

4-4-2013

Faculty Senate Monthly Packet April 2013

Portland State University Faculty Senate

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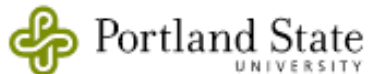
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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research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

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

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **April 1, 2013**, at 3:00 p.m. in room **53 CH**.

AGENDA

A. Roll

B. *Approval of the Minutes of the March 4, 2013 Meeting

C. Announcements and Communications from the Floor

D. Unfinished Business

*1. Motions 3, 4, and 5 regarding PSU faculty ranks

E. New Business

*1.a-c Curricular Proposals Consent Agenda – Grad Council and UCC

*2. Graduate Certificate in Project Management - MCECS-ETMD

*3. Undergraduate Certificate in Athletic and Outdoor Industry - SBA

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

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

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

Provost's Report

Report of Vice-President of Research and Strategic Partnerships

Annual Report of the Academic Advising Council

H. Adjournment

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

B Minutes of the Faculty Senate Meeting of March 4, 2013 and attachments B1-3

E-1.a-d Curricular Consent Agenda

E-2 Graduate Certificate in Project Management

E-3 Undergraduate Certificate in Athletic and Outdoor Industry

E-4 Motion 6: Implement Professor of Practice/Clinical Professor Ranks

E-5 Motion from UNST concerning reassignment of SCH

G-1 Academic Advising 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 | <i>ME</i> | <i>2014</i> |
| <i>Zurk, Lisa</i> | <i>ECE</i> | <i>2015</i> |
| <i>Chrzanowska-Jeske, Malgorzata</i> | <i>ECE/S</i> | <i>2015</i> |

Fine and Performing Arts (4)

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

Library (1)

| | | |
|-----------------|------------|-------------|
| †Beasley, Sarah | <i>LIB</i> | <i>2015</i> |
|-----------------|------------|-------------|

Other Instructional (2)

| | | |
|----------------------------|-------------|-------------|
| †Flower, Michael | HON | 2013 |
| *Carpenter, Rowanna (Jhaj) | <i>UNST</i> | <i>2015</i> |

CLAS – Arts and Letters (10)

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

CLAS – Sciences (7)

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

CLAS – Social Sciences (6)

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

Social Work (4)

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

Urban and Public Affairs (4)

| | | |
|------------------------|------------|-------------|
| †*Miller, Randy (Dill) | <i>USP</i> | <i>2013</i> |
| 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, March 4, 2013
Presiding Officer: Rob Daasch
Secretary: Martha W. Hickey

Members Present: Agorsah, Beasley, Berrettini, Beyler, Boas, Brown, Burk, Burns, Carpenter, Chrzanowska-Jeske, Clucas, Daasch, Dolidon, Elzanowski, Eppley, Flores, Flower, Friedberg, Gelmon, Greenstadt, Hanoosh, Hansen, Harmon, Hart, Holliday, Jaen-Portillo, Jagodnik, Jones, Kennedy, Lafferriere, Liebman, Lubitow, Luckett, Luther, Magaldi, McBride, Medovoi, Mercer, Miller, Newsom, Palmiter, Pease, Pullman, Recktenwald, Rigelman, Ryder, Sanchez, Santelmann, Smith, Stevens, Talbott, Taylor, Tretheway, Wendl, Works, Zurk

Alternates Present: Bradley for Jivanjee, Hatfield for O'Banion, B. Lafferrier for Palmiter (second half), Hines for Reese

Members Absent: Hunt-Morse, Meekisho, Ott, Weasel

Ex-officio Members

Present: Brown, Crespo, Cunliffe, Everett, Faaleava, Flower, Hansen, Hickey, Hines, MacCormack, Mack, Rimai, Wakeland

A. ROLL

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

The meeting was called to order at 3:09 p.m. The February minutes were approved with the following correction: LEIBMAN noted BERRETINI urged that feedback from faculty be taken into account (prior to NEWSOM's request for university-wide comment on completed reTHINK proposals, see Provost's Report, p. 33)

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH announced that in order to accommodate travel schedules and to maximize time for discussion of action items on the agenda, reports from administrators would be postponed and the EPC report would precede new business. He noted that Provost has emphasized that the recent accreditation report has identified a need to implement an inclusive system of post-tenure review at PSU. To begin consideration of the topic, he welcomed Sy Adler, Professor of Urban Studies and Planning, and Gerardo Lafferriere, Professor of Mathematics.

Discussion item: How to Make Post-tenure Review Work for PSU?

ADLER recalled that in the late 1970s, early 1980s PSU-AAUP and PSU administrators crafted a peer-based review process through collective bargaining in response to concerns emerging in the Oregon legislature about so-called “dead-wood” tenured faculty. The contract (current Article 16) acknowledged that there were cases when tenured faculty ought to make a transition in their objectives in teaching or research and that a positive, peer-based process could facilitate that transition. Over time, funds were added to facilitate that transition. In the mid 1980s, PSU-AAUP began to advocate for a system that would link significant salary increases to post-tenure review in order to address salary compression and inversion aggravated by the lack of ways for advancement once the rank of Professor has been achieved. ADLER also noted the existence of Article 27 in the PSU-AAUP contract outlining progressive sanctions for those who are not doing their job adequately.

LAFFERIERE described how the Math Department has implemented post-tenure review, so that each faculty member is reviewed every three-years. It created its own process for constituting review committees called for in Article 16. (See attached slides, B-1.) Each faculty member can choose one of the three review committee members. The first of two meetings is an open discussion without minutes or notes about the faculty member’s interests, prospects, and activities. The second, more formal meeting aims to help faculty craft their development plans to make the best case for support for redirecting their efforts. The committee reports to the Chair who attaches comments and forwards the plan and report to the Dean. LAFFERIERE also shared a numerical summary of the time and effort involved in this year’s review in their large department (slide 2). He observed that although the process requires an investment of time, it inspires a sense of camaraderie in the department.

DAASCH moved the discussion to a committee of the whole.

DAASCH entertained a motion to resume regular session.

Quarterly report of the Educational Policy Committee (see G-1)

GOULD updated the Senate on the implementation of the EPC memorandum requiring an academic home and departmental review for the use of the IST prefix. The review is an example of recent EPC efforts to balance administration and faculty governance. Chiron Studies participated successfully in the transitional 2013 spring term process.

EPC is crafting an approval process for centers and institutes that is symmetrical with the one for new programs; proposals for new centers and institutes will now be posted online: <https://psucurriculumtracker.pbworks.com/w/page/19621708/FrontPage>.

GOULD also announced that the EPC’s review and approval of the name change from School of Fine and Performing Arts to College of the Arts had been completed in June 2012, after the last Senate meeting. (See June 2012 EPC memo, B-2.) Two additional name changes were announced (see G-1).

E. NEW BUSINESS

1. Curricular Consent Agenda

SANCHEZ/BURNS MOVED the consent agenda.

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

2. SBA Masters of Science in Global Supply Chain Management

DAASCH announced that if approved, the proposal would pass to the OUS Provosts’ Council for review. WAKELAND, Grad Council chair, noted that it was a proposal for an online degree with a cohort model with a fairly significant synchronous component. WAKELAND MOVED the program’s approval.

KENNEDY asked if the entire program was on line and if the class would be taught by PSU professors. WAKELAND answered yes, noting that the program is to begin with a three-day on-campus orientation. The program is very similar to an existing SBA undergraduate program. LAFFERIERE noted that Grad Council had raised the general question of verification of who is participating online, since PSU does not seem to have a system currently in place. WAKELAND noted that SBA planned to closely monitor the synchronous activities and that it would be necessary to look for evolving technologies to assist in verification.

The Masters proposal listed in “E-2” was APPROVED by unanimous voice vote.

3. Resolution to support the ASPSU "Tuition Equity" Resolution as listed in E-4

HINES MOVED THE RESOLUTION, and explained that it endorsed ASPSU’s resolution of support for a bill before the Oregon legislature to give the children of undocumented residents who have gone to Oregon high schools in-state tuition. MERCER commented that the measure was long overdue.

