

5-5-2014

Faculty Senate Monthly Packet May 2014

Portland State University Faculty Senate

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Faculty Senate, May 2014



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 Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **May 5, 2014**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the April 7, 2014 Meeting
- C. Announcements and Communications from the Floor:
Discussion item: Academic Program Prioritization

NOMINATION OF THE 2014-15 FACULTY SENATE PRESIDING OFFICER-ELECT

- D. Unfinished Business
- E. New Business
 - *1. GC and UCC Curricular Proposals Consent Agenda
 - *2. Proposal for Masters of Science in Public Policy in the Mark O. Hatfield School
 - *3. Proposal for a Major in Conflict Resolution in CLAS
 - *4. Proposal for a Minor in Elementary Education Science in CLAS
 - *5. Proposal to Amend the Constitution to add a University Writing Committee
- 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
 - *1. Annual Report of the General Student Affairs Committee
 - *2. Annual Report of the Honors Council
 - *3. Annual Report of the Intercollegiate Athletics Board
 - *4. Annual Report of the Library Committee
 - *5. Annual Report of the Scholastic Standards Committee
 - *6. Annual Report of the University Studies Council
- H. Adjournment

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

- B Minutes of the Faculty Senate Meeting of April 7, 2014 and attachments
- E-1 Curricular Proposals Consent Agenda (.a,b,c)
- E-2 Proposal for a Masters of Science in Public Policy
- E-3 Proposal for a Major in Conflict Resolution
- E-4 Proposal for a Minor in Elementary Education Science
- E-5 Proposal to Amend the Constitution - University Writing Committee
- G-1 Report of the General Student Affairs Committee
- G-2 Report of the Honors Council
- G-3 Report of the IAB
- G-4 Report of the Library Committee
- G-5 Report of the Scholastic Standards Committee
- G-6 Report of the University Studies Council

Secretary to the Faculty

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FACULTY SENATE ROSTER

2013-14 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Leslie McBride

Presiding Officer Elect... Bob Liebman; Past Presiding Officer... Rob Daasch

Secretary:...Martha W. Hickey

Committee Members: Amy Greenstadt and

Gary Brodowicz (2015) and Karin Magaldi (2015) and Lynn Santelmann (2015)

David Hansen *ex officio*, Chair, Committee on Committees, Maude Hines, *ex officio*, IFS Representative

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

All Others (9)

O'Banion, Liane	TLC	2014
* Faaleava, Toeutu (for Hart)	AA	2014
Kennedy, Karen	ACS	2014
Hunt, Marcy	SHAC	2015
†Luther, Christina	OIA	2015
Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
Popp, Karen	OGS	2016
Skaruppa, Cindy	EMSA	2016

Business Administration (4)

Pullman, Madeleine	SBA	2014
†Hansen, David	SBA	2015
Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016

Education (4)

Rigelman, Nicole	ED	2014
Stevens, Dannelle	ED-CI	2014
Smith, Michael	ED-POL	2015
†McElhone, Dorothy	ED	2016

Eng. & Comp. Science (6)

†Recktenwald, Gerald	ME	2014
Tretheway, Derek	ME	2014
Chrzanowska-Jeske, Malgorzata	ECE	2015
Zurk, Lisa	ECE	2015
Bertini, Robert	CEE	2016
Karavanic, Karen	CS	2016

Fine & Performing Arts (4)

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

LAS – Arts and Letters (9)

Friedberg, Nila	WLL	2014
†Greenstadt, Amy	ENG	2014
Jaen-Portillo, Isabel	WLL	2014
Dolidon, Annabelle	WLL	2015
Mercer, Robert	LAS	2015
Reese, Susan	ENG	2015

†Santelmann, Lynn	LING	2015
<i>Lindsay, Susan</i>	LING	2016
<i>Perlmutter, Jennifer</i>	WLL	2016

LAS – Sciences (8)

Lafferriere, Gerardo	MTH	2014
†Parra, Jeremy (for Works)	ESM	2014
*Bleiler, Steven (for Burns)	GEOG	2015
Eppley, Sarah	BIO	2015
<i>Sanchez, Erik</i>	PHY	2015
<i>Daescu, Dacian</i>	MTH	2016
<i>George, Linda</i>	ESM	2016
†Rueter, John	ESM	2016

