

10-7-2013

Faculty Senate Monthly Packet October 2013

Portland State University Faculty Senate

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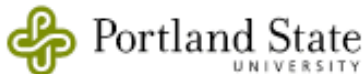
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Faculty Senate, October 2013



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. Items may be pulled from the Curricular Consent Agenda for discussion in Senate up through the end of roll call.

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. A senator who misses more than 3 meetings consecutively, will be dropped from the Senate roll.

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate

FR: Martha W. Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **October 7, 2013**, at 3:00 p.m. in room **53 CH**.

AGENDA

A. Roll

B. *Approval of the Minutes of the June 3, 2013 Meeting

C. Announcements and Communications from the Floor

*1. Online Grade-to-Grade Changes Proposal – Liane O’Banion (SSC) and Cindy Bacaar

2. ReThink Credit for Prior Learning – Shelly Chabon (CLAS)

**C-2 materials posted on Senate web site: *Draft HECC CPL Standards Policy*:

<http://www.pdx.edu/faculty-senate/senate-schedules-materials>

Discussion Item – Consensual Relationship Policy

D. Old Business

E. New Business

*1. Curricular Proposals Consent Agenda

*2. PhD in Health Systems and Policy, Mark O. Hatfield School of Government

F. Question Period

1. Questions for Administrators

2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees

President’s Report (16:00)

Provost’s Report

Report of Vice-President of Research and Strategic Partnerships

H. Adjournment

ELECTION OF THE 2013-15 CAUCUS REPRESENTATIVES TO THE COMMITTEE ON COMMITTEES: LAS:SS(2), LAS-Sc(1), Ed(1)

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

B Minutes of the Faculty Senate Meeting of June 3, 2013 and attachments B-1, B-2, and B-3

C.1 Online Grade-to-Grade Changes Proposal

E.1.a-c Curricular Consent Agenda (Grad Council and UCC)

E.2 PhD in Health Systems and Policy

Secretary to the Faculty

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

*****2013-14 FACULTY SENATE ROSTER*****

2013-14 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer: Leslie McBride

Presiding Officer Pro tem/Elect Robert Liebman

Secretary: Martha Hickey

Committee Members: Amy Greenstadt (2014),

Gary Brodowicz, Karin Magaldi, Lynn Santelmann (2015)

David Hansen, *ex officio*, Chair, Committee on Committees

Maude Hines, *ex officio*, Senator, Interinstitutional Faculty Senate (IFS)

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

All Others (9)

O'Banion, Liane	EEP	2014
*Kaufman, Lisabeth (for Hart)	ADM	2014
Kennedy, Karen	UASC	2014
Hunt-Morse, Marcy	SHAC	2015
†Luther, Christina	INT	2015
<i>Baccar, Cynthia</i>	<i>REM</i>	<i>2016</i>
<i>Ingersoll, Rebecca</i>	<i>UASC</i>	<i>2016</i>
<i>Popp, Karen</i>	<i>OGS</i>	<i>2016</i>
<i>Skaruppa, Cindy</i>	<i>EMSA</i>	<i>2016</i>

Business Administration (4)

Pullman, Madeleine	SBA	2014
†Hansen, David	SBA	2015
<i>Layzell, David</i>	<i>SBA</i>	<i>2016</i>
<i>Loney, Jennifer</i>	<i>SBA</i>	<i>2016</i>

College of the Arts (4)

Magaldi, Karin	TA	2014
Wendl, Nora	ARCH	2014
†Boas, Pat	ART	2015
<i>Griffin, Corey</i>	<i>ARCH</i>	<i>2016</i>

Education (4)

Rigelman, Nicole	ED	2014
Stevens, Dannelle	ED	2014
†Smith, Michael	ED	2015
<i>McElhone, Dorothy</i>	<i>ED</i>	<i>2016</i>

Eng. & Comp. Science (6)

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

Library (1)

†Beasley, Sarah	LIB	2015
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Other Instructional (1)

†Carpenter, Rowanna (for Jhaj)	UNST	2015
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CLAS – Arts and Letters (9)

Friedberg, Nila	WLL	2014
Jaen-Portillo, Isabel	WLL	2014
†Greenstadt, Amy	ENG	2014

Dolidon, Annabelle	WLL	2015
Mercer, Robert	LAS	2015
Reese, Susan	ENG	2015
†Santelmann, Lynn	LING	2015
<i>Lindsay, Susan</i>	<i>LING</i>	<i>2016</i>
<i>Perlmutter, Jennifer</i>	<i>WLL</i>	<i>2016</i>

CLAS – Sciences (8)

Lafferriere, Gerardo	MTH	2014
Works, Martha	GEOG	2014
Burns, Scott	GEOG	2015
Eppley, Sarah	BIO	2015
<i>Sanchez, Erik</i>	<i>PHY</i>	<i>2015</i>
<i>Daescu, Dacian</i>	<i>MTH</i>	<i>2016</i>
<i>George, Linda</i>	<i>ESM</i>	<i>2016</i>
†Rueter, John	<i>ESM</i>	<i>2016</i>

CLAS – Social Sciences (7)

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

Social Work (4)

Talbott, Maria	SSW	2014
†*Taylor, Michael (for Pewewardy)	SSW	2014
Holliday, Mindy	SSW	2015
<i>Cotrell, Victoria</i>	<i>SSW</i>	<i>2016</i>

Urban and Public Affairs (6)

Newsom, Jason	OIA	2014
Gelmon, Sherril	PA	2014
†Clucas, Richard	PS	2015
<i>Brodowicz, Gary</i>	<i>CH</i>	<i>2016</i>
<i>Carder, Paula</i>	<i>IOA</i>	<i>2016</i>
<i>Farquhar, Stephanie</i>	<i>CH</i>	<i>2016</i>

***Interim appointments**

†Member of Committee on Committee

DATE: 9/19/13 <i>New Senators in Italics</i>
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Ex-officio Members of the Faculty Senate

Andrews, Sona K.	Provost & Vice President for Academic Affairs
Aylmer, Françoise	Vice President for University Advancement
Balzer, Jackie	Vice President for Enrollment Management and Student Affairs
Beatty, Susan	Dean, College of Liberal Arts and Sciences
Bowman, Michael	Chair, Budget Committee
Bucker, Robert	Dean, School of Fine & Performing Arts
Cunliffe, Rachel	Chair, Undergraduate Curriculum Committee
Crespo, Carlos	Dean, College of Urban & Public Affairs (interim)
Davis, Lois	Chief of Staff, President's Office
Dawson, Scott	Dean, School of Business Administration
Everett, Margaret	Assoc. Vice Provost and Dean of Graduate Studies
Faaleava, Toeutu	Chair, Intercollegiate Athletics Board
Fallon, Ann Marie	Advisory Council (2013-14, for Crespo)
Fink, Jonathan	Vice President for Research and Strategic Partnerships
Foster, Harris	ASPSU President
Gould, Rob	Chair, Educational Policies Committee
Hansen, David	Chair, Committee on Committees
Hickey, Martha	Secretary to the Faculty
Hines, Maude	Interinstitutional Faculty Senate (to Jan 2014; Jan 2014 – Jan. 2017)
Hines, Maude	Co-Chair, Teacher Education Committee
Hitz, Randy	Dean, Graduate School of Education
Holt, Jon	Chair, Library Committee
Jhaj, Sukhwant	Dean of Undergraduate Studies, Associate Vice Provost for
Undergraduate Success	
Koroloff, Nancy	Dean, School of Social Work (interim)
Labissiere, Yves	Advisory Council (2013-2015)
MacCormack, Alan	Chair, Academic Requirements Committee
Mack, Carol	Vice Provost for Academic Personnel & Leadership Development
MacCormack, Alan	Advisory Council (2013-2015)
Maier, David	Chair, Graduate Council
Miller, Michele	Chair, General Student Affair Committee
Moller, Mary	Director for Government Relations
Moody, Marilyn	University Librarian
Ozawa, Connie	Advisory Council (2012-2014)
Reuter, John	Advisory Council (2013-2015)
Reynolds, Candyce	Interinstitutional Faculty Senate (Jan. 2012 - Dec. 2014)
Reynolds, Kevin	Vice Provost for Academic Fiscal Strategies and Planning
Rimai, Monica	Vice President for Finance & Administration
Seppalainen, Tom	Chair, University Studies Council
Shusterman, Gwen	Advisory Council (2012-2014); Co-chair Teacher Ed Comm
Su, Renjeng	Dean, Maseeh College of Engineering & Computer Science
Teuscher, Christof	Chair, Faculty Development Committee
Wiewel, Wim	President