The resolution as listed in “E-3” was APPROVED by unanimous voice vote.

4. Motions regarding Faculty Rank as listed in E-3

DAASCH noted the unusual interest that motions responding to the changes in OAR 580-020-0005 on Academic Rank seem to have generated. Explaining the goal of each of the five motions relating to fixed-term faculty on contract through June of 2014, he emphasized their status as recommendations to the Administration. (See attached slides, B-3.) Motions 1 and 2 are coupled. DAASCH expected additional motions on the use of faculty ranks proposed in the OAR to come before the Senate in future and emphasized the need to account for new ranks in the P & T guidelines before they are adopted. He recommended that senators confine their remarks to one minute and allow others to speak before requesting the floor a second time

DAASCH/BURNS MOVED THE SENATE APPROVE Motion 1, as listed in E-3.

FLOWER asked if procedure allowed him, once recognized, to yield the floor to a visitor to speak. DAASCH said he would allow this, after establishing that there were no senators who wanted to speak.

HINES asked what opportunities current P & T Guidelines offer fixed-term faculty with the title of Assistant Professor and whether the new recommendation in Motion 1 would freeze them into their current title. DAASCH said that his understanding was that current and future practice would make advancement to Associate and full Professor available. BOWMAN (chair of the Faculty Ranks Task Force) agreed this was an option for those who fulfilled their department's existing criteria for promotion for tenure-line faculty. GREENSTADT added that Motion 1 precludes the option of fixed-term faculty currently holding the Assistant or Associate title voluntarily shifting to Instructor ranks.

TAYLOR noted Motion 1 affected 75 current instructional faculty. DAASCH shared the numbers of faculty in fixed-term ranks at PSU (see B-3, slides 13 & 14).

MACCORMACK recalled the work of a joint AAUP-Administration Fixed-term Task Force that had prepared a consensus document recommending a parallel process for promotion for fixed-term faculty across all ranks to be aligned with position duties and responsibilities—something lacking in the current motions to grandfather. DAASCH said that the Steering Committee would be keen to hear from that group. GREENSTADT observed that the Faculty Ranks Task Force understood the addition of a second level to the Senior Instructor rank as creating a three-tiered system in which people are promoted based on teaching. She commented that the motions basically replicate a letter sent by AAUP to OUS asking for grandfathering, but was concerned that grandfathering (in preserving 5 tiers of promotion, Instructor through Professor) would create a new inequity for fixed-term faculty hired after 2014, and inhibit the evolution of parallel three-tiered tracks with more equal status.

LAFFERRIERE asked if fixed-term faculty could still elect not to retain their current rank and if so, when. DAASCH said implementation of the OAR would be at the Administration's discretion; individual faculty would be free to negotiate. The motion was intended to express support for allowing current faculty to retain their rank and a more flexible implementation of the new ranks

BEASLEY asked for an example of how the new system would be more flexible. DAASCH said that instead of a single fixed chain, there would be branching parallel paths. Responding to Greenstadt, ZURK observed that the AAUP salary minimums are all based on ranks, so that faculty who are grandfathered in will have different salary considerations than those doing identical jobs who are hired later. LUCKETT thought it was unlikely that a three-tiered instructor track would become comparable in terms of salary with the three professorial ranks, and new hires could be locked into a lower set of salaries. Currently, the Senior Instructor minimum is about \$10,000 less than that for Assistant Professor.

LIEBMAN advocated for Motion 1 because overturning past practice would create an opening for grievances and be a huge burden. He observed that the OAR sows further confusion because it explicitly associates Instructor with

undergraduate instruction. The heart of the question is what is appropriate to PSU's institutional mission and people who make careers at PSU. MERCER asked if these new ranks are not the best fit for PSU what would happen next? LUCKETT advocated for asking OUS for a new set of ranks and rules, if we find the proposed ones inadequate. DAASCH noted that the likely respond would be that we have to demonstrate that we have tried to make the new ranks work and fail, before appeal is possible. TAYLOR argued that after years of discussion we at least have the OAR to react to in the Senate as a way to effect change for fixed-term faculty; he would not favor forming a new committee. NEWSOM asserted that a vote in favor of the proposed changes, if deemed reasonable, would not be an expression of agreement with the OAR, or a vote to ratify the OAR. MEDOVOI hypothesized that if we can vote to recommend that the OAR not apply to current faculty, we could vote to recommend that it not apply to new faculty, if the OAR does not serve our needs. Grandfathering tacitly excludes new faculty hires.

GREENSTADT asked BOWMAN to confirm whether the OAR mandates compliance on two points—that the state will not allow new fixed-term hires to be placed in professorial ranks, and that the state mandates the division of fixed-term “Senior” instructional and research ranks. She stated that where we have flexibility is in grandfathering and in selecting titles from the menu of options. BOWMAN replied that the OAR is a state regulation; at some point we can only do what is listed there.

MILLER offered that the motions for grandfathering presented an opportunity to recommend that the Administration move current full-time fixed-term faculty with professorial titles to tenure-track positions.

BRADLEY expressed concern that Social Work Instructors who teach graduate students would be prohibited from doing their job under the new OAR, and that titles like Lecturer or Clinical Professor were not being offered as remedies. DAASCH replied that to have ranks for which we have no definition is problematic. _____ asked if people are hired directly into Senior Instructor positions. BURNS expressed support for the adoption of the Clinical titles and suggested that the current Motion could be addressed and another motion could be offered to address the valid concerns of the School of Social Work and Speech and Hearing. Carol Mack was queried about hiring policies and MACK answered that a hire could be made at the Senior Instructor rank, if the qualifications and job description matched. LAFFERRIERE raised a point of order about whether there would now be a vote on Motion 1.

TAYLOR MOVED THE AMENDMENT of Motion 3 with the addition of:

“NO FACULTY MEMBER SHALL RECEIVE A PAY CUT AS A RESULT OF RECLASSIFICATION.”

LUCKETT MOVED the amendment as proposed.

The AMENDMENT TO MOTION 1 FAILED: 17 for, 27 opposed.

LAFFERRIERE called the question.

MOTION 1 as listed in E-3 PASSED by majority voice vote.

DAASCH/BURNS MOVED THE SENATE APPROVE MOTION 2 as listed in E-3, recommending continued access to existing promotional paths for fixed-term faculty under contract through June 2014.

GELMON noted that the category of Distinguished Professor should be deleted from the Motion, since PSU does not have that category. DAASCH agreed.

BURK argued that this motion would also create inequities, since new people at PSU would not have access to the promotional path through Professor that current faculty have. HINES noted similar disadvantages created by tiers in PERS. LAFFERIERE and DAASCH emphasized that Motion 2 preserved the terms and conditions under which current faculty had been hired. SANTELMANN wondered where the greater inequity lay, pointing out that if people are not grandfathered in, then we take away a path that they thought had before. LIEBMAN thought Motion 2 needed to clarify what the “or” pathway in point 2 for steps to Senior Instructor II or Assistant Professor were. DAASCH agreed that currently there was no description for Senior Instructor II; Senate is obligated to come up with a definition. MILLER thought that the motion to carry forward the terms of hire for current faculty had more merit, since new faculty will know the new terms of their hire. DAASCH confirmed HANSEN’s understanding that Motion 2 preserves an existing path. MACCORMACK asked what was the existing path from Senior Instructor to Assistant Professor, noting that new faculty with terminal degrees would now be hired as Instructors. MACK said criteria would vary by department and current P&T guidelines. BOWMAN added that the Task Force Report was premised on the understanding that existing promotional guidelines and criteria would remain in place.

FLOWER yielded the floor to Anmarie Trimble, speaking for fixed-term faculty in University Studies. TRIMBLE expressed the concern that compliance with the new OAR would create second-class colleagues and impact their careers outside of PSU; the OAR excludes teaching faculty from “Professor of Practice” ranks and implementation would remove expected promotional opportunities.