LAS – Social Sciences (7)

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

Library (1)

†Beasley, Sarah	LIB	2015
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Other Instructional (1)

†*Carpenter, Rowanna (for Jhaj)	UNST	2015
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Social Work (4)

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

Urban and Public Affairs (6)

*Labissiere, Yves (for Newsom)	CH	2014
Gelmon, Sherril	PA	2014
†Clucas, Richard	PS	2015
<i>Brodowicz, Gary</i>	CH	2016
<i>Carder, Paula</i>	IA	2016
<i>Farquhar, Stephanie</i>	CH	2016

Date: April 7, 2014; New Senators in italics

* Interim appointments

† Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 7, 2014

Presiding Officer: Leslie McBride
Secretary: Martha W. Hickey

Members Present: Baccar, Beasley, Bertini, Bleiler, Bluffstone, Boas, Brodowicz, Brower, Carder, Chrzanowska-Jeske, Clucas, Cotrell, Daescu, De Anda, Dolidon, Eppley, Farquhar, Friedberg, George, Greenstadt, Griffin, Hansen, Holliday, Hsu, Hunt, Ingersoll, Jaen-Portillo, Karavanic, Kennedy, Labissiere, Lafferriere, Layzell, Liebman, Lindsay, Lockett, Luther, Magaldi, McBride, Mercer, O'Banion, Padin, Parra, Perlmutter, Popp, Pullman, Recktenwald, Reese, Rueter, Sanchez, Santelmann, Skaruppa, Smith, Taylor, Tretheway, Wendl, Zurk

Alternates Present: Schrock for Carder (after 4 pm), MacCormack for Carpenter, Sandberg for Gelmon, Elzanowski for Lafferriere (after 4 pm), Peterson for McElhone, Coupland for Rigelman, Mukhopahyay for Stevens, Donlan for Talbott

Members Absent: Faaleava, Loney

Ex-officio Members

Present: Andrews, Aylmer, Beatty, Bowman, Cunliffe, Everett, Fallon, Fink, Gould, Hansen, Hickey, Hines, Labissiere, MacCormack, Mack, Maier, O'Banion, Rimai, Rueter, Shusterman, Su, Wiewel

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MARCH 3, 2014 MEETING

The meeting was called to order at 3:02 p.m. The March 3, 2014 minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

After congratulating everyone on the successful conclusion of contract bargaining, MCBRIDE reminded senators that the opt-in process for participating in faculty governance was underway. She then described the process that the Provost has initiated to assure there is a formal paper trail acknowledging Senate actions and to communicate how she plans to move forward. Beginning next fall, the Senate Actions reports and the Provost's comments on the actions will be posted monthly on the Senate website.

MCBRIDE invited former Presiding Officer Gwen Shusterman to make an

announcement. SHUSTERMAN said that a group of former Presiding Officers would like to offer to facilitate a dialogue about what's next for the campus, with the goal of building trust and respect, working within the existing structures of faculty governance. Suggestions for topics the campus might need to have a full conversation about can be sent to her: shusterman@pdx.edu.

Campus Safety Report

Kris Henning reported the outcomes of a fact-finding Task Force on Campus Safety convened by President Wiewel. The information gathered (see B-1 minutes attachment) contributes to an on-going conversation about whether University safety officers should become a fully sworn police department. HENNING said that they found no evidence for a "crime wave" on campus, although not everyone feels safe on campus in the evening. Given the unique challenges of PSU's urban setting and the growth of PSU's student population, the Task Force recommended a bifurcation of the Campus Safety Office into sworn and non-sworn officers (see slide 7, B-1). He encouraged everyone to attend the campus-wide forum on Campus Safety on Wednesday, April 30 in the Smith Center Ballroom.

Academic Program Prioritization Ad hoc Committee Report

MCBRIDE introduced Ad hoc Committee member Mark Jones. She noted that the Steering Committee had nominated faculty members and the Advisory Council had convened the Committee. The report was distributed to senators present. (See minutes attachment B2-a, and <http://www.pdx.edu/faculty-senate/additional-resources>.)

