

5-1-2013

Faculty Senate Monthly Packet May 2013

Portland State University Faculty Senate

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

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

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Martha Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **May 6, 2013**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the April 1, 2013 Meeting
- C. Announcements and Communications from the Floor
Discussion item: Institutional Boards
- D. Unfinished Business
- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2-a EPC Motion on Center for Geography Education in Oregon
 - *2-b EPC Motion on Center for Public Interest Design
 - *2-c EPC Resolution on the Elimination of Extended Studies
- 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 - Credit for Prior Learning (CPL)
Report of Vice-President of Research and Strategic Partnerships
 - *Faculty Development Committee Annual Report-Teuscher
 - *General Student Affairs Committee Annual Report-Miller
 - *Honors Council Annual Report-Atkinson
 - *Intercollegiate Athletics Annual Report-Toeutu
 - *Library Committee Annual Report-Clark
 - *Scholastic Standards Committee Annual Report-O'Banion
 - *Teacher Education Committee Annual Report-Hines
 - *University Studies Council Annual Report-Seppalainen
- H. Adjournment
 - *The following documents are included in this mailing:**
 - B Minutes of the Faculty Senate Meeting of April 1, 2013 and attachment
 - E-1 Curricular Consent Agenda
 - E-2 EPC Motions and Resolution
 - G-1 Credit for Prior Learning
 - G-2 Faculty Development Committee Annual Report
 - G-3 General Student Affairs Committee Annual Report
 - G-4 Honors Council Annual Report
 - G-5 Intercollegiate Athletics Annual Report
 - G-6 Library Committee Annual Report
 - G-7 Scholastic Standards Committee Annual Report
 - G-8 Teacher Education Committee Annual Report
 - G-9 University Studies Council Annual Report

Secretary to the Faculty

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2012-13 FACULTY SENATE ROSTER

2012-13 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Rob Daasch

Presiding Officer Pro tem/Elect... Leslie McBride

Secretary: ...Martha Hickey

Committee Members: Gerardo Lafferriere and Lisa Weasel (2013)

Amy Greenstadt and Robert Liebman (2014)

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

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

All Others (9)

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

Business Administration (4)

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

Education (4)

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

Eng. & Comp. Science (6)

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

Fine and Performing Arts (4)

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

Library (1)

†Beasley, Sarah	LIB	2015
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Other Instructional (2)

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

CLAS – Arts and Letters (10)

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

CLAS – Sciences (7)

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

CLAS – Social Sciences (6)

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

Social Work (4)

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

Urban and Public Affairs (4)

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

*Interim appointments

†Member of Committee on Committees

Date January 7, 2013

New Senators in 2012-13 in Italics

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 1, 2013

Presiding Officer: Rob Daasch

Secretary: Martha W. Hickey

Members Present: Beasley, Beyler, Brown, Burk, Burns, Carpenter, Chrzanowska-Jeske, Daasch, Dolidon, Elzanowski, Flores, Flower, Friedberg, Gelmon, Greenstadt, Hansen, Harmon, Hart, Holliday, Hunt-Morse, Jaen-Portillo, Jagodnik, Jivanjee, Jones, Lafferriere, Liebman, Lubitow, Luckett, Magaldi, McBride, Medovoi, Meekisho, Miller, Newsom, Palmiter, Pease, Recktenwald, Rigelman, Ryder, Sanchez, Santelmann, Smith, Stevens, Taylor, Weasel, Wendl, Works, Zurk

Alternates Present: Blekic for O'Banion, B. Lafferriere for Palmiter (second half), Wagner for Pullman, Hines for Reese, Etesami for Tretheway,

Members Absent: Agorsah, Berrettini, Boas, Clucas, Eppley, Hanoosh, Kennedy, Luther, Mercer, Ott, Talbott,

Ex-officio Members

Present: Andrews, Brown, Cunliffe, Everett, Fink, Flower, Hansen, Hickey, Hines, Jhaj, MacCormack, Mack, Reynolds, Rimai, Seppalainen, Sestak, Shusterman, Wakeland, Wiewel

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MARCH 4, 2013 MEETING

The meeting was called to order at 3:08 p.m. The March minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH noted that discussion of three motions on faculty ranks brought to the floor at the March meeting that were postponed (Motions 3, 4 and 5) would resume, and there was a also new, related motion in the April Agenda under New Business regarding Clinical Professor and Professor of Practice ranks (Motion 6), as published in E-4.

D. OLD BUSINESS

1. Motions 3, 4 and 5 on Faculty Ranks

Motion 3 on Faculty Ranks, as amended and published in the March 4, 2013 minutes.

DAASCH reminded senators that the intent of the motion was to recommend adoption of the Senior II level for fixed-term instructional and research faculty to allow for promotional opportunities. In the March meeting, a group of senators moved an amendment to include the option of reclassification at Clinical or Professor of Practice ranks. He asked TAYLOR/BURNS, who originally moved the amendment, if they wished to proceed with discussion on the amendment.

TAYLOR/BURNS withdrew their amendment in favor of advancing Motion 6.

DASCH asked for further comment on Motion 3, as originally moved:

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

DAASCH called for a vote. MOTION 3 PASSED: 30 in favor, 16 opposed, and 3 abstentions.

Motions 4 on Faculty Rank as listed in E-3 of the March 4, 2013 Agenda

DAASCH MOVED Motion 4 to recommend against use of the Librarian title.

HARMON asked for the rationale and BEASLEY responded that it was the unanimous wish of the library faculty not to be differentiated from other tenure track faculty. BEYLER asked what the implications were for future hiring, given the new OAR. DAASCH asked Bowman to confirm whether for not faculty would be hired into the new OAR Librarian rank going forward. BOWMAN said no. LIEBMAN thought that this was a reason to be skeptical of the OAR changes, noting that the Librarian rank at other OUS campuses would be held without tenure, while PSU's practice would preserve tenure. BEASLEY clarified: librarians at U of O lack tenure, while those at OSU are tenured. GREENSTADT added that the Professor ranks are only used in the library for tenure-track librarians.

LUCKETT asked under what circumstances library faculty might elect to change their rank. BOWMAN said that hypothetically a librarian might opt for re-classification at an instructor rank, adding that there were some individuals at the senior instructor rank in the library. Their status would be more directly affected by motions 1, 2 and 3.

BROWN/HOLLIDAY MOVED to strike the second sentence of Motion 3, from the words "Library faculty will keep their current ranks..."

SANTELMANN asked, given the up-coming Motion 6, if there would ever be a time when a Librarian would request reclassification as Professor of the Practice. TAYLOR noted that the OAR limits use of the rank to those who are licensed.

DAASCH called for a vote on the amendment to Motion 4.

THE AMENDMENT to Motion 4 PASSED by unanimous voice vote.

DAASCH/____ MOVED Motion 4 as AMENDED:

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

MOTION 4 PASSED by unanimous voice vote.

Motion 5 on Faculty Rank as listed in E-3 of the March 4, 2013 Agenda

DAASCH stated that the motion was intended to limit the use of the auxiliary titles “Adjunct” and “Visiting.” DAASCH/SANCHEZ MOVED Motion 5.

BEYLER thought that point 4 could be subject to a wide diversity of opinions. LUCKETT suggested that Visiting appointments could be stipulated as “non-renewable,” requesting official “Permission to Appoint” before a reappointment was made. BEYLER wondered what the impact would be for faculty visiting in the summer who have typically been offered repeat appointments. DAASCH said that Motion 5 was aimed primarily at limiting the use of “Visiting” appointments for faculty during the regular term. GREENSTADT thought that summer appointment would require use of “Adjunct,” being less than .5 FTE, adding that there had been previous objections to limiting use of “Visiting” to only two years; *temporary* non-tenure appointments at the Professor ranks could only be allowed in the future if they were distinguished from tenure track appointments. PALMITER recommended that the reference to ‘temporariness’ to should be eliminated or made more precise. LUCKETT noted confusion had arisen because fixed-term (i.e. limited) appointments had been made at PSU at Professor ranks to appoint on an on-going basis; we shouldn’t be abusing a “visiting” status to hire people who then visit forever. GREENSTADT asked if requiring that visiting contracts be non-renewable would solve the problem. BROWN didn’t think so for SBA. DAASCH encouraged further comment on Motion 5, to provide a record for the minutes of how it was being interpreted by the Senate. ELZANOVSKI objected to the vagueness of the words “truly temporary.” TAYLOR suggested a return to the OAR language regarding appointments of “limited duration.”

TAYLOR/SANCHEZ MOVED to replace “truly temporary” of point 4 of Motion 5 (referenced as the “third bullet point” in discussion of the motion) with the words “where the appointment is planned for limited duration.”

GREENSTADT argued for adding the “non-renewable contract” requirement. SANTELMANN argued that the words “planned for” conveyed the notion of a limit, and that there might be unforeseen implications if a type of contract were referenced. LUCKETT thought that the paperwork required to reappoint after a non-renewable contract would dissuade misuse of “Visiting.”

DAASCH called for a vote on the amendment. The MOTION to AMEND PASSED: 35 in favor, 4 opposed, and 6 abstentions.

CHRZANOWSKA-JESKE asked why a distinction was required between Visiting and Adjunct. LUCKETT said that it was important to differentiate part-time faculty (less than .5 FTE) because their contract uses the term “adjunct.” BROWN asked if the Motion meant that a fixed-term hire made on a non-renewable appointment (for limited duration) would have to be called “Visiting” faculty. LAFFERIERE said no, but if you want to use the title, then you have to follow the guidelines. GREENSTADT stated the problem that the Motion aims to solve: the restriction that the new OAR places on the use of the Professor ranks for tenure-track faculty only. Motion 5 recommends using the Professor ranks for “Visiting” faculty not on tenure track. MEDOVOI made the point that we are again passing a motion that suggests that we do not have to follow OAR guidelines. It would make more sense for Senate to respond with its own plan for what works at PSU. BROWN stated that he was unwilling to vote in favor of the Motion, because it does not seem to solve the problem that GREENSTADT had described.

DAASCH called for a vote on Motion 5 as amended:

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

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

MOTION 5 FAILED: 18 in favor, 20 opposed.

E. NEW BUSINESS

1. Curricular Consent Agenda

SANCHEZ/PEASE MOVED the consent agenda.

Curricular proposals listed in “E-1” were APPROVED by unanimous voice vote.

2. Graduate Certificate in Project Management

WAKELAND/SANCHEZ MOVED the certificate.