DAASCH called for a vote, stating that he was striking “Distinguished Professor” from the wording of Motion 2.

MOTION 2 as listed in E-4 PASSED by majority voice vote.

DAASCH/MILLER MOVED APPROVAL of Motion 3.

MERCER expressed concern that contingent issues being raised were not being addressed. DAASCH reiterated that new ranks were not going to be ignored, but today’s focus was on issues for faculty currently under contract.

TAYLOR stated that faculty in his district had convened three meetings of faculty of all ranks and distribution. A majority of the faculty and senators in Social Work, with additional support in the School of Education, and Speech and

Hearing, feel that now is the time to address at least one new title, Clinical Professor or Professor of the Practice. On behalf of Senators Mindy Holliday, SSW, Sarah Bradley, for Pauline Jivanjee, SSW Michael Taylor, SSW, Maria Talbott, SSW, Pat Burk, ED Nicole Rigelman, ED, and Dannelle Stevens, ED-CI, TAYLOR introduced an amendment to Motion 3 (in BOLD):

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.

FIXED-TERM FACULTY EMPLOYED AT PSU FOR THE ACADEMIC YEAR ENDING IN JUNE 2014 AT .5 FTE OR ABOVE CAN REQUEST THAT THEIR UNITS RECLASSIFY THEM AS EITHER A CLINICAL ASSISTANT PROFESSOR OR AN ASSISTANT PROFESSOR OF PRACTICE, IF THEIR POSITION MEETS THE CRITERIA IN OAR 580-020-0005 AND THE FINAL REPORT OF THE NEW ACADEMIC RANKS TASK FORCE. THIS RECLASSIFICATION IS AT THE PREROGATIVE OF THE UNIT.

This reclassification is to leave room for future promotion. No faculty member shall receive a pay cut as a result of reclassification.

BURNS expressed strong support for the amendment to introduce a rank recommended by the Faculty Rank Task Force Report.

LINDSAY stated that that instructors in Applied Linguistics and others thought that the decision to place all Senior Instructors at level I seemed arbitrary and negated the rigor of the department's promotional process from Instructor to Senior Instructor. Many current Senior Instructors would request to be placed at Senior Instructor II. DAASCH said the placement at level I was to give maximum flexibility for future promotion.

TAYLOR/BURNS MOVED THE AMENDMENT to MOTION 3 to introduce the new clinical ranks.

LAFFERRIERE asked for clarification on the structure of the new ranks compared to existing ranks. DAASCH pointed out that the motion may recommend following the Task Force Report, but the Senate has to decide to include criteria in the P & T guidelines. _____expressed support for the amendment but was concerned it would encourage action on Motion 3. TAYLOR said that the ranks would apply to individuals with significant professional field experience and licensed, who will be hired to teach their practice. BROWN noted we currently have nothing analogous and we do not have anything to make this apply after 2014. HINES said the amendment does not preclude post 2014 hires. GREENSTADT asked if there is a way to reframe the request to satisfy the need

to get the rank implemented soon, but thoughtfully. DAASCH asked if this were a request to withdraw the amendment. BURNS suggested tabling the amendment.

MEDOVI was very sympathetic to the purpose of the amendment, but it would implement a reclassification without having thought through the implications.

LUCKETT MOVED TO POSTPONE Motion 3 and the amendment to Motion 3 for reconsideration at the April Senate meeting.

The MOTION to postpone was PASSED by majority voice vote.

JONES noted the option to meet the second Monday of March to continue discussion of new business.

HINES MOVED TO POSTPONE DISCUSSION of Motions 4 and 5 until the April meeting.

The MOTION to postpone PASSED by majority voice vote.

LIEBMAN noted that the Minutes had not been approved and added the comment from BERRETINNI. The MOTION to approve the minutes as amended by LIEBMAN passed by majority voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

None.

Provost's Report

None.

Report of Vice-President of Research and Strategic Partnerships

None.

Quarterly Report of EPC (given above, before New Business)

ADJOURNMENT

The meeting was adjourned at 5:02 pm.

(Post-tenure) Peer Review Process in Dept. of Math and Stats

Follows procedures in Article 16 of AAUP contract.

- Every tenured faculty member is reviewed every 3 years.
- COMMITTEES:
 - Each faculty member is reviewed by a committee of 3 colleagues
 - ✓Two members common to all committees (one by lot, one by vote);
 - ✓A third member chosen by each faculty member.
- Two meetings per faculty member:
 - One informal for guidance,
 - One to review activities and proposed development plan (if appropriate), and produce report. Spirit of cooperation and support for the faculty member being reviewed.
- Report forwarded to Department Chair who attaches own comments.
- If there is a development plan proposal this will be forwarded to the Dean and eventually to the FDC (if funds are requested).

Process period: Late November through middle of February (over 2 months).

This year by the numbers:

- 8 colleagues reviewed, 6 submitted development plans
- 11 faculty members involved
- 13 ½-hour meetings (each involving 4 faculty members) (scheduling fun!)
- 140+ emails (Communications between the committee Chair and all candidates)

B-2

Memorandum

Date: June 12, 2012

To: Roy Koch, Provost

From: Educational Policy Committee (Chair: Tim Anderson)

Re: Proposal to rename the School of Fine and Performing Arts to the College of the Arts and change SFPA's departments to schools.

The "Process for Creation, Elimination & Alteration of Academic Units" (<http://www.pdx.edu/oa/academic-units>) calls for the Educational Policy Committee to play an important role in evaluating proposals affecting academic units, including centers and institutes. In this role, EPC reviewed SFPA's proposal.

EPC determined that SFPA and its departments are Significant Academic Entities. This means that the next stage is to consider whether the change is a minor change. The EPC met with Dean Sestak. It was argued that the changes will not create any organizational changes.

To clarify deliberations, much of the discussion separated the two changes. The first issue of changing the name from the "School of Fine and Performing Arts" to "The College of the Arts" was argued as providing better naming opportunities, a response to competitive threats to give it a name consistent with that of other units, and a stature consistent with their growth in enrollment. The only concern about this part of the proposal was a potential perceived confusion between "Liberal Arts" and "the Arts." EPC deemed this a topic best handled at the CADs level and otherwise had no significant concerns with this part of the proposal. It was agreed that SFPA's name change was essentially a "minor change" change from EPC's perspective.

The second aspect of the proposal was changing the departments to schools and raised more complex concerns. This was justified for the following reasons:

- being consistent with the field (ex. Architecture is typically offered in a school rather than department),
- better reflecting the multiple degree offerings in the units (most of the units already offer more than one degree)
- the greater prestige of being a school could assist with recruiting
- creating better philanthropic naming opportunities
- providing opportunity for future long-term growth should the different degree offerings grow in the future into departments
- no additional costs would be incurred as the staffing would remain unchanged and the school director's stipends would be the same as department chair stipends

The following concerns were raised and discussed.

1. Does this represent a *de facto* transition from the fundamental operating units of the campus migrating from a department to a school? (OSU has been making this transition but often more as a matter of merging departments. This would have impacts on departmental/discipline autonomy and identity which are not relevant to SFPA's proposal.)
2. Would this be considered a precedent for other departments wishing to propose a change in status?
3. Does this have an effect on the perceived status of existing schools? For example, by title, SBA might appear to have the same organizational level as a new School of Music. This might then complicate SBA philanthropic efforts. While this would not be the first such school at level below the college level (ex. School of Government and School of the Environment), it would approximately double the number of such schools.)

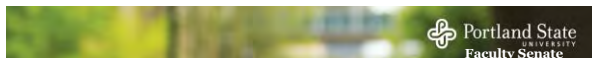
The arguments for transitioning from departments to schools, combined with the strong support of the affected units, were compelling. The impact of the department to school change was considered "minor" on the affected departments even though the above three concerns might be larger on the campus. All three of the above concerns are matters that could be discussed more broadly or dealt with at the CADs level.

