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Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY FACULTY SENATE

TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **March 7, 2011**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll
B. *Approval of the Minutes of the February 7, 2011, Meeting

C. Announcements and Communications from the Floor

    DISCUSSION ITEM: Performance Measures

D. Unfinished Business

E. New Business

    *1. Curricular Consent Agenda

    *2. ARC Proposal to Allow Two Concurrent Degrees - Hickey

F. Question Period

    1. Questions for the Administration
    2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees

    President's Report 16:00

    Provost's Report

    1. Semi-Annual Report of the Faculty Development Committee - Bleiler

    2. Report of the Interinstitutional Faculty Senate Meeting of 4/5 March at PSU - Rueter

H. Adjournment

***The following documents are included with this mailing:**
    B   Minutes of the February 7, 2011 Meeting and attachments
    E-1 Curricular Consent Agenda Items
    E-2 Proposal to Allow Two Concurrent Degrees

Secretary to the Faculty
www.pdx.edu/faculty-senate
andrews@pdx.edu • 850MCB • (503)725-4416/Fax5-5262

*** 2010-11 PSU FACULTY SENATE ROSTER ***

****2010-11 STEERING COMMITTEE ****

Presiding Office: Maude Hines
Presiding Officer Elect: Gwen Shusterman
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch and Tom Luckett (2011), Dan Fortmiller and Mark Jones (2012),
  Ex officio (Comm on Comm) *Alan MacCormack*

****2010-11 FACULTY SENATE (~~117~~ 102)****

All Others (~~24~~ 22)

Hagge, Time	CAPS	2011
Ingersoll, Rebecca	UASC	2011
Pierce, Robyn	FAC	2011
Turner, April	OAA	2011
Siegler, Doug (Webb)	*OSA*	*2011*
Welnick, Jennifer	SALP	2011
_____ (Wendler)	BO-DA	2011
Trifiletti, Melissa	*ADM*	*2011*
Barham, Mary Ann	*UASC*	*2011*
†Baccar, Cynthia	ADM	2012
Fortmiller, Daniel	CARC	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Kwong, Jolina	OAA	2012
McBride, Leslie	CAE	2012
Vance, Mary	CARC	2012
Tarabocchia, JR (Thompson)	*DOS*	*2012*
Flores, Greg (Ostlund)	*CARC*	*2013*
Harmon, Steven	*OAA*	*2013*
Jagodnik, Joan	*ARR*	*2013*
_____ (Nixon)		*2013*
Ryder, Bill	*ADM*	*2013*
Sanchez, Rebecca	*SBA*	*2013*

Business Administration (~~6~~ 4)

Cabelly, Alan	SBA	2011
_____ (Rogers)	SBA	2011
____ (Mathwick)	SBA	2012
Raffo, David	SBA	2012
Brown, Darrell	*SBA*	*2013*
Johnson, Raymond	*SBA*	*2013*

Education (6)

*Reynolds, Candyce (McKeown)	EPFA	2011
Munson, Leslie	*ED*	*2011*
Caskey, Micki	ED	2012
Smith, Michael	ED	2012
Rigelman, Nicole(Mukhopadhyay)	*ED*	*2012*
Burk, Pat		*2013*

Engineering & Computer Science (~~10~~ 9)

Kohles, Sean	ME	2011
Sheard, Timothy	*CMPS*	*2011*
Pejcinovic, Branimir	ECE	2011
Karavanic, Karen (Sailor)	*CMPS*	*2011*
Brown, Cynthia	CS	2012
Daasch, W Robert	ECE	2012
_____ (Zurk)		2012
Feng, Wu-Chang	*CMPS*	*2013*
Jones, Mark	*CMPS*	*2013*
†*Maier, David*	*CMPS*	*2013*

Extended Studies (2)

Griffith, Molly	*XS*	*2011*
†Sterling, Sarah	XS PDC	2012

Fine and Performing Arts (~~6~~ 5)

†Gray, Charles	MUS	2011
Hansen, Bradley	MUS	2011
_____ (Leite)		2012
Glaze, Debra	MUS	2012
Berrettini, Mark	*TA*	*2013*
Taylor, Sue	*ART*	*2013*

Library (2)

*Bowman, Michael (Howard)	LIB	2011
†Paschild, Christine	LIB	2012

Liberal Arts and Sciences (~~40~~ 38)

Carter, Duncan	ENG	2011
Clark, Michael (Wamser)	*ENG*	*2011*
Ediger, Joseph	*MTH*	*2011*
Fischer, William (Ceppi)	*FLL*	*2011*
George, Linda	ESR	2011
Hines, Maude	ENG	2011
Luckett, Thomas	HST	2011
Murphy, Michael	BIO	2011
*Preston, Serge (L,Mercer)	MTH	2011
Rueter, John	ESR	2011
Sanchez, Fernando	FLL	2011
Seppalainen, Tom	PHIL	2011
Shusterman, Gwendolyn	CHEM	2011
Wadley, Stephen	*FLL*	*2011*
Arante, Jacqueline	ENG	2012
†Brower, Barbara	GEOG	2012
†Burns, Scott	GEOL	2012
Butler, Virginia	ANTH	2012
Cummings, Michael	GEOL	2012
Danielson, Susan	ENG	2012
_____ (Gamburd)		2012
Jacob, Greg	ENG	2012
Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
†Schechter, Patricia	HST	2012
_____ (Balshem)		2012
Wetzel, Patricia	FLL	2012
Agorsah, Kofi	*BST*	*2013*
Beyler, Richard	*HST*	*2013*
Elzanowski, Marek	*MTH*	*2013*
Farr, Grant	*SOC*	*2013*
Greco, Gina	*FLL*	*2013*
Kapoor, Priya	*COMM*	*2013*
†*Kominz, Laurence*	*FLL*	*2013*
Lang, William	*HST*	*2013*
Marrongelle, Karen	*MTH*	*2013*
Medovoi, Leerom	*ENG*	*2013*
Ott, John	*HST*	*2013*
Palmiter, Jeanette	*MTH*	*2013*
Weasel, Lisa	*BIO*	*2013*

