Faculty Senate Monthly Packet December 2012

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 are 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
2012-13 FACULTY SENATE ROSTER
2012-13 OFFICERS AND SENATE STEERING COMMITTEE
Presiding Officer… Rob Daasch
Past-Presiding Officer… Gwen Shusterman
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, Senator,
Interinstitutional Faculty Senate

****2012-13 FACULTY SENATE (62)****

All Others (9)
*Flores, Greg (Ostlund) CARC 2013
Harmon, Steven OAA 2013
†Jagodnik, Joan ARR 2013
Ryder, Bill ADM 2013
O’Banion, Liane EEP 2014
Hart, Christopher ADM 2014
Kennedy, Karen UASC 2014
Hunt-Morse, Marcy SHAC 2015
Luther, Christina INT 2015

Business Administration (4)
Brown, Darrell SBA 2013
*Sanchez, Rebecca (Johnson) SBA 2013
Pullman, Madeleine SBA 2014
†Hansen, David SBA 2015

Education (4)
Burl, Pat ED 2013
Rigelman, Nicole ED 2014
Stevens, Dannelle ED-CI 2014
†Smith, Michael EDPOL 2015

Eng. & Comp. Science (6)
Jones, Mark CMPS 2013
Meekisho, Lemmy (Maier) CMPS 2013
Tretheway, Derek ME 2014
†Recktenwald, Gerry ME 2014
Zurk, Lisa ECE 2015

Fine and Performing Arts (4)
Berrettini, Mark TA 2013
Magaldi, Karin TA 2014
Wendl, Nora ARCH 2014
†Boas, Pat ART 2015

Library (1)
†Beasley, Sarah LIB 2015

Other Instructional (2)
†Flower, Michael HON 2013
*Carpenter, Rowanna (Jhaj) UNST 2015

CLAS – Arts and Letters (10)
*Pease, Jonathan (Kominz) WLL 2013
Medovoi, Leerm ENG 2013
Hanoosh, Yasmeen WLL 2013
Friedberg, Nila WLL 2014
Jaen-Portillo, Isabel WLL 2014
Greenstadt, Amy ENG 2014
Dolidon, Annabelle WLL 2015
Mercer, Robert LAS 2015
Reese, Susan ENG 2015
†Santelmann, Lynn LING 2015

CLAS – Sciences (7)
Elzanowski, Marek MTH 2013
†Palmiter, Jeanette MTH 2013
Weasel, Lisa BIO 2013
Lafferriere, Gerardo MTH 2014
Works, Martha GEOG 2014
Burns, Scott GEOL 2015
Epplsey, Sarah BIO 2015

CLAS – Social Sciences (6)
†Agorah, Kofi BST 2013
†Beyler, Richard HST 2013
*Mibitow, Amy (Farr) SOC 2013
*Miblaket, Tom (Lang) HST 2013
Ott, John HST 2013
Liebman, Robert SOC 2014

Social Work (4)
Jivanjee, Pauline SSW 2013
*Taylor, Michael (Perewardy) SSW 2014
Talbott, Maria SSW 2014
Holliday, Mindy SSW 2015

Urban and Public Affairs (5)
‡Miller, Randy (Dill) USP 2013
Newsom, Jason OIA 2014
Gelman, Sherril PA 2014
Clucas, Richard PS 2015

*Interim appointments
†Member of Committee on Committees

Date 11/17/2012
New Senators in Italic
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 **December 3, 2012**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

A. Roll

B. *Approval of the Minutes of the November 5, 2012 Meeting*

C. Announcements and Communications from the Floor
   Discussion item: The Provost’s Challenge - [http://www.pdx.edu/oa/rethinkpsu](http://www.pdx.edu/oa/rethinkpsu)

D. Unfinished Business
   None.

E. New Business
   *1. Curricular Proposals Consent Agenda - Cunliffe*

F. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees
   16:00 President’s Report
   Provost’s Report
   Report of the VP for Research and Partnerships
   Quarterly EPC Report - Gould
   IFS Report -

