

E2-b Motion 2. Faculty Senate approves the creation of the Center for Geography Education in Oregon.

A. yes, in favor
B. no, opposed
C. abstain

81%
6% 13%

E2-c Motion 3. Faculty Senate approves the elimination of the School of Extended Studies.

A. yes, in favor
B. no, opposed
C. abstain

76%
4% 20%

Faculty Senate May 7th 2013

Why was the School of Extended Studies closed and what are the effects for PSU's curriculum, faculty/staff, and students?

SES Review Process

- Multistep process over the last 2 academic years
- http://www.pdx.edu/oaa/school-of-extended-studies-review-process
- Overall review process presented to faculty senate (2011-2012)
- Level 1 review - self study (Fall 2011)

- Level 2 review (with campus wide representation and consultants) (Winter and Spring 2012)

- Review of the level 1 and 2 reviews by the new Provost, Sona Andrews (FY 12-13)

   Led to a series of recommended actions (Winter 13) which were shared with both the review committee members and the Presidents Executive Committee.

Actions - in brief

- **Independent Study** (mostly high school credit program) -closed
- **Summer Session**. moving the budget and decision making to the Schools and Colleges (continued decentralization)
- **Professional Development Center**. Non-credit and for-credit instruction within Schools and Colleges. PDC offerings to CEPE in SBA.

Actions (continued)

- **Extended Campus Program.** Phased out with integration of selected classes/programs into academic units. Transitional support for units demonstrating high reliance on ECP-hired faculty for delivery. Close Salem office
- **Registration, accounting, marketing.** Centralize registration and accounting.

Why was the School of Extended Studies closed?

-
- No programs left (moved or moving out)
- No administration (Vice Provosts from 5 to 3)
- No space (Market Square lease expires May 2013, $ savings)
- What is left- a website

1. What information has been shared with departments and programs about the spin off of SES programs, curricula, budgets, and students, to academic units and when will the receiving departments and programs be able to make decisions about the "spun-off" programs, curricula, budgets and students?

PDC (SBA) – Dean Dawson over the last year.
IS- not applicable
Summer Session, ECP and budgets –through Deans Offices (Dec-Jan). Part of our overall enrollment planning.

2. (If departments are being asked to continue some SES functions), has infrastructure, permanent faculty/staff, and guidance been offered to departments and programs about student recruitment and advising?

Minimal infrastructure and staff- last years reductions
PDC- Yes to all of the above (Move of a center)
IS- Not applicable
Summer Session- No faculty and a 0.5 FTE Director
ECP – Part time adjuncts (38) and fixed term (11). Moving faculty budget. ECP providing guidance on program and advising. CLAS advising impact. EMSA for student recruiting

1.9% Expenditure Reduction Academic Affairs (for 2012-2013)

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%

3. How has the transition been facilitated/handled for SES faculty?

Handled for each program at the director level

- **PDC**-Instructors (wage agreements)- Clear and ongoing
- **IS**- High School teachers –Communicated
- **Summer Sessions**-no SES faculty. Contracts continue to originate at department level
- **ECP**- Adjunct and fixed term. Initially through the Director and Assistant Director. Working individually with Deans and Departments in terms of the fixed term faculty. Communication to faculty now occurring from departments.

How has the transition been facilitated/handled for students?

- **PDC, Summer Session** (no impact)
- **IS** enrolled students allowed to complete.
- **ECP**
  - Contacted 470 current students
  - Continued classes and prioritized enrollment
  - Modest changes (<5%) in cost for a resident student
  - Honoring agreements with existing non resident students
- **Acknowledgements**– Bob Shunk, Robert Mercer, Cindy Baccar, Amanda Nguyen, Karen Devoll, Bill Ryder

Credit for Prior Learning:
OUS Ad-hoc Task Force and the Work Ahead for PSU

6 May 2013
Gerry Recktenwald
gerry@pdx.edu

This document is an updated version of presentation to the PSU Faculty Senate on 6 May 2013. The full set of recommendations by the OUS Task Force was added; several typos were fixed; some slides were consolidated; intermediate title slides were added.

Background and Motivation

2

What is Credit for Prior Learning (CPL)?

Awarding of college credit for college-level learning

Focus is on learning, not experience

Existing mechanisms
- CLEP, AP, IEB
- Waiving degree requirements
- Portfolio assessment
- Organizations providing assessments: ACE and CAEL

Emerging
- MOOCs as a mechanism for extra-institutional learning
- Growth in private educational enterprise

Alternative nomenclature
- Credit for Prior Learning, Prior Learning Assessment, Competency based assessment

3

And why should we care?

CPL is a mechanism to improve degree completion
- Don't make students take classes when they can demonstrate that they know the material.
- Save students money and time

Pressure from the public, including legislatures
- California SB 520 requires universities to accept online course credit to the 50 most oversubscribed lower division courses

Economic competition from MOOCs and other non-traditional providers of education

Danger of being insular and disconnected from concerns of parents, students, and economic forces

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB520
http://brcoe.berkeley.edu/sites/default/files/SB%20520%20Oppose%20Sen%20Ed%2004%2029%2013.pdf

4

Rising tuition is creating incentives and opportunities for new models of higher ed

Chart 7: Tuition Vs. Other Price Indices
CPI, cumulative % change since 1990

Sources: BLS. Moody's Analytics

http://image.exct.net/lib/fefb127575640d/m/2/Student+Lendings+Failing+Grade.pdf

5
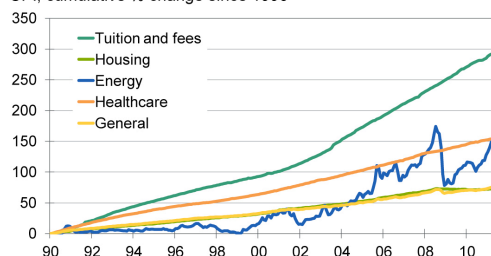
2010 study by CAEL collected data on degree completion for adult learners
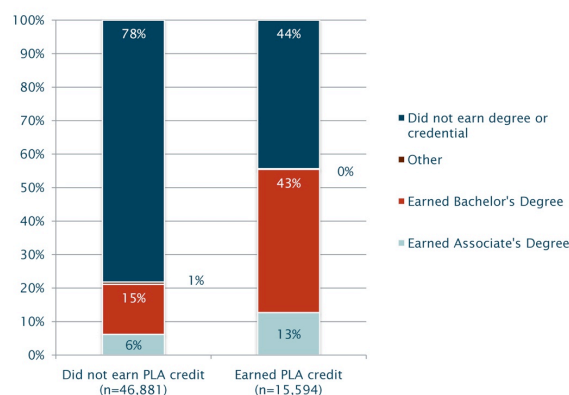
http://www.cael.org/pdfs/PLA_Executive-Summary.pdf

6

OUS Task Force

The charge of the OUS CPL Task force was ambitious

1. Inventory of CPL policy and practice on campuses
2. Assessment of CAEL and ACE.
3. An overview of national best-practices.
4. Guidance to OUS for engage the CPL issues
5. Cataloguing faculty concerns/warnings about CPL.
6. A common lexicon.
7. A policy recommendation for CPL

The current report is non-specific

"... colleges and universities will and must establish more transparent and comprehensive policy for granting CPL"

CPL Policy Framework overview was assembled by the OUS Task Force

Oregon University System

Credit for Prior Learning Policy Framework and Example Policies

Policy Framework	Examples
I. **Establish Guiding Principles** Such principles might cover the value of offering credit for prior learning, the essential role of the faculty, or the application of assessment methods to MOOCs and other emerging sites of learning.	The **Tennessee** Prior Learning Assessment Task Force drafted a one-page value statement located on page 2 of the Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice report published in August 2012. Example from the **Washington** State Board for Community and Technical Colleges: "Guidelines for Prior Learning Assessment Prior learning assessment methods include portfolio development; course challenge and oral examinations; standardized tests; credits earned through the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide); the systematic observation of skill demonstrations, including role plays and simulations; and the evaluation of case studies or other assignments.) • Assessment of the learning should be the responsibility of faculty who are content specialists from the awarding institution, and the names and qualifications of those making an assessment should be recorded. • Practices used in assessing prior learning should be consistent with good contemporary assessment methodology. • Learning assessed for post-secondary credit should be: o Linked to established learning outcomes or other criteria consistent with institutional standards for a given course. It should not be linked to time spent; o Transferable to contexts other than the one in which it was learned; o Current and relevant; o At a level of achievement equivalent to that of other learners engaged in studies at that level in that program or subject area; o Assessed using a range of strategies consistent with institutional standards for a given course. Credit • Faculty, as the content specialists, will assess and recognize prior learning and will make the determination of credit awards, with external advice as necessary. Credit may be granted only upon the recommendation of faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis. • Learners may be awarded recognition for demonstrating college-level learning that combines theory and practice, not for experience alone. • The number of credits to be granted should be determined by the institution, based on their identified learning

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CPL Policy Framework overview was assembled by the OUS Task Force

1. Establish guiding principles
2. Types of Assessment
   ‣ Portfolios, Standardized exams, Challenge exams, Published assessment guides (CAEL, ACE), other
3. Standards for awarding CPL
   ‣ Enrollment
   ‣ Type and number of credits
   ‣ Residency
4. Cost and Tuition Structure

CPL Policy Framework overview was assembled by the OUS Task Force

5. Transferability
   ‣ Between Oregon Institutions
   ‣ Articulation agreements with others
6. Transcription
   ‣ How do CPL credits appear? Grades?
7. Data collecting and reporting
   ‣ Define tracking methodology
   ‣ Evaluation and reporting policy

CPL Policy Framework overview was assembled by the OUS Task Force

8. Faculty and Staff Development
   ‣ Building capacity for advising, evaluation and portfolio assessment
   ‣ Staff support, infrastructure and tools
9. Authority
   ‣ System-wide or institutional
   ‣ System-wide coordination and advisory roles
10. Policy Transparency and Accessibility
    ‣ Access to information for students
    ‣ Transparency of expectations.
    ‣ Dissemination: policy for institutional staff; Communication w/ prospective students

13

CPL Policy Framework overview was assembled by the OUS Task Force

11. Incentivizing CPL at Institutional Level
    ‣ Funding based on degree completion
    ‣ Examples from Tennessee
12. Policy Review
    ‣ Time intervals for review
    ‣ Examples from Tennessee

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PSU Policy from 2005

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PSU has a CPL policy from 2005

- Students receive credit for passing a CLEP exam
- Students may take exams to waive specifically identified classes
- PSU provides credit for Advanced Placement courses and the International Baccalaureate.
- Departmental review of student portfolios
- "Students may earn 24 to 45 credits at Portland State University through prior learning portfolio assessment to be used toward their undergraduate degree."
- "Pass/No Pass will be attached to the credit received for prior learning."