Other Instructional (5)

†MacCormack, Alan	UNST	2011
Trimble, Anmarie	UNST	2012
Flower, Michael	*HON*	*2013*

Social Work (~~7~~ 3)

Keller, Thomas	SSW	2011
_____ (Nissen)		2011
Taylor, Michael	CFS	2011
_____ (Curry)		2012
Miller, Pamela	SSW	2012
_____ (Nash)		2012
_____ (McBeath)		*2013*

Urban and Public Affairs (~~9~~ 6)

Kinsella, David	PS	2011
Neal, Margaret	IOA	2011
Gibson, Karen	*USP*	*2011*
Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
_____ (Strathman)		2012
Dill, Jennifer	*USP*	*2013*
_____ (Shandas)	*____*	*2013*
_____	___	2013

*Interim appointments
†Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 7, 2011
Presiding Officer: Maude Hines
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Baccar, Berrettini, Beyler, Bowman, C. Brown, D. Brown, Burns, Butler, Cabelly, Carder, Caskey, Chaille Cummings, Curry, Daasch, Dill, Ediger, Elzanowski, Farr, Feng, Fischer, Flower, Fortmiller, George, Glaze, Gray, Griffith, Hagge, Harmon, Hatfield, Henning, Hines, Ingersoll, Jagodnik, Jones, Karavanic, Ketcheson, Kinsella, Latiolais, Livneh, Luckett, MacCormack, Maier, Mathwick, McBeath, Medovoi, Miller, Munson, Murphy, Neal, Nixon, O'Halloran, Palmiter, Parnell, Paschild, Pejcinovic, Pierce, Reynolds, Rigelman, Rueter, F. Sanchez, Schechter, Sheard, Shusterman, Smith, Sterling, Strathman, M. Taylor, S. Taylor, Trifiletti, Trimble, Weasel, Webb, Wetzel, Zurk.

Alternates Present: Kennedy for Barham, Tu for Brower, Reese for Danielson, Elliot for Greco, Shrek for McBride, Blekic for Ryder, Holmes for R. Sanchez, Clark for Siegler, Wise for Tarabocchia, Tappen for Lang,

Members Absent: Burk, Clark, Carter, Gibson, Hansen, Jacob, Johnson, Kapoor, Keller, Kohles, Kominz, Kwong, Marrongelle, Ott, Raffo, Seppalainen, Turner, Vance, Wadley, Welnick.

Ex-officio Members Present: Andrews-Collier, Balzer, Burton, Chisolm, Dawson, Desrochers, Fung, Gregory, Hickey, Hitz, Kaiser, Koch, LaTourette, Latz, Lim, Mack, Merrow, Moeller, Ostlund, Pernsteiner, Sestak, Su, Wallack, Wetzel, Wiewel.

A. ROLL
B. APPROVAL OF THE MINUTES OF THE JANUARY 3, 2011, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Wadley was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate and Committee appointments since January 7, 2011: Sytsma is appointed ted to Assoc. Vice President, therefore relinquishing his Senate seat.

Report of the Proceedings of the Senate Agenda Setting Meeting of 3 January, 2011. HINES introduced Presiding Officer Shusterman to give the report, noting that the reports from each of the tables are on the Senate website. SHUSTERMAN noted

that the information was very rich, and that the Steering Committee will need some additional time to complete the list of what the Senate wants to focus on for the next year and a half. She presented a summary she compiled of the topics and spoke briefly about each (slides attachment).

HINES noted that the Steering Committee would assess this feedback in depth at their March retreat. She continued, that the foremost issue appeared to be growth, but since the university focus is shifting from a growth to an enrollment management model, it seemed appropriate to ask the President and Provost to discuss the causes and how it will work. She concluded that the March Senate meeting discussion would focus on performance measures.

KOCH presented a history of Growth and described our transition to an enrollment management strategy based on the proceedings, per a request from the Steering Committee, after his usual report (slides attachment). He thanked Kathi Ketcheson, Dan Bernstine, Jay Kenton, Janine Allen and Agnes Hoffman, his primary sources, for their assistance. He gave a very brief history of enrollment and the underlying causes, with emphasis on the last two decades. He then discussed the next step – how to impact our next five years, according to according to Strategic Enrollment Management:

> …an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college. (Hossler and Bean)

KOCH listed our Enrollment Management objectives:
1. Enhance the quality of the student experience by promoting academic success and program completion and key goals related to internationalization and diversity.
2. Support the University mission by responding to the Metro region's need for educated workforce and civic leadership.
3. Maximize educational opportunities to higher education working with the network of higher education institutions within the Metro region as well as on-line delivery methods.
4. Build a stable and improved level of funding to support the strategic priorities of the institution.

KOCH noted that we have begun an analysis of fiscal impact of enrollment scenarios over a 5-year period using a tool generated in OIRP, with regard to Enrollment Growth, Student Mix, and Student Retention. He concluded with example scenarios.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. **Curricular Consent Agenda**

   WETZEL/BURNS MOVED THE SENATE APPROVE the curricular consent agenda, as listed in "E-1."