WAKELAND reported that Graduate Council found the SBA certificate proposal well-prepared and solid.

The GRADUATE CERTIFICATE IN PROJECT MANAGEMENT, as listed in “E-2,” was APPROVED by unanimous voice vote.

3. Undergraduate Certificate in Athletic and Outdoor Industry

CUNLIFFE/SANCHEZ MOVED the Certificate.

CUNLIFFE reported unanimous support. UCC had questioned the use of 400/500 level courses for an undergraduate program and had been assured that there was no expectation that graduate students would be taking the courses (due to limits accreditation places on graduate enrollment in split courses). The intent was to expand to a graduate certificate, if the undergraduate program proves successful.

The CERTIFICATE IN ATHLETIC AND OUTDOOR INDUSTRY, as listed in “E-3,” was APPROVED by unanimous voice vote.

4. Motion 6 regarding PSU faculty ranks: Implement Professor of Practice/ Clinical Professor

TAYLOR/BURNS MOVED Motion 6, as published in E-4.

TAYLOR noted that the motion had the support of all faculty in Social Work and senators from Education and Speech and Hearing Sciences and was consistent with the OAR and practice at OHSU.

DAASCH emphasized that the PSU P & T Guidelines have no descriptions for the new ranks and these guidelines will have to be revised, as stated in the motion.

GELMON asked if there was one slash title, or two separate titles—Clinical Professor or Professor the Practice. TAYLOR affirmed that **the titles represent two distinct options**, as well as three levels for each (Assistant, Associate, and

Full). SANTELMANN asked which departments are covered under the requirement to revise tenure guidelines. DAASCH said departments that choose to use the titles would fulfill this requirement, as needed. GREENSTADT questioned the reference to the OAR in the motion, because the OAR states that scholarly activity may or may not be required. This could put pressure on departments to hire non-tenure track and require scholarly activity, and was at variance with the Task Force on Faculty Ranks Report.

GREENSTADT/LIEBMAN moved to strike the parenthetical statement “As defined in OAR 580-020-0005.”

TAYLOR stated that those proposing the motion tried to align it with the OAR. SANTELMANN asked if Social Work and Education saw the option to require scholarly work as an advantage, so that the motion to strike would disadvantage them. TAYLOR replied that clinical faculty engaged in scholarly activity; the OAR itself did not require that activity. JIVANJEE yielded the floor to colleague Sarah Bradley, who noted her 15-year tenure in a ranked fixed-term Asst. Professor position that offered no promotional line that would recognize scholarly work. SANTELMANN asked if the new titles would offer a promotional path. BRADLEY said there would then be additional kinds of activities to assess promotion on in her field. BROWN pointed out that there was a prior reference to the OAR in the motion. BURK stated he would oppose any intent to circumvent the OAR. JIVANJEE noted that the OAR included criteria for the ranks. DAASCH reiterated that the Motion also referenced the need to develop PSU-specific guidelines. BEASLEY asked for clarification. DAASCH said the motion was specific to the second parenthetical mention of the OAR. GREENSTADT clarified that she opposed only the *requiring* of scholarly activity for these fixed-term positions, because that would cross a line that distinguished them from tenure-track positions. LIEBMAN reiterated that the motion referred specifically to the ranks and a promotional strategy, not to incorporating the OAR.

DAASH called for a vote on the amendment.

The MOTION to AMEND MOTION 5 striking the second parenthetical reference to the OAR 580-020-0005 FAILED: 13 in favor, 19 opposed.

MOTION 6 was then APPROVED by majority voice vote.

5. Motion from University Studies Council concerning reassignment of Student Credit Hours

SEPPALAINEN/ELZANOSKI MOVED the Motion on student credit hour assignment forwarded by the University Studies Council listed in “E-5.”

SEPPALAINEN said that a proposal to change assignment of student credits hours (SCH) solely based on course prefix had alarmed the Council. He suggested that the Motion’s request for assignment of SCH on the basis of funding source reflected current practice. He noted that retention of SCH from s

hared University Studies lines followed a memorandum of understanding with the offering departments (see E-5). On the negative side, he noted that assigning SCH credit by prefix could undermine departments' willingness to support SINQ offerings and the departmental status of faculty on shared lines.

DAASCH asked the Provost what the implications were for next year.

ANDREWS stated that based on input received from chairs and faculty about the way that SCH was being attributed in the Revenue and Cost Attribution Tool (RCAT), a decision had been made to modify RCAT so that home departments would be credited for University Studies courses supported.

HARMON noted that currently there were also other department to department exchanges of SCH. WEASEL drew attention to cross-listed courses and suggested that allocation by prefix would be a disincentive to teach such interdisciplinary courses. ZURK asked why the vote was necessary if the revenue accounting tool was to be adjusted, and noted that the new policy had not been seen by Senate. DAASCH thought it would be valuable to collect a sense of where Senate stands on the issue. SEPPALAINEN stated that the new version of the policy does not adequately acknowledge the position of faculty on split appointments whose home departments, according to the MOUs, is not University Studies. In LUCKETT's assessment, the value of the motion would be to put the Senate on record as saying that, if we are eliminating the old system of adjustments of the SCH according to funding source at the front end (term by term), then we want to be sure that SCH adjustments are really getting done in the accounting tool at the back-end. ANDREWS stated that there had been no policy change; the Revenue and Cost Attribution Tool is still a work in progress and the administration welcomes suggestions for changes like this, so that the tool is effective.

DAASCH called for a vote on the Motion.

The MOTION from the University Studies Council, as published in "E-5," PASSED by a firm majority voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL drew attention to the "PSU Progress Report" distributed to over 210,000 households in the metro area, and thanked PSU Communications and faculty for increasing the volume of media coverage of PSU's accomplishments. He noted the generous \$2.4 million gift from Arlene Schnitzer to the College of the Arts. He declared administration opposition to a legislative motion to restrict

employee participation on new institutional boards; these boards will report to the Higher Education Coordinating Commission (HECC). He also noted that the King-Dudley Capstone class will be testifying at a hearing in Salem on student financial aid about a proposal they developed based on the Australian model to fund education, that PSU had signed on to the 2013 Fresh Air Campus Challenge, and that *US & World Reports 2014* rankings mention 4 PSU programs in the top 50, and a number in the top 100.

HINES asked for comment on the future of OUS. WIEWEL replied that a portion of OUS will remain to service the four regional campuses, some functions will transfer to HECC, and it may be possible for the 7 campuses to elect to run their own shared-services organization, except for PEBB and PERS-related services. MEDOVOI asked if it was no longer necessary to seek OUS approval of new programs. WIEWEL said that HECC would review new programs, which PSU supported, if language could be crafted to prevent excessive intrusion, because this would restrain competition between the campuses. TALYOR asked if the new PSU board would operate under the OARs. WIEWEL thought that they would remain in place, initially; OUS Admin rules would continue to apply until the new board introduced changes.

DAASCH noted that the Senate resolution of June 2012 supported faculty participation on institutional boards.

Provost's Report

ANDREWS reiterated that it was beneficial to hear faculty concerns about RCAT, as it was still a work in progress. She requested nominations for student achievement awards by May 3 (<http://www.pdx.edu/dos/event/nominations-due-psus-student-achievement-awards?delta=0>), and announced changes in Commencement on June 16, with a separate morning and afternoon ceremonies (for CLAS, and for all other units), with faculty recognition awards conferred at a luncheon in between. She also drew attention to the implementation of recommended changes to Extended Studies, and noted that the EPC and Budget Committee were reviewing some of the changes proposed: <http://www.pdx.edu/oa/oa-newseventsmeetings-and-archives>.

ANDREWS invited senators to identify topics for conversation that could take place during the Provost's Comments time at Senate meetings.

Report of Vice-President of Research and Strategic Partnerships

FINK announced that PSU and Intel have signed a master agreement to define gifts and grants, and that representatives of the Paul Allen Foundation had spent a day visiting PSU, which he hoped would be a prototype for future visits of this type. MCECS Dean Su is leading a multi-university team that is developing a proposal to compete for one of the proposed national "manufacturing institutes."

IFS Report

HINES reported that IFS has issued a position statement on behalf of OUS campuses and OHSU supporting faculty participation on institutional boards, and making their availability as a representative body for consultation known to leaders in the House and Senate. OSU reported that its administration is acting to address salary compression and inversion.

Annual Report of the Academic Advising Council.

The report was accepted and committee members thanked for their service.

ADJOURNMENT

The meeting was adjourned at 5:00 pm.

B-1

Motions on New Faculty Ranks

Recommendations from PSU Faculty Senate to the PSU Administration for the orderly transition and implementation of Oregon Administrative Rule 580-0020-005

Senate Motions

The motions offered to PSU Senate apply to PSU fixed-term faculty on contracts thru June 2014

1. Grandfather existing rank
2. Maintain paths of promotion
3. Reclassify to maximize number of promotion steps
4. Not use the title of Librarian
5. Continue "Visiting" and "Adjunct" for temporary and part-time

4 March 2013

2

Five Senate Motions on Faculty Rank

Context of the Motions

- OAR 580-020-0005 reclassifies certain ranks as Non-Tenure-Track (NTT)
- Now PSU decides what to do in light of changes
 1. Should faculty keep current titles?
 2. Should faculty retain promotion paths?
- Recommendations to Administration for an orderly transition and implementation of current Oregon Administrative Rules
- Faculty Ranks Task Force recommendations on entirely new faculty ranks will come before Senate

4 March 2013

3

Five Senate Motions on Faculty Rank

Motion 3: Reclassification

- PSU Faculty Senate **recommends** fixed-term faculty employed at PSU for the academic year ending in June, 2014 with Current PSU Rank be reclassified to New PSU Rank in accordance with the following guidelines:
 - 0.5 FTE or above
 - No faculty member receives a pay cut

Current PSU Rank	New PSU Rank
Senior Instructor	Senior Instructor I
Senior Research Assistant	Senior Research Assistant I
Senior Research Associate	Senior Research Associate I

4 March 2013

4

Five Senate Motions on Faculty Rank

Motion 4: Library

- PSU Faculty Senate **recommends** to not use the new Rank of Librarian

4 March 2013

5

Five Senate Motions on Faculty Rank

Motion 5: Visiting Adjunct

- PSU Faculty Senate **recommends** the use of Auxiliary Titles for Visiting and Adjunct Faculty in accordance with the following guidelines:
 - The auxiliary titles visiting or adjunct shall be added to the titles of faculty members hired on a temporary or part-time basis
 - Visiting will be used for faculty hired at 0.5 FTE or higher
 - Visiting faculty appointments should be reserved for limited duration.
 - Adjunct will be used for faculty hired at less than 0.5 FTE

4 March 2013

6

Five Senate Motions on Faculty Rank

Motion 6: Clinical/Practice

- PSU Faculty Senate recommends that faculty employed at PSU for the academic year ending in June, 2014 at .5 FTE or above, and whose current position meets the criteria be given the option of holding Professor of Practice/Clinical
 - Revised PSU an departmental Promotion and Tenure Guidelines include these ranks.
 - No faculty member shall receive a pay cut as a result of reclassification.