In the end, EPC voted with five ayes, one nay, and one abstention in favor of SFPA's full proposal being a minor change. **The result is that EPC is forwarding the full proposal to CADs as only a minor alteration to a significant academic entity. It should be noted that the EPC was generally supportive of the proposal, albeit with the aforementioned concerns.**



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

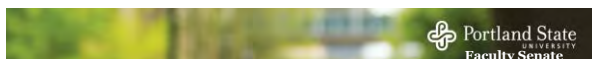
The motions offered to PSU Senate apply to PSU fixed-term faculty on contracts thru June 2014

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**



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



Comparing Current and New

| Current Ranks at PSU | OAR Ranks New Ranks |
|---|--|
| { Assistant, Associate, Full } Professor | { Assistant, Associate, Full, Distinguished } Professor, Tenure-track (TT) |
| Instructor/Senior Instructor | Add Senior Instructor II, NTT, UnderGrad instruction |
| Lecturer | Add Senior Lecturer I and II, NTT, Grad instruction & curriculum |
| Research Assistant/Senior RA | Add Senior Research Assistant II |
| Research Associate/Senior RA | Add Senior Research Associate II |
| { Assistant, Associate, Full } Research Professor | { Assistant, Associate, Full } Research Professor, NTT |
| Not currently used | { Assistant, Associate, Full } Clinical Professor/Professor of Practice, NTT |
| Not currently used | Librarian (I, II, III), TT or NTT |

What More Is There to Do?

- Revise PSU Promotion and Tenure Guidelines
 - New definitions for Lecturer, Clinical Professor and Professor of Practice
 - Revise definition of Instructor
- Addition of new ranks
 - Lecturer
 - Clinical Professor
 - Professor of Practice
- See Task Force report (November 2012)

Senate Floor Debate

- Motion specific to implementation issue
 - Narrow amendments to motion subject
 - Debate each motion for 10 minutes
 - Vote separately each motion
- Maximize senators opportunity to comment
 - Senators have priority for recognition
 - Senator 1st comment limited to 1-minute
 - Senator 2nd comment if time remaining
 - Visitor comment if time remaining

Motion 1, Grandfather

- PSU Faculty Senate **recommends** fixed-term faculty employed at PSU for the academic year ending in June, 2014 maintain their current academic ranks and titles in future employment contracts with the university in accordance with the following guidelines:
 - 0.5 FTE or above
 - Currently hold the ranks of Assistant, Associate, Full, or Distinguished Professor
 - Continue to perform the same job duties

Motion 2, Promotion

- PSU Faculty Senate **recommends** fixed-term faculty employed at PSU for the academic year ending in June, 2014 be eligible for promotion to the ranks of Assistant, Associate, Full, or Distinguished Professor for future PSU employment contracts in accordance with the following guidelines:
 - 0.5 FTE or above
 - Current employment contracts include an expectation of promotion
 - Promotion criteria are consistent with University and State Guidelines for Promotion
 - Senior Instructor I Faculty may choose promotion to either Senior Instructor II or Assistant Professor, in accordance with departmental and university guidelines
 - Faculty who attain the rank of Senior Instructor II are eligible for promotion to Assistant Professor

Motion 3: Reclassification, April

- 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 |

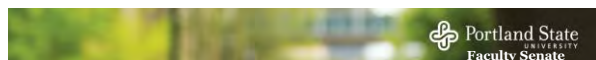
Motion 4: Library April

- PSU Faculty Senate **recommends** to not use the new Rank of Librarian in accordance with the following guidelines:
 - Library faculty keep their current ranks
 - Library faculty may elect to change rank as a result of other motions

Motion 5: Visiting Adjunct April

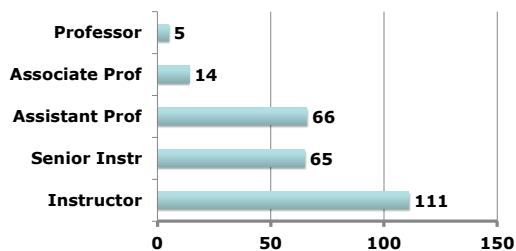
- PSU Faculty Senate **recommends** the use of Auxiliary Titles for Visiting and Adjunct Faculty in accordance with the following guidelines:
 - The auxiliary titles visiting or adjunct shall be added to the titles of faculty members hired on a temporary or part-time basis
 - Visiting will be used for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

BACKUP



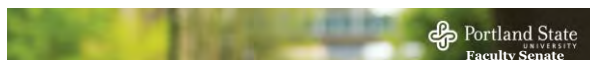
Fixed-term Instructional Ranks

- Total Full-time ranked (2011-12): 700
- Sub-total Fixed-term ranked (12/2012): 261



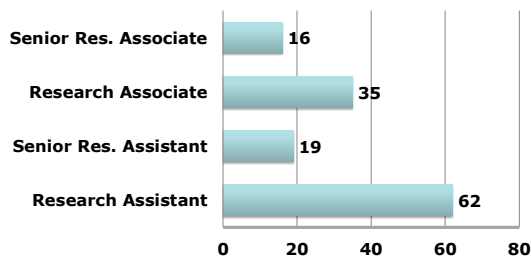
Five Senate Motions on Faculty Rank

4 March 2013 13



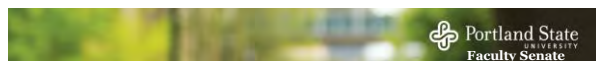
Fixed-term Research Ranks

- Total Fixed-term research: 132 (100%)



Five Senate Motions on Faculty Rank

4 March 2013 14



Motions are **NOT**

- **Binding:** The matters addressed in these motions are recommendations to Administration and have the force of resolutions rather than legislation
- **The Last Word:** Many other matters were addressed in the Faculty Ranks Task Force that have not yet come before Senate. The motions today leave open the possibility of further motions.
- **An attempt to reclassify certain positions as non-tenure-track.** The revisions to OAR 580-020-0005 already do this. Now, PSU must decide how to act in light of these changes.
- **An attempt to demote fixed-term faculty.** Motions 1 and 2 recommend that faculty keep their current titles and paths to promotion. Should these motions fail, Senate could consider further motions to recommend ways that reclassification not entail real or perceived demotion.

Five Senate Motions on Faculty Rank

4 March 2013 15



OAR Background

- The Oregon Administrative Rules (OARs) govern the administration of universities.
- Since 2010, the Oregon University System (OUS) considered making changes to the OAR governing faculty ranks (OAR 580-020-0005).
- The original OAR listed only 4 title series for **full-time** faculty:
 - Instructor/ Senior Instructor
 - Research Assistant/ Senior Research Assistant
 - Research Associate / Senior Research Associate
 - Assistant Professor/ Associate Professor/ Full Professor
- "Lecturer" was also included as a **part-time** designation.
- Of these, the ranks of **Senior Instructor, Assistant Professor, Associate Professor, and Full Professor** could be tenure-related.

Five Senate Motions on Faculty Rank

4 March 2013 16

Task Force Charge

- Recommend whether PSU should use all the possible ranks from the new OAR.
- Develop definitions for each new rank including promotion guidelines.
- Recommend necessary changes to the University P&T document
- Recommend whether/how existing faculty should be reclassified
- Recommend a campus process and timeline for implementation.

Task Force Recommendations

- Grandfathering fixed-term faculty in the ranks of Assistant/Associate/Full Professor and maintaining current promotion paths into these ranks for NTTF
- **Not** using the ranks of Librarian and Lecturer
- Mandatorily reclassifying Senior Instructors/ Research Assistants / Research Associates as Senior Instructor I/Research Assistant I/Research Associate I so as to leave room for future promotion into the third tier of this ranking series.