   THE MOTION PASSED by unanimous voice vote.

2. **Proposal to Change "X" and "M" Policy**

   OSTLUND presented the proposal for the committees involved. FORTMILLER presented an example of a student who attended for 20 terms and then became academically dismissed, with no warnings triggered.

   DAASCH/BURNS MOVED THE SENATE APPROVE the Proposal, as listed in "E-2."

   CUMMINGS noted he needs a better understanding of whom we are trying to help, the student or the institution. OSTLUND reminded that students could run out of financial aide before they complete the degree. WETZEL asked if we have evidence that the transcript provided was an abuse of the "X." OSTLUND stated, no. WETZEL stated maybe it was just abuse of the no show. OSTLUND stated it is not a major abuse across campus, but they are missing the safety net as things stand. LATIOLAIS noted he agreed with WETZEL, and continued he has a problem with the M and X grades, as they are qualitatively different. OSTLUND reminded that the petition process would still exist. REESE reminded that she didn't think she has ever given an M, but doesn't actually know. LUCKETT reminded that the chairs are charged with monitoring the faculty.

   _____ stated it is unclear how the proposal would affect students. BACCAR stated that it would require another change next year, to make it entirely successful. This is a first attempt, to get clarity around the X.

   KARAVANIC pointed out a correction, that the second policy should also read "and/or."

   C. BROWN noted that teaching large classes with many freshmen, she has noted that they are often mistaken. She continued, that she is not convinced by the argument that we are helping students, due to the punitive phraseology. Students are punished enough by loosing their tuition. OSTLUND gave an example of a student who begged the faculty member to change a grade to protect financial aid. C.BROWN stated, more paperwork. SHUSTERMAN noted she has been a victim of a student who doesn't have a life crisis but doesn't like the grade being earned. DILL noted she agree with OSTLUND, but that changing the "and" to "and/or" would suggest you don't grade a student who always attended but never did the work. She continued that faculty also could use Incompletes for this purpose.

ELZANOWSI suggested we get rid of the X. ARANTE reminded that the formal definition for the I is strict, and the student may get caught in the middle.

BUTLER noted that we're not observing the policy we have now, and that is the larger problem. MEDOVOI suggested we alter Academic Standing instead. TRIMBLE noted that we need to be more consistent. _____ noted an X should become an F eventually. OSTLUND noted that the committee felt it was punitive.

TRIFILETTE asked if the committee discussed limiting the number of X grades. BACCAR stated yes.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE PASSED by 44 in favor, 23 against, and 8 abstentions.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL noted that the Governor's budget proposal for the biennium has been released, and that indicates an estimated $24 Million ($12 Million per year) shortfall for PSU. In order to fill the gap, there will be tuition increases, and we have asked units to propose reductions of an estimated 3% in permanent cuts. We also have instituted a hiring "pause" until budget plans have been submitted by the units involved, so we can see if they can fund the hires. Lastly, we have placed 45% of the fund balance from the last fiscal year in reserve, so that we can draw on it if need be.

WIEWEL reminded that the Fiscal Futures task force is working on how we should allocate funds in the institution, and urged that people check their webpage on the FADM site. He continued, that fundraising activities are on going, including the Simon Benson event next fall. He continued, that the system restructure proposal is being pursued, including the all campus forum tomorrow. The housing project and the waterfront life science project are also ongoing. The Cradle to Career initiative is also moving forward. Lastly, the CLAS dean search is starting, led by Dean Wallack, as well as the VP for Finance and Administration, led by VP Fink.

BUTLER stated that with all due respect, as a member of a search committee who has worked for hundreds of hours and engaged many participants, this is a crushing thing and it feels like being sucker punched. This is a very hard thing to swallow, and if there had been any hint that this would happen, it would have been better not to have had the searches. It would have been easier for everyone to have the appropriate

expectation. WIEWEL responded that we were trying to calibrate it the right way, and if you feel sucker punched, we did not succeed. We didn't try to suck you in, but felt strongly last spring that we needed the positions in question and should take advantage of certain opportunities. There was word at the time that budget cuts could be as high as they have turned out to be, but it was the worse case scenario. We made the decision for the most likely case scenario, not the worse case. Planning for worse case is a recipe for disaster. As soon as you give tell us your proposal for a 3% cut, we will move those searches forward. The odds of any search not happening are relatively modest. This is a tough spot to be in. We don't want unwarranted hope, but we believe that these are important positions, and hope that you can keep your candidates alive in the interim.

LUCKETT asked, if a search is cancelled, does that mean the line is suspended or eliminated from the roster. WIEWEL stated it depends on what the unit proposes. Nobody knows how long it would be before we can get the money back.

Provost's Report

KOCH reminded of the Campus Wide Learning Outcomes forum upcoming on 21 February. He continued, that we are engaged a number of initiatives regarding International students and programs, and have begun a process for a holistic look at international academic programs. A working group has been formed including Dean Kaiser, VP Latz, VP Rose, Shawn Smallman (chair), Linda Walton, Patricia Wetzel, and Berol Yeselada to represent the major institutes and centers. We have asked each program to create a brief self study, and will eventually bring in external reviewers to assist in reviewing and refining our mission.

KOCH gave a brief presentation on PSU's growth in enrollment and our recent transition to enrollment management (above).

1. **Report of the Ad Hoc Committee on Implementation of Changes to the Constitution**

   LIEBMAN and JONES distributed a survey (attached) and discussed the letter being distributed to all faculty about how the changes will be effected. They collected the survey, and expressed their thanks to all of the committee members who have been involved in the project.