JONES reviewed the Committee's charge and its efforts to learn how other campuses around the U.S. had approached program array or prioritization review (see minutes attachment B2-b). They concluded that PSU could benefit from a process with clear objectives that is consistent with PSU's unique history and current governance and mission. Common criteria would be used to develop an understanding of how programs support institution-wide goals. The Committee recommended the formation of two successor committees for oversight and implementation and that PSU's process be a regularly occurring one, rather than driven by a fiscal emergency. They agreed on a definition for academic program and agreed that outcomes of self-study should place programs into categories, rather than ranking them (slides 19-22, B2-b).

JONES stressed that there were still many details to be worked out by the successor committees, and that there should be many further opportunities for input and discussion, including the May Senate meeting. On-going communication and transparency would be essential to all three phases of the envisioned process.

BLUFFSTONE asked if a full list of recommendations could be provided in one place. LIEBMAN asked if presentation slides could be made available. (See: <http://www.pdx.edu/faculty-senate/additional-resources>.)

IFS

HINES reviewed matters discussed at the March IFS meeting at OHSU. IFS has made the issue of program creation and elimination a priority and has recommended the

continuance of the state-wide Provosts' Council along with the creation of a Presidents' Council to HECC. HINES noted the vote of no-confidence in the administration at Southern Oregon and the decision of all four regional universities (TRUs) to convene their own Boards of Trustees. She also announced the unanimous decision of the new U of Oregon Board of Trustees to submit its new governance documents (including revisions of OARs) to the U of O Faculty Senate for a one-month comment period.

Proposal for a Senate University Writing Committee

MCBRIDE introduced Susan Kirtley, Chair of the University Writing Council, to preview a proposal to amend the Constitution coming to the May Senate meeting.

KIRTLEY argued that a Senate-sponsored committee should replace the ad hoc Writing Council that was convened in 1996. The University Writing Committee would report annually to the Senate and be a more effective advocate for the support, assessment, and improvement of writing instruction across campus.

Discussion item: The All Funds Budget

MCBRIDE introduced VP for Finance and Administration Monica Rimai and Michael Bowman, Senate Budget Committee chair, noting that their presentation was part of a response to the January Senate Resolution requesting budget information.

RIMAI said that her part of the presentation was designed to elicit more feedback, so that she and the Budget Committee could develop a regular report. She focused on how FADM had assembled the data it had provided to the Budget Committee, recognizing that it was not completely responsive to the Senate request, since historical data was not included. She highlighted what information would not be included in an Expenditure Budget (as opposed to the Revenue Cost Attribution Tool – RCAT), and the challenges of using PSU account codes to organize the data (see minutes attachment B3-a, slides 3-4). PSU does not have a set of rules on how to allocate expenses by code. She said the Budget Office could develop a more comprehensive report around Athletics, which does not currently report expenditures by sport. RIMAI drew attention to additional information about current expenditures or Budget Actuals on the FADM website: <http://www.pdx.edu/budget/>

BOWMAN observed that Budget Committee was working to broaden faculty understanding of the fiscal environment and to develop a culture of transparency and trust. He noted that the Budget will not tell us where the money comes from, only how it is allocated to be spent. Personnel expenses are not broken down, but the Library maintains a file of those expenses as a matter of public record.

BOWMAN reviewed University allocations and offered a comparison by campus unit. He walked through what could be learned from the Budget of Auxiliaries Services, as an example (see minutes attachment B3-b, slides 8-14). His presentation and spreadsheets can be downloaded at: bit.ly/OsA8dZ. He alerted senators to the index cards that had been distributed for faculty to record comments and questions.

MCBRIDE announced that given the time required for presentations covering the topic, she would not call for a committee of the whole.

LAYZELL thought that the lack of trust in the numbers signaled by the January Senate Resolution had been partially answered by the data supplied and that future requests should be more specific about what the Senate is trying to get at. BOWMAN commented that this was step one of the process and that a small group of the Budget Committee would meet with FADM to tweak the data set to answer questions that faculty have. MERCER offered his appreciation for the iterative process, which he realized would be a multi-year task and which he likened to trying understand *Mrs. Dalloway*. MCBRIDE acknowledged the time and effort required of FADM to provide the information requested and thanked the two presenters. (Applause.)