Motion 1

Whereas OAR 580-020-0005 defines the ranks of Tenure-Track and Tenure-Related Faculty as assistant professor, associate professor, [full] professor, and distinguished professor, effectively excluding non-tenure-track faculty from holding these titles, and Whereas in a 12/5/2011 memo to PSU-AAUP from Sona Andrews, then Vice Chancellor for Academic Strategies, OUS has provided that **"At their discretion, institutions can make the decision to grandfather titles to persons holding a title or rank,"**

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

Motion 2

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

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

Motion 3

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

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

Motion 3: Consequences

This motion, based on the recommendation of the New Faculty Ranks Task Force, was motivated by the idea that, since those in the rank of Senior Instructor, Senior Research Assistant, and Senior Research Associate will have to be reclassified as either "I" or "II" in keeping with the revised OAR, it is better that everyone begin at the lower tier so as to be eligible for future promotion and pay increase. However, this arrangement may not be advantageous for faculty at the "senior" level who plan to retire in the near future.

Motion 4

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

Motion 4: Consequences

- Were PSU to use the Librarian ranks
- There would be confusion because we already have a position of "assistant university librarian," in essence an assistant dean, which would get confused with the starting rank of "assistant librarian."
 - We would be out of step with most universities in the country, especially R1 universities
 - We could have trouble attracting the best candidates for positions at our library
 - We would be able to distinguish further between different kinds of faculty positions on campus that carry very different kinds of responsibilities. The OARs attempt to distinguish different sorts of faculty (research, clinical, instructional, etc.) and to give titles that reflect these roles. If librarians at PSU continue to have titles such as "Instructor" or "Assistant Professor" but have very different job duties from other faculty at these ranks, this could cause confusion in the future as faculty titles and duties become more specialized.

Motion 5

- 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 basis.
 - 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.
 - The university should prioritize hiring permanent, full-time faculty wherever possible to promote student retention and healthy faculty governance.
 - Visiting faculty appointments should be reserved for those who are truly temporary.

Motion 5: Consequences

- Note: The Steering Committee has revised this motion to eliminate any time limit on visiting faculty, in response to feedback from the floor.
- The purpose of this motion was to allow the university to continue using the ranks of assistant/associate/full professor for visiting and part-time faculty, and clearly distinguish between these faculty and full-time faculty who have a reasonable expectation of long-term employment at PSU.
- However, there is a danger that unless these positions are clearly defined they will have the opposite effect, further blurring the distinctions between TT and NTT positions, and between temporary and long-term faculty at PSU.

March 7, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

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

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- PhD in Earth, Environment, and Society – change to existing program: change ESR 632 requirement

New Courses

E.1.a.2

- ESM 555 Science Communication, 1 credit
Students will outline the objectives involved in presenting scientific information to different audiences, including the role of the speaker, visual presentation of data, written and mixed media.

E.1.a.3

- ESM 556 Advanced Science Communication Skills, 1 credit
Students will explore more advanced topics on presentation and proposal preparation. All students will prepare a mocked up poster based on cognitive and graphic design principles. They will create an extended outline for a research proposal. Peers in class will critique posters and proposals.

E.1.a.4

- ESM 557 Science, Media, and the Public: Working with the Media to Create Effective Scientific Messages, 1 credit
Scientists need to explain their studies to the public through mass media. Topics include; audience, different media, the reporters' process, editor's view of science stories, and how inaccuracies get perpetuated. Students will evaluate a wide variety of mass media materials, interview practice, and guests' description of various media. Prerequisites: graduate standing or permission of instructor.

E-1.a

Change to Existing Courses

E.1.a.5

- ESR 632 Topics in Professional Trans-disciplinary Writing and Communication Skills, 1 credit - change course number and title to (1) ESR 655 Science Communication, (2) ESR 656 Advanced Science Communication Skills, and (3) ESR 657 Science, Media and the Public: Working with the Media to Create Effective Scientific Messages; change course description

Graduate School of Education

Change to Existing Programs

E.1.a.6

- MA/MS in Special Education - change to existing program: formalization of the Inclusive Elementary Educators Program (IE²P) as an alternate path to the degree

New Courses

E.1.a.7

- ED 530 Introduction to Inclusion and Special Education, 2 credits
Provides an introduction to special education and the philosophy and practices associated with inclusive education. Provides historical, social and legal foundations for inclusive education. Provides students with an opportunity to develop and defend a position regarding the inclusion of students with special needs in general education. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.8

- ED 531 Planning and Instruction for Students with Special Needs, 3 credits
This course examines instructional methods, knowledge, and skills needed by elementary classroom and special education teachers for the instruction of students with special learning needs. Other content includes relevant federal and state policies and procedures, individual education plans, and differentiated lesson plans. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.9

- ED 532 Human Development and Learning, 3 credits
Students will develop an understanding of psychological concepts, theories, and principles and apply them to learning and instruction. Four areas of psychological research that have significant implications for learning will be emphasized: cognitive and metacognitive factors, motivational and affective factors, developmental and social factors, and individual differences. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.10

- ED 533 Literacy Methods for the Inclusive Classroom: I, 3 credits
Provides a foundation in research-based instruction for teaching literacy to early childhood/elementary students in inclusive educational settings. Provides an overview of language and literacy development for typical and atypical learners. Presents effective instructional practices for teaching and assessing emerging reading, beginning reading, primary and intermediate decoding skills, vocabulary, comprehension, and writing. Practice opportunities will be provided at the teacher candidates' field experience sites. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E-1.a

E.1.a.11

- ED 534 Literacy Methods for the Inclusive Classroom: II, 3 credits
This course will examine instructional methods that are effective for teaching all students to read, write, and spell. Emphasis will be placed on key processes that have been demonstrated through research to be essential for developing competency in reading, writing, and spelling for students with special learning needs. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.12

- ED 535 Classroom Based Assessment for the Inclusive Educator, 2 credits
This course provides a theoretical framework for using assessment to guide instructional decisions. Teacher candidates will learn about formative assessment and data-based decision-making. The primary focus of the course is for teacher candidates to learn to understand critical features of assessment in education and use assessment to guide instructional decisions. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.13

- ED 536 Educational Research and Inclusive Education, 3 credits
The goals of this course are to enable students to become intelligent consumers of educational research, assist students in the conceptualization and design of a research project, aid students in developing an understanding of the scientific process, and aid students in developing an understanding of research- and evidence-based educational practice. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.14

- ED 537 Professional Seminar I: Law and Ethics, 1 credit
This course has two major focuses: educational law and policy at the federal and state level, and ethics of the teaching profession. The course is also a forum for reflection and discussion of field experience. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.15

- ED 538 Professional Seminar II: Philosophy, 1 credit
This course provides a forum for discussion and reflection of the field experience, leads to the creation of a teaching philosophy statement and provides guidance for the completion of the work sample. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.16

- ED 539 Professional Seminar III: Reflection and Job Search, 1 credit
This course serves multiple purposes. It serves as a vehicle for discussion and reflection of field experiences. Seminars will focus on preparing materials for the job search. Some seminar time will be used for student advising re licensure and graduation. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.17

- ED 540 Functional Assessment for the Inclusive Elementary Educator, 3 credits
Develops philosophical and social foundations for services to individuals with significant and multiple disabilities, early childhood through elementary. Emphasizes ecological and functional assessment strategies for life skills, communication, social, motor, and functional academic domains. Strategies for including students with significant and multiple disabilities in system-wide, standards-based assessment are addressed. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.18

- ED 541 Functional Curriculum for the Inclusive Elementary Educator, 3 credits

E-1.a

Course applies knowledge and skills for functional assessment and applied behavior analysis in the design and implementation of an individualized, functional curriculum for students with significant and multiple disabilities, early childhood through elementary. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.19

- ED 542 Collaboration for the Inclusive Elementary Educator, 2 credits
This course covers broadly the context, process, and content of collaboration and teamwork in the schools with a specific focus on the inclusion of students with disabilities and special needs in general education classrooms. Other topics include co-teaching, problem solving, and conflict resolution. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E.1.a.20

- ED 543 Specialized Techniques for the Inclusive Elementary Educator, 1 credit
Presents information and skills necessary for meeting the specialized support needs of students with significant disabilities. Course is designed to assist the educator in becoming an effective member of a trans-disciplinary team that serves students with routine and emergency medical and physical needs and is taught from an inclusive perspective. Prerequisites: Admission to the Inclusive Elementary Educators Program.