H. Adjournment

*The following documents are included in this mailing:*
B. Minutes of the Faculty Senate Meeting of November 5, 2012 with attachments
   E-1 UCC Consent Agenda
   G-1 Quarterly EPC Report

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*Secretary to the Faculty*

hickeym@pdx.edu • 650 MCB • (503)725-4416/Fax5-4624
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 5, 2012
Presiding Officer: Rob Daasch
Secretary: Martha W. Hickey


Alternates Present: Rupley for Brown, Cruzan for Eppley, Bacaar for Jagodnik/Hart, Hu for Meekisho, DeVoll for Mercer, Hines for Reese,

Members Absent: Agorsah, Burns, Hansen, Hunt-Morse, Luther, Ott, Pease


A. ROLL
B. APPROVAL OF THE MINUTES OF THE OCTOBER 1, 2012, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Hu, alternate for Meekisho, and Pullman were present; and added to the membership of 2012-13 Steering Committee, Gwen Shusterman (past Presiding Officer)

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH announced that Steering Committee will meet on Tuesday, November 13, due to the Monday holiday, and that all senators should have received an email with contact information for the represented faculty of their Senate district. Because the districts were derived from the faculty certified for the 2012 election, some faculty on the contact lists may no longer be present at PSU. DAASCH also announced that this year’s agenda would include monthly reports from the University’s Vice-President for Research and Strategic Partnerships Jonathan Fink.

Discussion item: New OUS Faculty Ranks.

DAASCH explained the presiding officer’s role as manager of discussion and the procedure for convening a “committee of the whole” for the purpose of holding an unreported and more freewheeling discussion to inform and guide the Senate in its
future actions (see attachment). Discussion may foster motions or committee assignments but these will be accomplished outside the discussion process, after a vote to return to the regular form of business. The Chair of the New Academic Ranks Task Force Michael Bowman and task force member Patricia Schechter have agreed to provide a summary of the committee’s work and recommendations to inform the discussion.

1. Report of the PSU New Faculty Ranks Task Force

BOWMAN said that the Task force was charged with figuring out how to implement the new titles and ranks adopted by the State Board that now define some as restricted to tenure-related faculty and others to non-tenure-related faculty. (See attached slides.) Instructor has been defined as non-tenure-track and involving primarily undergraduate education. The task force recommended against using the titles of Librarian and of Lecturer as a non-tenure-track position primarily involved with graduate education. BOWMAN described the current employment landscape at PSU as a complex one, with instructors with and without terminal degrees teaching at all levels. Department chairs polled and the AAUP fixed-term faculty caucus did not see the Lecturer title as beneficial. The Task Force Report recommended that Instructor and Senior Instructor be open for all levels, except where the rank of Clinical Professor or Professor of the Practice might apply.

BOWMAN noted that each non-tenure-related title would have three promotional opportunities. The Task Force recommended a fairly aggressive implementation of the new ranks for non tenure-track faculty during the next review period. Each department should evaluate its non-tenured faculty members with the option for current faculty (numbering about 1200) to “stay where they are” or to accept the new classification system, with the exception of Senior Instructors or Senior Research Assistants and Associates, who will have to be shifted to either Senior level 1 or 2.

2. Minority Report on New Faculty Ranks

Summarizing the Minority Report, SCHECHTER stated that the Report contends that the charge the Task Force was given was impossible to execute fully and fairly because the revised Oregon Administrative Rules introduce new ranks and titles without any satisfactory rationale or clear connection to overall instructional, research and service objectives. Some Task Force members saw the work as defined by an effort to systematize the promotion of fixed-term faculty, others viewed the guidelines of the charge as inadequate. Due to the lack of consensus on the basis and implications of the committee’s work, the Minority Report urges a delay in the implementation of the new ranks and a more encompassing reexamination of University ranking and promotion policies and practices.