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Other CPL Points of Reference

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External agencies

Council for Adult and Experiential Learning (CAEL)
‣ non-profit
‣ Certification (learningCounts.org) and advising
‣ Consulting to Colleges
‣ Faculty development for CPL assessment

American Council on Education (ACE)
‣ Consortium model: Advocacy & services to students
‣ Certification: College Credit REcommendation Service (CREDIT)
‣ Support of Military personnel

http://www.cael.org/home
http://www.learningcounts.org/
http://www.cael.org/Whom-We-Serve/Colleges-and-Universities/Prior-Learning-Assessment-Services
http://www.acenet.edu/
http://www.acenet.edu/news-room/Pages/Credits-to-Credentials.aspx
http://www.acenet.edu/higher-education/topics/Pages/College-Credit-for-Military-Service.aspx

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Marylhurst model uses CPL/PLA portfolio development as a for-credit experience

Distinguish between CPL and PLA

- Credit for Prior Learning (CPL)
  - Standardized examination or assessment
  - Evaluate learning achieved prior to awarding credit
- Prior Learning Assessment (PLA)
  - Participation with student in current assessment and learning experience
  - Development of portfolio leads to integrative learning from prior experience

http://www.marylhurst.edu/academics/prior-learning-assessment/
http://www.marylhurst.edu/academics/prior-learning-assessment/pla-program/

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Private-public partnerships are emerging

Example: Personalized Learning Division at Northern Arizona University

http://nextgenlearning.org/grantee/northern-arizona-university   20

Personalized Learning Division at NAU

GRANTEE: NORTHERN ARIZONA UNIVERSITY

AT A GLANCE:

Program Name: Personalized Learning Division
Targeted Degree Program: Bachelor's degree (multiple disciplines)
Organization: Public, four-year university
Opening Date: Spring 2013
First Year Enrollment: 500
Anticipated Students Served in First Five Years: 8,000
Tuition Model: Flat six-month subscription rate
Geographies Served: Arizona
Targeted Students: Adult, traditional, first-generation, low-income, Native American, and Hispanic populations
Partner: Pearson

http://nextgenlearning.org/grantee/northern-arizona-university   21

Personalized Learning Division at NAU

- BS degrees that are more accessible, flexible and efficient for adult learners
- Flat rate subscription, degree completion determined by completion of modules in order chosen by students
- Students have faculty mentors
- Use of pre- and post-test model: Students can "test out" of a lesson at the beginning of each module

http://nextgenlearning.org/grantee/northern-arizona-university   22

Personalized Learning Division at NAU

- BS degrees that are more accessible, flexible and efficient for adult learners
- Flat rate subscription, degree completion determined by completion of modules in order chosen by students
- Students have faculty mentors
- Use of pre- and post-test model: Students can "test out" of a lesson at the beginning of each module

http://nextgenlearning.org/grantee/northern-arizona-university   23

Current and Future Work at PSU

24

Several reThink PSU proposals are doing work on CPL and Competency Based Assessment

#92: Giving Credit where Credit is Due

#169: Making Learning Visible: An e-portfolio initiative to transform learning and assessment at PSU

#51: An Innovative Master of Science Program in Industrial Mathematics

#99: Global Impact MBA

#186: Pathways to Innovation: Reframing Chemistry and Biology Education at PSU

Zooming out to the big questions

What is our approach?
- Open and experimental, or
- Protective of our role in certification

Do we go it alone, or partner with others
- "Buy" credentialing services
- Build new services

What administrative mechanisms and strategy
- Departmental/unit autonomy
- Centralized policy or policy framework

How interoperable is our policy
- Do we accept CPL/PLA from others?
- Do others accept our CPL/PLA?

OREGON UNIVERSITY SYSTEM & CREDIT FOR PRIOR LEARNING

American higher education is confronting significant challenges and opportunities.   Rapidly evolving information technologies are changing the ways in which knowledge is created and disseminated, and challenging the paradigm of the instructional credit hour and the concept of the "classroom" itself.[i] Some of the newest developments[ii] have the potential to expand access to knowledge, allow students to reduce their time to degree, or allow students to earn their degrees flexibly, while they work or raise families. Whether learning happens through no-cost MOOCs (massively open online classes), in the workplace or in the military, many students are asking how these educational experiences can contribute toward their academic degrees.

The Oregon University System (OUS) strives to embrace innovative technologies and explore policies that empower its institutions and its students to achieve their goals. One of the most important goals for OUS is contributing to the statewide 40-40-20 goal. Recent trends and research suggest that Credit for Prior Learning (CPL) programs (e.g., through no-cost MOOCs, in the workplace, or in the military), which assess and grant credit for learning that students achieve outside of a traditional classroom, are viable tools for improving college completion rates, especially among adult and returning students. Nontraditional students are essential to reaching the 40-40-20 goal. According to the 2007-2011 American Community Survey, 26.6% of adults ages 25-64 in Oregon have some college but no degree. Without educating adult students, Oregon will likely fall tens of thousands of degrees short of the overall goal.[iii] Awarding credit for student learning in nontraditional settings can "allow students to save valuable time and money by earning college credit for subject matter they've already learned."[iv] The benefits of CPL include decreased time to graduation, increased affordability, and increased likelihood to complete.[v]

Although it is widely assumed that CPL policies target adult students,[vi] CPL programs are being adopted more broadly as students of all ages take advantage of open source, online, community based, or other independent means of accelerating their college-level education or developmental education sequences (Fain, 2012a, 2012b).[vii] Operationalizing these new resources may provide an avenue for OUS students to increase efficiency in terms of time to or cost of degree, and open the door to accessing, at least from a distance, world-class experts as part of their educational journey. In some states, institutions have created campus-level solutions for CPL, or its cousin, "proficiency-based learning."[viii] Other states have adopted policy at their system office so that these credits are easily transported between their universities and other institutions of higher education. K-12 schools and school systems have also begun to embrace proficiency-based learning, in Oregon and around the nation. Given these movements, now is the time for Oregon to consider a policy on CPL.

OUS is responsible for piloting CPL programs with care, to ensure that students are able to access the most

efficient degree pathways, while protecting equitable high quality learning and growth experiences traditionally provided in the classroom. The quality of learning experiences offered by emerging learning environments is not yet fully understood, especially when compared to teaching and learning in physical classrooms. By continuing to monitor research on these different learning environments OUS will garner a greater understanding of their impacts on student learning and achievement, as well as their role in advancing on Oregon's 40-40-20 goal.

The role of assessment is critical in both traditional classrooms and emerging learning environments, acting as the currency by which faculty make judgments about students' learning. Given this reality, it is important to be mindful about how assessments are designed, implemented and evaluated for effectiveness. In some pathways, feedback and assessment during the learning process comes almost solely from peers and not faulty or other educators.

In many prior learning pathways, students learn in isolated settings, lacking the co-curricular activities that are shown to enrich and contribute to important learning outcomes. In this same vein, one of the challenges for educators and policymakers in Oregon is to find an appropriate balance between noncredit and credit bearing activities. There are many co-curricular, extra-curricular, and noncredit activities that enrich learning for students throughout their educational pathway. Such learning may add value and even prepare students for subsequent credit bearing courses without necessitating the assignment of credit. For instance, it might be duplicative to require a student athlete to also take physical education courses, while a student involved in community service or leadership might benefit just as fully from these activities in addition to their academic work.

The role of OUS in establishing a clear CPL policy is to not only to ensure that quality learning receives credit, but also that a reflective and evaluative system is in place to monitor the rate of student success in earning the CPL he or she applies for, how access to CPL improves completion prospects, and if earning CPL changes a student's success in subsequent courses along their education pathway. Institutions will also need to build capacity among staff and faculty to ensure consistent access to information and student advising regarding CPL, particularly as it relates to credit transfer between institutions, consistent standards for measuring the quality of prior learning experiences, and how to evaluate which students should participate in alternative learning experiences such as MOOCS. This advising element is a cornerstone of successful CPL policy implementation. Any CPL program based on quality learning outcomes will benefit only students who are prepared to successfully earn credit, which requires a high degree of independence and motivation, or students with applicable life experience or some form of informal education. Helping students make wise choices about CPL is key to maximizing benefits institutionally and protecting students for whom this option may be more a hindrance than a help.

Based on the current legislative focus in Oregon on CPL, there is little question that colleges and universities will and must establish more transparent and comprehensive policy for granting CPL. Exploring

this and other flexible credit-delivery models represents the innovation-centered mindset essential to serving the students of the 21st century. The role of OUS and its individual institutions is to do so within a set of values that will maintain the integrity of academic credit and safeguard students from practices that could detract from their long-term success.

[i] Fain, P. (2012, June). Earning college credit for MOOCs through prior learning assessment. Inside Higher Education. Retrieved from http://www.insidehighered.com/news/2012/06/15/earning-college-credit-moocs-through-prior-learning-assessment

[ii] Vaidhyanathan, S. (2012, July). What's the matter with MOOCs? The Chronicle of Higher Education. Retrieved from http://chronicle.com/blogs/innovations/whats-the-matter-with-moocs/33289

[iii] CAEL, & NCHEMS. (2008). *Adult Learning in Focus: National and State-by-State Data*. The Center for Adult and Experiential Learning in partnership with the National Center for Higher Education Management Systems. Retrieved from http://www.cael.org/pdfs/State_Indicators_Monograph

[iv] Center for American Progress. (2011). *Articulation Agreements and Prior Learning Assessments: Tools to Help 21st Century Students Achieve Their Postsecondary Education Goals and Keep America Competitive*. Retrieved from http://www.americanprogress.org/issues/2011/06/pdf/college_credits.pdf

[v] CAEL. (2011). Prior Learning Assessment Services. *The Council for Adult and Experiential Learning*. Retrieved August 11, 2012, from http://www.cael.org/pla.htm#What%20Is%20Prior%20Learning%20Assessment%20(PLA)?

[vi] PSU Faculty Senate. (2005). *Credit for Prior Learning*. Portland State University. Retrieved from http://www.oirp.pdx.edu/portfolio/requiredDocs/standard_2/credit_for_prior_learning.pdf

[vii] Fain, P. (2012, June). Earning college credit for MOOCs through prior learning assessment. Inside Higher Education. Retrieved from http://www.insidehighered.com/news/2012/06/15/earning-college-credit-moocs-through-prior-learning-assessment

[viii] Fain, P. (2012, May.) College credit without college. Inside Higher Education. Retrieved from http://www.insidehighered.com/news/2012/05/07/prior-learning-assessment-catches-quietly

Slide 1

Faculty Development Committee Survey Results

Christof Teuscher, chair

Portland State University

Department of Electrical and Computer Engineering (ECE)
Department of Computer Science (CS)
Systems Science Graduate Program (SySc)
www.teuscher-lab.com | teuscher@pdx.edu

Portland State
UNIVERSITY

Slide 2

Context

- Challenge
  - 2012/2013: Requests: **$1,802,292**, Available: **$750,000**, Funding rate: **42%**
  - How do we allocate the sparse resources in a fair, transparent, and effective way?
  - The current (merit-based) system undoubtedly has flaws.

- FDC brainstorming session
  - What can we do to make this important program better? Think outside of the box.
  - Outcome: 4 specific ideas.

- Faculty feedback through survey
  - AAUP bargaining members: 1,259
  - Clicked on survey URL: 436
  - Survey started: 347
  - Completed survey: 316 (25%)
  - Lots of comments!