Note: Pursuant to the Constitution of the Portland State University Faculty (Art. V, Sec. 1, 1) chairpersons of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate who are not serving as elected members shall serve as *ex-officio members* of the Faculty Senate

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 3, 2013

Presiding Officer: Rob Daasch

Secretary: Martha W. Hickey

Members Present: Agorsah, Berrettini, Beyler, Boas, Burk, Burns, Carpenter, Chrzanowska-Jeske, Clucas, Daasch, Dolidon, Elzanowski, Eppley, Flower, Friedberg, Gelmon, Greenstadt, Hanoosh, Hansen, Harmon, Hunt-Morse, Jaen-Portillo, Jagodnik, Jivanjee, Jones, Kennedy, Lafferriere, Liebman, Luckett, Luther, Magaldi, McBride, Meekisho, Mercer, Miller, Newsom, Pullman, Ott, Palmiter, Pease, Recktenwald, Rigelman, Ryder, Sanchez, Santelmann, Smith, Stevens, Taylor, Tretheway, Weasel, Wendl, Works, Zurk

New Members Present: Baccar, Bertini, Brodowicz, Brower, Carder, Cotrell, Daescu, De Anda, Farquhar, Hsu, Karavanic, Layzell, Lindsay, Loney, Luckett, McElhone, Padin, Sanchez, Skaruppa

Alternates Present: Bowman for Beasley, Buckley for Brown, DuPont for Hart, Hatfield for O'Banion, Wagner for Pullman, Hines for Reese.
New: Ervin for Bluffstone, Beckett for Popp

Members Absent: Flores, Holliday, Lubitow, Medovoi, Talbott,

Ex-officio Members

Present: Alymer, Andrews, Brown, Cunliffe, Everett, Fink, Flower, Gould, Hansen, Hickey, Hines, Jhaj, MacCormack, Mack, Rimai, Sestak, Wakeland

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MAY 6, 2013, MEETING

The meeting was called to order at 3:03 p.m. The May 6, 2013 minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH invited all Senates to an end of the year reception following the meeting, thanking Scott Burns for his support of the event. He explained the voting process for new Senate officers for 2013-14 and announced that item E.3.a from the Educational Policy Committee (EPC) would be a report from Tim Anderson on new (program approval) Workflow Charts, with the vote to be scheduled in early fall 2013, and that

the motion E.3.b to Create the Center to Advance Racial Equity had been withdrawn. After reminding Senators of the need to elect representatives to the Committee on Committees after the meeting, DAASCH relayed a suggestion for an orientation for new Senators. Presiding Officer Elect MCBRIDE said the first Monday afternoon of fall term (Sept. 30) was being considered for the event.

DAACSH complimented current Senators for a job well done, noting the robust and thoughtful discussion over the past year, and the Senate's own efforts over the last 5 years to re-think how it operates. (Applause.)

DAASCH introduced the topic of Credit for Prior Learning (CPL) for discussion. Gerry Recktenwald, PSU OUS-CPL Task Force member, was invited to provide further background. RECKTENWALD noted that the Task Force had largely focused on OUS policy questions, but it had prepared a framework with questions, issues, and examples relevant at the campus level (posted as C-2 CPL Policy Framework on the Senate website: <http://www.pdx.edu/faculty-senate/senate-schedules-materials>). DAASCH highlighted three topics considered in the Framework that seemed particularly critical for the Senate to consider and provide feedback to the PSU Provost: 1) establishing guiding principles 2) defining the types of assessment accepted, and 3) setting standards and criteria for awarding CPL.

RECKTENWALD shared questions that had arisen on the assessment and transferability of CPL credits: Will each campus set its own limits and standards or should OUS policy try to reconcile differences that might arise between institutions regarding what kinds of activities and credit could be transferred, or limit the kinds of assessment that are used? What support or training will institutions offer for performing CPL assessment?

DAASCH opened the discussion to the floor, querying senators about using credit by exam as a CPL strategy. Raising a point of order, LAFFERIERE asked if the intent was to move to a committee of the whole. DAASCH suggested remaining in regular session, since no formal presentation had been made. Provost ANDREWS clarified that she was interested in hearing if any additional elements in the system-wide policy should be prescriptive beyond the requirement to have a CPL policy and a mechanism for awarding CPL, adding that PSU will need time to talk about the details. In particular, other OUS institutions are saying that it is the purview of the faculty to make the decisions around how to award credit. In response to Daasch's question whether the need for a CPL policy was a given, ANDREWS stated that the Higher Education Coordinating Committee was likely to require a policy for CPL, but that the Provosts are trying to make the system-level policy as generic as possible, so that each institution can make their own decisions on how to implement it.

MERCER asked if this policy would allow institutions to say that for portfolio-based credit, certain elements need to be in place, or to specify what courses or for which programs the option existed, and to determine if these credits would be identified as CPL credits in the transcript, or as lower, and/or upper-division credit. GOULD reported EPC concern that the CPL policy framework seemed to limit where work and life experience could count, even though it might be measurable. GREENSTADT asked how we decide which kind of learning deserves credit, and offered the example of placement testing, which assesses skill level but usually does not award credit for

"testing out" of a required subject. DAASCH said that the question would be decided by the PSU campus, adding that he had seen no evidence of a loss of distinction between testing for CPL and placement testing. BEYLER emphasized importance of the faculty's prerogative as well as its responsibility for determining what work deserves or constitutes credit. MACCORMACK reported that the Academic Requirements Committee (ARC) discussion had raised the question of whether a CPL policy would also cover PSU students midway through their degree who wished to propose a contemporaneous, or over-the-summer non-PSU, non-traditional learning experience for credit. DAASCH reiterated that these are decisions that we would like to be making on this campus. MACCORMACK added that in an environment where campuses may be vying for students, there may be some advantage in having some minimum state standards, to avoid policies that are too generous. STEVENS suggested that the immediate focus ought to be on the question of whether we accept any impediments to making our own decisions about awarding CPL, although bearing in mind questions that students might raise about why one campus awards credit for certain activities and another does not, or how we determine whether CPL credit is coming from an accredited institution.