SCHECHTER noted that report spotlights the ways in which the new OARS brush over an ambiguity simmering in faculty promotional policies regarding academic freedom and delineate job duties that blur historic distinctions between tenure-track faculty and instructors newly designated as non-tenure-track faculty. SCHECHTER offered examples of contradictions created by the new OARs. According to their new job description, non-tenure-track research faculty are expected to perform research at
professorial levels and non-tenure track lecturers mentor and advise graduate students, while at the same time the description of traditional tenure-track responsibilities lacks substance and definition. New non-tenure track positions absorb traditional tenure-related responsibilities with none of the protections of academic freedom or the support of vigorous peer review as imbedded in tenure. The Minority Report sees the slippage as especially acute in Task Force recommendations defining Instructor as accommodating graduate education and its definition of service and governance responsibilities. The Minority Task Force recommends that non-tenure faculty should not be involved in curricular questions and decisions that have the potential to affect their job security. The Minority Report suggests that new policy documentation for faculty rank and tenure eligibility is needed at PSU and should result from an extended deliberative process where the central participants are PSU faculty who fulfill the teaching and research mission of the University.

Supplementary materials posted online: http://www.pdx.edu/faculty-senate/senate-schedules-materials

4. Appendix I - Minority Report: Excerpt from a Document Previously Submitted to the Task Force during its Deliberations Regarding the Rank of Instructor
5. Bibliography of Research on the Effects of Contingent Academic Labor on Student Retention and Outcomes

The Presiding Officer moved the meeting to a committee of the whole.

LAFFERIERE/SANCHEZ moved to return to normal rules and proceed with the regular meeting.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

None.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL yielded the floor to VP for Enrollment Management and Student Affairs Jackie Balzer, who introduced the new Associate VP for Enrollment Management Dr. Cindy Skaruppa. BALZER thanked faculty for their support for PSU students and offered a progress report on enrollment (attached), highlighting the fact that
recruitment and retention has become a more purposeful activity at PSU. Despite projections, undergraduate enrollment for Fall 2012 remained essentially flat; while there was an uptick in the number of PhD students, Masters level enrollment declined 3%.

SKARUPPA reported that Enrollment Management has been reviewing both local and national data for explanations as to why the current trend looks the way it does. She highlighted demographic trends and the decline or stagnation of state and federal grants in aid, decreasing students’ buying power as tuition and fees increase. Under new restrictions graduate students are no longer eligible for subsidized Stafford loans and undergraduate loan eligibility has been capped at six years. She noted that PSU students who file a FAFSA after February 1st find that the Oregon Opportunity Grant pool has already been exhausted. The fact that PSU implemented a higher entering GPA admission requirement (3.0) has also depressed Freshmen enrollment. SKARUPPA also noted significant points of light in line with the PSU mission: Latino student enrollment has nearly doubled, international student numbers have grown by 35%, and retention of first-time full-time Freshmen has increased by 5% over the last five years. PSU admitted more than 50 Oregon high school valedictorians and the Honors Program expanded by 89% this year.

Outlining next steps for Enrollment Management, SKARUPPA cited the collaboration between multiple units at PSU and continued intentional focus on the diversity plan, recruitment in international markets, and increasing partnerships with community colleges, particularly regarding transfer students. She complimented Dean Jhaj and Dan Fortmiller for strategic initiatives partnering Academic and Student Affairs, noting both the increase in retention and in the six-year graduation rate (up 3.7% since 2005). SKARUPPA added that efforts are underway to build a model that will allow PSU to better leverage existing scholarship and remission dollars and to study the financial and academic profile of PSU students and to track “lost admits” to determine if admitted students who have failed to enroll can be re-recruited.

SKARUPPA and BALZER invited faculty to contact them with further questions, or thoughts and ideas.