Slide 3
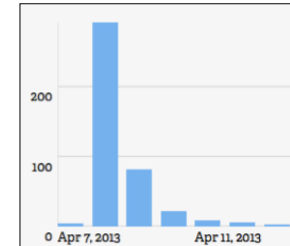
Respondent Rank/Appointment Distribution

Slide 4
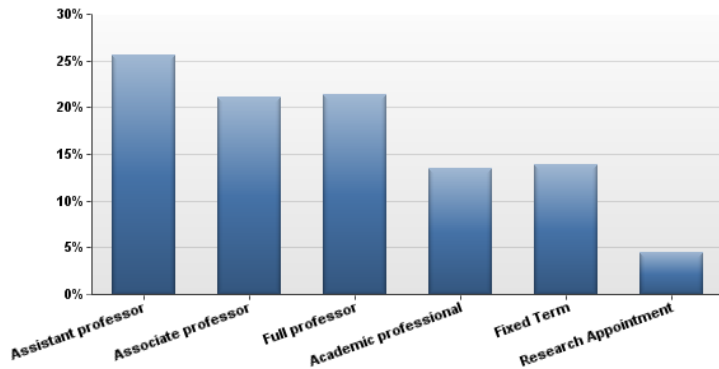
Travel Applications

How many times did you apply?

Mean: 3.73
Median: 3

How many times did you get funded?

Mean: 2.98
Median: 2
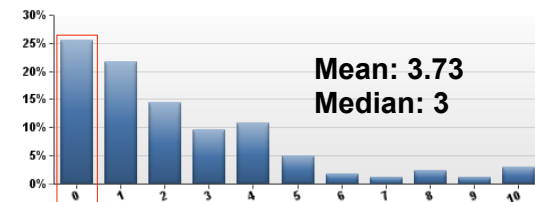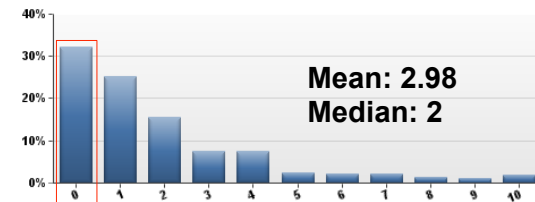
94% of applicants who applied at least once got funding.

Faculty Enhancement Applications

How many times did you apply?

Mean: 2.43
Median: 2

How many times did you get funded?

Mean: 1.87
Median: 2
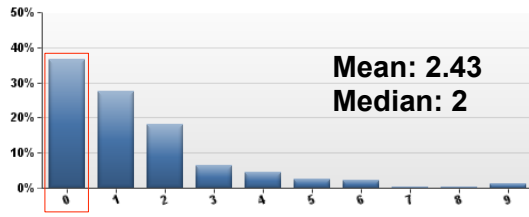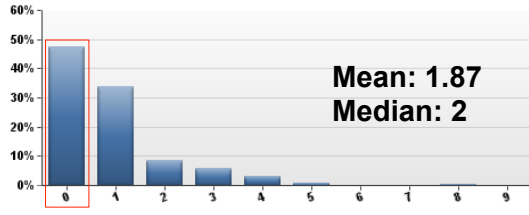
90% of applicants who applied at least once got funding.

Idea 1: Lottery System for Travel Program

"The committee is considering a lottery system for the professional travel program. Applicants would enter the lottery by completing a very simple questionnaire (without a narrative). The lottery system might consider factors such as faculty rank, time since previous funding, presentation, panel participation, session organization, student advancement, etc.). The committee sees the main benefit of such a system in a drastically simplified application process and a more uniform distribution of the funds. How supportive would you be of such a system?"

Mean: 3.02
Median: 3

37%   18%   45%
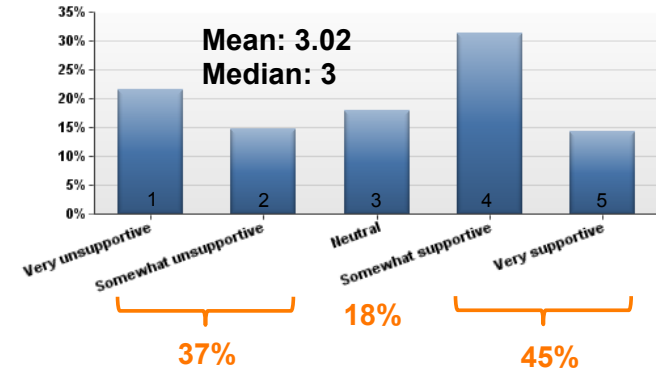
Idea 2: Faculty Enhancement Waiting Period

"To increase the chances for investigators to obtain faculty enhancement funding, the committee is evaluating the introduction of a waiting period for previously funded investigators. Considering that faculty enhancement grants have an official duration of 2 years and are intended as "seed" money (and not as continuous funding), how many years should investigators be prevented from applying again?"

Mean: 2.81
Median: 2

Years
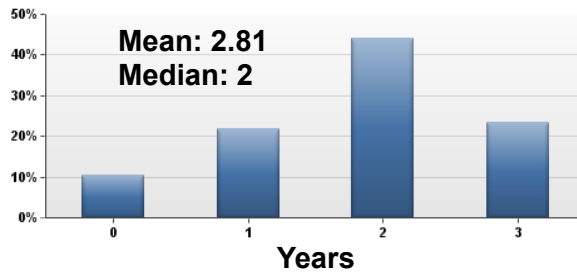
90% are in favor of waiting period.

Idea 3: Consider PI's Total Available Funding

"Many investigators have access to other funding resources, e.g., start-up packages or federal funding. The committee is evaluating the possibility of considering the total amount of funding resources an investigator has available when making faculty enhancement grant funding decisions. The committee believes that such a measure would allow the program to support more investigators who have a substantial need for funds. How supportive would you be of such a rule?"

Mean: 3.75
Median: 4

19%   12%   68%
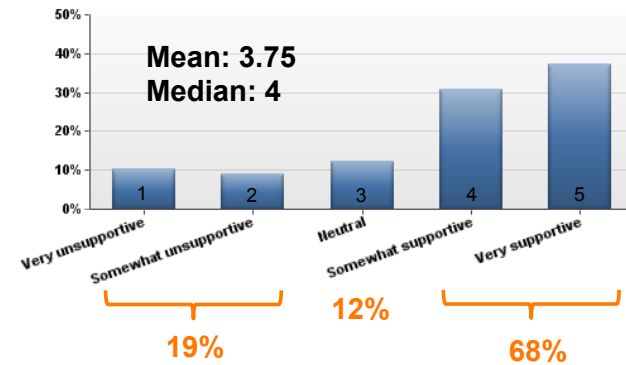
Idea 4: Faculty Enhancement Funding Groups

"To increase The committee is considering splitting up the faculty enhancement money into separate pots for pre- and post-tenure faculty as well as by appointment type. Because the criteria for professional development are different in each of these categories, the committee thinks that faculty would be treated more fairly and would have a better chance to get funded within their category. How supportive would you be of this change?"

Mean: 4.01
Median: 4

10% 15% 75%
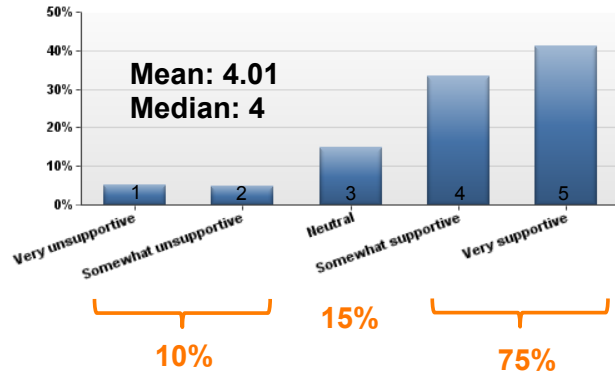
Christof Teuscher   Portland State University

Overall Program Satisfaction

Mean: 3.01
Median: 3
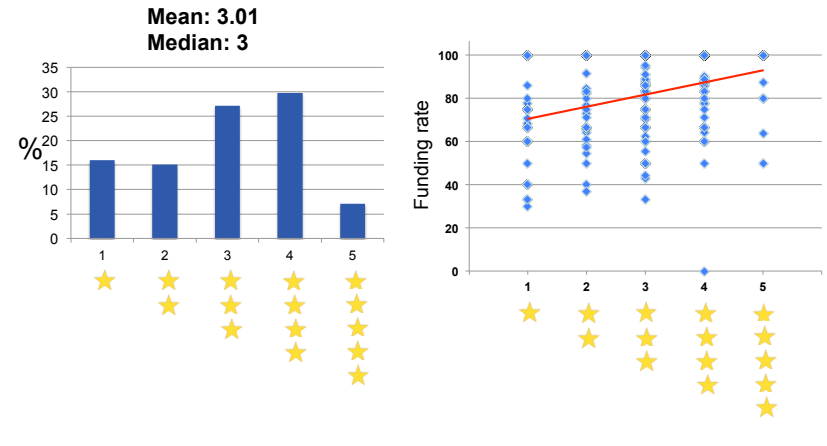
Christof Teuscher   Portland State University

Committee chair:
 Michele Miller, AL/IELP

Committee Members:
ACTIVE: Karen Popp, OGS; DeLys Ostlund, WLL; Ethan Sperry, MUS; Erik Ruch, Student representative
Ellie McConnell, Student representative; Jackie Balzer, Enrollment Management and Student Affairs
(consultant); Michele Toppe, Enrollment Management and Student Affairs (consultant)

RESIGNED: Candyce Reynolds, ED (resigned); Ethan Snyder, Student representative (resigned); Pearce
Whitehead, Student representative (resigned): Maggie Young, Student representative (never
participated)

This committee is charged by the Faculty Senate to:
1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational
activities, budgets and student discipline.
2) Have specific responsibility to review and make recommendations regarding policies related to
student services, programs and long-range planning, e.g., student employment, educational activities,
counseling, health service and extra-curricular programming
3) Nominate the recipients of the President's Award for Outstanding Community Engagement (12
awards) and the President's Award for Outstanding University Service (12 awards)

The committee met regularly throughout the year. Spring term will be dedicated to the review of
nominations and selection of the President's Awards. The bulk of the committee's time in fall and
winter terms was spent researching the matter of student participation in All University Committees and
formulating a recommendation to Faculty Senate.

Advisory capacity: Promotion of the committee's advisory capacity was conducted through outreach to
Enrollment Management and Student Affairs (EMSA) staff by email and through a presentation to the
EMSA Leadership Team. Members also reached out within their own departments. No requests for
vetting or policy feedback were received. The committee will continue to consider new ways to
promote this service.