4 March 2013

7

Five Senate Motions on Faculty Rank

CPL Policy Review Request

Background: The Oregon University System (OUS) has asked all OUS institutions to provide input on a draft credit for prior learning policy by May 3rd. Dr. Gerry Recktenwald and Dr. Veronica Dujon served as PSU's representatives on the OUS CPL Task Force.

The policy is currently scheduled for discussion with the OSU Provost Council on May 9th and for discussion and approval by the State Board of Higher Education in June.

Given the short lead time and the desire not to circumvent faculty conversations on this topic, Provost Andrews has requested from OUS that Portland State have more time to discuss this policy before any final decision is made by the SBHE.

The draft CPL policy framework is outlined in the following documents:

- 1) [Oregon University System & Credit for Prior Learning](#).
- 2) [CPL Policy Framework with Examples](#).

A report by the Oregon Higher Education Coordinating Commission on CPL, [HB 4059: Credit for Prior Learning](#) offers an in-depth review of CPL in Oregon. CPL policy framework was developed by the CPL Task Force ([link](#)).

OUS has requested the following action from campuses:

- 1 *"Please provide any comments on the 11 criteria. Did we miss anything critical? We want to ensure that we are comprehensive in our approach to the policy, and that campuses are comfortable with the framework.*
- 2 *Do you foresee any issues or concerns with a policy? As we discussed, the Task Force established the criteria, but believes there should be flexibility for campuses to determine the best course for implementation."*

CPL and PSU

[Credit for Prior Learning Policy for Portland State University](#) was approved by faculty senate in 2005. The policy includes options for credit to be awarded through CLEP, testing out of certain classes, advanced placement high school courses, proficiency based admissions standards system (PASS), and a portfolio program.

Request for Review

We specifically request a review and feedback on the proposed OUS policy framework in context of the existing faculty senate approved policy by:

- 1) Academic Requirements Committee; Graduate Council, Undergraduate Curriculum Committee; and Education and Policy Committee.
- 2) Faculty Senate Steering Committee.

3) Faculty Senate via a discussion preferably in May (but possible for June) Faculty Senate meeting facilitated by Dr. Gerry Recktenwald and Dr. Veronica Dujon who served on the OUS CPL Task Force.

Please send your comments to Sukhwant Jhaj, Vice Provost for Academic Innovation and Student Success at jhaj@pdx.edu. Comments received by May 1 will be shared with OUS by May 3rd and discussed by Provost Andrews with OSU Provost Council on May 9th, comments received between May 2 and May 30 will be forwarded to OUS as feedback for the State Board of Higher Education meeting in June. And, as mentioned above, PSU has asked that there not be SBHE action on this item until we have been able to ascertain the necessary faculty input.



Date: Apr 11, 2013
 To: Portland State University Faculty Senate
 From: Christof Teuscher, Chair, Faculty Development Committee
 Subject: **Final Annual Faculty Development Committee Report**

Executive Summary

While we made substantial changes and improvements to the Faculty Development program during the 2011/2012 academic year, the goal for this year was to provide consistency and continuity. During the 2013 fiscal year (this includes the summer 2012 travel award round), the committee has received a total of 313 travel awards (\$474,379) that have been reviewed, and 53% of proposals were funded (\$254,477). The may travel round is not completed yet. A total of 106 enhancement grant proposals (\$1,327,913) were received, and 34.9% of proposals were funded (\$500,000). The committee also reviewed 20 peer review proposals (\$107,2015) and submitted funding recommendations to OAA for all 20 proposals (\$50,000). The total number of eligible program participants (average number over the last four quarters) was 1,259. 24.8% of all eligible participants applied for travel funds and 13% of all eligible participants were awarded travel funds. 8.4% of eligible participants applied for enhancement funds and 5.5% of all eligible participants were awarded enhancement funds.

In order to further simplify the administrative processes, we have implemented an online reporting and extension request system for faculty enhancement grants.

The committee ran a brainstorming session for new ideas that would help to further improve the program, in particular in view of the drastically increased volume of requests. The committee has developed four specific ideas that were mailed out to our mailing list for feedback in the form of an online survey (<http://bit.ly/Zt68nt>).

Committee Roster

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

- Charles Burck, Academic Affairs, Committee coordinator

NEW: The administration and coordination of the FDC support was transferred from Research and Strategic Partnerships to the Office of Academic Affairs in mid fall of 2012. Charles Burck, Coordinator for Academic Support, now provides support for the FDC activities.

Established policies and procedures

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

Sub-committees.

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

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

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

Professional Travel Grant Program.

In accordance with the AAUP contract, the following guidelines were established for the Professional Travel Grant Program:

- Requests of up to \$2000 per individual for travel funds may be made to the Faculty Development Committee.
- Per the current contract, the Faculty Development Committee shall not approve travel requests unless the request is matched by \$150 in department, grant, contract, or personal funds. Further, for requests over \$750, a match of 20% of the total travel cost is required. Each travel request must indicate all sources of funds to be used in the requested professional travel.
- The request must be endorsed by the faculty member's department chair or equivalent.
- Late submissions will not be reviewed.

- Preference will be given to applications that are most clearly demonstrate that the travel will have a significant impact on the professional development of the applicant.
- Additional funding is available for disabled faculty or staff who require a travel companion.
- Faculty may apply for any particular travel item only once, and this should be considered when making funding requests.
- The committee will only fund one professional travel request per person each fiscal year (July 1 - June 30).
- **NEW:** Chair approval can be submitted until one week after the official deadline.

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

Faculty Enhancement Program.

In accordance with the new AAUP contract, the guidelines below were established for the 2013 Faculty Enhancement Grant Program.

NEW: To increase the transparency of the review process, the committee used a detailed scoring rubric (see Table 2 below) to score proposals on a scale of 0 to 10. The rubric was published in the call for proposals and was also shown to investigators at the beginning of the proposal submission process.

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

Table 2: Faculty enhancement rubric.

Each criterion was scored by the reviewers and weighted according to the weight indicated above. The final score was calculated as the weighted sum of your actual scores for each criterion. The committee believes the rubric greatly helped to make the review process both transparent and fair.

As in previous years, we did not fund the following items:

- Proposals to create new programs, centers, institutes, museums, organizations, or activities that otherwise benefit the institution more than the researcher
- Proposals seeking additional office support
- Summer salaries

- Proposals that expand curricular offerings
- Construction of PSU webpages
- Activities in fulfillment of degree requirements of the principal investigator
- Travel for the purpose of presenting a paper or poster or attending a conference
- Proposals that are too vague or large in scope given the funding and time constraints
- Incomplete proposals

NEW: All chair and dean approvals were requested electronically to improve the efficiency of the process. We also allowed chair and dean approvals until one week after the official submission deadline.

Peer Review.

According to the AAUP bargaining agreement, peer review is not an official charge of the FDC. However, OAA has traditionally asked the committee for a recommendation. As in previous years, we set up a merit-based review process and scored the peer review proposals according to the impact they may have on the investigator's career. The scores were normalized on a scale of 0...5. We then established 3 classes based on the scores: top (>4), middle (3-4), and bottom (<4). The top proposals were funded at 80% of the dean's recommendations, the middle class at 60%, and the bottom class at 40%.

Funding and submission statistics

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

Professional Travel Grant Program.

As per the AAUP/PSU CBA the Travel Grant Program is funded at \$250,000. A total of \$474,379 in travel award funding requests were received, and \$254,477 was awarded. 313 applications were received and 165 (53%) awards were distributed. 24.8% of all eligible participants applied for travel funds and 13% of all eligible participants were awarded travel funds

During the summer 2012 round 80 applications and \$131,803 in requests were received. 42 (53%) awards and \$69,404 in funds were distributed. During the fall 2012 round 73 applications and \$109,182 in requests were received. 41 (56%) awards and \$63,405 in funds were distributed. During the winter 2012 round 55 applications and \$83,257 in requests were received. 35 (64%) awards and \$55,080 in funds were distributed. During the spring 2013 round 105 applications and \$150,136 in requests were received. 47 (44%) awards and \$66,667 in funds were distributed. This is shown in Figures 1 and 2.

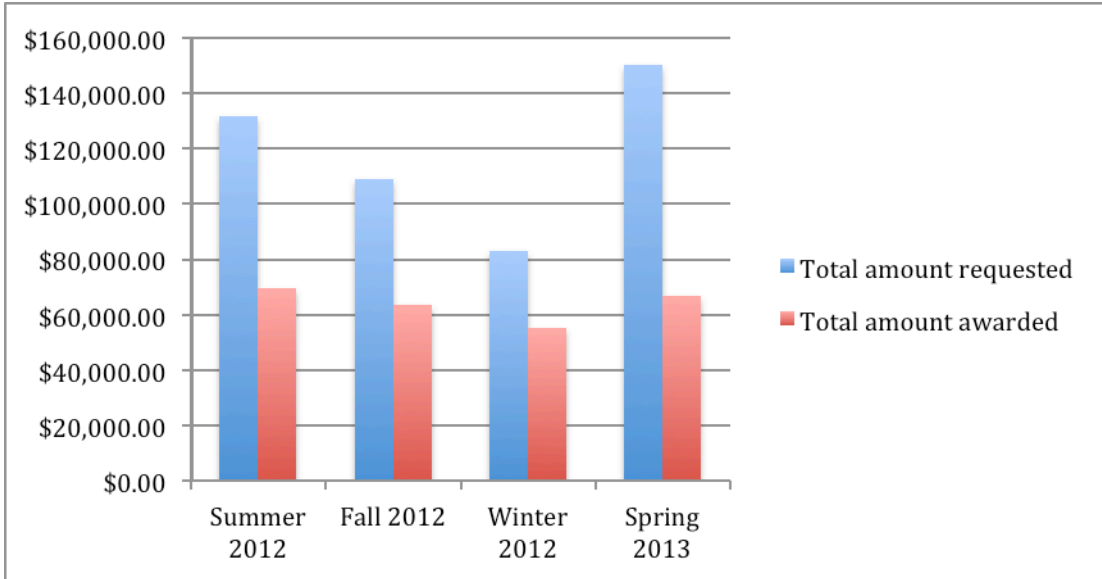


Figure 1: Total amount of faculty travel award funds requested and total amount of funds awarded by round.