E-1.b

March 7, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

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

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

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- WR 476/576 Publishing for Young Adults, 4 credits
Study the techniques commonly deployed by writers and publishers of young adult and middle grade literature. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

E.1.b.2

- WR 477/577 Children's Book Publishing, 4 credits
Study the techniques commonly used by writers and publishers of children's literature. Prerequisites: Wr 300 or Wr 312 or Wr 313 or Wr 323 or Wr 324 or Wr 327 or Wr 328 or Wr 330 or Wr 333 or Wr 394 or Wr 399.

March 6, 2013

TO: Faculty Senate

FROM: Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

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

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

College of the Arts

Changes to existing programs

E1.c.1.

- BA/BS in Arts Studies – changes credit requirements from 52 to 60; creates three options of general, education, and design; changes core requirements.

School of Business Administration

New Courses

E.1.c.2.

- BA 423 Executive Perspective (1)
This course provides students the opportunity to interact and learn directly from executives at for-profit, not-for-profit and government organizations. Students will listen to and discuss the concepts and practices of leadership as it relates to the professional experiences of the executives.

E.1.c.3.

- Mktg 373 Merchandising Management (4)
This course focuses on the specific strategies and tactics used by retail, wholesale, and manufacturing industry professionals to forecast, plan, execute, and achieve sales, inventory, turnover, gross margin, and profit objectives. Hands-on- practice will build real-world skills and insight and course will include contributions from industry professionals. Prerequisites: BA 311.

Graduate School of Education

New Courses

E.1.c.4.

- ELP 324 Introduction to Spiritual Leadership (4)
An introductory exploration into spirituality and its connection to leadership. The meaning of engaged spiritual leadership will be examined through such themes as:

E-1.c

identity, paradox, interconnectedness, and sustainability. A community-based field project offers an opportunity to examine leadership issues through the lens of spirituality.

E.1.c.5.

- ELP 349 Gandhi, Zapata and New Agrarianism (4)
This course explores the emergence of “new agrarianism” by examining the social, political, economic and ecological implications of agriculture, and the revolutionary efforts of Zapata and Gandhi against the abuses of modern industrial practices. Recent philosophical and ecological models of new agrarianism are introduced, with emphasis on local food systems.

Changes to Existing Courses

E.1.c.6.

- ELP 456 The Urban School and “At-Risk” Status (4) – change course number to ELP 356, change title to Introduction to the Urban School and “At-Risk” Status; drop 556.

College of Liberal Arts & Sciences

New Courses

E.1.c.7.

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

E.1.c.8.

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

E.1.c.9.

- Hst 319 Rabbinic Culture in the Roman World (4)
Introduction to history and literature of the rabbinic movement in Roman Palestine, 70 CE-500 CE. Origins of the rabbis, their role in society, genres of rabbinic literature (Mishnah, Talmud, Midrash), rabbinic law and theology and rabbinic attitudes towards the urban culture of the Roman Near East. This is the same course as JSt 319 and may be taken only once for credit.

E.1.c.10.

- Hst 332 History of the North American Fur Trade (4)
Examines the global fur trade in North America, including ocean and river transportation and exploration, the emergence of Metis populations, company cultures, and the migration of peoples to and within North America. Will address the Hawaiian Islands, Russian America, Canada, the Pacific Northwest, St. Louis and New Orleans.

E-1.c

E.1.c.11.

- Hst 335 Race and Ethnicity in U.S. History (4)
This course studies the history, meaning and construction of racial and ethnic identities in the U.S. from European colonialism to present. It engages the ways in which social practices, science, economics, cultural images, and local and federal laws worked to attach meaning to the ideologies of racial and ethnic identities.

E.1.c.12.

- Hst 375 History of Kievan and Muscovite Russia, 800-1700 (4)
Explores Kievan Rus and Muscovite Russia. Emphasis on political change, social conflicts, and identity formation through the appanage period. Mongol rule, the rise of Muscovy, and territorial expansion.

E.1.c.13.

- Ling 453 Graduate Preparation: Research and Writing for Non-Native Speakers (3)
Students refine their academic writing skills through research and citation. The course also focuses on recognizing and producing vocabulary and grammar appropriate to graduate-level writing. Prerequisites: upper-division standing and IELP program approval.

E.1.c.14.

- Ling 454 Graduate Preparation: Reading Strategies for Non-Native Speakers (3)
In this hybrid course, students explore readings in their individual disciplines and develop a portfolio of academic skills and strategies to prepare for graduate-level reading. Students utilize technology to organize and manage readings, cite sources, and expand academic vocabulary. Prerequisites: upper-division standing and IELP program approval.

E.1.c.15.

- Ling 456 Graduate Preparation: Oral Communication for Non-Native Speakers (3)
Students prepare for the demands of graduate-level coursework by activating their skills through public speaking and group discussion. Emphasis is also on expanding interpersonal language skills and cross-cultural skills in an academic environment. Prerequisites: upper-division standing and IELP program approval.

E.1.c.16.

- MGrk 330 Modern Greek Culture and Civilization (4)
A multimedia survey of major trends and developments in Modern Greek culture from 1830 to present. Includes topics in religion, social customs, traditions, gender roles in family and social life, language, literature, music, cinema and the Greek Diaspora. Taught in English.

E.1.c.17.

- MGrk 361 Modern Greece through Film (4)
Feature films followed by short lectures on the history of Modern Greek cinema from 1950 to present and discussions of their social and artistic significance to contemporary Greek culture. Focus on gender and migration. All films have English subtitles. Readings and discussions are in English.

Changes to Existing Courses

E.1.c.18.

- Hst 201, 202 History of the United States (4, 4) – change course number; add 203 to sequence; change description.

March 7, 2013

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

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

Maseeh College of Engineering and Computer Science

New Program

- CRTGR in Project Management (two-page summary attached)

PROPOSAL FOR

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Summary

Portland State University
Maseeh College of Engineering and Computer Science
Engineering and Technology Management Department

Overview:

The field of project management can be traced to the building of the Egyptian pyramids but has grown rapidly in the last several decades. Across many different disciplines of engineering and other technology-based areas, working professionals find project management skills are key to professional success but did not receive sufficient attention in their undergraduate programs because of the pressing and increasing domain specific knowledge required. The Graduate Certificate in Project Management, (GCPM), provides the necessary skills in project management to organize, conduct, and lead projects throughout their career.

The GCPM is designed for part-time students to take courses in a one evening a week format and complete the program in a year. Full-time students may be able to complete the program more quickly. Since students will come with different work and academic backgrounds, the GCPM provides the flexibility of selecting from among a variety of project management courses to fit

the individual needs of the student. Courses are selected in consultation with a faculty advisor. The available courses cover the range of topics defined in the Project Management Institute's (PMI) Project Management Body of Knowledge.

The ETM Department has had a core required Project Management class for all Master's students since the founding of the program in 1987. During that time, ETM students and faculty have been involved in project management research as demonstrated by a student winning best student paper from PMI, authoring PMI's book of the year award winner, receiving PMI's competitive research grants, and an IEEE award winning paper on project management.

The Department of Engineering and Technology Management (ETM) already offers all the graduate-level courses needed for this certificate as a part of its current curriculum for the existing MS degree in Engineering and Technology Management. ETM faculty are deeply engaged in project management. Admission processes and requirements for the proposed program are identical to those for the MS in Engineering and Technology Management. These processes allow entry in any quarter. Total number of credit hours required for the proposed Graduate Certificate is 16. Students are required to take four 4-credit graduate level courses.

There is no other similar graduate certificate program of this kind in the Oregon University System.

Objective of the Program:

The objective of the program is to prepare engineers, scientists and other technical personnel for managing projects.