President's Awards: A revision of the nomination and review process for the President's Awards was
coordinated by JR Tarabocchia, EMSA Outreach and Advancement Coordinator, and Kris Henning,
Associate Dean, CUPA, in March 2013. The awards process has been reconfigured to improve clarity and
recognize more outstanding students (approximately double the previous number of awards). As a
result, starting this year, the committee will select the President's Awards as follows:

Award Type	Dean's Awards	President's Awards
Academic Achievement	Each school/college will award one student at each level (UG, Master's, DOC) for a total of 24*	General Student Affairs Committee will select "best of the best" - one award at each level (UG, Master's, DOC) for a total of 3
Community Engagement	Each school/college will award one at each level (UG, Master's, DOC) for a total of 24*	General Student Affairs Committee will select "best of the best" - one award at each level (UG, Master's, DOC) for a total of 3
University Service	Each school/college will award one at each level (UG, Master's, DOC) for a total of 24*	General Student Affairs Committee will select "best of the best" - one award at each level (UG, Master's, DOC) for a total of 3

*(CLAS will have 3 awards at each level; ED does not have UG; COTA does not have DOC; SBA does not have DOC)

Review and recommendation capacity: Student participation in committees

<u>Background</u>

The committee's interest in lack of student participation in committees arose organically. This year, a majority of the students appointed to the committee (three of five) have not participated. Consequently, we started to have a conversation about what could be done to improve student participation rates. This committee consists of five faculty appointments and five student appointments. For the 2011-12 and 2012-13 years, students have been appointed for all available slots. However, despite the official appointments being made, student participation in the committee's work has been mostly sporadic to non-existent. For several committees this year, many student slots remained unfilled. These scenarios are common to all All University Committees (AUCs) and lack of student participation in these committees is a chronic problem.

This year, two of our five student appointments have actively participated. For one of our active students, participation in committee work is a requirement through her work in ASPSU. Our second active student learned about the opportunity to participate in committee work through a personal conversation with a PSU staff member. It appears that students who are already "in the know" are aware of the opportunity to participate in committees and the process for being appointed to them. We questioned how students not already "in the know" find out about this opportunity.

In Spring 2012, the Faculty Senate Steering Committee began to look at the matter of student participation in committees, and this committee provided a summary of its 2011-12 student participation rate to the Steering Committee. During the Summer 2012 and Fall 2012 terms, ASPSU Student Affairs Director Thomas Worth worked with Faculty Senate, including Faculty Senate Presiding Officer Rob Daasch, to improve student participation in committee work. They identified five major committees that support decisions about curriculum and academic policies in which student representation and participation is crucial. From a governance perspective, Budget, Undergraduate

Curriculum, Graduate Council, Academic Requirements and Educational Policy were identified as "areas of focus." Despite this focus, student assignments to and participation in these committees did not improve.

Also in Fall 2012, Senate Presiding Officer Rob Daasch conducted a poll of committee chairs. There are 36 All University Committees (AUCs). Of the total number, 15 are constitutional committees and 21 are administrative committees. Ad-Hoc committees were not addressed. Overall, committees have approximately 300 slots for faculty and 70 slots for students. As of December 2012, less than 50% of the student slots were filled. Additionally, even the committees who had student appointments reported that active student participation in committee work was lacking. This is typical of previous years and demonstrates that lack of student participation in AUCs is an ongoing problem. Our research showed that it is ASPSU who is primarily responsible for outreach and promotion to students about committee involvement.

The question we posed is, "How can the opportunity to have a voice and representation in the shared governance process, through involvement in committees, be promoted to all students?"

Outreach and research undertaken by the committee:

- Examined the student application and appointment process
- Met with Thomas Worth, ASPSU University Affairs Director
- Communicated with Michele Toppe, Dean of Students
- Communicated with SALP
- Communicated with Faculty Senate Presiding Officer Rob Daasch
- Researched current methods of communication to students about this opportunity
- Researched potential methods of communication to students about this opportunity, including Talisma (spoke with Bill Ryder, Director of Enrollment Management Communication Technology)
- Consulted with JR Tarabocchia, EMSA Outreach and Advancement Coordinator

Inventory of promotion in 2012-13; information provided by Thomas Worth, ASPSU University Affairs Director

- two articles written in the Vanguard about the importance of AUC involvement
- posted a link to the application repeatedly on the ASPSU Facebook page
- emailed the application to as many student clubs as he had email addresses
- encouraged all ASPSU members to forward the link to their friends
- emailed in a Virtual Viking newsletter

Recommendation and conclusion:
Student participation on All University Committees is in the best interest of PSU. Current outreach and communication efforts to students are not resulting in sufficient student membership on committees. In order for student participation to improve, students need to understand why participation is important,

how to participate, and what benefits they gain from participating. Accomplishing this will require more systematic outreach and dissemination of information regarding service opportunities to all students (undergraduate and graduate, under-represented groups of students and students from a diversity of majors). PSU already has access to the resources needed to realize these outreach efforts. Most importantly, Faculty Senate, faculty and staff must be involved in the promotion of the opportunity for students to be involved in committee work and its importance to the shared governance process.

This committee recommends a publicity campaign aimed at all students that could and/or should include the following components/steps:

- Educate faculty and staff to reach out to students and be involved in the promotion process
- Send information with admission materials
- Promote at orientations each term (overall, departmental and other smaller orientations such as International Student Orientation)
- Promote through Residence Life
- Promote during Viking Days (targeted tabling by SALP/ASPSU)
- Promote through departmental lists, groups and newsletters
- Use Constant Contact for email promotion (consult JR Tarabocchia) to all PSU students
- Promote regularly through Facebook, Twitter, Victor E. Viking and other social media students typically use
- Consider "theory to practice" appointments (departments recommend appointments to committees relevant to the student's major)
- Make information about committees and committee work more accessible to students, for instance through the Faculty Senate web page
- For committees that have standing meetings and know already the meeting dates and times throughout the year, include this information on the ASPSU and Faculty Senate webpages so that students can take this into consideration when considering applying for appointment to a committee
- Ensure that outreach occurs throughout the year, with a strong emphasis during spring term, when appointments will typically be made for the next academic year

Further considerations for Faculty Senate, in conjunction with ASPSU:
- If all or parts of this recommendation are implemented, follow up assessment must take place.
- Evaluate current orientation and training for incoming student committee members to ensure they understand practices, procedures and requirements. Consider ways to accommodate the schedules of non-traditional students, such as an online orientation.
- Consider uniform ways to document and archive committee work that is accessible to students.

This committee will continue to work on this issue in the 2013-14 academic year, with the goal of formulating a concrete outreach and communication plan to be approved and implemented by Faculty Senate.

May 9, 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.**

Graduate School of Education

Change to Existing Programs
E.1.a.1
*   MA/MS in Counselor Education – change to existing program: School Counseling specialization: change course requirement

New Courses
E.1.a.2
*   ELP 524 Spiritual Leadership for Sustainable Change, 4 credits
    This course explores how spirituality is integrated into teaching and learning, and into the work of engaged citizens. Spiritual leadership is explored through such themes such as: authenticity, identity, paradox, relationships, and sustainability. Community-based learning provides an opportunity to examine leadership and sustainability issues through a spiritual lens.

Change to Existing Courses
E.1.a.3
*   COUN 589 Action Research in Counseling, 1 credit – change course description; change credit hours to 1-2 (variable)

College of Urban and Public Affairs

Change to Existing Programs
E.1.a.4
*   MPH in Health Promotion – change to existing program: add new requirements; increase total credits by 1
E.1.a.5
*   MURP in Urban and Regional Planning – change to existing program: change the name of one specialization area; create option for dual degree students (MURP and MPH) to create their own specialization area

New Courses

E.1.a.6
- PHE 519 Etiology of Disease, 3 credits
  The biological and molecular bases of public health: the immune system, genomics, environmental exposures. The evidence-based role of biology in ecological models of population health, its integration in disease prevention and control policies and programs. Effects of behavior on biology. Legal, social, ethical issues will be considered. Prerequisites: PHE 511.

E.1.a.7
- PHE 612 Advanced Principles of Health Behavior, 3 credits
  Provides advanced training in the application of social and behavioral sciences to understand health behavior and prevent disease. Emphasizes theories and concepts of health behavior and the impact of lifestyle choices on the distribution of disease in the population.

E.1.a.8
- PHE 623 Doctoral Seminar in Health Research, 1 credit
  Research seminar required for first- and second-year doctoral students in the community health PhD program. Students learn about critical evaluation of health research, hypothesis generation, the publication and review process, grant application process, and development an independent research program.

E.1.a.9
- PHE 624 Advanced Methods in Epidemiologic Research I, 3 credits
  Approaches to epidemiologic research are explored, including the scientific method, ethics in research, theories, conceptual models and hypothesis generation, causal inference, the elements of research design, measurement (reliability, validity), developing data collection instruments, internal and external validity, and experimental methods.

E.1.a.10
- PHE 625 Advanced Methods in Epidemiologic Research II, 3 credits
  A second course in applied, non-experimental research designs used in epidemiological research (following PHE 624). Emphasis in this course is on quasi-experimental designs, program evaluation, sampling methods, longitudinal designs, and secondary data sources. Students will learn about research design, critical evaluation of research methods, and research proposal concepts.

E.1.a.11
- PHE 626 Teaching Health, 1 credit
  Students will learn about and practice teaching at the college level. Topics include course design, learning and teaching strategies, and assessment of student learning as applied within the public health curriculum. Pedagogical research and scholarship, as well as evidence-based practice are emphasized throughout the course. Prerequisites: 1st year doctoral student status in Community Health.

E.1.a.12
- PS 563/663 Politics and Policy of the Middle East, 4 credits
  Examines conceptual debates in comparative politics and international relations of the Middle East. Focuses on state formation; authoritarian politics, political regimes, and institutions; public opinion, Islamist movements; gender and politics; political economy; the Israeli-Palestinian conflict, and regional and international relations of the greater Middle East.

Change to Existing Courses

E.1.a.13

- PHE 535 Epidemiology Survey, 3 credits – change course number to 530; change course title to Epidemiology I; change course description; change credit hours to 4

E-1b

May 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

Change to Existing Courses
E.1.b.1
• COMM 447 Communication and Aging, 4 credits – change course description; change course number: add 500-level section

Maseeh College of Engineering and Computer Science

New Courses
E.1.b.2
• CE 488/588 Air Quality, 4 credits [cross-listed with already approved ESM 460/560]
  An overview of urban air quality issues facing cities in the US and globally. Examine effects of air pollution on public health and environment, as well as technologies and regulatory practices. Review pollution measurement and modeling techniques. Prerequisites: junior standing. Expected preparation: CE 371. This course is the same as ESM 460/560; may only be taken once for credit.

Change to Existing Courses
E.1.b.3
• CS 492/592 Computer Security Practicum, 4 credits – change course title, description, and prerequisites

School of Business Administration

New Courses
E.1.b.4
- MKTG 436/536 Competitive Dynamics in the Athletic and Outdoor Industry, 4 credits
  Understand the distinctive challenges and insights of the active and outdoor industry.
  Examine the unique business practices of both manufacturers and retailers in this industry.
  Study such issues as brand management, customer service, supply chain management,
  innovation, and sustainability in the athletic and outdoor industry. Prerequisites: BA 311.