DAASCH asked, taking a straw pole, whether anyone believed that the Oregon University System should be making the decisions on awarding CPL. [Secretary note: Laughter and no hands raised.] BURK cautioned against overlooking the Governor's and Legislature's attempts to align the Higher Ed system more efficiently for students; the fact that many PSU's students do not start here makes the question of CPL transferability less exclusively a local issue and one of student service needing transparency. LAFFERRIERE argued that individual institutional policies within the System also need to be transparent. DAASCH stated that PSU would certainly reserve the right to evaluate courses transferred. PALMITER added that our ability to evaluate transferred courses was already challenged and offered the example of University of Phoenix courses transcribed by another OUS institution and then transferred through that institution to PSU. BACCAR noted that PSU would have accepted the original U of Phoenix credit, as it is an accredited institution, but it was true that CPL credit granted by other institutions was not always transcribed in a way that differentiates it from regular courses.

DAASCH asked if there was concern about the transferability of CPL credit. A show of hands registered some concern.

ANDREWS stated that one of the items suggested for system-level policy was a requirement that transcripts denote CPL credit. BACCAR said that current policy required PSU to accept any transcribed course for evaluation, including CPL credit, which might be assigned generic lower-division credit; however individual departments were not required to accept the transferred credit towards the degree. SANTELMANN echoed concerns that there be minimum standards for what is acceptable for credit. DAASCH noted that this concern could be voiced regarding all transferred credit. SANTELMANN noted the difference between course credit and credit granted based on an exam. CLUCAS said that he was less concerned about transferability than the increasing number of credits that might come in this way, potentially turning PSU into an institution that anoints rather than educates. DAASCH suggested that the question of credits taken in residence might have to be revisited. HINES said her concern was one of workload. Although she believed that

one could acquire the knowledge and experience to qualify for a university degree outside the university, as valuable and interesting as it was, it would still take time, effort and expertise to evaluate it. Noting that Shelly Chabon was initiating a reTHINK project that might propose ways to efficiently grant CPL, she was still looking for a way to honor that diversity of learning that would also allow her to do her job. LUCKETT asked what granting "credit for life experience" does to the reputation of a university. It might not be sufficient to say that faculty or departments can decide when to award credit, because differences will arise; if the faculty are going to decide CPL criteria, it should be at the university-wide or Senate level. DAASCH asked Recktenwald if credit for prior learning could be distinguished from credit for life experience. RECKTENWALD offered the example of someone who has read widely on history but who has not participated in discussions with peers and/or teachers to develop information acquired within a theoretical framework, achieving a level of understanding that met some academic standard. In light of evolving circumstances, he advocated for a system-wide approach that allows for continued discussion and inter-institutional dialogue.

DAASCH opened the floor for nominations for Presiding Officer Elect to serve in 2013-14. Bob Liebman was nominated at the May meeting. There were no additional nominations. HICKEY explained the procedure for using the clickers.

LIEBMAN was elected as Presiding Officer Elect.

DAASCH opened the floor for nominations for three positions on the Senate Steering Committee for 2013-15, one to replace Bob Liebman. Gary Brodowicz (CUPA), and Karin Magaldi (COTA), Lynn Santelmann (CLAS) were nominated. STEVENS asked for clarification of the role of Steering Committee, which DAASCH supplied. Recktenwald, Luckett, and Beasley declined nomination.

BRODOWICZ, MAGALDI, and SANTELMANN were elected to Steering Committee by clicker ballot.

D. OLD BUSINESS

1. Annual Report of the Faculty Development Committee (FDC), submitted May 6, 2013 (see G-2, May Agenda mailing)

TEUSCHER, chair of FDC, explained the challenges that FDC faces with \$1.8 million in requests and funds of \$750,000. He presented the results of an FDC survey of faculty opinion regarding four alternative proposals from FDC for distributing FDC funds more simply and equitably (see slides 6-9 of D-1 attachment for responses). The survey went to all AAUP bargaining unit members; 25% responded, over 90% of whom had been funded at least once. The data from the survey is available on the OAA website: <http://www.pdx.edu/oaa/faculty-enhancement-grants>. Support for the changes proposed was positive. There were many comments appended to the survey, most advocating for increased funding.

In response to Daasch's question, TEUSCHER said additional comments on the report would be appreciated. LIEBMAN thanked the FDC for conducting the survey. He

pointed out that of the surveyed group of about 1250, only 750 were teaching faculty, so there was a significant proportion not likely to apply for FDC funds. The door for non-instructional applications had only been open for two years or so. An additional 100 research faculty were mostly funded directly. His conclusion was that the 25% figure representing those who had never applied for a grant (slide 4) was an overstatement.

2. Annual Report of the General Student Affairs Committee (GSA)

MILLER, GSA chair, reported that the Steering Committee suggested that GSA look for ways to improve student participation on Senate committees. GSA's efforts and recommendations are stated in the annual report (G-2). As the current system is broken, the intention is to propose a detailed plan for increasing student applications for and appointments to all-university committees that will involve coordination with SALP (Student Activities and Leadership Programs), the Student Affairs office, ASPSU, and the Senate. MILLER invited suggestions, comments and concerns.

DAASCH commented that he had learned how uneven student participation is currently, and looked forward to recommendations from GSA that might foster more consistency.

E. NEW BUSINESS

1. Curricular Consent Agenda

SANCHEZ/LAFERRIERE MOVED the curricular consent agenda.

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

Secretary's note: After the meeting UCC announced that item E.1.b.1 (Comm 447) had been previously withdrawn; the course is to be removed from the list.

2. Proposal for a PhD in Community Health

WAKELAND/LAFERRIERE MOVED TO ACCEPT the PhD in Community Health as approved by the Grad Council and listed in E-2.

MERCER inquired whether the funding would be adequate given potential impending budget cuts. CRESPO noted that the proposal responds to institutional interests in health and complements plans for a school of public health; it draws on an existing Masters program that has recently added four new faculty. A market survey indicates that student credit hours generated should make it sustainable. LIEBMAN asked if changes outside of campus were likely to affect enrollments, noting the creation of a separate school of public health at OSU. CRESPO said the proposal was for a stand alone program; if a school were to emerge, the PSU program would fit accreditation requirements. WAKELAND asked for clarification on how competition between institutions might play out. CRESPO acknowledged the College of Public Health at OSU, but said that the existence of two vibrant schools of public health would be a benefit to the state.

The Proposal for a PhD in Community Health was APPROVED by unanimous voice vote.

3. Educational Policy Committee (EPC) Report and Resolution E. 3.c

a. Report on Changes to the "Process for Creation, Alternation, and Elimination of Academic Units"

DAASCH introduced Tim Anderson from the EPC to provide background on a new process for reviewing Centers and Institutes that will be included in a revised work flow chart for the existing "Process for Creation, Alternation, and Elimination of Academic Units" to be submitted to the Senate for approval in the fall, as recommended by the EPC (see Appendix E-3.a).