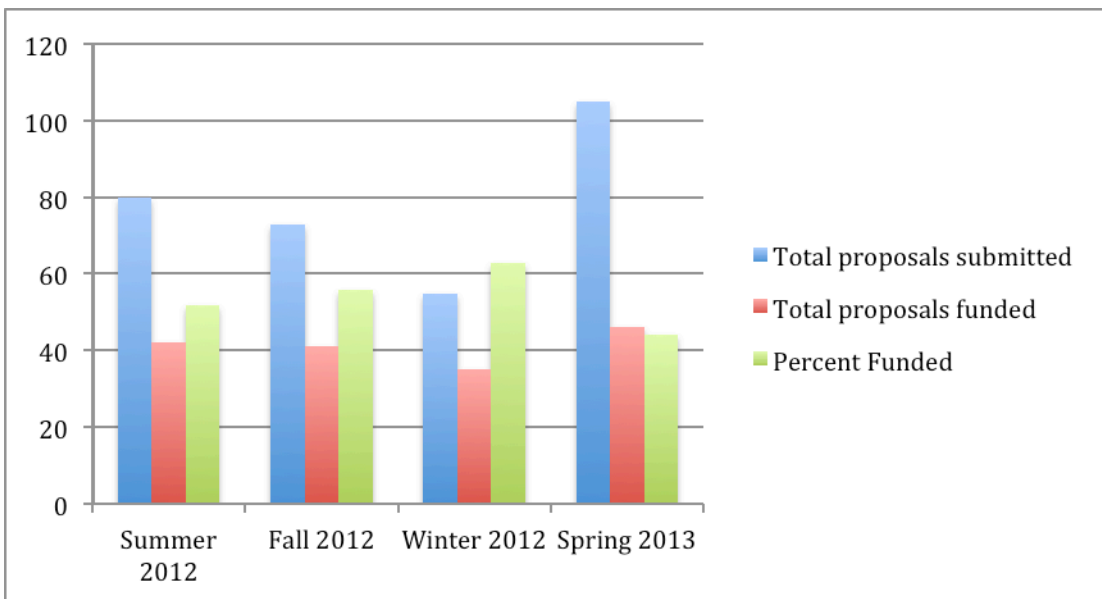


Figure 2: Total faculty travel award proposals submitted, total proposals funded and percent of proposals funded by round.

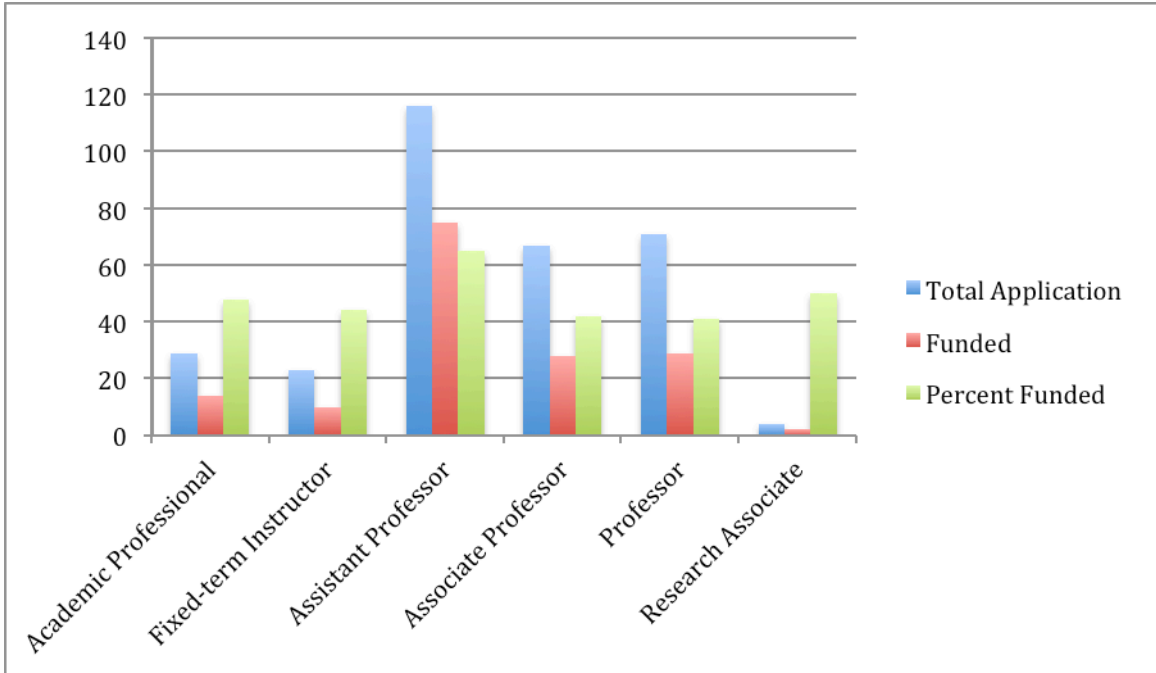


Figure 3: 2012-13 Faculty Travel Award funding by rank. Note this includes summer 2012 through spring 2013.

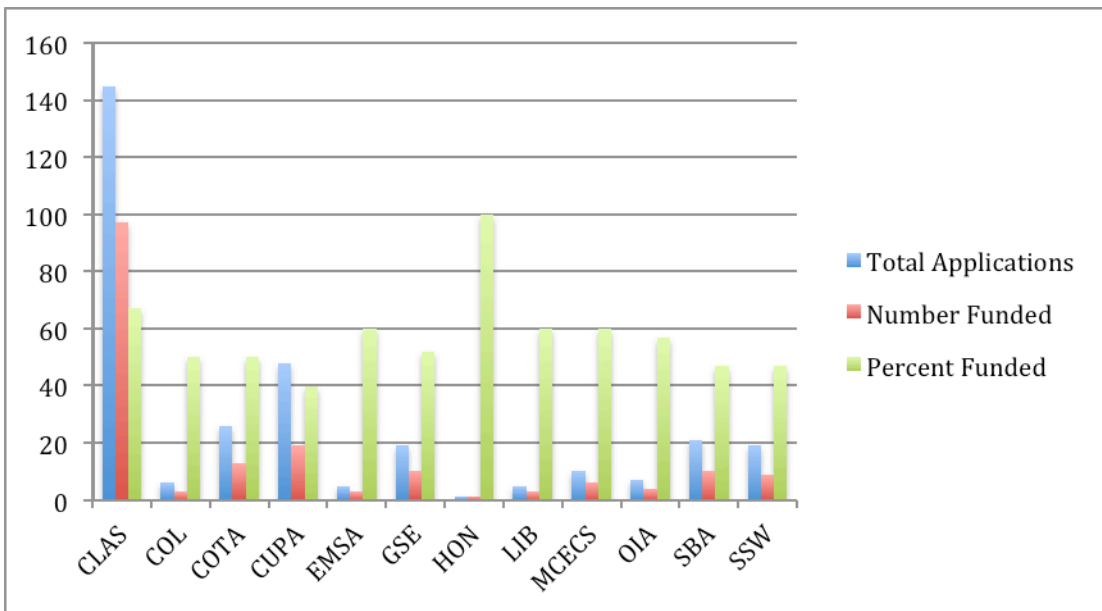


Figure 4: 2012-13 faculty travel award funding by area of the University. CLAS: College of Liberal Arts and Sciences, COL: Center for Online Learning, COTA: College of the Arts, CUPA: College of Urban and Public Affairs, EMSA: Enrollment Management and Student Affairs, GSE: Graduate School of Education, HIN: University Honors Program, LIB: Library, MCECS: Maseeh College of Engineering & Computer Science, OIA: Office of International Affairs, SBA: School of Business Administration, SSW: School of Social Work

Faculty Enhancement Program.

During the 2013-14 cycle 106 enhancement grant applications were received, and 34.9% of proposals were funded. A total of \$1,327,913 in enhancement grant funding was received, and \$500,000 was awarded. 1,259 AAUP members were eligible to receive an enhancement grant. 13.5% of eligible participants applied for a grant, and 5.5% of eligible participants were awarded grants.

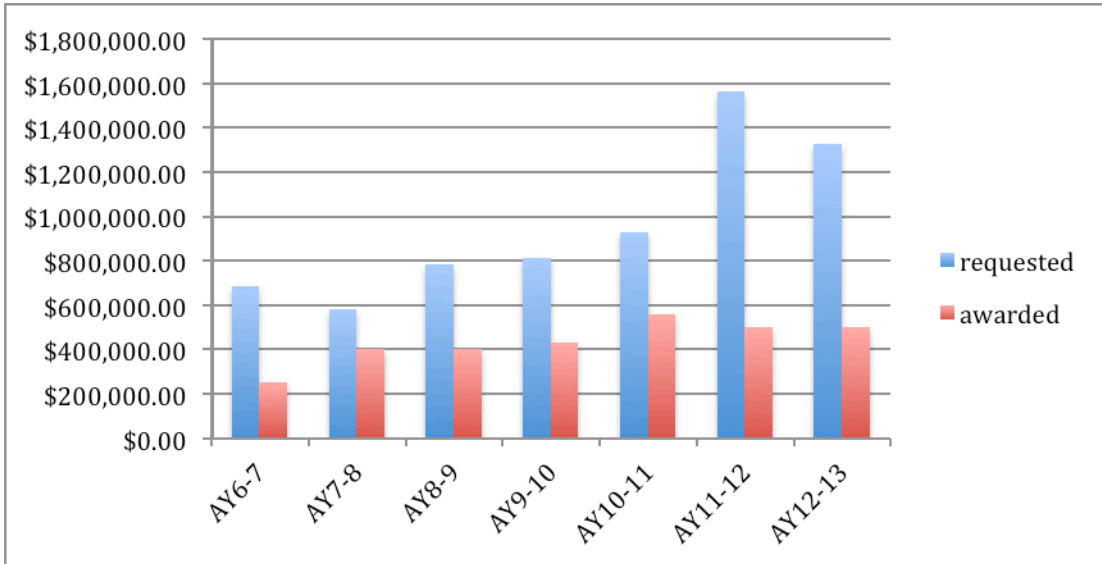


Figure 5: Total requested and funded faculty enhancement grant amounts from 2006-2013.