D. UNFINISHED BUSINESS

1. Proposal to approve final edits to the Portland State *Policies and Procedures for the Evaluation of Tenure, Promotion, and Merit Increases* to add new faculty ranks.

LIEBMAN said that conversations with OAA about the revised P & T Guidelines had to do with two things: The first is called successor authority, having to do with shift from being under the egis of the OARs (Oregon Administrative Rules) to rules empowered by the new PSU Board of Trustees. [Secretary's note: the result was an acknowledgment added to the fourth paragraph of the Introduction to the Guidelines.] The second had to do with ensuring clear and consistent language within the document. This has strengthened the document, adding an Appendix (IV) that outlines options for grandfathered faculty and records the five Senate motions that informed the process.

LEIBMAN noted that the work now passed to departments to implement guidelines corresponding to the new ranks locally, by May 1, 2014. He invited applause for the 90 some faculty—tenure-track and fixed term instructional and research faculty, Deans, Associate Deans, P.I.s, senators, chairs, Secretary to the Faculty, Presiding Officer, and Provost—who had contributed to what was, in the best way, a collective product of PSU.

HANSEN: Where do the new ranks fall on this flow chart?

LIEBMAN: The chart [in Appendix IV] does not specify all new ranks; it also does not cover professorial ranks that are grandfathered in. It is illustrative, not prescriptive.

MCBRIDE reiterated that OAA had played a good role in the final edits and offered the floor to Provost Andrews.

ANDREWS thanked the participants in the dialogue and emphasized that there was no disagreement about the steps taken to strengthen and clarify the language, and she welcomed the inclusion of the Senate motions in the document.

GREENSTADT/BLUFFSTONE MOVED THE SENATE APPROVE the final edits to the *Policies and Procedures for the Evaluation of Tenure, Promotion, and Merit Increases* in item “D-1,” as published on the Senate website.

LAFFIERE requested display of page 15 of the edited document, and asked if the grandfathering language approved there [following the description of Assistant Professor and preceding Senior Instructor II Rank under Section III] had been eliminated when Appendix IV was created. LIEBMAN confirmed the substitution. LAFFIERE observed that the statement protecting current minimum rate of pay and prohibiting pay reduction had therefore been eliminated. LIEBMAN stated that it had been decided that this language was more appropriate for the collective bargaining contract. The contract will be re-opened, once the new guidelines have been adopted.

GREENSTADT/HOLLIDAY MOVED to AMEND item “D-1” to include the following statement to clarify in the document how decisions get made in regard to promotion and tenure:

“University-wide promotion and tenure guidelines shall not be suspended or modified without prior approval by the Faculty Senate.”

It was recommended that this sentence be inserted at the end of the 5th paragraph of Section I. Introduction. That paragraph would then read:

“Approval and implementation of these policies and procedures shall be consistent with the agreement between Portland State University (PSU) and the American Association of University Professors, Portland State Chapter, and with the internal governance procedures of the University. University-wide promotion and tenure guidelines shall not be suspended or modified without prior approval by the Faculty Senate.”

MCBRIDE noted that her review of the Guidelines and consultation with Steering Council members and other Senators had convinced her that the current document lacked a clear statement of the Senate’s authority. This amendment would remove any doubt.

ZURK voiced support for the Motion.

The MOTION to AMEND PASSED by unanimous voice vote.

The MOTION to APPROVE the final edits to the PSU *Policies and Procedures for the Evaluation of Tenure, Promotion, and Merit Increases* in item “D-1” as amended PASSED: 53 in favor, 1 opposed, and 1 abstention [as recorded by clicker].

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

The curricular proposals listed in “E.1.a-c” were ADOPTED as published.