ANDERSON reported that the Provost had convened a task force in fall 2012 consisting of Mark Sytsma, Steve Harmon, and himself to review the work flow for various units at PSU in light of issues regarding the status of the Writing Center and organizational changes at PSU. They worked with an EPC sub-committee including Richard Beyler, Michael Bowman, Rob Gould, Steve Harmon, and Jennifer Loney, to update and revise the existing work flow chart (see attachment B-1). One goal was to adapt the chart to the needs of different types of units on campus and help some of them to move through the Process more quickly. They are proposing three categories, each with its own work flow chart: (1) academic units, (2) public service or general support service centers, and (3) membership/research centers. (See slides 5-10 for examples.) ANDERSON noted that recognized public service centers would not require Senate review, but membership-research centers would be reviewed if EPC deems them a significant academic unit. Addition or alteration of those units would be decided by the relevant budgetary authority. WAKELAND asked if having teaching responsibilities was the main distinction that would push research centers into the category of academic units. ANDERSON said yes.

LIEBMAN asked where the decision-making authority rests for centers and what the state's role was. ANDERSON replied that the OARs give decision-making authority to individual campuses. ANDREWS confirmed that OUS now requires only that campuses each have their own policies for the approval, assessment and sunset of centers.

NEWSOM asked what defined the start point for initiating a change in a center's status. ANDRESON replied that it could start with a faculty member or an administrator, but would then have to have a Proposal created that would follow the channels outlined. The new chart tries to define the decision-making points; although faculty at the department level can make recommendations, they do not have an absolute veto. EPC would certainly take all the accompanying information into account in its review. HINES asked if a research center defined as a non-significant academic entity would by-pass Faculty Senate to go to the budgetary authority and Vice-President for Research and Partnerships, from here, if rejected, it could then come to the Senate? ANDERSON said yes, the intent was to allow for a broader discussion in the case of controversy. DAASCH

encouraged senators to share concerns about the new work flow design to the EPC prior to the fall vote.

b. Motion on the Center to Advance Racial Equality withdrawn.

c. Motion to eliminate the Center for Academic Excellence (CAE) and the Center for Online Learning (COL) and create the Office of Academic Innovation (OAI),

GOULD/SANCHEZ MOVED to recommend the MOTION, as stated in Appendix E-3.c.

GOULD stated that the EPC had wanted to determine whether the new “Office” would fall under faculty governance and discussed the issue at length with Vice Provost for Academic Innovation and Student Success Sukhwant Jhaj, who had agreed that OAI was to be a significant academic entity and would fall under faculty governance and follow the work flow charts that are intended to cover units with a significant academic function. On that basis, EPC believes Senate can feel comfortable that it will have on-going input into any future changes in OAI.

HINES asked where the new Office will be identified as an academic unit for future reference, since it is not visible in the Work Flow Chart. DAASCH and GOULD affirmed that this was stated in the OAI Proposal. BOWMAN stated that the footnotes on the back of the Chart lists sorts of units covered, and that “office” could be added there. GOULD said EPC would bring a work flow chart in the fall that included that language.

ZURK asked for clarification of how the merger will affect the activities supported by the two entities being eliminated. GOULD said he understood that the services provided by the new entity would not differ radically from those provided by the old entities (CAE and COL), and he invited Vice Provost Jhaj to comment. JHAJ asked the interim director of Teaching, Learning and Assessment Janelle Voegele and interim Director of Pedagogy and Platform, Johannes De Gruyter, to respond. VOEGELE stated that they envision the same activities that were at the heart of CAE and COL would continue when they merged, and that they saw the potential for even greater support and collaboration in the synthesis of the two. ZURK asked if OAI would have the same number of personnel and be in one location. VOEGELE and DE GRUYTER said the plan was to move to one location on the mezzanine of Smith Center. MCBRIDE asked for explanation of the shift in discussion from “merger” in 2012 to “elimination” and “creation” of new entity in 2013. JHAJ responded that in January 2013 the staff of CAE and COL began a review process, conducting about 80 cross-campus one-on-one interviews and two brain-storming sessions with faculty, and soliciting web-based feedback. As a result, a new mission, vision and values document was prepared that proposed functional design and process changes for a new entity that was submitted to EPC. The goal is not just to place two entities together in a single space, but to look at unmet needs and gaps in the previous configurations.

STEVENS asked what the difference was between a “center” and an “office.” JHAJ acknowledged that the question had been much debated by EPC. He stated

that the designation “office” is more appropriate and essential to the goal of building a unit with a service mind set. Noting that CAE had been an academic unit, while COL was an administrative unit, LIEBMAN asked what kind of faculty oversight there would be for the new unit. He offered the example of the advisory committee for the Writing Center, whose role it is to look broadly at cross-campus issues, and noted Steering Committee’s recommendation for keeping in place something like the former CAE’s advisory body. JHAJ asked that the record reflect that OAA accepts the recommendation for an advisory body.

ELZANOVSKI asked what Senate was approving, if decisions had already been made and steps taken to create a new unit. DAASCH emphasized that the proposals had been working through a number of Senate committees, one of which, EPC, was bringing a recommendation forward to the Senate, where the new unit’s significance as an academic unit would be documented going forward. JHAJ rejected the notion of a request for rubber stamp, noting that the actions taken up to this point concerned space, because the COL’s lease in MCB was up. The process for proposing a new unit was being followed. LAFFERIERE did not object, but suggested that it would be good for the Senate to know when issues are being brought to the EPC for discussion. DAASCH noted that EPC has an opportunity to make quarterly reports. LUCKETT seconded the concern about belated consultation, and recalled moves taken to alter Extended Studies that Vice Provost Reynolds reported in May, which could have come forward as a discussion item six months earlier. We should try to find ways to keep Senate informed so we can weigh in on the process.

DAASCH called for a vote on the recommendation from EPC:

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

The MOTION was APPROVED by majority voice vote.

F. Question Period

1. Questions for Administrators

Respectfully submitted to Vice-Pres. for Finance Monica Rimai by Senator Bob Liebman, in reference to the Annual Report of the Budget Committee:

Why is the Budget Committee only provided the E&G budget and not the full PSU budget?

RIMAI responded at the conclusion of her budget update (see G. Reports, below).

G. Reports from Officers of the Administration and Committees

President's Report

President Wiewel was out of town. Vice President for Finance and Administration Monica Rimai offered an update on the University budget and planning process.

RIMAI reported that the University started the biennium with a \$31 million reduction in support and experienced flat or declining enrollment, counter to projections. (See minutes attachment B-2, slide 4.) To deal with the anticipated structural deficit of \$18 million in a *measured* way the University is planning for a \$5.8 million permanent cut in fiscal year 2014 (2.3%), with additional cuts in 2015. PSU will also draw from its Fund Balance, maintaining a 10% cushion, and implement a limited tuition increase (3%) along with a reduction of the on-line fee. The latter is based on the recognition that PSU students are price-sensitive across all categories.

RIMAI shared the updated Budget Forecast document in its standard format, including estimated year-end Fund Balances and increases in PERS and personnel costs (up 2%; see slide 11). While the University is hopeful that state appropriations may increase somewhat, anticipating cuts still needed in the second year of the biennium, it will have to ask what we are not going to do anymore.

ZURK asked if the administrative cuts would be considered if costs are higher than at comparable institutions. RIMAI said that nothing was off the table, noting that the new revenue-cost attribution tool (RCAT) should allow PSU to assess administrative costs in a precise way.