2. **Report of the Interinstitutional Faculty Senate Meeting of 4/5 Feb. at PSU**

   RUETER gave a brief summary of the recent meeting, and directed the Senate to the IFS webpage for minutes at http://pages.uoregon.edu/ifs/ifs.html. He noted that the brief being distributed is about the Oregon Idea, which was explained to the body by James Francesconi and Jim Bernard. Sona Andrews described the audit of faculty efficiency currently being conducted at certain of the campuses. Chancellor Pernsteiner discussed the legislative proposal for the new compact with the state, and his aspiration that all campuses ratify it this spring. He also noted that the changes to PERS wouldn't happen for two years. At the Saturday

meeting, the body heard campus reports, and discussed IFS funding. He concluded that IFS is in the process of reviewing a brief on faculty work being prepared by the Chancellor' office, and the performance indicators proposed in the contract.
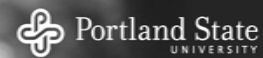
H. ADJOURNMENT

The meeting was adjourned at 4:58 p.m.

Faculty Senate Discussion

1/3/11

Thanks for your thoughtful participation –
Themes that emerged…

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General University Policies and Issues

- Measures of Quality - University Accountability

- Growth

- Fiscal Sustainability / budget

- Structure – OUS, and internal

Quality of Faculty Experience

- Governance

- Work Environment – Faculty Productivity

- Collaboration and Collegial interactions

- Faculty Senate Role

- Research focus

Student and Curricular Concerns

- On-line learning

- Student success (high achieving students)

- University studies

Enrollment growth – past and future

Faculty Senate – February 7, 2011

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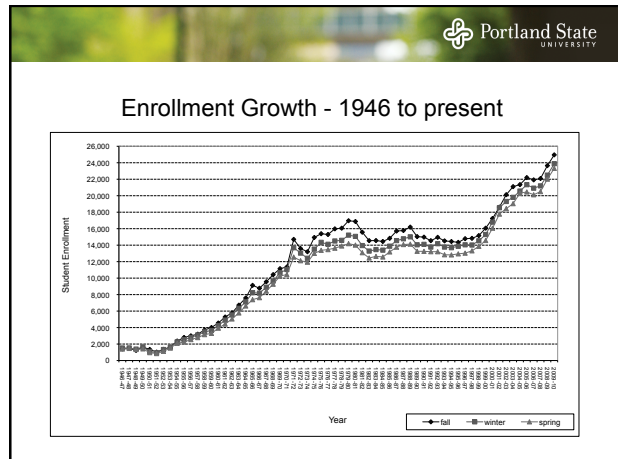UNIVERSITY

A brief review of past history and future plans
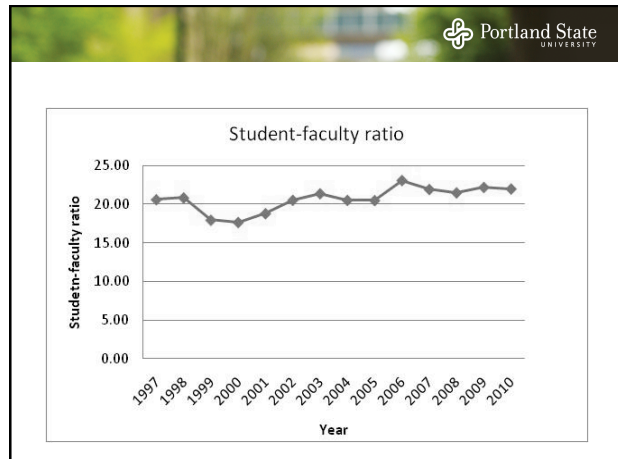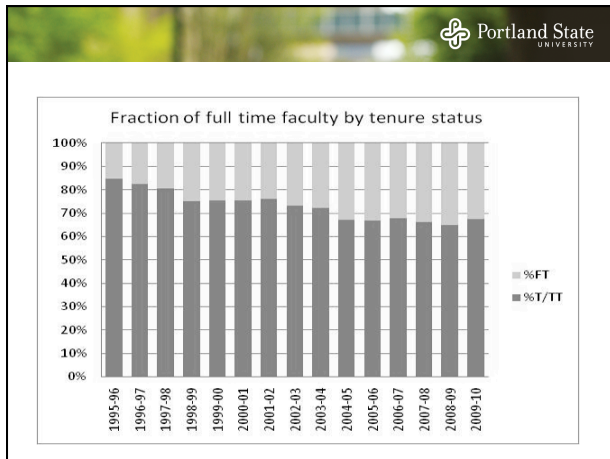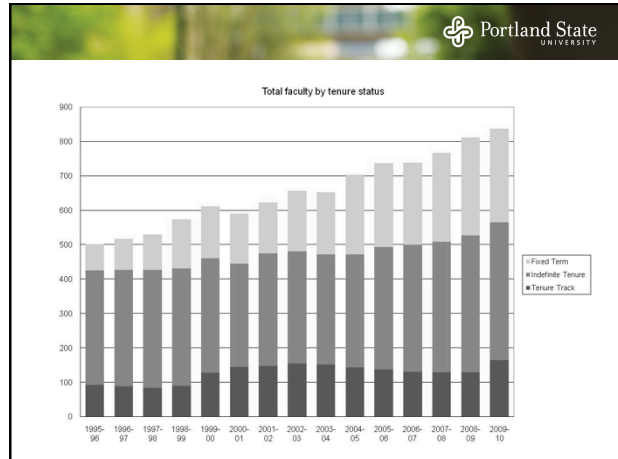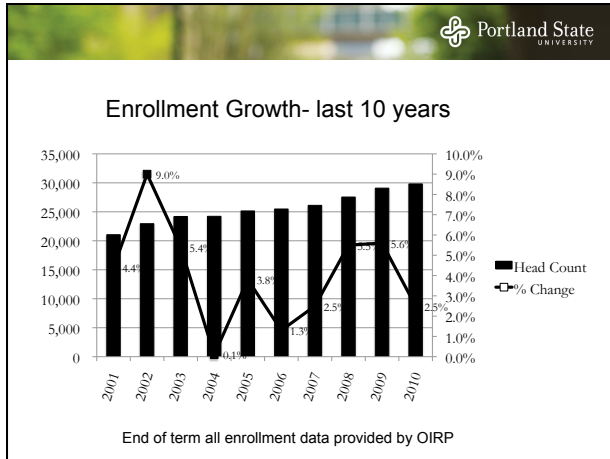
Overview of the presentation