E-1c

May 9, 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 Liberal Arts & Sciences

New Courses
E.1.c.1.
   • BSt 353 African Women in Film (4)
     This course examines portrayals of African women in cinema using selected films from African and African American, traditional Hollywood films and films by African filmmakers. Approaches in comparative analyses of African films are used to examine depictions of African women in traditional and contemporary cultural settings through discussions and reviews.
E.1.c.2.
   • BSt 356 Cuban Film: Politics and Culture (4)
     Topics in Cuban history, culture, race, gender, and politics, focusing on the impact of the Cuban revolution on Cuban society, presented through Cuban films are addressed. Films, particularly popular films made in Cuba, and media as primary methods of inquiry, and their global political and cultural implications are critically examined.
E.1.c.3.
   • BSt 357 Caribbean Spirituality and Resistance (4)
     Course examines the historical background and contemporary diversity of Afro-Latino spiritual/ religious practices as they relate to indigenous Caribbean and African communities. Spiritual practices such as Rastafarianism, Obeah, Vodoun and "Spiritism" conceived as a form of cultural and political survival and resistance in colonized, transnational and globalized society provide material for comparison
E.1.c.4.
   • BSt 363 African Cinema and African Cultures (4)
     African cultures are explored through reviews of African cinema using an annual Portland film festival occurring during the term, and/or in-class screenings. Nature and relevance of African cinema are examined from global perspectives and approaches to film analysis and interpretations; the impact and contributions to understanding African cultures are discussed.
E.1.c.5.
   • BSt 372 Sociology of Africa: Post-colonial Studies of Africa (4)

This course explores the relationship and ongoing dynamics between colonizers and the colonized in 20th century Africa, in the context of post-colonial studies. Nationalist, socialist, anti-colonialist, and Apartheid movements in Africa are each a direct consequence of global imperialism and its legacy. This course, will help to understand the social, political and economic implications and dimensions of imperialism in the 20th century.

E.1.c.6.
- BSt 377 Vodoun, Rasta and Islam in the African Diaspora (4)
Historical and cultural background to how Voudun, Islam and Rastafarianism became major historical ingredients in colonial African Diaspora, providing major inter-continental contexts for defining and characterizing the process of freedom-fighting and formation of contemporary Caribbean identities in the Americas. Cultural, political and economic implications and impacts are discussed.

E.1.c.7.
- BSt 384 African Immigrant Communities in Oregon (4)
Historical and recent African immigration to the United States are interrogated for form/nature and function in light of assimilation (i.e., melting pot) expectations. Survey of classical and contemporary migration literature and discovery of the Oregon African immigrant milieu in a global context and perspective are used in search for answers. Expected preparation: BSt 202, 211A or any lower division BSt course.

E.1.c.8.
- CR 303 Consensus Building (4)
This course explores the theories, approaches, and practical applications of consensus building. Comprehension of consensus building organizational theory is applied through a variety of strategies, approaches, activities, and consensus building processes. These strategies, approaches, activities, and processes are contextualized through case-study literature and experiential learning assignments.

E.1.c.9.
- JSt 317 Jewish History from Antiquity to Medieval Period (4)
Introduces students to the Jewish historical experience from its Biblical origins through the end of the first millennium CE primarily by means of close readings of primary sources. Describes the diverse forms of Jewish life under Persian, Greco-Roman, Early Christian and Muslim rule and examines the boundaries of pre-modern Jewish cultural and religious identity. This is the same course as Hst 317 and may be taken only once for credit.

E.1.c.10.
- JSt 318 Jewish History from the Medieval Period to the Present (4)
Survey of Jewish history from the year 1000 to the present, covering major developments in Jewish society and culture in the medieval Islamic and Christian realms, early modern Europe and the Middle East, and the modern world. Topics include religious thought, communal and political structures, and Jewish/non-Jewish relations. This is the same course as Hst 318 and may be taken only once for credit.

E.1.c.11.
- JSt 324 Historical Introduction to the Hebrew Bible/Old Testament (4)
Historical survey of Hebrew Bible/Old Testament. Investigates Israelite religion in the context of the Ancient Near East, exploring ideas about community, sanctity, social justice, prophesy, wisdom, and the nature of human suffering.

E.1.c.12.

- JSt 333 Israeli Culture and Society (4)
  Investigates the foundation and development of an Israeli national culture and its role in shaping contemporary Israeli society. Explores how history, politics, gender, religion, and ethnicity operate in the public arena. Key topics include myth and memory, public and state events, music and dance, theater and architecture.

E.1.c.13.
- JSt 379 History of Zionism (4)
  Zionism as ideology and practice in context of Jewish and European history. Includes society and culture Zionism created under the British mandate of Palestine, roots of the Arab-Jewish conflict in this context, and impact on Jewish life and politics in Eastern and Central Europe and the United States.

E.1.c.14.
- JSt 380 The Holocaust (4)
  An introduction to the Nazi-planned and -executed genocide of European Jewry known as the Holocaust. Topics includes the German and European contexts for the rise of Nazism; antisemitism and its links to Nazi ideology and policy; European Jewry in the interwar period; the "Final Solution"; resistance and collaboration.

E.1.c.15.
- Sci 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 health concerns, in local and global contexts. Addresses nanotechnology's impact on the economic, environmental, and social aspects of sustainability. This is the same course as Bi 372 and may be taken only once for credit.

E.1.c.16.
- Sci 382 Introduction to Nanoscience and Nanotechnology (4)
  Basic introduction to nanoscience and nanotechnology for all interested science, engineering and social science and humanities students. This is the same course as Ph 382 and may be taken only once for credit.

Changes to Existing Courses
E.1.c.17.
- JSt 201 Introduction to Judaism and Modernity (4) – change title and description

Undergraduate Studies

Changes to Existing Courses
E.1.c.18.
- Changes to Cluster Courses – adding courses into clusters as recommended for approval by the University Studies Council.

Course	Title	Cluster	
BI 372	Nanotechnology Society and Sustainability	Freedom Privacy Technology	Approved
BST 363	African Cinema and African Cultures	Global Perspectives	Approved
CFS 399	Intro to Child Welfare	Families and Society	Approved
EAS 333	Problems, Solutions and Systems Thinking	Environmental Sustainability	Approved
EAS 333	Problems, Solutions and Systems Thinking	Knowledge Values Rationality	Approved
SYSC 399	Decision Making in Complex Environments: a view towards collective action and social change	Leading Social Change	Approved
SYSC 399	Introduction to Agent Based Modeling	Freedom Privacy Technology	Approved
WS 317	Writing as Activism	Gender and Sexualities	Approved

May 9, 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 Urban and Public Affairs

New Program
• Ph.D. in Community Health (two-page summary below)

Program Description
      The PhD program in Community Health in the School of Community Health at Portland State University is intended to provide students with advanced learning in conducting research and developing instruction skills in public health, social and behavioral determinants of health, gerontology, and social epidemiology. The program curriculum has been developed to fit with an interdisciplinary faculty that has educational backgrounds in public health and in other disciplines such as communication, social work, psychology, and sociology. This program will provide unique training for students interested in the rapidly developing research area that includes the psychosocial aspects of health. The curriculum has several important strengths, including intensive training in research methodology, including design, qualitative approaches, and advanced statistical analyses. The curriculum is designed to help students integrate coursework with applied research and includes ongoing enrollment in a doctoral seminar course, an active research apprenticeship with a faculty mentor, and opportunities for collaboration on peer-reviewed published papers.

Justification
      This proposed program addresses a growing need for works and researchers trained in health related disciplines to address important public health problems and meet the needs of an aging population. Given the growth and success of the School of Community Health with regard to student enrollment (one of the largest undergraduate majors on campus, currently more than 1,200 declared majors), new faculty hires, and grant money secured, it is a timely next step to introduce a doctoral program. According to the Institute of Medicine and the Association of Schools of Public Health, in order to replenish the workforce and avert a crisis, existing public health academic programs will have to train three times the current number of graduates over the next twelve years. An estimated 250,000 more public health workers will be needed by 2020 and this challenge is compounded by the fact that 23% of the current workforce (almost 110,000 workers) will be eligible to retire by 2012.
      The School of Community Health currently has 27 full-time faculty members with doctoral degrees, including 19 tenured or tenure track professors. The School is home to two

research institutes, the Center for Public Health Studies and the Institute on Aging. Faculty members have research programs that have been funded by Centers for Disease Control and Prevention, the National Institutes of Health, the Northwest Health Foundation, the Agency on Healthcare Quality and Research, and the Alfred P. Sloan Foundation, among others. The School has three W.K. Kellogg Foundation scholars and two Fulbright scholars. The department supports a popular undergraduate major, a MA/MS program, and the Oregon Master of Public Health program.

The proposed program at PSU is unique in Oregon and does not overlap with other existing doctoral programs in the state, because of its focus on urban health, social and behavioral health, and aging and health, areas that are reflective of the faculty expertise.

Program Details

The program includes 108 required credits, including 40 credits in public health coursework (28 credits in required core courses plus 12 credits in elective coursework) and 23 credits in advanced research methods coursework (17 credits in required core coursework plus 6 credits of elective coursework). Additional major requirements include a written and oral comprehensive exam, written dissertation proposal with oral defense, and a final written dissertation with an oral defense. There are three emphasis areas that reflect faculty expertise and the unique placement of the School within the College of Urban and Public Affairs: 1) social and behavioral health, 2) aging and health, and 3) urban health. The curriculum is designed as a 4-year study of coursework and major degree requirements, with the expectation of average time to graduation to be longer, but consistent with the national average for doctoral degrees.

The administration of the program will be a standard on-campus format, with courses delivered at the Portland main campus. At this time, there are no required courses to be offered solely online in the doctoral curriculum. Course scheduling and enrollment will occur through the traditional scheduling and enrollment processes used by the main campus. The new program will facilitate the formation of a new and collaborative School of Public Health in the Portland metropolitan area with the Oregon Health and Science University. OHSU and PSU have worked together in the field of public health since 1994, when they, along with Oregon State University, began offering the Oregon Master of Public Health program in order to fill the need to train leaders and practitioners in public health. This new program will provide doctoral training in a core public health specialty.

Admissions

The program is designed to serve students with a bachelor's level degree, but qualifying students with a master's degree in public health or related discipline will be accepted to the program. Admissions based on undergraduate degree in health or social science related discipline and requires GPA of 3.5 or higher, GRE scores of 326 or higher (new scoring system), and TOEFEL scores commensurate with the University Admissions requirements.

Recruitment

We will ensure access to our program through national advertisement, online materials, and by actively engaging in recruitment efforts of students at Portland State University and in other universities within the Oregon University System. Our efforts will also provide additional access to doctoral training to the more than 400 students in the Oregon Master of Public Health programs. Additional access to the program will be provided to public health practitioners who work with the State of Oregon and the Oregon County Public Health workforce. National and international access will be achieved by engaging with professional organizations in the US and abroad. Diversity of students in the program will be achieved by working closely with the more than 2700 underrepresented minority students at Portland State University, targeted advertisement in minority health professional publications, work with international student programs on campus, and community outreach.

Date: May 16, 2013

To: Faculty Senate

Fr: Robert Gould, Chair, Educational Policy Committee

Re: Submission of Educational Policy Committee Motions

E.3.a Creation of New Workflow Charts:

Motion #1: That Faculty Senate approve the new flow charts on the **Creation, Elimination, and Alteration of Academic Units, Research/Membership Centers and Institutes, and Public Service/General Service Centers and Institutes**.

E.3.b Creation of a Center:

Motion #2: That Faculty Senate approve the creation of a **Center to Advance Racial Equity** (CARE) in the School of Social Work.