Responding to the **Question to Administrators** (F. above) about why the Senate Budget Committee only sees the Education and General Fund portion of the budget, RIMAI stated it has taken her some time to understand the PSU budget vernacular, but that in the future the All Funds Budget would be shared. The Financial Administration is planning to post data on its web site so that everyone will know what the constituent elements of the All Funds Budget are, including subsidies that go across units and various fund categories. (See attached slides 14-17, also available at <http://www.pdx.edu/fadm/presentations>.) She said that she would be happy to answer questions about the funds.

Provost's Report

ANDREWS announced that the 2013 graduating class would be the largest in Oregon history and that revisions to the PSU Consensual Relationship Policy would come to the Senate and its committees for review in the fall.

Report of Vice-President of Research and Strategic Partnerships

FINK offered to share a set of ten questions regarding the conduct and level of research at PSU for future discussion with Senate that he reviewed with the Executive Committee. (See minutes attachment B-3.) DAASCH said that Senate would look forward to that discussion.

IFS Report

HINES said that the future of shared services among OUS institutions under the new governance model and alternative models for faculty governance and integration with the collective bargaining process were major topics of discussion at the May IFS meeting. Revisions to Promotion and Tenure guidelines have been undertaken at Eastern Oregon University and scheduled at University of Oregon for the fall. The University of Oregon Faculty Senate just affirmed the faculty's right to review campus policy *after* administrative review has occurred. HINES also reported that she was elected IFS representative to the system Provost's Council and has been asked to report on on-line learning at PSU to IFS in September.

Annual Reports

The Presiding Officer asked if there were any questions regarding the attached annual reports from Senate committees. HINES drew attention to the Advisory Council recommendation that Senators act as a place to go to bring issues to the Advisory Council. DAASCH noted that this was another way the Senate could take advantage of district representation.

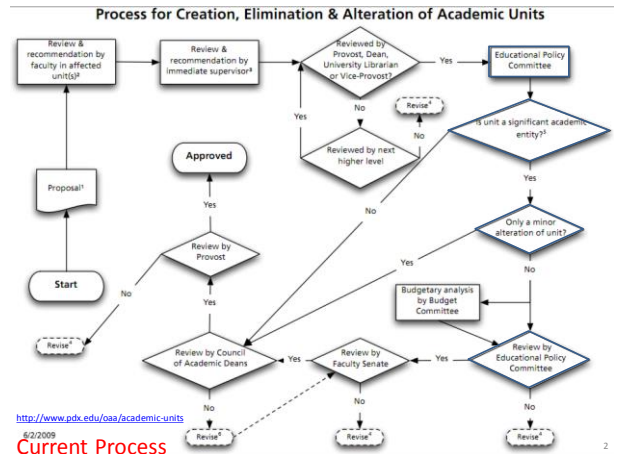
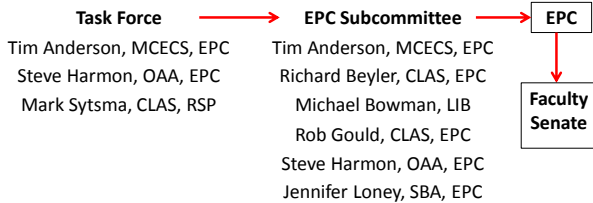
DAASCH accepted the following reports for the Senate and thanked the faculty on the committees for their service:

- 1. Annual Report of the Academic Requirements Committee– G1**
- 2. Annual Report of the Advisory Council – G2**
- 3. Annual Report of the Budget Committee – G3**
- 4. Annual Report of the Committee on Committees – G4**
- 5. Annual Report of the Educational Policy Committee – G5**
- 6. Annual Report of the Graduate Council – G6**
- 7. Annual Report of the Undergraduate Curriculum Committees – G7**

ADJOURNMENT

The meeting was adjourned at 5:18 pm.

New Workflows for Centers, Institutes, and Other Units



The Footnotes

1. Proposals prepared using OAA form.
2. Appropriate faculty groups should be determined on a case-by-case basis.
3. "Immediate supervisor" is admin. to whom unit in question directly reports.
4. Meets with the proposer(s) and suggests revisions to the proposal. The proposer(s) revise the proposal to the degree they are willing and bring it back for further consideration.
5. **Significant academic entities include**, but are not limited to: departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, and institutes.
6. Provost/ALT meets with the proposer(s) and suggests revisions proposal.
 - Proposer(s) makes revisions and bring it back to Provost/ALT.
 - If revision is accepted by Provost/ALT it is sent to the Senate Steering Committee to determine if this is a significant enough change to warrant re-consideration by the Senate (or would elevate what had been a minor alteration to a major alteration and thus require Senate approval).

Our Three Suggested Categories

- Academic Units
- Public Service/General Support Service Centers
- Membership/Research Centers

Academic Units

(Center/Institute/Program/Department/School/College)

- An instructional unit has training or instruction as its primary mission. An instructional unit may also conduct research and public service activities. An instructional unit may but does not necessarily, include jurisdiction over academic curricula.
- Examples:
 - The Writing Center;
 - The Center for Turkish Studies;
 - CLAS;
 - Computer Science Dept.;
 - Office of Academic Innovation

DRAFT-For Discussion: 5

General Support/Public Service Center

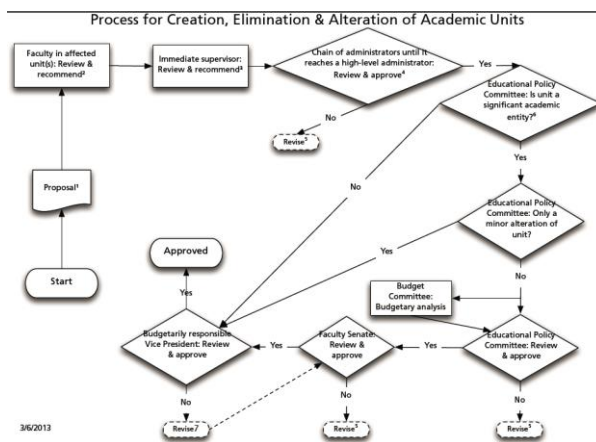
- A general support center provides service or support to PSU/OUS, including but not limited to, faculty, staff, students, administration, and alumni. A general support service center does not generate revenue except specifically for operational needs and is established as a recognized center for assistance. A public service center has public service or technical assistance as its primary mission. Research, instruction, and training activities may also be conducted as secondary components of the mission. A public service center/institute has no jurisdiction over academic curricula.
- Example (General Support):
 - The Women’s Resource Center; The Queer Resource Center
- Example (Public Service):
 - The Survey Research Center

DRAFT-For Discussion: 6

Research/Membership Center/Institute

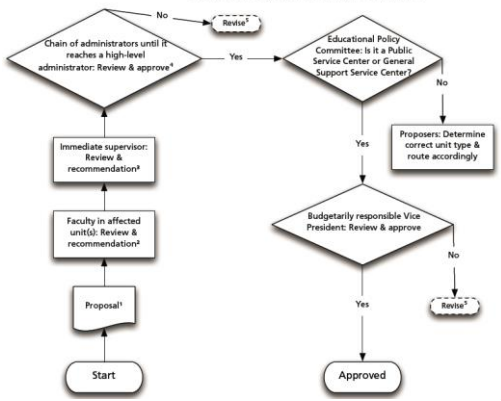
- A research center has research as its primary mission. Although classified as a research center or institute, such a unit may also provide instruction, training, technical assistance, or public service programs. A research center has no jurisdiction over academic curricula. A membership center/institute receives a substantial portion of its funding from membership fees paid by corporate or other private or governmental entities to pursue research, public service, or instructional activities of mutual benefit.
- Examples:
 - Center for Lakes and Reservoirs;
 - NSF I/UCRCs