- Review of historic changes in enrollment
  - o The numbers
  - o Relationship to particular events
  - o Decisions that produce the growth and related
  - o Current conditions following a decade of growth
- What's next – plans for future growth
  - o Strategic Enrollment Management (EM)
  - o EM principles
  - o EM scenarios
  - o Current activities

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Acknowledgements

- Primary sources
  - Kathi Ketcheson and others in OIRP
  - Dan Bernstine
  - Jay Kenton
  - Janine Allen
  - Agnes Hoffman

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Enrollment Growth - 1946 to present

Enrollment Growth- last 10 years

End of term all enrollment data provided by OIRP

Total faculty by tenure status

Fraction of full time faculty by tenure status

Student-faculty ratio

Next step – Strategic Enrollment Management

. . . an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college. (Hossler and Bean)

Enrollment Management objectives

1. Enhance the quality of the student experience by promoting academic success and program completion and key goals related to internationalization and diversity.

2. Support the University mission by responding to the Metro region's need for educated workforce and civic leadership.

3. Maximize educational opportunities to higher education working with the network of higher education institutions within the Metro region as well as on-line delivery methods.

4. Build an stable and improved level of funding to support the strategic priorities of the institution.

How can SEM impact our next 5 years?

- *Begun* an analysis of fiscal impact of enrollment scenarios over a 5 year period using a tool generated in OIRP.
  - Enrollment Growth
  - Student Mix
  - Student Retention

Example Scenarios

- Presented in 2010 dollars

- Model shows revenue only

- Assumption of flat level of state appropriation

Metrics

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- $/Student FTE.   Historically low at PSU.

- Total increase in dollars per year associated with growth.

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	Scenario Description	Impact		
		Total Revenue	Per Student	# Students
I.	Historic Growth Trends Continued (~ 3% per year)	+$42 M	-$265	35,365
I.a.	Add: 1% per year tuition increase above inflation; retention target achieved	+$56 M	+$187	35,584
I.b.	Add: 200 non-resident students per year; retention target achieved	+$55 M	-$107	36,221

Retention Target in this scenario is a 3% increase for resident students/5% for non-residents

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	Scenario Description	Impact		
		Total Revenue	Per Student	# Students
II.	Modest Growth (~ 1.4% per year)	+$16 M	-$2	31,336
II.a.	Add: 1% per year tuition increase above inflation; retention target achieved	+$29 M	+$447	31,534
II.b.	Add: 200 non-resident students per year; retention target achieved	+$29 M	+$164	32,152

Retention Target is a 3% increase for resident students/5% for non-residents

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	Scenario Description	Impact		
		Total Revenue	Per Student	# Students
III.	2:1 Slow Growth. Increase enrollment by 2,200 non-resident and 1,100 resident students	+$42 M	+$426	33,545
III.a.	Add: 1% per year tuition increase above inflation; retention target achieved	+$50 M	+$900	33,545

The scenarios all lead to an increase in Total $/Year

Scenarios where we can generate $25 -50 million in yearly revenue - with associated costs

- Growth in resident students (strategic)
- Retention rates for resident and non resident students

We can increase $/Student FTE

- Increase in state appropriations
- Tuition increases
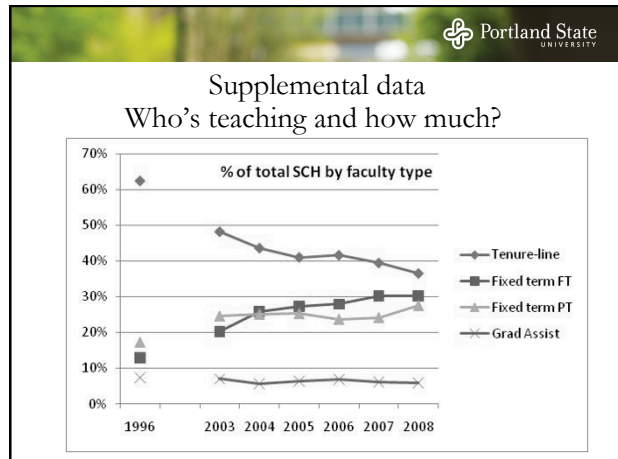- Increase in % of non resident students.