Course of Study:

Any four of the following six courses will satisfy the requirements:

- ETM 522/622 Communication and Teambuilding (4 cr.)
- ETM 525/625 Strategic Planning in Engineering Management (4 cr.)
- ETM 544/644 Organizational Project Management (4 cr.)
- ETM 545/645 Project Management (4 cr.)
- ETM 546/646 Project Management Tools (4 cr.)
- ETM 560/660 Total Quality Management (4 cr.)

Learning Outcomes;

This program will significantly enhance the capability of engineers and managers who are in technology driven organizations. The program will provide the students with key tools that they can use at work while managing projects.

Cost

The courses included in the certificate program are courses that are currently taught by the department as part of the MS in Engineering and Technology Management curriculum. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

March 6, 2013

TO: Faculty Senate

FROM: Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: New Program

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

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

Athletic and Outdoor Industry Certificate

Several years ago, the Portland Development Commission (PDC) conducted a major study identifying relevant industry clusters in the Portland metropolitan area and in Oregon. Based on this research, the PDC discovered four predominant industry clusters: Athletic and Outdoor, Clean Technology, Advanced Manufacturing, and Software. These four industry clusters are the focus of staff and resources for the PDC. Given the PDC study, the SBA's mission to serve the regional economy, the interests of our students, and feedback from the business community, the School of Business developed a unique curriculum to prepare undergraduate students for careers in the athletic and outdoor industry. The athletic and outdoor industry (AOI) includes companies that make and market sportswear (i.e. Nike, Adidas, and Columbia), but also includes accessory companies and organizations that produce or sell outdoor products (i.e. Yakima, Leatherman, REI, Sports Authority, Bass Pro Shop, and Cabella's).

This certificate program will differ from other industry programs in that it will have more of an industry marketing & distribution channel perspective rather than a product design or sports management focus. University of Oregon offers a major in sports management and Oregon State University offers coursework in product design. The PSU certificate program is distinct from the UO and OSU programs because it focuses more on the unique challenges of the athletic and outdoor industry. Coursework will be structured to educate students on the overall competitive issues in the industry with an emphasis on marketing, retailing, distribution & sales. Students will explore the unique challenges within the industry from both the manufacturer's and retailer's perspective. The courses will primarily use cases, speakers, service learning, and projects to give students a comprehensive picture of the industry. This program will be housed under the Center for Retail Leadership umbrella and will capitalize on the strengths, relationships, and strategic competitive advantages of the Center for Retail Leadership.

The AOI Certificate will be offered to students of all majors within the School of Business. The certificate will be offered to undergraduates; however, several of the required courses will be slash classes that graduate students may take as electives. Graduate students will not be offered the certificate at this time. The disciplinary foundations will be housed in the Marketing area and supported by the Center for Retail Leadership.

The objectives of this certificate program are:

- 1) To provide students with a unique learning experience that prepares them for careers in the athletic and outdoor industry.
- 2) To develop strategic partnerships with local business professionals to network with our students and enhance our curriculum.

- 3) To engage professionals in the athletic and outdoor industry to consider providing scholarship, internship, and future long-term employment opportunities.
- 4) To cultivate strong student relationships that lead to involved alumnae and leaders in the athletic and outdoor community.

The AOIC will be solely a certificate program and will not be considered as a major or a minor.

Course of Study

Mktg 338 Professional Selling (4)

An overview of personal selling as an element of the marketing function for both industrial and retail professional sales with an emphasis on the sales process including prospecting, approaching, presenting, negotiating, closing, and follow-up. Topics include sales careers, sales strategies and tactics, buyer behavior as part of individual and group purchase processes, establishing customer relationship and the role of selling in the marketing effort. In addition to formal theoretical coursework, students practice sales skills in role plays, presentations, and other exercises requiring practical application of selling theory.

Mktg 373 Merchandising Management (4)

This course focuses on the specific strategies and tactics used by retail, wholesale, and manufacturing industry professionals to forecast, plan, execute, and achieve sales, inventory, turnover, gross margin, and profit objectives. Hands-on- practice will build real-world skills and insight and course will include contributions from industry professionals.

Mktg 375 Retailing (4)

Focuses on the retail distribution of consumer goods to consumers with emphasis on the dynamic nature of the retail environment and how changes in consumer demographics, new technology, new competitive forms, and the Internet are revolutionizing the retail industry. Topics include: staffing, management, retail operations, category management, web marketing, merchandising, and promotion.

Mktg 436/536 Competitive Dynamics in the Athletic and Outdoor Industry (4)

**Proposal to change this course from MKTG 410 to 436/536 is currently under review.

The purpose of this course is to understand the distinctive challenges and insights of the active and outdoor industry. In Portland, we are positioned well to interact with some of the greatest international active and outdoor brands. This course will examine the unique business practices of both manufacturers and retailers in this industry. Industry leaders will be invited to share their insights and expertise with you. Topics will include: branding, segmentation, sustainability, buyer-to-buyer relationships, supply chain management, culture, inventory management, and promotional strategies.

Mktg 437/537 Channel Management in the Athletic and Outdoor Industry (4)

**This course will be offered for the first time during Spring 2013. Once the syllabus is finalized, we will draft the proposal to formally designate this course as MKTG 437/537. It is currently offered as MKTG 410/510.

This course will primarily focus on the processes of procuring and producing merchandise from the raw materials stage all the way to consumption. Topics will include relationship management, lead times, inventory management, negotiations, business-to-business relationships, physical distribution, assortment planning, and manufacturing challenges (such as liaison offices, quality control, and production capabilities). These topics will be centered specifically in the athletic and outdoor industry. Students will explore the unique challenges of channel management within this industry. Prerequisites: MKTG 436/536

(Optional)

Mktg 409 Practicum (4)

Total required credits: 20

Motion #6 – Implement Professor of Practice/Clinical Professor ranks at Portland State University.

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 in OAR 580-020-0005, be given the option of holding Professor of Practice/Clinical Professor ranks (as defined in OAR 580-020-0005) when revised PSU an departmental Promotion and Tenure Guidelines include these ranks. *No faculty member shall receive a pay cut as a result of reclassification.*

In order to accomplish an orderly reclassification process, we urge that the revision of PSU and departmental Promotion and Tenure Guidelines begin in Spring 2013 and be completed by December 2013.

Motion 6 proposed by Senators:

Mindy Holliday, SSW, Pauline Jivanjee, SSW. Michael Taylor, SSW, Maria Talbott, SSW, Pat Burk, ED, Nicole Rigelman, ED, Dannelle Stevens, ED-CI

Discussion: A hallmark of Portland State University is to integrate with the urban environment and to “let knowledge serve the City”. This motion is to respond to the needs of Schools and Departments for an appropriate classification, as recommended by the OUS Provost’s Council and approved through Administrative rule actions. Inclusion of these ranks will provide to recognition that ‘The City’ and its professionals also serve the Academy and its students. Licensed and certified professionals with advanced degrees are often hired in non-tenured (“fixed term”) positions to teach, supervise, and oversee application of Professional Practices our Departments and Schools of Social Work, Education, Speech and Hearing Sciences. Some of these professionals have co-appointments at OHSU, where the non-tenure track Professor of Practice/Clinical Professor ranks are already in place for licensed professionals whose primary responsibility is teaching and supervising professional practice. This motion is to urge the implementation of these ranks as requested by the above Departments and Schools and their representative Senators and administrators.

OAR 580-020-0005 (3)(b) CLINICAL FACULTY OR PROFESSOR OF PRACTICES: A NTTF (Non-Tenure Track Faculty) appointment for individuals with primary duties in the area of clinical instruction or professionally related community education/service. Clinical faculty or professor of practice members are licensed or certified professionals, or individuals in professional fields. The major responsibility involves the education of students/learners in academic and clinical settings, supervising clinical experiences, and/or engaging in professionally related community service. Scholarly activity may or may not be required. Ranks in this category in ascending order are assistant clinical professor, associate clinical professor, and clinical professor; or assistant professor of practice, associate professor of practice, and professor of practice.