WIEWEL noted that in earlier years we simply opened the doors and students came flooding in, but now the University has to be more precise in its approach to enrollment. Although we won’t fully understand the implication of the .8% decline in enrollment until the year progresses, so far no cuts in allocations are anticipated. The fund balance will cover short falls for this year. WIEWEL noted that not unrelated to these questions was the main topic of the recent Annual Meeting of the American Association of State Colleges and Universities (AASCU) conference—how higher education is changing and how it will deal with the enormous pressures it is under. The general sense at the meeting was not one of panic, but certainly of great urgency. For PSU the question is how do we structure the university, how do we conduct our business so that we can continue to provide and enhance access? He recommended the Provost’s approach, recognizing that this is the discussion that we are having and that it needs to involve a lot of people. Standing still is not an option.
WIEWEL announced Fred Granum’s selection as the new President of Portland State University Foundation and PSU’s receipt of the Sloan Award for Excellence in Workplace Effectiveness and Flexibility for the second year in a row. He will also accept the first Presidential Leadership Award given by the U.S. Green Building Council in recognition of PSU’s role as a national leader in sustainability.

**Provost’s Report**

ANDREWS reported on the NWCCU accreditation visit and announced a forthcoming “challenge” to PSU faculty to respond in innovative ways to the dramatic changes in higher education and rethink the curriculum. The NWCCU preliminary report included no concerns and four commendations recognizing; PSU’s deep engagement with the community and the wide recognition of its mission; the collaboration between academic affairs and student affairs and visible commitment to student success; PSU strategies for enriching the student experience through links to the community; and its commitment to sustainability. The report recommended improvement in three areas: the need for a more selective set of indicators that are better aligned with the institutional mission and its core themes; the need for strengthening policies and practices for post-tenure review so that all faculty are evaluated once every five years (a requirement for accreditation); and the need for PSU to implement a system of program review to demonstrate the effectiveness of all undergraduate and graduate programs.

BEASLEY asked whether the NWCCU document is available. ANDREWS replied that it will be posted in a few weeks on the OAA website once the NWCCU draft report that PSU reviewed for errors is returned. The report does not become final until the Commission of NWCCU meets to act on it in February 2013.

ANDREWS previewed the competitive “Provost’s Challenge” awards. Resources will be provided for departments and groups of faculty. Three million dollars will come from restricted money—a reserve of on-line fees collected both to cover support services and to develop the next set of courses. The time line includes using the winter symposium as a forum for faculty to present their ideas and work before a final decision is made in February. The three categories are intended to create space for faculty to have the opportunity 1) to accelerate work developing programs in an online format, 2) to re-imagine their curriculum and make significant changes, and 3) to develop ways that technology can be used to enhance student success. Risk taking is encouraged as long as students are not harmed in the process. ANDREWS requested that everyone be flexible, tolerant and a little more nimble in doing the exciting, if possibly messy of work of rethinking the PSU degree.

DOLIDON asked if consideration will be given to professional development needed to implement the technology projects. ANDREWS answered that the grants all deal with technology because that is the restriction on the fee, but if the work proposed needs instructional designers, participation in a conference, by out of faculty time, or developing skills in a particular area, those things will be available. The two-page concept proposal will not require a detailed budget; it will be up to the unit to spend within the parameters of the award. LIEBMAN’s question clarified that the Provost’s second category invited re-framing (not re-training). TALBOT commented that she
appreciated the questions and invitation at Convocation to think about how it makes sense to go forward, but didn’t see how the challenge helped that process. ANDREWS described opportunities for public discussion, noting that the work has to happen at department level, but with wide ability for the Portland State community to comment. The process will allow a number of ideas to come forward at the same time, as opposed to a stepped process. It has to be a group of faculty, because unless faculty work collectively in groups or as departments, it is hard to move the curriculum forward in a meaningful way and change programs.

Report of the V.P. for Research and Strategic Partnerships

DAASCH welcomed Jonathan Fink to his first presentation as a regular report to Faculty Senate.