E.3.c Elimination of Centers and the Creation of an Office:

Motion #3: That Faculty Senate approve the proposal to terminate the **Center for Academic Excellence** and the **Center for Online Learning** and replace them with the **Office of Academic Innovation**.

Academics Requirements Committee (ARC)
Annual Report   **Date: May 8, 2013**

Members 2012-13   Consultants:
Alan MacCormack, UNST Chair   Angie Gaborino, ARR
Virginia Butler, ANTH   Sukwhant Jhaj , OAA
Agnes Hoffman, ADM
Rebecca Ingersoll, ACS   Student Representatives
Galina Kogan, WLL   Liliana Luna-Olalde (resigned)
Jane Mercer, SCH   Michael Collins (never attended)
Robert Mercer, CLAS

The Responsibilities of the Academic Requirements Committee are:
1) Develop and recommend policies regarding the admission of entering freshmen.
2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
5) Report to the Senate at least once each year.
6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) from September 2012 through May 2013. We reviewed 224 petitions, of which 214 were approved. The University Studies Cluster Requirement was the most common focus of the petitions.

Significant issues that we worked on:

Bachelor+Masters Degree Program
The Office of Graduate Studies consulted with the committee on their proposal to develop guidelines for credits to be applied to both bachelors and masters degrees in accelerated 4+1 programs at PSU. After incorporating revisions suggested by ARC and other committees, the OGS brought the proposal before Faculty Senate where it was approved in the January meeting.

Writing Requirement
In collaboration with the University Writing Council the ARC developed a modification of the writing requirement which among other adjustments would change the 8 credit requirement to

two approved courses. This was done in response to the number of students transferring in 3 credit courses. The proposal was approved by the Faculty Senate in the January meeting.

Clarification of UNST and Honors Placement for AAOT Transfers
In response to concerns raised by Cindy Baccar, Registrar, and Joan Jagodnik, Asst. Director Transfer and College Relations, and in collaboration with them, the ARC issued a memo clarifying that placement in University Studies and the Honors Program is based on **credits completed at the time of acceptance** to PSU. The memo was prompted by the OUS Reverse Transfer initiative whereby transcripts of transfer students from Oregon community colleges will routinely be evaluated to determine whether their university credits qualify them for an Associates Degree. The concern was that students might mistakenly assume that the post transfer completion of the AAOT degree would exempt them from the Freshman and Sophomore General Education Requirements

Provost's rethink Challenge- A Digital ARC Petition
University Studies, the Office of Degree Requirements and the Academic Requirements Committee submitted a proposal to digitize the ARC petition process. Although the proposal has not been given final approval, the feasibility of making this transition is clear. We will pursue alternate means to do so in the coming year if necessary.

Area Distribution Requirements
Although the committee had determined that a reexamination of the method by which PSU assigns courses to academic distribution areas (course prefix determines whether a course counts as science, social science, humanities or fine arts) was warranted, the ARC advanced no specific policy changes this year. We expect to take up this issue again next year.

Credit for Prior Learning
The committee received a request from the Provost for comment on OUS policy regarding credit for prior learning as this report was being written. We will address the issue in our May meetings.

The committee wishes to thank Angie Garbarino and Anna Pittioni for their excellent support in our work

To: Portland State University Faculty Senate
From: Maude Hines
Re: Annual Report of the Advisory Council
Date: May 1, 2013

Members, 2012-2013
Carlos Crespo, SCH
Ann Marie Fallon, HON
Maude Hines, ENG, Chair
Robert Mercer, CLAS
Connie Ozawa, USP
Gwen Shusterman, CHEM

According to Article VI. Section 4., the Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and minority report.

This year the Council addressed a number of issues of interest to the President and/or the faculty. Among these were the following:

- Strategic plan
- Consensual relationships policy
- Administrative searches
- Budget and budget model
- Faculty ranks
- Restructuring

Traditionally, minutes are not kept and meeting details are kept confidential in order to enhance open and frank discussions. Council meetings are typically held the fourth Monday of each month.

The Advisory Council recommends that senators act as liaisons to the Advisory Council for agenda items from their constituencies. We encourage Presiding Officers to ensure that an announcement is made at least once per year encouraging senators to remind their constituencies that confidential items that can be addressed no other way be forwarded through them to the Advisory Council Chair.

Respectfully submitted,
Maude Hines, Advisory Council Chair

To: Portland State University Faculty Senate
Subject: Annual Report
From: Budget Committee
Date: May 16, 2013

2012-2013 Committee Members:
David Hansen, Chair, (SBA), Ronald Babcock (FPA), Michael Bowman (LIB), Marek Elzanowski (LAS-SCI), Michele Gamburd (LAS-SS), Robert Gould (LAS-AL), Sean Green (ASPSU), Agnes Hoffman (AO), James Hook (MCECS), Cheryl Livneh (CEED), Eva Nunez (LAS-AL), Stephen Reder (LAS-AL), Jill Rissi (UPA), Nicholas Rowe (ASPSU), Gwendolyn Shusterman (LAS-SCI), Michael Taylor (SSW), Lawrence Wheeler (AO), Martha Works (LAS-SS)
Ex-officio: Provost Andrews (Office of Academic Affairs), Vice President Rimai (Finance and Administration), Vice Provost Kevin Reynolds (Office of Academic Affairs), Kathi Ketcheson (Director, Institutional Research and Planning), David Burgess (Institutional Research and Planning)

Given the budget challenges facing the University, and the changing structure of policy governance, the Budget Committee again encourages the Faculty Senate to consider the Committee's request in the 2011-2012 Budget Committee Report to expand the scope of the Committee's responsibilities to include ongoing evaluation of the fiscal sustainability and effectiveness of University initiatives. Though some progress has been made towards greater transparency and accountability, without ongoing involvement in setting and evaluating programs and university-wide initiatives, there is limited accountability and transparency, and the Senate's role in governance is not well served. Additionally, the Committee encourages the Senate, in order to improve budgetary transparency, to broaden the Senate's understanding of the University's budget beyond recurring Education and General Fund expenditures. Without the context of the All Funds Budget, it is not possible to fully understand the priorities of the University, or the corresponding impact on budgetary matters of interest to the Senate.

The Constitution of the Portland State University Faculty assigns to the Budget Committee the following responsibilities:

1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
2) Recommend budgetary priorities.
3) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
4) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
5) Consult regarding changes from budgets as prepared.
6) Review expenditures of public and grant funding as requested by the Faculty Senate.
7) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
8) Report to the Senate at least once each year.

Accordingly, for 2012-2013, the Budget Committee's report to the Faculty Senate is as follows:

University Budget (Charges #1, #2, & #5)

As of November 2012 the Committee was advised of changes to the 2012-2013 University Budget since the release of the final budget in June 2012. The primary disclosures from this presentation are as follows:

1) The June 2012 incremental budget was changed to an expenditure-based budget.
2) The new budget included recurring expenditures, but excluded one-time expenditures.
3) The new E&G budget reflected a deficit of $12.3 million, and a reduction in fund balance to $37.6 million for FY2013.

In February the Committee received a presentation of the beta version of the Revenue and Cost Attribution Tool (RCAT) in support of the development of a Performance-based Budgeting (PBB) model. Due to challenges in developing this tool, the original plan to adopt a PPB model for FY 2014 has been postponed. A production version of the RCAT is expected for review in May.

Though the Committee received a copy of the FY2014 Budget Memo in January, consideration of enrollment management plans were delayed until April. Preliminary revenue forecasts, originally scheduled for presentation to the Committee in February, are now scheduled for presentation at the May 22nd Committee meeting. A budget memo update was received in April conveying the expectation of an overall reduction in University expenditures for FY2014 of 2%, and for FY2015 of 5.2%.

Related Committee Observations, Questions, Comments, and Recommendations

1) Due to extended budget time lines, the Committee has not had the opportunity to consider the University Budget prior to the end of the academic year for the last two years. Therefore, the Committee recommends that the Budget Committee meet at least monthly throughout the year, or that budgetary information be shared in a timely manner throughout the winter and spring terms.
2) Given the limited scope of the recurring Education and General Operations (E & G) budget, the Committee recommends that the University provide the All Funds Budget, including recurring and one-time expenditures presented individually and in aggregate.
3) The Committee recommends that the Senate inquire as to where the Provost's Challenge initiative, a $3 million investment, ranks as a budgetary priority.

New Program and Program Change Budget Implications (Charge #3)
The Committee reviewed fifty-four proposals (25 graduate programs, 29 undergraduate programs) for new programs or changes to existing programs. Additionally, the Committee examined seven proposals relating to centers. Of these, the majority of the proposals were deemed to have no budget impact, or to have demonstrated no basis for budgetary concern. However, given the uncertainty of the PBB model for future budget planning, the Committee was unable to fully assess the long-term budgetary impact of the new programs and centers. Though it is understood that programs and centers will vary significantly as to their fiscal feasibility, the lack of reasonably predictable five year budget plans renders assessments of fiscal sustainability unsupportable. In addition to uncertain overhead expenditures for all the proposals, two proposals posed budgetary concerns due to questionable or unknown revenue expectations. These concerns and conditional recommendations were communicated to the committees having primary oversight, the Graduate Council (GC) and the Educational Policy Committee (EPC), for consideration by the Senate.

Related Committee Observations, Questions, Comments, and Recommendations

1) To better coordinate the review of new programs and changes in existing programs, the Committee recommends that, in addition to the EPC, the Budget Committee also be represented on both the Graduate Council and the Undergraduate Programs Committee.
2) To expedite the review process of new programs and changes in existing programs, the Committee recommends that the Budget Committee report independently to the Faculty Senate.

Budgetary Implications of Changes to Significant Academic Entities (Charge #4)
Following a 2011-2012 review of the School of Extended Studies (SES), a proposal to abolish the SES was submitted to the EPC for review. The budgetary implications of this proposal represented both general budgetary reallocations, and a significant program change (the move of the Professional Development Center to a new academic home in School of Business Administration as the Center for Executive and Professional Education). Though the Committee did review the transition of the Professional Development Center, the Committee was not engaged to the review of the budgetary implications of the organizational restructuring and/or termination of the other SES academic units. The Committee anticipates that these implications will be addressed as part of the forthcoming review of the FY 2014 University Budget.

Related Committee Observations, Questions, Comments, and Recommendations
1) The Budget Committee was not included in reviewing the recommendations of the Level 2 Committee until after the implementation of most, if not all, of the recommendations for abolishing SES.
2) The Committee recommends that the Senate act to insure future compliance with Charge #4.

Charges #6 & #7
The Committee received no requests from the Faculty Senate relating to the review of grant or public funding expenditures. Additionally, there was no request for recommendations relating to a declaration of financial exigency.

Committee on Committees (CnC)
Annual Report to Faculty Senate, June 3, 2013

Chair: Michael Flower (OI-UNST); **Chair-Elect**: To be determined
Members: Joan Jagodnik (AO), Lynn Santelmann (CLAS-AL), Patricia Boas (FPA), David Hansen (SBA), Gerry Recktenwald (ECS), Richard Beyler (CLAS-SS), Sarah Beasley (LIB), Kofi Agorsah (CLAS-SS), Michael Smith (ED), Scott Burns (CLAS-SCI), Randy Miller (CUPA), Jeanette Palmiter (CLAS-SCI), Amy Greenstadt (CLAS-AL), and Michael Taylor (SSW).