MOTION from UNST Council (2/27/2013):

Concerning the (re)assigning of student credit hours

Rationale: the below motion concerning the (re)assigning of student credit hours, SCH, is a response to what we understand is a proposed institutional policy change. According to it, SCH (and revenues therein) are to be attributed to departments/programs based on course prefix alone. The new policy in effect eliminates the current practice, SCH "reassignments" based on budgetary source (and other similar arrangements). The approach behind the proposed change is said to be "consistent with" the way courses are treated in the cost and revenue attribution tool. Apart from this potential reason, the justification offered for the institutional change in SCH assignment is slim. More importantly, it fails to address the predictable adverse consequences of the proposed policy and specifically in the following four categories:

General Education: A significant proportion of the General Education curriculum is offered under course prefixes that do not indicate the budgetary source of the course instructors' wages. This is particularly true of the SINQ curriculum of UNST. Approximately 65% of SINQs during regular terms are taught by instructors whose wages are from departmental budgets instead of the UNST program – despite the fact that all SINQs have an UNST prefix (a similar discrepancy between course prefix and budgetary source may befall a significant portion of the Honors Program curriculum in the near future). Thus, the proposed policy is a major disincentive for continued departmental participation in SINQs; it will immediately reduce the number of SINQ offerings and result in harmful effects on the delivery of the SINQ curriculum. Moreover, and as a result of the curricular role of SINQs for Junior Clusters, it is safe to predict that, as a result of the new policy, the whole UNST program would quickly cease to exist in its extant form. The new policy will then have a devastating effect on student success including degree completion.

Majors: SINQ courses serve the purposes of majors. These purposes range from introducing and attracting students to majors to completion of majors' requirements in interdisciplinary programs. Thus, the proposed policy undermines students' informed choices over academic paths, curricular efficiencies, and the central causes behind the diversity of offerings in our interdisciplinary General Education program.

Shared Tenure-Lines: Through the UNST staffing initiative, all campus' schools and colleges have tenure-lines on shared UNST/(disciplinary) Home Unit appointments. The proposed policy has adverse consequences for this group of mostly junior faculty. Their status as bona fide departmental citizens and disciplinary colleagues will decline. Moreover, the proposed policy is in direct contradiction with the template MOU signed between UNST and Home Units of shared line appointments: according to the MOU, SCH from courses taught by shared tenure-lines is to be assigned to the Home Unit.

Campus Culture: A university is (also) a place where faculty both in and outside of the classroom advance their creative, scholarly projects including solutions to problems. An increasing number of faculty projects are premised on interdisciplinarity. A robust interdisciplinary culture is a sign of a healthy 21st century university and administrative protocols facilitating and encouraging interdisciplinarity its life-blood. The proposed policy goes in the opposite direction: it encourages institutional silos, erodes the present interdisciplinary campus culture, and will stall its future progress

In light of the adverse consequences of the proposed new policy for assigning SCH together with the fact that it undermines the foundational principle of faculty's ownership of the curriculum - its creation, content, and delivery - we offer the following motion:

MOTION:

SCH (and revenues therein) from courses must be assigned on the basis of the budgetary source of the course instructors' wages, their "home department/unit," or other similar rational arrangements. In other words, the current principle(s) and practice of reassignment of SCH should be held in place instead of replaced by one assigning SCH by course prefix.

Academic Advising Council
Report to Faculty Senate
April 1, 2013

Council Membership:

Casey Campbell (CLAS), Jeanne Enders (SBA), Dan Fortmiller, Chair, (EMSA), Darrell Grant (COTA), Kris Henning (CUPA), Jim Hook (MCECS), Linda Liu (DMSS), Christina Luther (OIA), Alan MacCormack (UNST), Victor Mena (student rep), Robert Mercer (CLAS), Janet Putnam (SSW), Robert Shunk (XS)

Ex-Officio: Cindy Baccar (ARR), Mary Ann Barham (ACS), Doug Siegler (SBA), Melissa Trifiletti (NSP)

Charge of the Academic Advising Council:

The Academic Advising Council promotes a positive and productive advising environment for advisers and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

2012-13 Updates:

The Academic Advising Council has spent the past year providing guidance to the campus advising community during the second full year of the implementation of the university's intentional model of advising.

Academic advising changes in effect starting with Fall 2010 enrollees included:

- mandatory orientation for all new students
- required academic advising for 1st year freshmen with their intended major
- declaration of major no later than the end of the 2nd year

Academic advising changes in effect starting with Fall 2012 enrollees included:

- required academic advising for all first year students including transfers

The Council's work this year has focused on the following:

- 1) Developing a standardized plan for further developing advising models at college/school/unit levels
- 2) Developed a standardized template for the Degree Maps website to show students how to access advising at the unit level to improve student understanding of advising resources across units

- 3) Continued to discuss identification of common data points for consistent tracking of advising interactions and early alert opportunities with students. This is an ongoing issue and was reflected in a number of ReThink proposals
- 4) Exploration of a unified advising file system for campus-wide sharing of advising information and began expanding the use of the CRM tool across campus
- 5) Funded professional development for 34 advisers to attend the local Student Success Conference
- 6) Funded support for an academic advising survey conducted this February/March by Janine Allen (GSE) and Cathleen Smith (CLAS) regarding student satisfaction with advising

Going forward, the Council will continue to address workload issues for advisers given new advising mandates and the reality of an advising model funded at approximately half of what NACADA, the professional advising association, suggests. The Council will continue to explore ways in which technology may support and enhance advising. Upon receiving the results of the advising survey the Council will make any further recommendations from the findings. The Council will be asked to take up the issue of the required declaration of major required no later than the end of the second year as to whether this should have a mandated element and the potential ramifications.

Data and Accomplishments

- 1) @25,000 advising contacts with students by professional advisers in 2011-12, a 27% increase over the prior year.
- 2) AY 2011-12 marked the second year of required advising for first-year freshmen. 1,405 students were identified as requiring first year advising. 1,248 (89%) of the 1,405 freshmen required to be advised had their registration holds lifted compared to 82% in AY 2010-11.
- 3) Freshman Retention Project (advisers, bursars and financial aid offices) provided outreach to 463 students with 224 (48%) registering attributed to contact compared to 46% registering in 2010-11. 27 students received remissions of \$500 to \$1,000 with 24 returning fall 2012. Total remissions awarded \$25,500. Outreach is provided to freshmen who identified in Prior Learning and End of Year Surveys a financial concern as a potential roadblock to continued enrollment and/or an uncertainty regarding their academic plan. Advisers also did outreach to students admitted with <3.00 entering HS GPA and to students who indicated a desire to return to PSU but had not registered for the ensuing term.
- 4) Last Mile Project assists students who had applied for graduation yet had not completed their degree requirements. 352 students were contacted to discuss the academic or financial barriers to completing their degree. 132 students in the Last Mile program graduated in 2011-12. The program utilized \$3,115 in student fee remissions during the academic year.
- 5) In addition to the funding of advisers attending the Student Success Conference, 15 professional development workshops on a variety of advising topics were conducted throughout the year.

6) Degree Mapping/Degree Milestones: A component of the advising initiative is the design of 4-year degree maps that incorporate major, degree and general education requirements for all majors. 100% of majors have been mapped and formatted for the website.

7) As in years prior, the Council has provided guidance to New Student Programs in the design and scheduling of summer orientation programming required for newly admitted students. The Council continues to discuss, and struggles with, the impact of PSU's rolling admission policy on successfully orienting new students. In particular, transfer students who are admitted late in the cycle pose difficulties as access to faculty advisers as well as classes is increasingly limited. The Council is in discussions with New Student Programs to begin offering college specific orientations to best maximize resources and enhance the student experience.

The Chair wishes to thank the Council for their efforts in bringing the advising model to fruition and furthering the success of students through the collaborative process that is advising. The Chair also wishes to thank academic advisers at PSU for their service to students.