FINK reported that a series of consultants have helped his office (RSP) prepare for changes intended to reduce the complexity of the research application and support process at PSU. Tracking research expenditures, he enumerated several spurs to growth in research from 2008-2011 and reasons for last year’s slow down. (See attached slides.) He noted that the fact that awards rates for federal support went up during the recession helped institutions like PSU that may have a difficult time competing. PSU also benefited from the support of the Oregon congressional delegation for OTREC and ONAMI. However, earmarks have gone away and there has been no repetition of the historic investment in research hires that was undertaken by CLAS in Chemistry and Biology. FINK also suggested that some faculty may have become discouraged by the demands of managing large grants and the lack of support for their activities and that there may be a lingering mismatch between research load and teaching expectations at PSU generally. His office is focusing his attention on making the research process less onerous and has allocated funds to provide additional research support staff for CLAS.

FINK addressed additional initiatives to upgrade research support across campus in coordination with the deans of each unit. New ISS director Jennifer Allen is being very intentional about aligning awards from ISS with campus goals. Erin Flynn, new Associate VP for Strategic Partnerships, expects a productive partnership on the new urban-renewal district that includes PSU. RSP will work with University Advancement to push for more engagement with foundations as a way for PSU to overcome its competitive disadvantage in the peer review process. Finally he described the re-organization and training that is underway in RSP that will support the implementation of the new electronic research-administrative system over the next few years that was announced to the campus in October.

JAEN-PORRITLO asked about the position of the humanities where historically securing grant funding is more challenging. FINK agreed that is difficult to get large federal grants, but noted that faculty at PSU in the humanities have been successful in getting grants from foundations. One strategy for getting more funding is to try to align a humanities faculty member with a larger disciplinary activity that has a clearer path to federal funding. ZURK wondered was his thoughts were on the place of research activities in a new budget model that seems very SCH centered. FINK commented that it was a good time to bring that up and he is committed to making
sure that whatever comes out of the budget planning process has research as a significant priority. RIMAI added that the question is worth a longer conversation, but stated that PSU does not have a new budget model; the steering committee worked to create a tool to reflect what it costs to generate the revenue that we do generate, and the decision was to base this on student credit hours, since that is how we generate revenue, but it is not the model. She has initiated a conversation with this year’s Senate Budget Committee and looks forward to reporting on its progress.

HANOOSH asked for examples of successful collaborations on interdisciplinary grants from foundations and the initial steps. FINK acknowledged successes of faculty in World Languages and Literatures in getting grants and mentioned eclectic mixtures on some grants obtained by Arizona State. He saw this as a direction for the future, but noted it will take creativity to find the opportunities. STEVENS complimented Fink on the improvement in the IRB approval process and the work of new compliance staff.

**Internationalization Council Report**

SHANDAS reported that the Internationalization Council has created a document that outlines a strategy for comprehensive internationalization that has been officially adopted by PSU. (See [http://oia.pdx.edu/intl_council/year_end_strategy_reports/](http://oia.pdx.edu/intl_council/year_end_strategy_reports/).) It outlines six priority areas. The Council, working in collaboration with the Office of International Affairs, is working with all units to implements those six priorities. This academic year the Council wants to focus on three areas related to student learning outcomes, engaging faculty across campus in international research and teaching and service, and leveraging efforts currently underway at PSU in terms internationalization.

DOLIDON asked whether the Council was the source of an email asking faculty to get involved to help “faculty of color” coming from other countries. ANDREWS answered that the Office of Diversity and Global Inclusion sponsored the email.

**H. ADJOURNMENT**

The meeting was adjourned at 4:58 p.m.
November Meeting
Rob Daasch
Presiding Officer 2012-2013
5 November 2012

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

Floor Announcements
• Senate Districts distributed 1 November
  ▪ Email tools differ on format of alias
  ▪ Distribution based on Spring 2012
• Content to launch districts
  ▪ Senate monthly reports start (November)
    ▪ President Wiewel
    ▪ Provost Andrews
    ▪ VP RSP Fink
  ▪ Suggestions welcome

Floor Announcements
• Discussion in during Senate meetings
  ▪ Presiding officer manages discussion
  ▪ Faculty Senate is open to all PSU Faculty
  ▪ Senators request the floor for visiting faculty