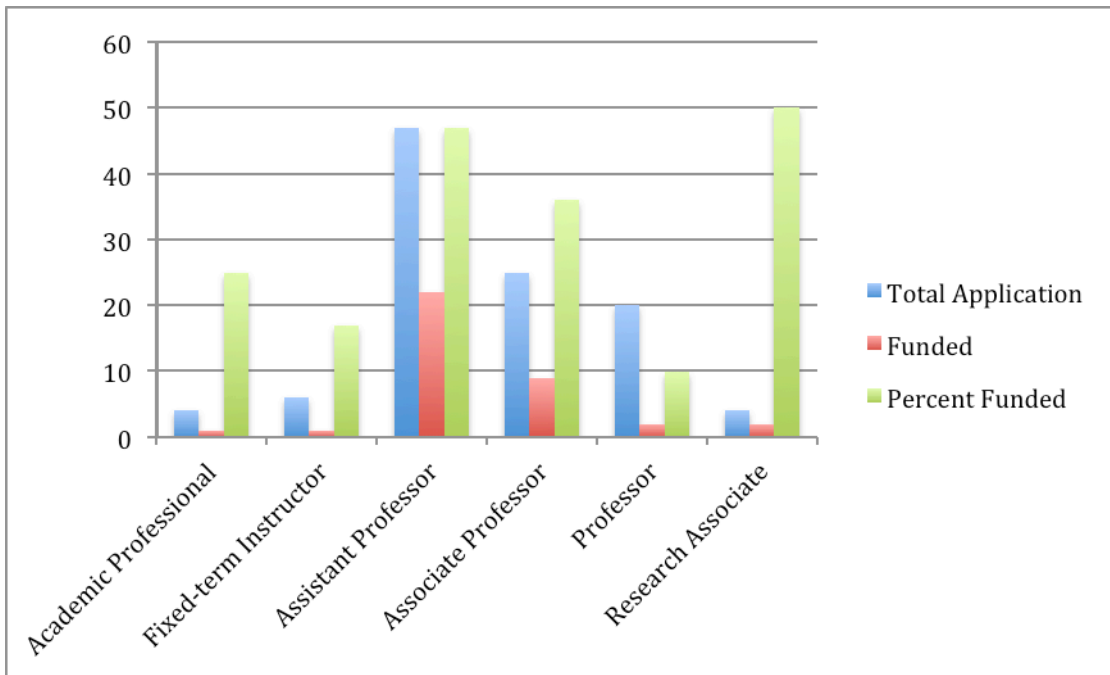


Figure 6. 2012-13 Faculty enhancement grant funding by rank.

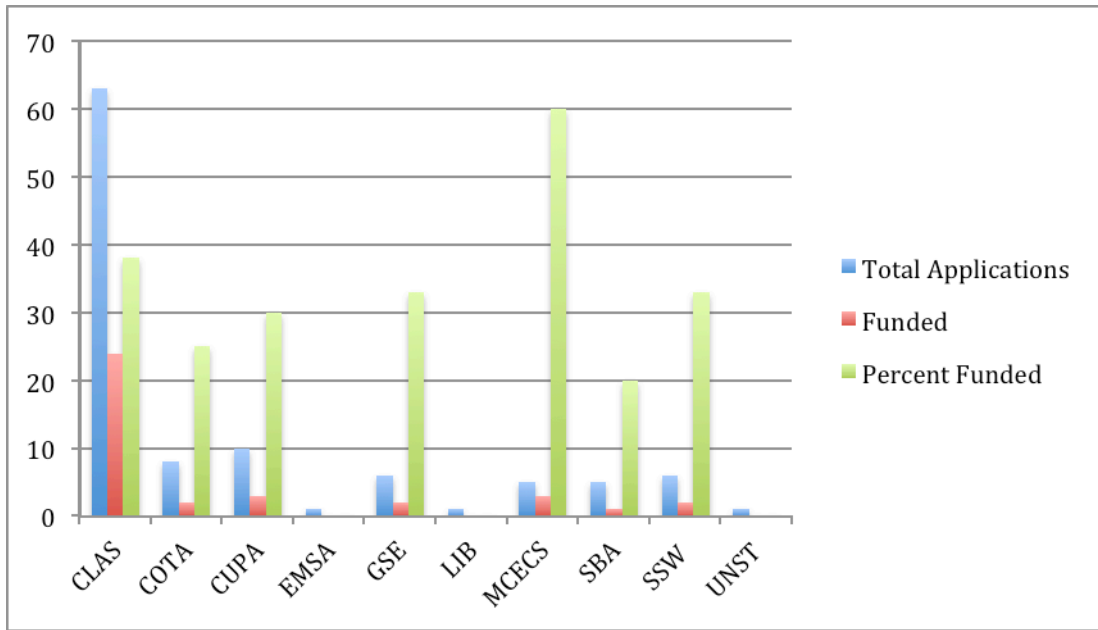


Figure 7: 2012-13 Faculty enhancement grant funding by area of the University. CLAS: College of Liberal Arts and Sciences, COTA: College of the Arts, CUPA: College of Urban and Public Affairs, EMSA: Enrollment Management and Student Affairs, GSE: Graduate School of Education, LIB: Library, MCECS: Maseeh College of Engineering & Computer Science, SBA: School of Business Administration, SSW: School of Social Work, UNST: University Studies.

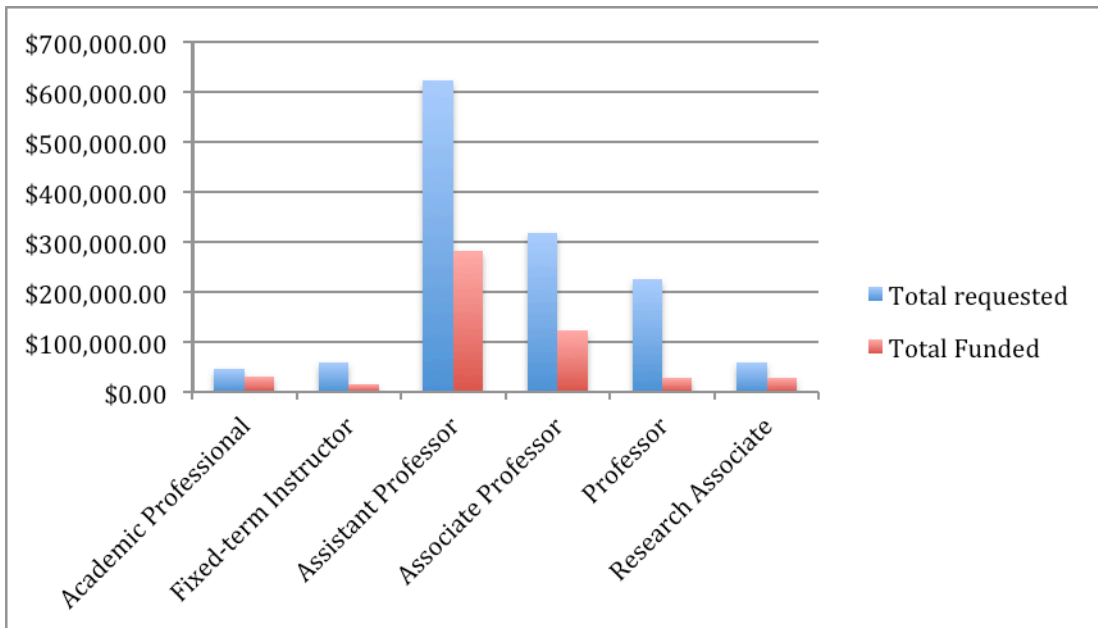


Figure 8: 2012-13 Faculty enhancement grant funding by rank.

Peer Review.

The committee reviewed a total of 20 proposals with a total requested funding amount of \$107,2015. According to the AAUP bargaining agreement, peer review is funded at \$50,000.

Based on the review process outlined above, the committee made funding recommendations to OAA for 20 proposals.

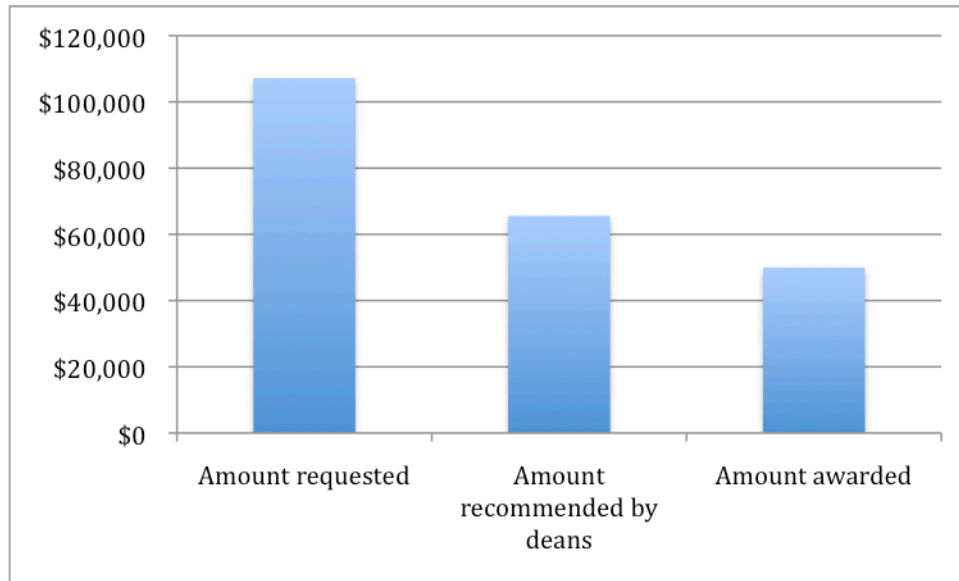


Figure 9. 2012-2013 Peer review funding.

Online submission system

We continue to utilize a Qualtrics-based online submission system for travel and enhancement applications. Travel and Enhancement Grant applications (including the chair and dean approvals) are accepted exclusively through our online system. **NEW:** we now allow chair and dean approvals until one week after the submission deadline. This allows PIs to submit last minute without having to worry about approvals. Overall, the online submission system has greatly helped to keep proposal turnaround times low and also reduces the number of incomplete proposals.