Committee Charge: The CnC is responsible for (1) appointing the members and chairpersons of constitutional committees, (2) making recommendations to the President for numerous committees established by administrative action, and (3) ensuring appropriate divisional representation.

Activities for 2012-2013

    • During the summer of 2012 the CnC chair arranged for a half-dozen committee appointments to fill unexpected vacancies or that remained undone at the end of the 2011-2012 CnC work. All those appointments were confirmed by CnC members after the start of the 2012-2013 academic year. Fall and winter term CnC activity was transacted via email; four meetings were held during spring term and much of the work done in common was also transacted via email.

    • There were 18 vacancies that opened up during the falll and winter terms; CnC was able to fill 16 of them. The unfilled vacancies were for positions requiring mandated unit representation; the CnC was unable to find replacements from those units.

    • Late in fall term the CnC was asked by the Provost to recommend multiple possible members for the newly-formed Academic Computing and Information Technologies Advisory Council (ACITAC). This proved to be difficult; the CnC was able to identify only one possible member for most units, thereby eliminating the possibility of choice by the Provost.

    • In mid-April the CnC was charged with creating a P&T Guidelines Revision committee to recommend guideline changes to accommodate new and revised ranks. Within three weeks the committee of 9 members was formed (5 tenure-related; 4 non-tenure-related; 3 ex-officio members appointed by the Provost). The first four NTTF recommended faculty accepted; four of nine TTF declined the invitation to be a part of the committee.

    • The work of filling Senate committees is well underway (as of early May) and will be nearly completed as of the final Senate meeting on June 3.

    • A meeting scheduled for late May is devoted to examining the charge to the Teacher Education Committee and its relationship to the sort of work brought to the committee by the School of Education.

General Comments: (1) The difficulty of locating and encouraging participation on two new committees suggests that the range and nature of committee demand is reaching the limit of faculty (especially tenure-related) willing and able to meet that demand. (2) The difficulty of identifying faculty for ACITAC noted above suggests to CnC that it is not always the best avenue for identifying faculty for ad hoc or advisory committees. A "broadcast" notice of need for members may be a better approach.

Date: May 16, 2013
To: Faculty Senate Steering Committee
Fr: Robert Gould PhD, Chair,
   Educational Policy Committee
Re: Educational Policy Committee Annual Report

The following is a summary of the 2012-2013 Educational Policy Committee activities and decisions:

1. EPC approved the new flow charts on the **Creation, Elimination, and Alteration of Academic Units, Research/Membership Centers and Institutes, and Public Service/General Service Centers and Institutes**. In the 2011-12 academic year, a concern was raised about how to distinguish the status of various kinds of academic units, including centers and institutes on campus. The Provost convened a small task force consisting of two members of EPC, with input from the Senate Steering Committee.

2. EPC provisionally approved the proposal to terminate **CAE/COL** and replace them with the **Office of Academic Innovation**. This decision will be finalized at EPC's May 21st meeting.

3. EPC provisionally approved the proposal to create a **Center to Advance Racial Equity** (CARE) in the School of Social Work. This decision will be finalized at EPC's May 21st meeting.

4. 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.

5. EPC continued 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.

6. EPC approved the name changes for three PSU centers:
    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**.
    c. The **Professional Development Center**, formerly in the School of Extended Studies, is being renamed the **Center for Executive and Professional Education** in the School of Business.

7. EPC approved the creation of the following two PSU centers:
    a. **Center for Public Interest Design** in the School of Architecture.
    b. **Center for Geography Education in Oregon** in the Department of Geography.

8. EPC approved the **elimination of the School of Extended Studies**, with the proviso that that Center for Executive and Professional Education in the School of Business report back to EPC next year by October 1, 2014 on its first year budget performance, and provide a five year budget plan at that time.

MEMORANDUM

Date: May 9, 2013

To: Faculty Senate

From: Wayne Wakeland, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2012-2013 academic year

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	Academic Unit
Sarah Beasley	12-13	LIB
Mark Berrettini	11-13	COTA
Michael Flower	11-13	OIF
Elise Granek	12-13	CLAS
Paula Harris	11-13	AOF
Gerardo Lafferriere	10-13	CLAS
Gerard Mildner	10-13	SBA
James Morris	10-13	MCECS
Swapna Mukhopadhyay	12-13	GSE
Jose Padin	11-13	CLAS
Jennifer Ruth	11-13	CLAS
Anthony Stine	12-13	student representative
Jody Sundt	10-13	CUPA
Vikki Vandiver	12-13	SSW
Wayne Wakeland	12-13	OIF
Keith Walters	11-13	CLAS

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Office of Graduate Studies and from the Office of Academic Affairs: Margret Everett, Courtney Ann Hanson, Steve Harmon, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

- Implemented requirement that all course change proposals must be accompanied by a revised syllabus. Appointed an ad hoc committee to work collaboratively with the UCC to revise the forms related to curricular changes and additions

- Indicated strong support of the OGS plan to eliminate the use of 501A/601A/509A/609A credits by the end of Fall 2012, as recommended by a Faculty Senate review committee
- Considered, but did not approve, a request to change policies to allow a non-PSU faculty member to chair a dissertation committee; current policy retained which allows for a non-PSU faculty member to serve on a dissertation committee
- Considered, but did not view favorably, an informal request to consider allowing one of the three members of a master's thesis committee to be from outside PSU (as is permitted for one of the three primary members of a dissertation committee)
- Provided input to the Dean of Graduate Studies related to processes associated with potential dismissal from programs of graduate students whose forward progress has halted, often due to not securing or retaining an advisor for their research who would be willing to serve as chair of their thesis or dissertation committee. In response to a request from the University Counsel, OGS created a more formal and uniform process for student notification, appeal, and dismissal. The appeal process would include first an appeal to the Dean of appropriate unit, and second, a final appeal to the Dean of Graduate Studies with Graduate Council petition readers serving in an advisory capacity. This final review would be primarily procedural but would consider all relevant information.
- Related to the above, GC recommended that graduate programs include a policy in their graduate student handbooks that reinforces university policy requiring students to maintain and use their PSU email account, which is used for all official communications. Further, GC recommended that graduate student progress must be evaluated annually at a minimum, and areas of concern documented.
- Discussed the potential curricular ramifications of the availability and popularity of massively open, on-line courses (MOOCs). Questions include: 1) what role might PSU faculty play in developing and delivering such courses, and 2) are scenarios being envisioned wherein PSU might allow students to earn credit associated with their successful completion of such courses, either those offered by PSU or by other institutions? GC members expressed concern that at the university level there are many unsettled issues regarding curriculum, security, and infrastructure associated with online learning
- Discussed whether a mass change to 40 courses being contemplated by a unit would require 40 individual course change proposals and syllabi, or single change proposal form, along with supporting information provided in tabular format. The consensus was that it depended on the nature of the change. In the present case, since a change in the number of credit hours was being contemplated, it would be difficult for the council to review without knowing what the rationale would be at the individual course level.
- Confirmed that the council prefers to review new programs and program changes concurrently with FS budget review, as is current practice
- Discussed and recommended to FS the establishment of template for bachelors+masters programs. Specific recommendations included: A) having the GPA requirement be based on some minimum number of undergraduate credit hours, and B) increasing the number of shared credit hours from 12 to 15. Once the template was approved, specific bachelors+masters programs based directly on the template could be approved by OGS. Proposed programs that include curricular changes or changes to degree requirements would require GC review. FS subsequently approved the bachelors+masters proposal. Units may want to start with the template, and then add requirements, such as a culminating experience. Such proposals may require additional review.

- Discussed cross-listing of courses in more than two departments, which is not formally disallowed but is highly discouraged. The policy for cross-listing requires that each cross-listing department must have faculty who could teach the course solo, which tends to discourage cross-listing. Factoring in changes in how SCH is attributed further complicates the issue. There was consensus nonetheless that multiple cross-listings could in some specific cases facilitate high quality graduate education and therefore could be appropriate.
- The idea of accelerating the graduate curriculum review process by creating a "rolling" review process similar to that used by the UCC was considered. Concern was expressed that it would be difficult to speed up the GC review process without reducing the quality of the review. Some improvement could possibly be attained by working at the college/school level to assure that proposals are crafted so as to move smoothly through the GC review process, and by even more carefully synchronizing the many steps of the review processes from colleges to UCC/GC to Faculty Senate. An online curriculum management system is planned to be implemented soon (planned to be implemented in 2013-14) which could help significantly to streamline the entire curricular review process. Finally, GC members commented that proposals can be submitted to GC at any time (once proper college approvals have been obtained, of course); proposers do not need to wait until published deadlines to submit curricular proposals. For example, proposals submitted to OAA in September that are complete and clearly written would be reviewed during October and could potentially be submitted to the FSSC in November and be voted on at the December Senate. In the future, additional dates pertaining to curriculum proposal processing, such as the date when proposals are assigned to a review panel, will be tracked, reported, and subsequently used to identify and remove bottlenecks. Proposals submitted for grad council review that are complete and clearly written tend to be reviewed and approved quickly. The proposal review process can also proceed quickly when, even though grad council has questions, the proposers are able to respond quickly to provide the needed information or clarifications.
- Reviewed request to change Reserved Credit Limit from 12 to 15 so that it would be the same as the Pre-admission Credit Limit of 15 (for 45-credit programs), which sometimes causes confusion. The case for the proposed change was not sufficiently compelling and the current policy was retained. Exceptions for unusual circumstance will continue to be addressed via the petition process.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
MS in Global Supply Chain Management	SBA

Graduate Certificate in Project Management	ETM	
PhD in Community Health (pending at FS)	SCH	

Table 2. Program Changes

Program	Change	Unit
MA/MS in Special Education	Formalization of the Inclusive Elementary Educators Program as an alternate path to the degree	SPED
MArch in Architecture	Change core requirement and number of electives	ARCH
MS in Electrical and Computer Engineering	Eliminates comp exam option and adds coursework only option; addition of specialized tracks	ECE
MS in Mechanical Engineering	Change the departmental omnibus limits	ME
MA/MS in Communication	Change core requirements, replaced emphasis area with elective area, changed thesis and project totals from 6 to 8	COMM
PhD in Applied Physics	Change core courses and strand options	PH
MS in Physics	Remove comp exam requirement	PH
MM in Music: Conducting	Change required courses	MUS
MA in English	Change language concerning pre-1900 requirement	ENG
MEng in Electrical and Computer Engineering	Terminate degree program	ECE
MA/MS in Education: Counselor Education	Change course requirement (COUN 589) in School Counseling strand	COUN
MA/MS in Speech and Hearing Sciences	Two required courses have had their credits changed	SHSM
PhD in Earth, Environment and Society	Change ESR 632 requirement	ESR
MURP in Urban and Regional Planning	Change the name of one specialization area; create option for dual degree students (MURP and MPH) to create their own specialization area	USP
MPH in Health Promotion	Add new requirements; increase total credits by 1	SCH
MS in Financial Analysis	Change core requirements and add three specialization areas	SBA
MIM in International Management	Change core requirement, eliminate one specialization area	SBA
MBA in Business Administration	Add program requirement	SBA

MA in Foreign Languages	Change degree name to World Language (WL: French, WL: German, WL: Japanese, WL: Spanish)	WLL
MA in Foreign Literature and Language	Change degree name to World Languages and Literatures	WLL
MAT in Foreign Languages	Change degree name to World Language (WL: French, WL: German, WL: Japanese, WL: Spanish)	WLL

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through early May, a total of 77 new course proposals were reviewed and recommended to the Senate for approval, along with 52 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Summary of Proposals related to courses

Unit	New Course Proposals					Course Chg. Proposals
	1 Credit	**2 Credits**	**3 Credits**	**4 credits**	**5 Credits**	
CLAS	5		1	19		18
GSE			3	1		4
SBA		5		14		13
COTA		1		1	4	4
SSW						
MCECS			2	11		9
UPA	2		4	4		4

IV. Petitions

Teams of Graduate Council members reviewed 64 petitions and issued 69 decisions. The distribution of these petitions among the various categories is presented in Table 4. As in past years, the most common petition was the extension of the one-year limit on Incomplete grades.