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

• Report of the New Academic Ranks Task Force

• Michael Bowman (chair), J.R. Estes, Victoria Gilbert, Christina Gildersleeve-Neumann, Amy Greenstadt, Chia Yin Hsu, Cheryl Livneh, Laurie Powers, Patricia Schechter

Available Titles (OAR 580-020-0005)

Task Force Recommendations

• Do not use Librarian title
• Do not use Lecturer title
• Use Instructor to cover faculty that would otherwise be Lecturers
• Need to account for currently employed NTT faculty
• Use of both Instructor & Lecturer too complex & doesn’t bring enough benefit

Clinical Faculty or Professor of Practice
  • Instructor
  • Lecturer
  • Librarian
  • Research Assistant
  • Research Associate
  • Research Faculty
  • Tenure-Track & Tenured Faculty
Promotion

- New NTT faculty can be promoted up the ranks in their title (promotion based on performance of job duties as laid out in the letter of offer)
- NTT faculty can move into a different title if their job changes (title based on the position)

Currently Employed NTT Faculty

Reclassification

- Units will use existing fixed-term faculty review procedures to determine new titles & ranks
- Faculty will have option of retaining their current rank or accepting reclassification (without a cut in pay)
- Exception: The ranks of Senior Instructor, Senior Research Assistant & Senior Research Associate are being eliminated. Faculty staying in these ranks will need to be shifted to one of the new ranks. Senior Instructor I is recommended over Senior Instructor II, etc.

Promotion

- Currently employed NTT faculty accepting reclassification will be promoted under the same scheme as newly hired NTT faculty
- Faculty who did not accept reclassification will use the process above (for promotion in rank) or their units' currently existing guidelines for fixed-term faculty promotion (for promotion to the professorial ranks)
4th Week Enrollment
Fall 2011 to Fall 2012

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2011</th>
<th>2012</th>
<th># change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2,285</td>
<td>2,254</td>
<td>-31</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,921</td>
<td>2,802</td>
<td>-119</td>
<td>-4.1%</td>
</tr>
<tr>
<td>Junior</td>
<td>5,273</td>
<td>5,406</td>
<td>+133</td>
<td>+2.5%</td>
</tr>
<tr>
<td>Senior</td>
<td>7,885</td>
<td>7,905</td>
<td>+20</td>
<td>+0.3%</td>
</tr>
<tr>
<td>Post-bac UG</td>
<td>1,760</td>
<td>1,788</td>
<td>+28</td>
<td>+1.6%</td>
</tr>
<tr>
<td>Total UG</td>
<td>23,110*</td>
<td>23,170*</td>
<td>+60</td>
<td>+0.26%</td>
</tr>
<tr>
<td>Post-bac GR</td>
<td>431</td>
<td>268</td>
<td>-163</td>
<td>-37.8%</td>
</tr>
<tr>
<td>Master’s</td>
<td>4,111</td>
<td>3,991</td>
<td>-120</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>628</td>
<td>672</td>
<td>+44</td>
<td>+7%</td>
</tr>
<tr>
<td>Total GR</td>
<td>5,848*</td>
<td>5,561*</td>
<td>-287</td>
<td>-4.9%</td>
</tr>
<tr>
<td>Total UG and GR</td>
<td>28,958*</td>
<td>28,731*</td>
<td>-227</td>
<td>-.78%</td>
</tr>
</tbody>
</table>

*Totals include non-degree seeking students

What We Thought Was Going to Happen

<table>
<thead>
<tr>
<th>End of term Projected and Actual at 4th wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total headcount</td>
</tr>
<tr>
<td>Total UG headcount</td>
</tr>
<tr>
<td>Total GR headcount</td>
</tr>
<tr>
<td>Total SCH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Changes at 4th Week From Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>475 fewer new UG transfer students</td>
</tr>
<tr>
<td>200 fewer continuing UG students</td>
</tr>
<tr>
<td>165 fewer post-bac GR students</td>
</tr>
<tr>
<td>70 fewer new post-bac UG students</td>
</tr>
</tbody>
</table>
Possible Reasons for Current Enrollment