Communication strategy

We continue to inform faculty through various information channels:

- **NEW:** FDC website: <http://www.pdx.edu/oaa/professional-development-and-support>
- **NEW: Reporting form:**
https://portlandstate.qualtrics.com//SE/?SID=SV_1NdOg69ki7oPhGt
- **NEW: Extension request form:**
https://portlandstate.qualtrics.com//SE/?SID=SV_73VnZhUNYBWvmdf
- FDC Facebook page: <https://www.facebook.com/pages/Portland-State-Faculty-Development-Grant-Program/279406562090911>
- FDC on Twitter account: http://twitter.com/PSU_FDGP
- FDC mailing list: <https://www.lists.pdx.edu/lists/listinfo/fdc-announce>

New Ideas for the 2013/2014 Academic Year

NEW: The committee held a special brainstorming session in April 2013 to creatively think about new ideas to further improve the program. In particular, one of the main goals was to address the substantial increase in the number of proposals and total amount of funds requested for both the professional travel and the faculty enhancement programs in recent

years. The available funding is not sufficient to satisfy the demand, and the committee is therefore looking for alternative ways to distribute the resources in an effective, fair, and transparent way.

We came up with four specific ideas:

1. 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/appointment type, 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.
2. 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), a waiting period of 1-3 years might be appropriate.
3. 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.
4. 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.

We have submitted these four ideas for further feedback to all AAUP bargaining members in the form of a survey. The survey is available at: <http://bit.ly/Zt68nt>

Results.

We will carefully analyze the survey data and make the results public on the FDC website. Based on the feedback from faculty, the 2012/13 committee will make a recommendation for the 2013/14 committee. It will be up to the next committee to decide which (if any) idea(s) to implement.

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

Background

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.

**Honors Council:
2011-2012 Annual Report to the PSU Faculty Senate**

Council chair:

Atkinson, Dean (Chemistry)

Council members:

Anderson-Nathe, Ben (Child & Family Studies)
Bartlett, Michael (Biology)
Cummings, Michael (Geology)
Fost, Joshua (Philosophy)
Halverson-Westerberg, Susan (Education)
Heilmair, Barbara (Music)
Holmes, Haley (School of Business Administration)
Jenks, Hilary (Honors Program)
Johnson, Gwynn (Civil and Environmental Engineering)
Loney, Jennifer (School of Business Administration)
Natter, Betsy (University Studies)
Ott, John (History)
Valdini, Melody (Political Science)
Walker, Jonathan (English)
Weston, Claudia (Library)

Consultants:

Fallon, Ann Marie (Director - University Honors)
Doolen, Toni (Dean - Oregon State University Honors College)

Completed business:

1. We deliberated on the desirability of a complete integration of University Honors with departmental honors tracks to create a seamless honors system at PSU and came to the following conclusions:

- The Honors Program has expanded its entrance policies, allowing transfer students and “cross-walks” from the University Studies program, meaning that more students have access* (and with it, more specific preparation for graduate/professional programs).
- Notwithstanding the above comment, there are still some students (post-baccalaureate, students in their senior year, etc.) that would be better served by the departmental tracks, although we expect the numbers to be even lower (one or two students per department with only 14 departmental tracks) than those currently in the tracks, except...
- The Business Honors track is a clear exception, since their numbers are higher (tens of students) and they already charge a differential tuition, so students are unlikely to want to pay for both programs, although there are some business majors in the Honors Program (issue still to be fully resolved).
- New proposed departmental Honors tracks should clearly specify how they intend to provide a terminal honors experience for the students, but these experiences could be non-thesis-based (e.g., internships like those in business).

*This and some aggressive recruiting has resulted in an increase in the number of students in the Honors Program to around 300 in the current academic year.

2. Director Fallon presented information on other Honors Programs and Colleges and best practices as established by the National Collegiate Honors Council. Dean Toni Doolen of the Oregon State University Honors College met with us to provide information on their program. There was consensus among the Council members on the desirability of an Honors College. The Council recognizes that there is a palpable increase in prestige in moving from an Honors Program/Director to an Honors College/Dean structure and that Portland State University is currently at a competitive disadvantage with respect to recruiting top-notch students. We envision the Honors College competing more effectively for a completely new pool of students (rather than just moving PSU-bound students from one General Education structure to the other). No National Merit Scholarship awardee has listed Portland State in their top picks in the last fifteen years. This information allowed us to provide a number of recommendations regarding the Honors Program and/or a proposed Honors College at PSU.

- The Honors Council advocates the creation of a “strong” Honors College structure with a Dean (rather than a Director) that sits on the Council of Academic Deans; and an Associate Dean, who could handle the day-to-day operational details of the curriculum, including the Memoranda of Understanding (MoU) described below.
- Honors College staff that should include one or two full-time advisers for high-achieving students.
- Best practices for Honors Colleges dictates a target population of around 5% of the total student enrollment at the University, so a three-year enrollment growth to 600 students is targeted.
- We recommend a hybrid faculty model where current Honors faculty are retained there and cooperative relationships with departments across the University are used to increase the number of course offerings. (Several faculty models are available, ranging from a completely separate, dedicated faculty to OSU’s completely department-based strategy, using a set of MoUs that articulate faculty roles in instruction and research mentorship. The hybrid models are the most financially efficient.)
- If additional faculty lines were to become available, we recommend placing these lines in willing departments following the model used successfully by University Studies to create teaching faculty with research (and other) connections in disciplinary units.
- As an experiment in faculty connectedness, we also recommend that the Dean and Associate Dean teach one and two classes per year, respectively.

Ongoing business:

In order to keep the various options for Honors degrees straight, the Honors Council further recommends that the Honors College (if approved) begin to offer an Honors Baccalaureate degree for students that complete their program. Students that satisfied both sets of requirements (Honors College and Departmental Honors) could be granted additional recognition on their diplomas. For example, the following degree options could become available:

- HBM (Honors Bachelor of Music) in Performance – Student completed Honors General Education experience but majored in a subject that doesn’t have an Honors track.

- BS (Bachelor of Science) in Biology with Honors – Student did not participate in the Honors Program/College but satisfied the requirements of the departmental Honors track.
- HBS (Honors Bachelor of Science) in Chemistry with Distinction - Student completed Honors General Education experience and satisfied the requirements of the departmental Honors track.
- HBA (Honors Bachelor of Arts) in English and Psychology - Student completed Honors General Education experience and double-majored but did not satisfy the requirements of the Departmental Honors tracks for either department.

To: Portland State University Faculty Senate

Subject: Annual Report

From: Intercollegiate Athletics Board

Date: April 8, 2013

Members 2012-13 academic year:

Toeutu Faaleava, Chair, (UNST), Marlon Holmes (Student and Vice President of ASPSU), Melissa Trifiletti (ADM), Michele Toppe (DOS), Jennifer Loney (SBA), Randy Miller (PSC)
Ex-officio: Vice President Rimai, Finance and Administration
Professor Robert Lockwood, C&CJ and NCAA Faculty Athletics Representative
Torre Chisholm, Athletics Director
Barbara Dearing, Associate Athletics Director for Business Operations/SWA Athletics

The Board is charged by the Faculty Senate to:

- 1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics.
- 2) Report to the Faculty Senate at least once each year.

I. Budget ---Athletics' initial proposed 2014 (FY14) budget was \$14,214,259 with support from the Student Fee Committee at \$4,208,214. Athletics revised its proposed budget and submitted a requested "baseline" budget to the Student Fee Committee (SFC) for 2013-14 at \$13,487,544 that included a \$100,989 reduction from Athletics FY13 budget. In addition, SFC also asked Athletics to submit a "current" budget request to show the dollars needed to maintain its current service and operational areas for FY14. The "current" requested amount was \$14,033,130 of which Athletics requested SFC to fund \$4,027,085 or 28.7% of its budget. SFC approved \$3,702,909 for Athletics FY14 funding. This represented a 1.6% decrease from the FY13 allocated amount of \$3,761,759. The 2012-2013 Athletics budget was \$13,588,533

In general, Athletics budget revenues are: 34.3% from self-generated and external funds, 27.7% student fees support and 38% university support. Expenditures are: 31.1% student tuition and fees (scholarships), 35.6% Staff salary and benefits, 10.8% recruiting and team travel, 22.5% other (equipment, uniforms, insurance, meals, etc)

II. Athletics Policy

There were no Athletics policy revisions or changes this year. Athletics policies and procedures are detailed in the *Portland State University Athletics Policies and Procedures Manual*. The manual is available at the Athletics office. The IAB is looking into putting the Athletics policies and procedures online for easier access by the PSU community.

Of particular interest to faculty is the Athletics' missed class policy, so we are including it in this report.

"12.3.2 TEAM TRAVEL MISSED CLASS POLICY

Purpose: This policy is to provide undergraduate students who miss class or examinations a process to make up examinations or other graded in-class work, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor.

Rationale: Portland State University recognizes that students carry many responsibilities with them into the classroom, which both enrich their educational experience and make it more challenging. These include university-sanctioned activities in which the student serves as a representative to the university such as student congress, athletics, drama, and academic meetings.

Applicability:

- Undergraduate students involved in university sanctioned or other legitimate activities, such as illness and family emergency.
- Activity program directors.
- Instructors of students who participate in university-sanctioned activities, including faculty, academic professionals, administrative staff, and teaching assistants.

Policy:

1. It is the responsibility of each instructor to determine and publish the class attendance policy in the course syllabus and distribute to the enrolled students at the beginning of the quarter. The instructor's class attendance policy supersedes request for approved absences.
2. It is the responsibility of the student to inform the instructor of absences due to university-sanctioned events or personal responsibilities in writing at the earliest possible opportunity.
3. If a student must miss class due to an unforeseen event, the student must inform the instructor of the reason for the absence. Absences not cleared with an instructor before the specific class event (exam, presentation, assignment due) may require a document from the relevant authority (e.g., coach, employer). If the instructor decides that the absence is justifiable, then he/she should attempt to provide opportunities for equivalent work.
4. When absences are approved beforehand by the student and instructor, the instructor will allow students to make up missed work and/or give an option to attain attendance points.
5. When there is a dispute between students and instructors over the opportunity to make up work or attendances, the issue will be adjudicated by the chair of the department and then (only if needed) the dean of that school or his/her designee.
6. The student may not place any undue burden on the instructor to provide opportunities to make up course work due to excused absences.