DRAFT-For Discussion: 7

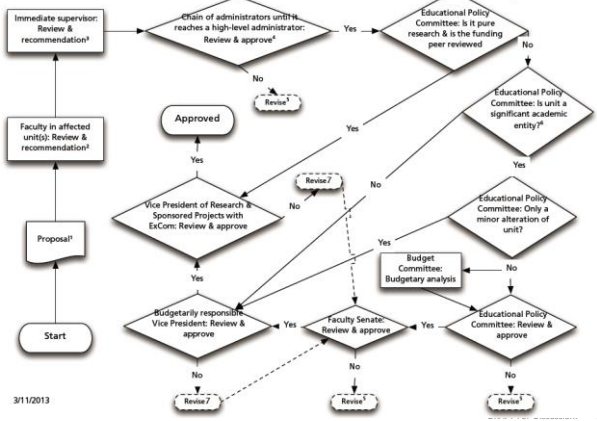


3/6/2013

Process for Creation, Elimination & Alteration of Public Service Centers/
General Support Service Centers



Process for Creation, Elimination & Alteration of Research/Membership Centers

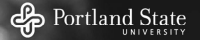
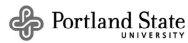


B-2 June 13, 2013 Minutes

Portland State University Budget Update



As presented to the Faculty Senate June 3, 2013 by:
Monica Rimai
Vice President, Finance & Administration



Where We Started

- Biennial State Appropriation Reductions and PEBB/PERS inflation combined = \$31M
- Flat or declining enrollment



Strategy for Responding

Measured response:

- Revenue Growth (Tuition/SCH)
- Reliance on Fund Balance
- Expenditure reduction



What Happened This Year

- Student Credit Hours (SCH)-budgeted 2% increase/actual 1.5% decrease
- Current Year (FY 13) Deficit = \$10M

Levers to Balance Budget -FY 14 & FY15 (Still a measured approach)

- Tuition Rates
- Enrollment (SCH)
- State Appropriation
- Expenditure Level

Planning for Fiscal Year 2014

Tuition Rates –Impact of Price Elasticity Study

- 4.5% Undergrad resident- 3% + 1.5% for reduction of online fee
- 1% Undergrad non- resident, Graduate resident/non-resident
- Differential tuition increases: SBA Graduate cohort alignment

Planning for Fiscal Year 2014, (cont.)

Enrollment

- Flat Undergraduate enrollment
- 2% decline in Graduate enrollment

Planning for Fiscal Year 2014, (cont.)

State Appropriations

- PERS Relief
- Additional Support

Planning for Fiscal Year 2014, (cont.)

- \$18M deficit

Planning for Fiscal Year 2014, (cont.)

Expenditure Reductions

- 2.3% across the board (2% overall but accounts for debt service, lease payments, OUS assessments, and the offset for bad debt) = \$5.8M
- Remaining deficit closed with \$12.6M one-time funds (carry forward / fund balance)

Updated Forecast

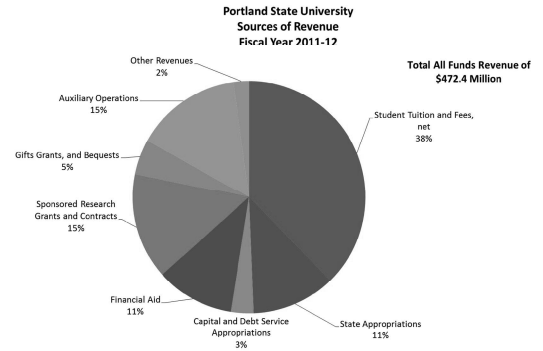
	2011-13 Biennium	2013-15 Biennium	
	FY13 Projected	FY14	FY15
Beginning Fund Balance	\$ 49,933,896	\$ 38,067,373	\$ 26,682,054
Revenues:			
Gross Tuition and Fees	\$ 209,687,000	\$ 211,946,618	\$ 213,962,728
Less: Fee Remissions	\$ (16,900,000) 8.1%	\$ (16,900,000) 8.0%	\$ (16,900,000) 7.9%
Net Tuition, Fees and Other Student Charges	\$ 192,787,000	\$ 195,046,618	\$ 197,062,728
State General Fund	\$ 55,264,031	\$ 53,683,927	\$ 55,875,108
Governor's proposed increase	\$ 3,920,000	\$ 3,920,000	\$ 4,080,000
Other (SEU, F&A Recovery, misc. income, transfers in etc.)	\$ 16,563,052	\$ 16,597,042	\$ 16,834,881
Total Revenues & Transfers In	\$ 264,614,083	\$ 269,247,587	\$ 273,852,717
Expenditures:			
Personnel Services	\$ 218,655,850	\$ 232,573,000	\$ 235,493,548
PERS relief	\$ -	\$ (6,839,824)	\$ (8,314,849)
Total Personnel Services	\$ 218,655,850	\$ 225,733,176	\$ 227,178,699
Operating Expenses & Transfers Out	\$ 54,826,756	\$ 61,851,422	\$ 61,685,182
Expenditure Reduction	\$ -	\$ (5,751,692) -2.0%	\$ (15,011,164) -5.2%
Total Expenditures & Transfers Out	\$ 273,482,606	\$ 281,832,906	\$ 273,852,717
Net from Operations and Transfers	\$ (8,868,523)	\$ (12,585,319)	\$ -
Use of Fund Balance for one-time items	\$ (9,098,000)	\$ (4,500,000)	\$ (2,300,000)
Estimated Unexpended Current Year Budget (carryforward)	\$ 6,100,000	\$ 5,700,000	\$ 5,000,000
Change in Fund Balance	\$ (11,866,523)	\$ (11,385,319)	\$ 2,700,000
% of Expenditures		-4.0%	-1.0%
Ending Fund Balance	\$ 38,067,373	\$ 26,682,054	\$ 29,382,054
Fund Balance as % Operating Revenues	14.4%	9.9%	10.7%

Next Steps

- "End of the Year" conversation
 - OAA Discussion
 - Leadership Discussion
- Final budgets established – June
- Budgets posted for July

Questions for the Administration

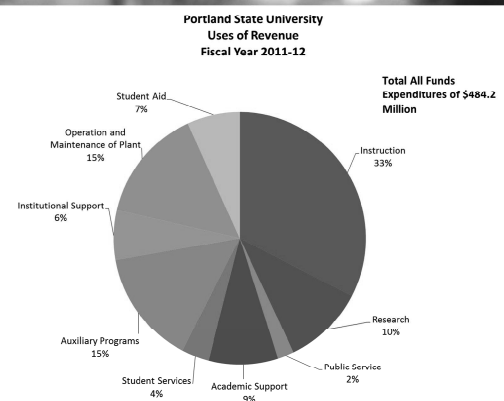
“Why is the (Senate) Budget Committee given only the E&G budget, and not the full PSU budget?”