- Declines in federal and state aid
- Declines in funds for graduate continuing education programs
- Tuition and fee increases
- Changing demographic trends
  - Transfer students may have chosen to stay at the Community College or not to pursue additional education
- Growth of on-line degree options and courses around the country
- PSU’s continued commitment to access and success
  - Limiting the number of conditional admits, sub-3.0

Specific Enrollment Highlights for 2012

- Latino student enrollment has nearly doubled in last 5 years
- International student enrollment is up 35% in last 5 years; up 4% from last year
- Total minority student enrollment is up 46% in five years; up 4% from last year
- Enrollment in Honors is up 59% from last year
- Freshman to Sophomore retention up 1% to 73.2%
- Entering Freshman Class:
  - 50+ Valedictorians from Oregon schools
  - Average age is 18.5
  - 90% are full-time; 87% full-time in 2011
  - Average HS GPA is 3.39
  - 18% have HS GPAs between 3.75 to 4.0
  - Average SAT is 1037; ACT 22
Next Steps for Strategic Enrollment Management

• Collaborations with Academic Affairs, Finance, OIRP, and EMSA
• Diversity Plan
• International recruitment and partnerships
• Out-of-state recruitment
• Strategic partnerships with community colleges
• Retention and student success agenda
• Scholarship and remission practices
• Studies to inform our practices
  • Price elasticity study
  • Sophomore risk factor analysis
  • Profile of 4-year graduation characteristics
  • Clearinghouse tracking of lost admits, with follow-up

Contact Dr. Cindy Skaruppa, skaruppa@pdx.edu
PSU Faculty Senate Research Update: Where are we, and where are we going?

Jonathan Fink
Vice President for Research and Strategic Partnerships

November 5, 2012

A Look at PSU Research Expenditures

- There are three indicators of research activity:
  - Research expenditures (reflect past funding)
  - Research awards (reflect present funding)
  - Research proposals (reflect future funding)
- Expenditures are easiest to track
- PSU expenditures rose rapidly from 2008 to 2011
- They have since leveled off
- What’s going on?

Why did PSU expenditures go up?

- Federal stimulus funds from 2008-2011
  - Award rates went up dramatically at all federal agencies
  - Special programs were created
- PSU got "earmarks" for nanotech, transportation
- Large CLAS investments in Biology and Chemistry
  - New research-active faculty recruited in 2005-2008
  - Got grants in 2007-2010
- $25M Miller matching grant for sustainability
Why did growth slow down?

• Federal stimulus funds ended in 2011
  — Agency budgets are flat; Competition is more intense
• Federal earmarks ended in 2011 due to budget crisis
• PSU hired fewer new research-active faculty
  — Earlier hires saturated with grant funds
• Administrative hassles discouraged faculty proposals
• ISS leadership confusion diluted sustainability impact
• Importance of research at PSU has been unclear
• RSP investment funds used to fill CLAS budget gap

What about the future?

• Administrative support expanding (e.g., ERA; reorg.)
• New Deans, VPs, and Provost actively support research
• Miller funds are being better leveraged
• Strategic partnerships getting better organized
• Stronger OHSU partnership should bring more funding
• Agreements with Intel expanding
• Multnomah County partnership; Urban Renewal Area
• PSU pushing for more support from foundations
• PSU Comprehensive Campaign will benefit research

Deans’ leadership advancing research

• CLAS: Extensive research planning efforts underway
• MCECS: Committee analyzing future funding models
• SSW: Offering researchers competitive buyouts
• CUPA, OAA, RSP: Reviewing Centers’ research activity
• SBA, MCECS, RSP: Ctr for Innovation, Entrepreneurship
• FPA: Accreditation of research-active Architecture
• GSE, CLAS, OAA, RSP: Coordinating STEM activities
• FPA, GSE, SBA: Replicating CLAS research admin model