SOBERING perspective – increase < $1,000

Need to maximize benefit of overall gain in yearly revenue (examine costs and efficiencies)
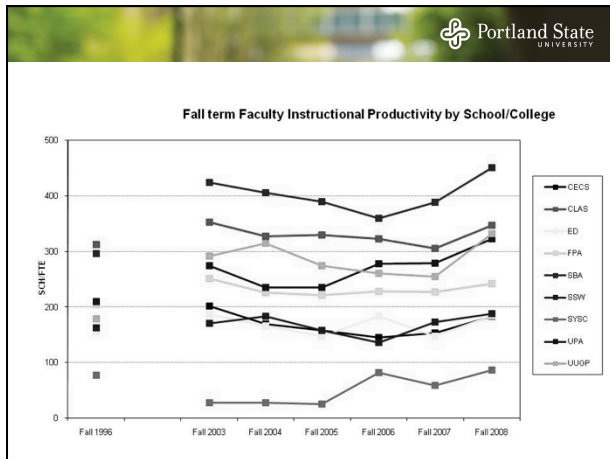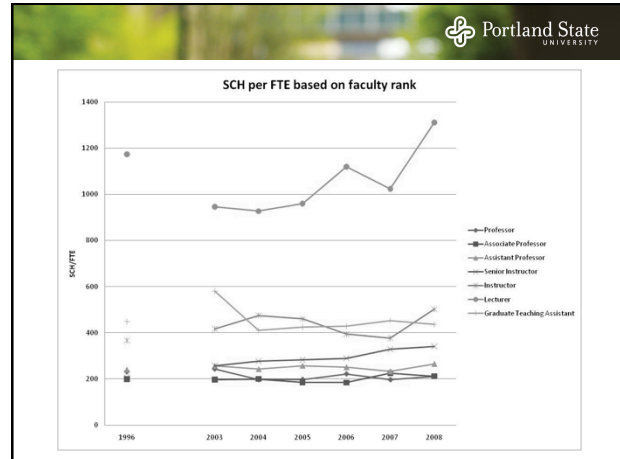

Enrollment growth – past and future

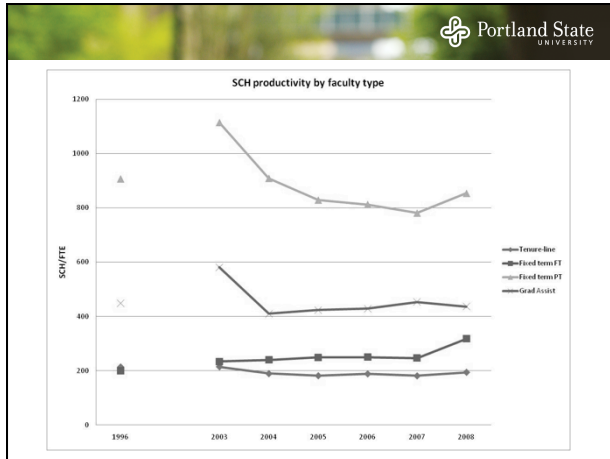Faculty Senate – February 7, 2011

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**Supplemental data
Who's teaching and how much?**

% of total SCH by faculty type

- Tenure-line
- Fixed term FT
- Fixed term PT
- Grad Assist

1996 2003 2004 2005 2006 2007 2008

Faculty Senate Survey

February 7, 2011

Are you currently: ☐ Tenured ☐ Tenure Track ☐ Fixed Term ☐ Senator ☐ Ex-officio
[check all that apply] ☐ Academic Professional

Is your primary role here today as observer rather than Senator/Ex-Officio? ☐ Yes ☐ No

How long have you worked at PSU? _____ years

How many total years have you served on the Senate? _____

Have you ever served as a Senate Officer or Steering Committee Member? ☐ Yes ☐ No

Have you ever served on a University-wide committee? ☐ Yes ☐ No

How many University-wide committees are you currently on? _____

What is your primary department or work unit? [*Spell out*] _____

How important is it for you to...	Least important										Most important
Make sure that faculty/staff are heard	0	1	2	3	4	5	6	7	8	9	10
Present faculty/staff's views to the administration	0	1	2	3	4	5	6	7	8	9	10
Make PSU the best University that it can be	0	1	2	3	4	5	6	7	8	9	10
Help faculty/staff participate in the life of the University as a whole	0	1	2	3	4	5	6	7	8	9	10
Represent my department/unit in the Senate	0	1	2	3	4	5	6	7	8	9	10
Make sure my department/unit knows what happens in Senate	0	1	2	3	4	5	6	7	8	9	10
Read Senate materials in advance of meetings	0	1	2	3	4	5	6	7	8	9	10
Speak to the Senate on issues that matter to me	0	1	2	3	4	5	6	7	8	9	10

How frequently do you...	Very seldom										Very frequently
Report back to my department/unit about Senate matters	0	1	2	3	4	5	6	7	8	9	10
Talk to other faculty one on one about Senate matters	0	1	2	3	4	5	6	7	8	9	10
Gather with other Senators to discuss Senate matters	0	1	2	3	4	5	6	7	8	9	10
Contribute to discussion on the Senate floor	0	1	2	3	4	5	6	7	8	9	10

How much do you agree...	Disagree completely										Agree completely
I know what I need to know to be an effective Senator	0	1	2	3	4	5	6	7	8	9	10
The Senate has clear goals and priorities	0	1	2	3	4	5	6	7	8	9	10
An "opt-in" process for identifying potential Senate candidates will result in a more effective Senate	0	1	2	3	4	5	6	7	8	9	10

How important is the current work of the Senate for...	Less important										Very important
Your department/unit	0	1	2	3	4	5	6	7	8	9	10
The University	0	1	2	3	4	5	6	7	8	9	10

What are some important things the Senate might do to make itself more effective? [*Use other side if needed*]

February 14, 2011

TO: Faculty Senate

FROM: Margaret Everett
          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 **2010-11 Comprehensive List of Proposals.**