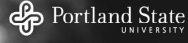
Types of Revenue

1. Student Tuition and Fees, net of remissions
 - i. Includes non-credit course revenue from Designated Operations funds
2. State Appropriations
3. Capital and Debt Service Appropriations
4. Financial Aid
5. Sponsored Research Grants and Contracts
6. Gifts Grants and Bequests
7. Auxiliary Operations
 - i. Includes areas such as Parking, Housing, Student Health and Counseling and Student Activities
8. Other Revenues
 - i. Includes educational sales and services, other operating, other non-operating, gain/loss on sale of equipment, investment activity, and transfers within OUS, and foundation activity (special events, PSU contract, investment income, appreciation,)
 - ii. Includes revenue from Designated Operations for self-sustaining activities related to community education, public service and student aid activities. Examples: Workshops, books and publications sales.

Uses of Revenue 2011-12



Summary of Ongoing Subsidies



Subsidy	Amount	Source
Athletics Personnel	\$2,143,441	General Fund (E&G)
Trimet Passes	\$1,156,999	Parking
Academic Rent - Athletics	\$916,000	General Fund (E&G)
Broadway	\$712,710	One-time Auxiliary funds
University Place Parking Loss	\$675,000	Parking
University Place	\$418,622	One-time Auxiliary funds
Local Improvement District (Lightrail)	\$392,216	Parking
Corbett Building	\$225,000	General Fund (F&G)
Portland Mall Management	\$163,909	Parking, housing, Facilities, CPSO
Native American Center	\$50,000	General Fund (E&G)
	\$6,853,897	
General Fund (E&G)	\$3,334,441	
Parking	\$2,326,658	
One-time Auxiliary funds	\$1,131,332	
Facilities	\$33,875	
Housing	\$19,123	
CPSO	\$8,469	
	\$6,853,898	

Discussion questions

1. What level of research do we want? What can we afford?
2. What do we mean by an urban-serving *research* university?
3. How much does PSU's reputation depend on research?
4. How important is the *quality* of our faculty? Our students?
5. How important is PSU to Portland's entrepreneurial economy?
6. How should PSU's partnership work be funded?
7. What is our ability to fund risky ventures?
8. What is our strategy for getting large center-style grants?
9. How do we engage undergraduates in research?
10. What is our globalization strategy for research?

C - 1

Online Grade-to-Grade Changes:

A Proposal from SSC and Registrar's Office

FS Motion Coming Soon

Current Practice

- Instructors can submit grade changes online for grades of "I" and "M" using Faculty Self-Service in Banner. Changes are instantaneous.
- Grade-to-Grade changes **MUST** be submitted via paper SGR, along with Department Chair signature.

(Automated workflow to support chair approval too complex and resource intensive to accomplish anytime soon.)

Current Paper SGR Process

- Instructor fills out paper SGR
- Routes to Dept. Chair for signature approval
- SGR delivered to Registrar's Office
- SGR is processed manually in RO
- Carbon copy of SGR returned to departments for audit/security confirmation.
- Original SGR filed and archived in RO

Proposal

- Eliminate paper process and need for Chair signature
- Allow Grade-to-Grade changes to be submitted online by instructor of record, within 1-year of original term
- RO will provide Dept Chairs a report for all grade changes at the end of each term for auditing and checks and balances

Term Reporting Might Include:

-
- Student name
- Instructor of record
- Date of change
- Comprehensive list of courses for which a grade-to-grade change was submitted for term (year)?
- Original and new grade

Benefits of New Method

Students:

Changes made instantaneously. Current paper SGR process, requiring additional approval by chair, can take days/weeks.

The increased timeliness can be very important when students are waiting for grade changes for purposes of academic standing, applying for graduation, application to professional/graduate programs and using appropriate pre-requisites.

Faculty:

Easier for instructors/chairs and saves time. Grade changes won't get lost in the shuffle of paperwork.

Benefits of New Method

Department Chairs:

Summary term reporting will allow chairs to make a comprehensive assessment of grade-to-grade change activity, allowing them to identify patterns of concern that may be missed when rushing through ad hoc signing of SGR slips.

Sustainability:

Supports sustainability by eliminating one more paper form and reduces physical storage needs for archiving.

Shared with following groups for input:

- Presented to SSC
- Presented to an ALL Chair meeting in spring
- Shared via memo to CLAS Chairs in spring
- Presented to Steering Committee
- Presented to A&A Deans committee

Overwhelmingly positive support so far.

Next Steps: Present a motion at the November Faculty Senate meeting for a vote

September 12, 2013

TO: Faculty Senate

FROM: David Maier
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 Courses

E.1.a.1

- GEOG 696 Dynamics of Ecosystem Services, 4 credits – change course number to 694; change course title to Methods and Models in Ecosystem Services; change course description [cross-listed with MGMT 694]

School of Business Administration

New Courses

E.1.a.2

- MGMT 694 Methods and Models in Ecosystem Services, 4 credits [cross-listed with GEOG 694]
Evaluates changing ecosystem services in a holistic way, drawing multiple disciplines, including ecology, economics, engineering, and geographical and spatial sciences. Introduces methods and models from multiple disciplines to analyze ecosystem services across biophysical, social, economic, and cultural contexts. Provides an interdisciplinary foundation for evaluating ecosystem services. This is the same class as Geog 694 and may be taken only once for credit.

Maseeh College of Engineering and Computer Science

New Courses

E.1.a.3

- ECE 550 Power System Stability, 4 credits
Electromechanical dynamic modeling, analysis, calculations related to transient and steady-state stability within electric power systems. Factors affecting power system transient stability: load, generation, network topology, protection clearing times, reclosing. Machine models. The

E-1.a

swing equation. Equal area criterion. dq0 modeling of synchronous machines. P-f, Q-V loops for synchronous machine control. Prerequisites: ECE 448/548 or instructor permission.

Change to Existing Courses

E.1.a.4

- ECE 541 Transmission Operation and Control, 4 credits – change course title to Power Operations Fundamentals I; change course description; change prerequisites

E.1.a.5

- ECE 542 Generation Operation and Control, 4 credits – change course title to Power Operations Fundamentals II; change course description; change prerequisites

College of Urban and Public Affairs

New Courses

E.1.a.6

- PAH 543 Culture and Health Care, 3 credits
The course is designed to provide an examination of health delivery and outcomes and the influence of culture. Using readings in conjunction with interactive learning, students consider various cultures and their interactions with the health care system. Knowledge of the tools, techniques, and applications of cultural assessment and cultural competency will be achieved. This course is open to admitted students in the graduate programs in the Division of Public Administration and other appropriate graduate programs.

E.1.a.7

- PAH 660 Contemporary Research in Health Systems and Policy, 3 credits
Doctoral seminar covering current topics in health systems and policy research providing doctoral students in the Health Systems and Policy Ph.D. program an opportunity to develop multi-disciplinary perspectives on current issues in their area of research. This course is repeatable for up to 9 credits.