Approved by Faculty Senate on Monday, April 6, 2001"

III. Winter Review of Annual Certification/Plans for Improvement

Reviewed Plans for Improvement in (O.P. 3.2. Gender/Diversity Issues and Student-Athlete Well-Being). Review is active and on-going. IAB defers to the subcommittee the Office of Diversity and Inclusion formed to review equity issues.

Affirmed IAB's role in Governance and Commitment to Rules Compliance (O.P. 1.1. Institutional Control, Presidential Authority and Shared Responsibilities).

Reviewed Federal Graduation Rates (FGR), Graduate Success Rates (GSR) and retention rates of student/athletes by gender (O.P. 2.1. Academic Standards). GSR is at 60%.

Reviewed results of Student Survey of Accommodation of Interests and Abilities (O.P. 3.1. Gender Issues). The PSU Title IX Coordinator and Executive Director of Diversity and Inclusion, Chaz Lopez chairs the Gender Equity Evaluation in Athletics Committee that has been reviewing survey results from the Student Survey for Accommodation of Interests and Abilities. IAB will defer to recommendations from the Gender Equity Evaluation in Athletics Committee on accommodation of interests and abilities.

IV. Athletics Achievements

Academic All-Big Sky Conference honors: recognizes student-athletes who have maintained a 3.20 GPA or higher and competed in at least half of the season's competitions.

Spring (2012): 23 students honoredWomen's Golf

Kelly Miller - Fr. - Undecided
Tiffany Schoning - Sr. - Arts and Letters
Samantha Webb - So. - Mathematics
Britney Yada - Jr. - Economics

Men's Tennis

Zach Lubek - Jr. - Health Sciences
Roman Margoulis - So. - Business Administration
Alec Marx - Fr. - Undecided
Mitch Somach - Jr. - Business

Women's Tennis

Megan Govi - Fr. - Communications
Marti Pellicano - Sr. - Community Health
Marina Todd - So. - Health Sciences

Men's Outdoor Track and Field

Mark Bozarth-Dreher - Sr.- Business
Zach Carpenter - So. - Community Health
Chris Fasching - Jr. - Community Health
Jake Ovgard - Fr. - Undecided

Women's Outdoor Track and Field

Shae Carson - So. - Health Sciences
Erica Contos - Fr. - Undecided
P'Lar Dorsett - Sr. - Business Administration
Sarah Hanchett - Jr.- Environmental Science
Hanna Johnson - Jr. - Philosophy
Brittany Long - Jr. - Health Science
Jazmin Ratcliff - Fr. - Science
Cassandra Sidner - Jr. - Psychology

Fall (2012): 30 students honoredFootball

Nick Alexander - Jr. - Social Science
 Brandon Brody-Heim - Fr. - Electrical Engineering and Physics
 Kameron Canaday - Fr. - Business
 Mitch Gaulke - Jr. - Business Administration: Accounting
 Nick Green - Sr. - Psychology/Communication Studies
 Marquis Jackson - Sr.
 Gage Loftin - Sr. - Communication Studies
 Jacob Nall - Fr.- Business: Accounting
 Nathan Snow - Jr. - Health Studies: Physical Activity and Exercise
 Alex Toureen - So. - Business

Women's Volleyball

Kasimira "Kasi" Clark - So. - Undecided
 Cheyne Corrado - So. - Undecided
 Megan Ellis - Sr. - Business Administration
 Leigh-Ann Haataja - So. - Undecided
 Dominika Kristinikova - Sr. - Graphic Design
 Garyn Schlatter - Jr. - Health Science

Women's Soccer

Cori Bianchini - Fr.- Health Science: Pre-Nursing
 Melissa Bishop - So. - Business: Human Resources
 Eryn Brown - So. - Business Administration
 Ariana Cooley - So. - Health Science: Pre-Nursing
 Emma Cooney - Fr. - Health Science
 Kayla Henningsen - So. - Business
 Kelsey Henningsen - So. - Business
 Lainey Hulsizer - Sr. - Psychology
 Daniela Solis - So. - Undecided

Men's Cross Country

Max Zemtsov - So. - Environmental Science

Women's Cross Country

Erica Contos - So. - Undecided
 Sarah Dean - Sr. - Environmental Science
 Katherine Hendricks - Fr. - Biology
 Valerie Mitchell - Fr. - Architecture

2012 Pacific Coast Softball Conference Commissioner's Honor Roll. To make the honor roll, the student-athlete had to record a 3.0 cumulative GPA for the 2011-12 academic year. PSU had 15 student-athletes honored: Anna Bertrand – Biology, Becca Bliss – Social Science, Crysta Conn – Physical Activity & Exercise, Alicia Fine – Physical Activity & Exercise, Jordan Goschie – Health, Brittany Henderickson – Physical Activity & Exercise, Karmen Holladay – Community Health, Raya Johnson – Psychology, Jenna Krogh – Communications, Sadie Lopez – Social Science, Carly McEachran – Communications, Alexa Morales – Business Administration, Aubrey Nitschelm – Biology, Kayla Norrie – Communications and Maggie Sholian – Child & Family Studies.

Competition: Two conference championships (soccer, volleyball), one NCAA individual championship appearance, one All-American, 11 All-Big Sky Conference athletes, one All-Big Sky Tournament honor, 24 Big Sky Athlete of the Week Awards, two National Athlete of the Week honors, three Big Sky Conference individual titles, six school records, three Conference Player of the Year Awards, 31 Academic All-Conference honors, two Academic All-District Awards.

To: Faculty Senate

Re: Library Committee Annual Report 3/28/2013

Committee Chair: Michael R. Clark

Committee Members: Elizabeth Almer, Jack Corbett, Jon Holt, Thomas Howell, Amber Kelsall, Susan Masta, and Brian Turner

Ex Officio: Thomas Bielavitz, Michael Bowman, Marilyn Moody

The Library Committee has discussed the following items:

1. Outreach strategies to the PSU community
2. Improving services and resources
3. Collaborative planning for library space
4. Onboarding of the new University Library Dean

1. We discussed Library outreach strategies to the PSU community to strengthen student success efforts. The committee explored methods to assess student and faculty needs. We discussed usage statistic trends related to services, resources, and space utilization. We reviewed the annual LibQUAL survey results and noted consistent themes including: Convenient service hours, space for group/individual study and research needs, materials, electronic services and resources, and the value of library services and services for academic and scholarly success. The committee proposed questions around those themes for future annual LibQUAL surveys. We also recommended that the Library consider exit surveys for students leaving the university.

2. The Library is exploring ways to improve services and resources by reviewing and modifying their policies and processes.

- Services: Committee discussions included improving digital resources access, improving the reserves process, providing book delivery to faculty offices, maintaining extended end of term service hours, simplifying fines language, and lengthening undergraduate loan periods. We have encouraged the Library to publicize their newer services and resources through their website, PowerPoint slide announcements, and tours.

The committee fully supports the Library's reTHINK PSU contributions that positively impact student learning and scholarly research. The Library is collaborating on initiatives including open textbooks, funding for open access article publishing, and information literacy modules.

- Resources: Last year the committee invested significant time to gain a better understanding of the Library's complex collections development budget model. The committee will provide feedback as the University Library Dean develops a new budget model that maintains core resources and avoids incremental cuts.

3. Michael R. Clark, Kathleen Mellow, Thomas Lockett, and the University Library Dean met with Provost Andrews last August to discuss the committee's concerns about using approximately 5,000 square feet of third floor library space for the COL/CAE. The reduction in space would have adversely impacted students' learning space and access to collections. A collaborative resolution was reached where library faculty and staff in the East Annex (Smith) will join faculty and staff in Millar, COL/CAE will move into the vacated space in Smith, and the library third floor space will be remodeled into a study space for students by Fall 2013. Provost Andrews and the University Library Dean are committed that all future planning efforts will be collaborative and involve faculty and student input.

4. The committee welcomed the University Library Dean this year. We contributed to onboarding efforts to ensure her successful transition to the university. We appreciate the University Library Dean's collaborative style and look forward to working closely with her.



Scholastic Standards Committee
 Annual Report to the Faculty Senate
 Submitted to Faculty Steering Committee on April 8, 2013 by Liane O'Banion

Chair: Liane O'Banion, LC

Faculty: Gina Senarighi, DOS
 Shoshana Zeisman, ACS
 Paula Harris, INT
 Peter Moeck, PHY
 Courtney Sandler, RL
 Linda Liu, SSS
 Andrea Price, OIA
 Jane Mercer, UPA
 Natan Meir, INTL

Student: None Appointed

Ex- Officio: Mary Ann Barham, ACS
 Chris Hart, RO
 Margaret Everett, OGS
 Sukhwant Jhaj, OAA

I. **Committee Charge**

- 1) Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
- 2) Develop, maintain and implement protocols regarding academic changes to undergraduate transcripts.
- 3) Adjudicate undergraduate student petitions for academic reinstatement to the University.
- 4) Report to the Senate at least once a year.
- 5) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council.

II. **Committee Membership**

The committee consists of ten faculty members, selected at large by Committee on Committees, two students and the following ex-officio members: Assistant Registrar of Registration and Records, Director of Advising & Career Services, Vice Provost for Academic Programs & Instruction, a designee from the Office of Graduate Studies & Research.

III. Function of the Committee

(all petitions can be found at www.pdx.edu/registration/forms)

A. The committee deals with petitions for all **retroactive** changes to the undergraduate academic transcript including:

1. Adding of courses
2. Withdrawals
3. Drops
4. Tuition refunds
5. Change of grading option
6. Extension of incomplete past one year

B. The committee adjudicates petitions for academic reinstatement for any term.

C. The committee makes recommendations to the Faculty Senate on any changes, additions or policies that have impact on the academic transcript or academic/registration deadlines, including grading.

D. The committee is responsible for the academic standing policy and interventions therein such as the registration hold that is applied for undergraduate students on academic warning. Changes to any of these policies must be presented by the SSC and approved by Faculty Senate.

IV. Petitions by the Number 2012-13

Petition Type	2012-13	Granted	Denied	Pending
Reinstatement	171	135	20	16
Add/drop section simultaneously	18	18	0	0
Inc. Extension	38	29	5	4
Grade Option Change	66	48	13	5
Add only	9	9	0	0
Refunds (dropped partial courses or withdrawal)	387	315	37	35
TOTAL	785 (up slightly from 2011-12)	596 76% granted	98 15% denied	91 9% pending

V. **Approval of Retroactive Addition of “Inside Out” Program Credit**

The Scholastic Standards Committee administratively approved the award of retroactive credit to students who complete credits while incarcerated through the Inside Out program at a later date when they enroll as PSU students. Office of the Registrar may award credit, assess tuition & fees, and enter the grade earned up to two calendar years (24 months) after the student completes the course. After this time, the matter would need to be submitted to the SSC for consideration through the standard petition process. Any exceptions to this rule would be reviewed by the SSC.