College of Liberal Arts and Sciences

Change in Existing Programs
E.1.a.1
• MA in Anthropology – add MS option
E.1.a.2
• MA/MS in Geology – add non-thesis option
E.1.a.3
• MA in English – change core course requirements, change culminating activity options
E.1.a.4
• MFA in Creative Writing – add core workshop, change other course requirements
E.1.a.5
• MS in Environmental Science and Management – change core course requirements and credit distributions
E.1.a.6
• MEM in Environmental Management - change core course requirements and credit distributions

Graduate School of Education

Change in Existing Programs
E.1.a.7
• MA/MS in Education: Special Education – revise core requirements

New Courses
E.1.a.8
• CI 509 Practicum: Reading Endorsement, 3 credits
  Practicum requires reading endorsement candidates to work directly with students. Candidates will enact the various responsibilities of a reading specialist/literacy coach, to include: assessing and instructing a struggling reader, developing curriculum for various groups of readers, assessing and making recommendations for individual teachers or for a

school's reading program, developing literacy-focused professional development sessions for instructional assistants, and communicating with parents and community members. Prerequisites: Oregon teaching license, admittance to program and 15 credit hours.

E.1.a.9
- CI 528 Literacy Assessment for Reading Specialists, 3 credits
  This course focuses on the purposes for literacy assessment, types of assessments, the impact of culture and language on assessment, and the fundamental link between literacy assessment and instruction. Topics include the purposes of literacy assessment tools, the selection of assessments that inform instruction and assessments that inform various stakeholders, the development of a school wide assessment program, and an analysis of current assessment practices. The course is designed to develop a more extensive understanding of assessment as it relates to evidence-based literacy instruction, diversity issues, and students' literacy development.

E.1.a.10
- CI 531 Facilitating Content Area Literacy Strategies, 3 credits
  Course designed to help literacy leaders to facilitate content area literacy strategies in elementary, middle, and high schools and to guide students in acquiring skills needed for adequate reading, thinking, writing, and study in the disciplines. Emphasis will be on collaborating with teachers in a leadership role to facilitate strategies in all school subjects.

E.1.a.11
- SPED 596 Topics in Special Education Research, 3 credits
  Specialized topics in special education focused on the scientific process and the development of research-based practice. Research regarding theories, interventions, instructional strategies, curriculum, and assessment are examined for each topic. Sections address topics such as: Literacy, English Language Learners, Positive Behavior Intervention Supports and Students with Significant Disabilities.

E.1.a.12
- SPED 597 Topics in Special Education Issues and Practices, 3 credits
  Specialized topics in special education focused on issues and practices in the education of students with disabilities. Current practices and issues, evidence-based practices, the use of research and assessment to understand problems, and the implementation and evaluation of interventions are examined for each topic. Topics such as the following are included: Literacy, English Language Learners, Positive Behavior Intervention Supports, Students with Significant Disabilities. Prerequisites: SpEd 596.

Maseeh College of Engineering and Computer Science

Change in Existing Programs
E.1.a.13
- PhD in Electrical and Computer Engineering – eliminate the minor requirement

New Courses
E.1.a.14
- ETM 511/611 Technology Management Writing and Presentations, 4 credits
  Students will learn to develop written deliverables and presentations that professional technology managers and leaders are called on to produce—reports, analyses, persuasive write-ups, announcements, presentations (prepared and impromptu), proposals and website

content. Students will examine and critique examples of professional communications, as well as edit the works of others in the class. Emphasis on creativity, organization, voice, audience and objectives for the communications. Discussion topics also include professional writing standards—ethics, research and references, style considerations and requirements—as well as how to structure, organize and present academic writing.

E-1.b.

February 14, 2011

TO: Faculty Senate

FROM: Margaret Everett
          Chair, Graduate Council

          Drake Mitchell
          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 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 **2010-11 Comprehensive List of Proposals.**

College of Liberal Arts and Sciences

New Courses
E.1.b.1
*   ENG 435/535 Advanced Topics in Film and Media, 4 credits
    Specialized studies in the history, criticism, or theory of film and media culture. Topics may focus on genres, movements, figures, theoretical issues, or advanced historical topics. Prerequisites: Eng 300 or Eng 304.

Change in Existing Courses
E.1.b.2
*   ANTH 415/515 Applied Anthropology, 4 credits – change course description
E.1.b.3
*   BI 461/561 Invertebrate Zoology, 5 credits – change to 6 credits
E.1.b.4
*   EC 465/565 Labor Economics and Industrial Relations, 4 credits – change title to Labor Economics, change course description and prereqs

February 14, 2011

TO: Faculty Senate

FROM: Drake Mitchell,
             Chair, Undergraduate Curriculum Committee

RE: **Submission of Undergraduate Curriculum Committee – Consent
Agenda**

The following proposals have been approved by the UCC, 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 **2010-11 Comprehensive List of Proposals**.

School of Business Administration

Changes to Existing Courses
E.1.c.1.
• BA 495 Business Strategy (6) – changes credit hours from 4 to 6, changes description.

College of Liberal Arts and Sciences
Changes in Existing Programs
E.1.c.2.
• BA/BS in Liberal Studies – updates the major to allow WR 323 to count toward the
writing requirement as well as the 81 upper division credits toward the major.