Change to Existing Courses

E.1.a.8

- PAH 541 Organizational Behavior in Health Service Organizations, 3 credits – add 600-level

E.1.a.9

- PAH 571 Health Policy, 3 credits – add 600-level

E.1.a.10

- PAH 573 Values and Ethics in Health, 3 credits – add 600-level

E.1.a.11

- PAH 574 Health Systems Organization, 3 credits – add 600-level

E.1.a.12

- PAH 577 Health Care Law and Regulations, 3 credits – add 600-level

E.1.a.13

- PAH 586 Introduction to Health Economics, 3 credits – add 600-level

E.1.a.14

- PAH 589 Research Methods in Health Services, 3 credits – add 600-level, change course title to Research Design in Health Services

September 12, 2013

TO: Faculty Senate

FROM: David Maier
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 the Arts

New Prefix

E.1.b.1

- FILM (Film) prefix

Change to Existing Courses

E.1.b.2

- TA 480/580, TA 484/584, TA 485/585, TA 486/586 – change course prefix from TA to FILM

Maseeh College of Engineering and Computer Science

Change to Existing Courses

E.1.b.3

- CE 437 Timber Design, 4 credits – change course number to 417; add 500-level section; change course description

June 10, 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

Change to Existing Prefix

E.1.c.1.

- TA 131, TA 135, TA 257, TA 331, TA 358, TA 359, TA 360, TA 365, TA 370, TA 374, TA 381, TA 382, TA 383, TA 384, TA 385 – change prefix from TA to FILM.

College of Liberal Arts & Sciences

New Courses

E.1.c.2.

- JSt 319 Rabbinic Culture (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 Hst 319 and may be taken only once for credit.

E.1.c.3.

- JSt 325 Retelling the Bible (4)
Discusses how the Bible was read in antiquity. Surveys the genres of early Jewish Biblical interpretation, including inter-Biblical interpretation, rewritten Bible, translation, allegory, allusion. Sources include the Apocrypha and Pseudepigrapha, the Dead Sea Scrolls, Greco-Jewish literature and Rabbinic Midrash .

E.1.c.4.

- JSt 388 History of Modern Israel (4)
Surveys the evolution of modern Israel, exploring social, political, cultural, and intellectual developments from 1880 to the present. Topics include the emergence of the Zionist movement; political, cultural, and social developments before and after 1948; the Arab-Israeli conflict; and the social framework of Israeli society.

E.1.c.5.

- Sci 383 Nanotechnology: Simulation and Design (4)
- Introductory circuit simulation; properties of selected nanotechnology devices and systems; nanodevice simulation; development of nanodevice models. Prerequisites: junior standing or permission of the instructor

September 12, 2013

TO: Faculty Senate

FROM: David Maier
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

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

College of Urban and Public Affairs

New Program

- PhD in Health Systems and Policy (two-page summary below), Mark O. Hatfield School of Government, College of Urban and Public Affairs

Program Description

The PhD program in Health Systems and Policy (HS&P) in the Mark O. Hatfield School of Government is intended to provide students with advanced knowledge, analytic skills, and competencies in conducting research and developing teaching and learning skills in health systems and policy. The foundations of the HS&P PhD program include public health, management theory, health services research, and policy analysis. The program curriculum will be delivered by an interdisciplinary faculty with educational backgrounds in public health, health policy, public affairs, management, economics, epidemiology, social work, psychology, systems science, and sociology. This program will provide a unique educational experience for students seeking to apply theory to practice in careers as researchers and teachers. This will be achieved by building upon Oregon's role as a leader in health systems transformation, and the formalized collaborative relationships PSU has with OHSU and with the Oregon Health Authority, as well as strong partnerships with major health systems and health insurance organizations in Oregon.

Justification

The HS&P PhD builds upon the existing PhD in Public Affairs and Policy (PAP) in the Mark O. Hatfield School of Government which for nearly 20 years has offered students in the public administration track the opportunity to specialize in health systems, health policy, and/or health services research. The PhD in HS&P is an adaptation of this stream of the PAP program. Over the past 20 years, eight graduates and six current students have completed a program of study in PAP similar to that proposed for HS&P. Upon

approval of the HS&P PhD, the six current students would transfer to HS&P and each is expected to graduate over the next two years. The HS&P PhD is a crucial link in moving forward and achieving our strategic priority of creating a joint School of Public Health with OHSU.

Program Details

The program includes 105-114 required credits, including 21-27 credits in required core courses, 19-21 credits in policy courses, 12 credits in health systems courses, and 20-21 credits in research design and research methods courses. Students will complete up to 6 credits in a health systems and policy dissertation seminar, and 27 credits of dissertation preparation.

Additional major requirements include a written and oral comprehensive exam at the completion of course requirements and before advancement to the dissertation, a written dissertation proposal with an oral defense, and a final written dissertation with an oral defense. The four primary emphasis areas that reflect faculty expertise and the unique placement of the Hatfield School within the College of Urban and Public Affairs (as well as the potential role of this program in the joint School of Public Health), are: 1) health systems organization, financing and delivery, 2) health policy analysis, 3) health services access, quality and cost, and 4) community-based health and social services.

Almost all of the courses identified are already approved and being offered as part of an existing doctoral or masters level program. Six core courses for the proposed curriculum currently listed as 500-level will have a corresponding 600-level number added (minor course change proposals submitted). This will enable the doctoral students to register for the courses at the 600 level, and will clearly identify them to the faculty instructor as a doctoral student.

The administration of the program will be in a standard on-campus format, with courses delivered at the Portland State campus. Some students may elect to take some elective courses at OHSU, facilitated by the PSU/OHSU Strategic Partnership. Courses could be taught online or in a hybrid format, but at this time, there are no required courses offered solely online in the doctoral curriculum. The five core MPH courses are available periodically through OHSU in an online format, and HS&P students needing to take these courses could access these offerings as available. Course scheduling and enrollment will occur through the traditional scheduling and enrollment processes used at the PSU campus.

Admissions

Students will be admitted primarily on a full-time basis, beginning the program each Fall. In the first year, six students will transfer to HS&P from the PAP PhD program; all of them have completed coursework identical or equivalent to the proposed HS&P curriculum, and are in or close to dissertation preparation. These students are expected to complete their dissertations in years 1, 2 and 3 of the HS&P program. We will build the

program by progressively admitting 6, 8 and then 10 students each fall beginning in the second year and over the next five years will reach an enrollment of approximately 30 students; actual growth will depend upon demand, and total enrollment will depend upon actual time to complete the program.

The program is designed to admit students with a masters degree; admitted students who have completed a relevant masters degree in health management/policy will be able to waive portions of the required curriculum. Admissions standards include a GPA of at least 3.5 at a relevant masters program, including completion of relevant prerequisite classes in the five core areas of public health education programs; combined verbal and quantitative GRE scores above 1000 (old scoring system) or 326 (new scoring system); minimum TOEFL of 213 computer-based or 550 paper-based (commensurate with University admission standards). All qualified applicants will be interviewed either in person or by Skype.

Recruitment

We will ensure access to the HS&P PhD program by actively engaging in efforts to recruit graduates of relevant programs from Portland State University, other universities within the Oregon University System, and other universities in the Pacific Northwest. Our efforts will also provide additional access to doctoral training focused on health systems and policy to the more than 400 students in the Oregon Master of Public Health program, approximately two thirds of whom reside in the Portland metropolitan area. Additional access to the program will be provided to public health and health management practitioners who work for the State of Oregon, in the public health workforce across Oregon counties, in health and hospital systems across Oregon including Veterans Affairs health services, and in a variety of community-based organizations offering health-related services. Broader geographic access will be achieved by focused recruitment through a number of relevant professional organizations with national and regional scope.