VI. **New Business**

The SSC is currently in discussion with key stakeholders around campus to bring motions to Faculty Senate in 2013-14 on the following two issues in regard to interventions for at-risk students:

1. Satisfactory academic progress: Students who are not currently identified by the university academic standing policies because they generate no quality points (I, W, NP, W & I grades). What can the institution do to intervene on students who are not making progress toward degree completion? How should this complement the current process in regard to Financial Aid’s Satisfactory Academic Progress policies? Should there be a mandatory intervention? Which department should be responsible for this an intervention?
2. Students on academic probation: Students placed on academic warning have a mandated intervention, but there is nothing in place for probation. Should there be? What would the impact be on resources? Who shall be responsible for this an intervention?

The issues listed above are just beginning to be discussed formally and departments are now being contacted by the Chair, where appropriate, to join the conversation. **Please contact the Liane if you would like to join the discussion.**

VII. **Many Thanks!!**

A special thank you to **Chris Hart & Coach Putzstuck** in RO for their patience, dedication and amazing organizational skills. Your energy does not go unnoticed!

To: Faculty Senate

Re: Teacher Education Committee Annual Report, 2012-13

From: Maude Hines, TEC Chair

Committee Members: Bill Fisher, WLL; Jane Mercer, SCH; Debra Glaze, MUS; Karin Magaldi, TA; Amy Steel, ART; Teresa Bullman, LAS; Maude Hines, ENG; Jana Meinhold, CFS; Lisa Aasheim, ED CE; Lois Delcambre, ECS; Bill Becker, LAS Sci; Deborah Peterson, ED ELP; Sue Lenski, ED CI; Austina Fong, MTH; Amanda Sanford, SPED. We had an unfilled position this year in Business Administration.

Ex Officio Members: Randy Hitz (Dean, GSE); Liza Finkel (Associate Dean, GSE); Sarah Beasley, Education Librarian

Regular Guests: Cheryl Livneh; Deb Allen; Lynda Pullen; Deb Miller; Carlos Quatela

Research Assistant and Recorder: Jennifer Wells

The Teacher Education Committee operates on the general premise that teacher education is an all-University activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education, but many other units provide undergraduate programs that provide the subject matter content and other prerequisites required of applicants to the GSE teacher preparation program. In addition, other units provide a graduate course of study that includes licensure specific to their professional area. The TEC serves in an advisory capacity to coordinate the teacher preparation activities of the campus by providing a communication link between the Graduate School of Education and other units.

In 2012-13 the TEC has met monthly, and attended to many topics, which are listed below. Chief among these are:

Recruitment—Along with sharing and discussing recruitment initiatives and strategies, the TEC members and invited guests have discussed increased challenges around recruitment into education and human service fields in the current economic environment. Several factors repeatedly mentioned included employment concerns (e.g., P-12 teachers being laid off or having difficulty getting jobs), school district budgetary constraints (e.g., reduction or elimination of tuition reimbursements) and increasing competition from local universities and online programs. As the GSE systematizes efforts across the entire school, they will be interested in engaging the TEC membership and other invested university partners in these on-going conversations about teacher education recruitment.

Improving Pathways to Graduate Education Programs—In the fall, the TEC received a memo from the Deans of CLAS, GSE, COA, and SSW asking us to evaluate undergraduate pathways to the GSE's teacher preparation programs. In preparing a response, the committee felt it was important to conduct interviews and collect data on existing pathways. Some of the data is not available before the past two years, and other data has been difficult to adapt to our specific questions. The TEC is compiling a list of data that we recommend tracking in addition to the data collected this year. The committee has had animated discussions about improving

pathways to teacher education programs. The new coordinated efforts to provide provisional guaranteed admission to PSU students have come a long way toward addressing the issues brought up by the committee. In February, we heard a report on these changes and weighed in with suggestions. Most of the teacher preparation programs are going through exciting changes this year, and much of the committee's time has been spent keeping up with them. We hope that our recommendations will be able to reflect these changes.

Other areas of attention include:

- Changes to the GTEP Program (Elementary and Secondary)
- Changes in Special Ed.
- Advising strategies and communication between GSE advisors and university and community college advisors
- Early admissions models for PSU undergraduates
- Relationship between teacher preparation programs and content education
- Creating an Honors pathway to teacher preparation programs
- GSE recruitment plans
- Communication with school districts
- Provisional guaranteed admissions for Juniors
- Brochures for prospective students
- Proposed minor in Elementary Science
- Increasing applications from underrepresented majors
- Content Area Advisors' meeting

We also focused on improving attendance at meetings: Given that for the past two years, the TEC reports to the Senate have lamented the inability to maintain a quorum of committee members, the committee focused on maintaining a quorum at meetings. Rather than setting the meetings for the year, we have scheduled them monthly. This method appears to be successful: we have had a narrow quorum at all but one of the meetings, and our April meeting was very well attended (almost twice the number of regular members necessary for a quorum).

We have had no students assigned to us this year, and sixteen of us have each pledged to recruit two students to apply for the positions through ASPSU.

The business before us for the rest of the year includes changes to Departmental Recommendation forms, running the Content Area Advisors' meeting (scheduled for May 15, 11:30-12:30), and preparing a written response to the Deans' memo.

The committee would like to communicate to the Senate the importance of encouraging our best and brightest students to go into teaching. We at Portland State need to increase communication between the GSE and content areas, exploring and strengthening pathways to teaching, and communicating those pathways to faculty and students.

For questions about any of the above, please contact Maude Hines, committee chair, at mhines@pdx.edu

2012/13 UNST Council Report to Faculty Senate

Prepared by Tom Seppalainen, Chair

Council membership: Becky Boesch, Rowanna Carpenter, Annabelle Dolidon, Martha Dyson, JR Estes, Meredith Farkas, Yves Labissiere, Thomas Luckett, James Morris, Joe Poracsky, Jack Straton, Rachel Webb, Nora Wendl.

Student Representatives: Ralf Hardesty, Tyson Jones. Ex-Officio: Sukhwant Jhaj.

The University Studies Council (UNST Council) met bi-weekly during Fall-quarter and weekly during Winter-quarter. Its activities comprised the following:

1. The primary focus of the Council was on First-Year Experience Review ("FYER") or what is also referred to as "Reimagining the First Year Experience." OAA charged the Council to steer this review by establishing a workgroup, a "beefed up" version of the Council that also included members from UCC and EMSA. The task, according to OAA, is to "[C]onceptualize the challenges faced by future freshmen, and recommend strategies, alignments, and any changes needed for developing a unique first-year experience that address these challenges." The charge includes specific items for study and recommendation such as the "unique learning needs of international students," integration of "student's general education experience with the student's college/major experience," and improvement of both "student satisfaction and faculty's professional experience in delivering the learning." (For charge in full:

https://docs.google.com/a/pdx.edu/document/d/1oZLPvk2VuxSPA_gqvlt9_LHxeNG7i6DfFwKKx0MPP0/edit

So far, UNST Council's major activities on FYER include the following:

- 1.1. Identification of a reliable and nationally recognized method to study FYER: *Guidelines for Evaluating The First-Year Experience* (2nd ed.) by the National Resource Center for the First Year Experience & Students in Transition.
- 1.2. Conceptualization of the above method of study for the unique needs of PSU. In addition to freshmen students and budgetary matters, the Council categorized the relevant campus' processes and practices into the following structural-functional areas for purposes of review and data collection:
 - 1) Academic (e.g., curriculum, pedagogy, faculty, advising and tutoring)
 - 2) Sub-populations' services (e.g., foreign students, high-achieving students, veterans)

- 3) Administration (governance and organization including leadership, availability of institutional research and data)
 - 4) Entry (e.g., recruitment and admissions, financial need, orientation)
 - 5) Campus-life (e.g., culture and community, co-curricular activities)
- 1.3. Development of tools for data gathering.
- 1) The Council is close to finalizing a unit-level survey that will be sent to academic departments and other campus instances (see 1.2.) involved with first-year students' learning and experiences. Our goal is to send the survey by May to academic chairs, directors, and other relevant campus leaders.
 - 2) The Council is planning a second, faculty-level survey targeting instructors involved in the delivery of 1st year general education curricula. The current estimate is that this survey would be on-line by mid-May.
- 1.4. Data on (some of the) areas in 1.2: The Council is gathering data by inviting campus' leadership to present at its meetings. So far we have heard from Chris Carey, Academic Coordinator of the First Year Experience in UNST ("Living Learning Communities"), Lisa Hatfield, Director of the Learning Center, and Cindy Skaruppa, Associate Vice President for Enrollment Management, Enrollment Management and Student Affairs.
- 1.5. Identification of pre-existing data sources relevant for the study of areas (1.2):
- 1) UNST data including assessment reports, raw data from FRINQ Survey, analysis of students living on campus (available on UNST website)
 - 2) OIRP data on enrollment patterns and other relevant information (available on OIRP website)
 - 3) EMSA data such as enrollment pattern information shared by Cindy Skaruppa
- 1.6. Currently we are working on a timeline for next steps and plan to share our review with recommendations to faculty senate at the end of Fall-quarter/early Winter-quarter.

2. Other activities of the UNST Council

- 2.1. Investigation of the proposed change in institutional practice of reassigning SCH. According to this change, SCH and/or revenue will be attributed to departments on the basis of course prefix instead of course instructors' home department, courses' (immediate) budgetary source. The Council sought clarity from OAA on this change and studied its predictable effects on UNST and shared-line faculty. On the basis of its findings, the Council formulated a motion for Faculty Senate against the change and in favor of upholding the extant practice of reassigning SCH by home unit, budgetary source of course instructors' wages, and other arrangements (e.g., ones articulated in shared-line MOUs according to which SCH is to be assigned to home departments).
- 2.2. Exploration of the fit of EMSA's College Success Curriculum (IST-courses, e.g., IST 199 "Access College Success") with UNST and decision on their inclusion including assignment of UNST prefixes to implement Faculty Senate's judgment that all IST courses should be housed in academic departments.
- 2.3. Exploration of the fit of the McNair curriculum (IST 499) with UNST.
- 2.4. Annual curricular review and decisions.