New Courses
E.1.c.3.
• Eng 332 History of Cinema and Narrative Media I (4)
Surveys the history of cinema and narrative media from the late nineteenth-century
moving image through the Second World War.
E.1.c.4.
• Fr 320 French for the Working World (4)
Intensive application of language for advanced everyday proficiency, career exploration,
job seeking and development of an actual student-run company. Participants practice and
improve language skills by using them to develop product ideas, conduct market research
and sales campaigns, manage company finances and plan the future of the enterprise.
E.1.c.5.
• Phl 331 Philosophy of Education (4)
Exploration of the nature, aims, and value of education by situating it in its historical and
contemporary philosophical context and perspectives.
E.1.c.6.
• Rus 111, 112, 113 Introduction to Flagship Studies (1,1,1)
An introduction to issues related to language acquisition, proficiency standards, and
assessment instruments for students in the Russian Flagship Program.

E.1.c.7.
- Rus 150, 151, 152 Introductory Flagship Russian (6,6,6)
  Team-taught intensive introduction to fundamentals of Russian focusing on language production in high-frequency settings. Conducted primarily in Russian, the course prepares students for study in Russia and is a prerequisite for further study in the Russian Flagship Program.

Changes in Existing Courses
E.1.c.8.
- Ger 320 German for the Working World (Intermediate Level) (4) – change title and description.
  E.1.c.9.
- Ger 420 German for the Working World (Advanced) (4) – changes number from Ger 415/515, drops Ger 515, changes title and description.
  E.1.c.10.
- Phl 301 Ancient Philosophy (4) – changes course number from Phl 301, 302, changes title and description.
  E.1.c.11.
- Phl 303 Early Modern Philosophy (4) – changes course number from Phl 301, 302, changes title and description.
  E.1.c.12.
- Phl 304 Nineteenth Century Philosophy (4) – changes course number from Phl 421, changes course description and prerequisites.
  E.1.c.13.
- Phl 305 Analytic Philosophy (4) – changes course number from Phl 425/525, changes course description and prerequisites.
  E.1.c.14.
- Phl 350 International Ethics (4) – changes course number from Phl 450, changes title, description and prerequisites.
  E.1.c.15.
- Phl 355 Morality and Health Care (4) – changes course number from Phl 455, changes description and prerequisites.

College of Urban and Public Affairs
New Courses
E.1.c.16.
- PA 420 Introduction to Nonprofit Management (4)
  Introduction to the importance of the nonprofit sector in contemporary society and an examination of the sector's contribution to the social, political, and economic economy. Emphasis on practical application of nonprofit management theory, helping students gain the knowledge and skills appropriate to taking on nonprofit leadership roles. Prerequisites: junior standing.
  E.1.c.17.
- PA 425 Grantwriting for Nonprofit Organizations (4)
  Students will acquire necessary skills to write successful grant proposals for foundations and other private funders. Students will learn how to: develop a project idea, plan a project or program, cultivate and work with prospective funders, develop and write a proposal, and generally learn skills to strengthen the grant-seeking process. Prerequisites: junior standing.

Changes to existing Courses
E.1.c.18.
- PS 352 Introduction to European Politics (4) – changes title and description.
  E.1.c.19.
- USP 314 The City in Film (4) – changes course number from USP 211, changes description.
  E.1.c.20.
- USP 438/538 Real Estate Law (3) – drop.

January 24, 2011

To: PSU Faculty Senate

From: ARC (Linda George, Martha Hickey, Chair, Agnes Hoffman, Becki Ingersoll, Sukhwant
        Jhaj, Jane Mercer, Robert Mercer, Louise Paradis; Mary Ann Barham (consultant),
        Angela Garbarino (consultant)

Re: **Proposal to allow two concurrent degrees**

The Academic Requirements Committee proposes a change in the policy prohibiting the granting
of two concurrent degrees (i.e. BA *and* BS simultaneously) and recommends the following
motion for the Faculty Senate's consideration:

> Effective Fall 2011, an undergraduate at Portland State University may receive two different
> Bachelor's degrees (BS, BSW, BA, BM, BFA, et. al.) in two different major programs at the
> same time. The student must complete all the requirements in each degree and in each
> major, and at least 36 credit hours beyond the 180 total required for a single Bachelor's
> degree (requiring a minimum of 216 credits hours for concurrent degrees). Residence credit
> requirements will not change (i e. 45 of the final 60, or 165 of the total 216).

Rationale:
Under current PSU rules, a "double major" is allowed only if the two majors fall under the same
degree. ARC has received a number of requests in recent years from students asking to be
granted what they perceive as a "double major" but in fact represent two degrees, i.e. a
simultaneous BS in Music and BA in English or a BS in Computer Science and BA in German.
In the first case, students have been advised that they can double major with a BA in Music and
BA in English. This solution is impossible in the second case because WLL only offers a BA and
Engineering only a BS. In this case, students have been told that they must enroll post-Bac for
36 additional credits (or 45, if non-PSU graduates). As a result, they lose eligibility for certain
types of financial aid.
In cases of financial hardship or certain other exigencies where the course work and 216 or more
credits have already been completed, ARC has granted the petition for concurrent degrees.

The current practice at other Oregon University System campuses is to allow students concurrent
degrees if the student has completed a minimum number of credits beyond the 180 required for
graduation.

At OSU, for Concurrent Baccalaureate Degrees, students must:
  1. Meet the institutional, college, and departmental requirements of the curricula represented
by the degrees;
  2. Complete for each additional degree a minimum of 32 credits more than the requirements of
the curriculum requiring the least number of credits;
  3. Complete each additional 32 credits in residence.

At U of Oregon, concurrent degrees are awarded under the following conditions:
  1. The second degree is offered by a different school or college
  2. The student completes the departmental requirements for each major
  3. The student completes the general-education requirements for each degree
  4. The student completes a minimum of 36 credits at the UO beyond those required for the degree that has the highest credit requirement
  5. The student submits two 'Application for Degree' forms in the Office of the Registrar