Table 5 shows that the total number of petitions increased this year compared to the past several years. This increase is almost exclusively due to a new petition issue: doctoral students requesting to waive the three-year limit from passing comprehensive exams to advancement to candidacy. This policy was established in Fall 2009, so students exceeded this deadline for the first time at the end of Fall 2012; all ten petitions for this issue were submitted between November 2012 and April 2013. The Council hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion so that fewer students will need to petition this issue.

Apart from this new petition issues, the number of petition is consistent with the past several years. The Council interprets this as a sign of improved graduate advising in the respective academic units, as well as closer scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 4. Petitions acted on by the Graduate Council during the 2012-2013 academic year (since the last Annual Report May 10, 2012).

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
A	**INCOMPLETES**					
A1	Waive one year deadline for Incompletes	20	19	1†	29%	95%
B	**SEVEN YEAR LIMIT ON COURSEWORK**					
B1	Waive seven year limit on coursework	15	12*†	3	22%	80%
D	**DISQUALIFICATION**					
D2	Extend probation	2	2	0	3%	100%
D3	Readmission after disqualification	4	3	1	6%	75%
D5	Re-enrollment while on probation	1	1	0	1%	100%
F	**TRANSFER CREDITS**					
F1	Accept more transfer or pre-admission credit than allowed	7	7†	0	10%	100%
F3	Reserved credits not within last 45 credits of bachelor's degree	2	2†	0	3%	100%
F4	Accept non-graded transfer or pre-admission creidts	1	1	0	1%	100%
F6	Waive 12 credit limit for Reserved credits	3	3†	0	6%	100%
H	**REGISTRATION PROBLEMS**					
H6	Late grade change	1	0	1	1%	0%
J	**PhD & DISSERTATION PROBLEMS**					
J5	Extend 3 years from comps to advancement	10	10	0	14%	100%
J6	Extend 5 years from advancement to graduation	1	1	0	1%	100%
J7	Waive residency requirement	1	1	0	1%	100%
N	**MISCELLANEOUS**					
N1	Late approval for dual degree program	1	0	1	1%	0%
	Total	69	62	7		90%

*includes partial approvals
†indicates more than one request category on a single petition; total reflects 69 decisions on 64 petitions

Table 5. Historical overview of number of petitions,
approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Ratio of Approved Petitions to Grad Degrees
2012-13	69	90%	[not yet available]	[not yet available]
2011-12	56	91%	1642	3.4%
2010-11	43	93%	1812	2.0%
2009-10	50	100%	1674	3.0%
2008-09	51	80%	1645	2.5%
2007-08	54	71%	1550	2.5%
2006-07	75	69%	1675	3.1%
2005-06	86	71%	1494	4.1%
2004-05	71	72%	1565	3.3%
2002-03	56	93%	1331	3.9%
2001-02	78	81%	1218	5.2%
2000-01	79	78%	1217	5.1%
1999-2000	102	92%	1119	8.4%
1998-99	84	77%	1088	6.0%
1997-98	70	80%	998	5.6%
1996-97	75	91%	1019	6.7%
1995-96	61	87%	936	5.7%
1994-95	66	87%	884	6.4%
1993-94	65	82%	839	6.3%
1992-93	90	83%	838	8.9%
1991-92	70	89%	879	7.1%
1990-91	71	89%	672	9.4%
1989-90	94	83%	681	11.5%
1988-89	108	83%	702	12.8%

V. Program Proposals in Progress

• There was considerable discussion during recent council meetings regarding whether a proposal underway to create a Ph.D. program in Health Systems and Policy could be considered to be a program change rather than a new program. This is a complex issue, and many potential concerns were expressed and discussed with the proposers. A majority of council members felt that a new program proposal would be necessary in this case, but that the customary pre-proposal process could be waived (at the discretion of the Provost). Should a new program proposal be presented to the council in May, every effort possible would be made to expedite its review, including the possibility of making the cutoff date for inclusion on the June FS agenda so that the proposal could potentially be moved forward to the state level during the summer.

VI. Future Graduate Policy

• As mentioned in the first bullet under item I., an ad hoc committee was appointed to collaborate with the UCC to revise the curricular review forms (an action that was initiated last year by the two committees). The collaboration remains stalled due to the volume and timing of curricular proposals being reviewed by the UCC and GC. This important need will likely be addressed in conjunction with the implementation of an online curriculum management system during Summer and Fall that was mentioned in item I. with respect to streamlining the curricular review process.

May 2013

To: Faculty Senate

From: Rachel H. Cunliffe, Chair, Undergraduate Curriculum Committee

RE: 2012-2013 Annual Report to Faculty Senate

Chair: Rachel H. Cunliffe, (CLAS)

Members: Linda Abscher (LIB), Don Duncan (???****), Joseph Ediger (CLAS), Robert Fountain (CLAS), Sam Gioia (SSW), Jean Henscheid (ED), Joan Jagodnik (AO), Debbie Kaufman (UPA), Wynn Kiyama (FPA), Annie Knepler (OI), Tom Potiowsky (CLAS), Leopoldo Rodriguez (CLAS), Rob Saunders (CLAS).

Consultants: Pam Wagner, ARR; Steve Harmon, OAA; Provost Sonja Andrews; Dean of Undergraduate Studies Sukhwant Jhaj; Cindy Baccar, ARR

Committee Charge:
1. Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2. Convey to the Senate recommendations from the Undergraduate Curriculum Committee concerning the approval of all new undergraduate programs and undergraduate courses.
3. Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4. Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5. Develop and recommend policies concerning curriculum at the University.
6. Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
7. Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.

8. Advise the Senate concerning credit values of undergraduate courses.

9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Participation in the committee work

This year has seen a very high level of participation by members of the UCC. Our new members stepped up to the plate immediately and quickly enriched our discussions with their perspectives and more than pulled their weight in the heavy lifting of proposal review. The wiki is a busy discussion site where we share and raise issues which occupy us in our meetings. We look forward to welcoming new members next year. We hope that all our positions will be filled. We are sad to say goodbye to some of our long time members this year: we thank Joan Jagodnik for 8? years of service, Debbie Kaufman for 4 years of service, Jean Henscheid left mid year after 18 months of service, *who else is leaving us?******

Unfortunately, we were unable to solicit regular, committed student participation this year. We would welcome opportunities to consult and collaborate with ASPSU before the end of Spring 2013 in identifying obstacles and barriers to student participation so that student representation can be appointed in a timely manner early in the year and student members of committees can join in orientation activities and be brought fully up to speed immediately. We were spoiled by our two wonderful student representatives in the 2011-12 work session who were sorely missed this year.

Curricular Proposal Review

In 2012-13 the Committee will have convened 12 *can you check this, Steve – it's three meetings less than last year. How could that be?*********** times to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee. The Committee recommended approval of:*********

	07-08	08-09	09-10	10-11	11-12	12-13
New Courses	62	57	68	68	59	96
Changes to Existing Courses	28	55	58	151	62	124
Dropped Courses	2	2	1	8	12	9
New Majors	5	1	0	0	0	0
Changes to Existing Majors	9	15	16	18	7	?
New Minors	2	3	1	1	1	?

Changes to Existing Minors	0	4	5	6	4	?
New Honors Tracks	0	0	0	0	0	0
Changes to Existing Honors Tracks	0	0	0	0	1	0
New Certificates	1	2	0	0	0	2
Changes to Existing Certificates	1	0	0	1	0	21
Courses Added to Existing Clusters	Unk	26	10	16	16	?
Courses Dropped from Existing Clusters	Unk	77	40	23	40	?
New Clusters	0	0	2	0	3	0
Delisting of Existing Clusters	0	0	0	2	2	0
Renamed Existing Clusters	0	0	0	0	1	1?

The details of the specific courses and programs can be found on the University's wiki at http://psucurriculumtracker.pbworks.com/.

Staff Support:

Steve Harmon, Curriculum Coordinator (OAA), Cindy Baccar, Director of Registration and Records (ARR) and Pam Wagner, DARS Coordinator provided support throughout the year.

Other Business:

Orientation to Undergraduate Curriculum for new members

In an effort to better orient ourselves to the undergraduate curriculum we invited several people to come and consult with us for our first two meetings of the year by way of orientation. These consultations went on throughout the year when necessary. Consultants who visited with us included:

Robert Mercer, Assistant Dean for Advising, CLAS, and Last Mile Committee ****** *did I miss anyone?*

Gary Brown, Director of the Center for Online Learning

Mary Ann Barham, University Advising Support Center

Sukhwant Jhaj, Dean of Undergraduate Studies

Tom Seppalainen, University Studies Council

Dean Atkinson, Honors Council

Wayne Wakeland, Graduate Council

During these conversations we learned about the Student Success Initiative, Degree Mapping, new Student Advising initiatives – in particular the exploration of the four year graduate guarantee initiative, the Last Mile committee, University Studies Cluster restructuring, retention initiatives, online center initiatives, interfacing between UCC and the GC. ????****

Reports and investigations

INST prefix courses and Chiron

Last year we reported on our work exploring the INST prefix and its relationship to Chiron. This year we reviewed the EPC recommendation regarding the INST prefix and we accepted the Chiron's proposal for curriculum approval.

Additional Explorations

Last year we asked for guidance on two questions:

* How are we supposed to think about the budget areas of the proposal forms?

* What exactly does it mean when the signatures are put onto the proposals we receive? What review has actually been done that is being signed off on?

In addition we wondered precisely how the course numbering is being used by different units across the university (100, 200, 300, 400).

This May, now that the major proposal review is behind us, we are beginning to discuss how we might learn more about the numbering decisions of different departments, how we might be informed in our decision-making by degree maps, and we are beginning meetings with the Grad Council to discuss changes to the proposal form and the instructions. In the course of these discussions we hope to illuminate the darkness surrounding our questions from last year and, perhaps, to make some recommendations with our suggested changes to the course proposal forms. These recommendations and reports will be made in the course of the next work session 2013-14.