RSP Reorganization

• 3+ years’ review of PSU’s research goals and processes
• Administrative processes convoluted; systems too old
• Staffing and training levels too low
• Pre-, post-award offices merged, but only in name
• Many position descriptions more than a decade old
• Faculty surveys confirmed that reorganization needed
RSP Reorganization

- Consultants, HR, RSP created new position descriptions
- 15 positions are being eliminated; 14 new ones created
- Current staff encouraged to apply for new positions
- Outplacement and career services provided to all
- Electronic research admin system being put in place
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](http://psucurriculumtracker.pbworks.com) and looking in the **2012-13 Comprehensive List of Proposals.**

**Maseeh College of Engineering and Computer Science**

**Change to Existing Courses**
E.1.c.1.  
- ECE 441 Electrical Energy Systems Components (4) – drop.
E.1.c.2.  

**School of Fine and Performing Arts**

**New Courses**
E.1.c.3.  
- Art 345 Introduction to Motion Graphics for Designers (4)  
  Motion graphics for graphic designers. Apply compositional and typographic skills to sequential story-telling, using self-generated graphic and photographic imagery. Emphasis on work flow, storyboards, and clear communication with increasingly conceptual projects. Introduction to essential After Effects skills.

**Change to Existing Courses**
E.1.c.4.  
- ArH 311, 312, 313 History of Asian Art (4,4,4 ) – change prerequisites.
E.1.c.5.  
- ArH 321 Survey of Korean Art (4) – change prerequisites.
E.1.c.6.  
- ArH 458 Romanesque Art (4) – change prerequisites.
E.1.c.7.  
- ArH 459 Gothic Art (4) – change prerequisites.

**College of Urban and Public Affairs**

**New Courses**
E.1.c.8.
- PA 313 Fundamentals of Public Service (4)
  Exploration of how public service informs the roles of public/nonprofit organizations in social change. Introduction to conceptual public service frameworks and exploration of the historical dimensions, underlying values and external forces that shape contemporary public service. Ways for community members to influence public policy through civic engagement are addressed.

**Change to Existing Courses**  
E.1.c.9.
- PA 311 Introduction to Civic Leadership (4) – change course title to Introduction to Civic Engagement; change course description.

E.1.c.10.
- PA 411 Foundations of Citizenship and Community Leadership (4) – change course number to PA 312; change title to Foundations of Community Leadership; change description; change prerequisites.

E.1.c.11.
- PA 412 Civic Engagement: The Role of Governing Institutions (4) – change prerequisites.

E.1.c.12.
- PA 413 Civic Engagement: The Role of Individuals (4) – change course description; change prerequisites.

E.1.c.13.
- PA 414 Civic Engagement: The Role of Social Institutions (4) – change course description; change prerequisites.

E.1.c.14.
- PA 415 Civic Leadership Integrative Seminar (4) – change course description; change prerequisites.

E.1.c.15.
- PA 417 Ethical Leadership (4) – change course description; change prerequisites.
EPC’s Quarterly Report

November 16, 2012

Chair: Robert Gould

In the 2011-12 academic year, there were discussions about the modification of units on campus as to whether they were academic entities. This motivated a question as to whether the term "significant academic entity" and the routing for decisions is still the best way to accommodate the increasing size, diversity, and depth of Portland State University. To start this investigation, the Provost convened a small task force consisting of two members of EPC with input from Senate Steering. The members (Tim Anderson, Steve Harmon, Mark Sytsma) are currently working with a draft list of centers and institutes across campus and will report to the Provost, EPC, and Faculty Senate on developments in the coming months.

Also in the 2011-2012 academic year, EPC worked with the Ad Hoc Committee on the IST Prefix to clarify policy about the use of this prefix by different units on campus, including Chiron Studies. At this time, EPC and the Ad Hoc Committee on the IST Prefix are finalizing a memo that is intended to clarify the use of the IST prefix. This memo will be submitted to the Provost and the Faculty Senate upon completion.