2. Proposal for an Undergraduate Certificate in Entrepreneurship (SBA)

CUNLIFFE noted that the recommended Certificate should not be confused with the Certificates in Social Innovation and Social Entrepreneurship approved in March, which deal specifically with social issues. The proposed Certificate is focused on supporting students with their business vision and connecting them to entrepreneurial networks.

MERCER/LABISSIERE MOVED THE SENATE APPROVE the Undergraduate Certificate in Entrepreneurship in the School of Business Administration as published in “E2.”

THE MOTION PASSED, 44 in favor, 4 opposed, 7 abstentions. [Recorded by “clicker.”]

3. Proposal for Portland State University Policies on Credit for Prior Learning

O’BANION, chair of SSC, stated that she was speaking on behalf of the chairs of ARC, EPC, and UCC, as well as those who had organized the policy and focus groups to review credit for prior learning at PSU. The proposed policies affect all the types of prior learning credit currently granted at Portland State covered by the 2005 policy, including IBB and military credit. Departments who choose to award CPL credit will have the purview to grant credit under these guidelines. The key presumptions stated at the bottom of the list of nine policies are not separate from the policies.

MERCER/_____ MOVED FACULTY SENATE APPROVE the CPL Academic Policy Statement, which includes the nine academic policies.

CLUCAS was troubled by the lack of limit on the total number of prior learning credits that could be earned. O’BANION responded that the policy restricting the number of Pass credits allowed towards a PSU degree was an effective limit, adding that PSU does not currently limit the number of IBB or military credits that can be transferred. MACCORMACK, ARC Chair, agreed that the Pass/No Pass cap of 45 credits was an effective limit, adding that PSU, however, does not prevent students from adding credits beyond the limit accepted for the degree. KARAVANIC asked if there were any conflicts with accreditation. O’BANION said that they had not looked at accreditation issues by college, anticipating that individual units would make their own decision on what they could accept. KARAVANIC asked if the Pass policy was the overriding one. O’BANION replied yes. BACCAR explained that the number of 45 credits referenced in Policy 9 was based on NWCCU’s requirement that no more than 25% of credit

towards the degree be CPL credit. O'BANION noted that restrictions on credit granted by portfolio were acceptable under the proposed policy. TAYLOR asked whether the language was sufficient to allow University Studies to set policies for its courses like Capstones. MACCORMACK stated that each academic unit had the authority to decide whether to offer their courses for credit for prior learning; the University Studies Council would have that authority over cluster courses and Capstones. KARAVANIC observed that the Motion referenced 9 policies, but did not specifically reference the key presumptions giving colleges and departments final authority to approve courses. She suggested adding words to reference the key presumptions to the statement of the Motion.

KARAVANIC/BLUFFSTONE MOVED to AMEND the proposed MOTION as follows:

To approve the adoption of the CPL Academic Policy Statement, which includes the following nine academic policies *and its key presumptions*.

The MOTION to AMEND PASSED by majority voice vote.

The MOTION to APPROVE the CPL Academic Statement published in "E3" and as amended PASSED: 46 in favor, 8 opposed, 4 abstentions [recorded by "clicker."]

4. Proposal to Rename the PSU Urban Honors Program to an Honors College

GOULD reported that the EPC had determined that honors colleges generally operate on a smaller scale and the PSU Honors Programs falls within scale. Renaming it as a College would improve recruitment of top students, enhance revenue, and add to PSU's reputation for excellence. There would be no significant budgetary impact at this time. The proposal had the full support of the EPC and the Honors Council.

ATKINSON, Honors Council chair, said that the Council had framed its review of the proposal in terms of recommendations from the National Collegiate Honors Council. The PSU Honors Program already meets most recommendations and was one of the fastest growing programs on campus (see slides, minutes attachment B-4). He noted that the Honors Council had recommended the creation of a dean's position, but the proposers had decided to retain the directorship to save on expenses.

LUCKETT/O'BANION MOVED THE SENATE APPROVE renaming the PSU Urban Honors Program to an Honors College.

KENNEDY noted that a position in the Advising Center that had supported honors advising had been cut and asked if there was a plan to address this loss. ATKINSON asked Honors Director Ann Marie Fallon to respond. FALLON said that Honors had retained its half of the funding of the split position, which they planned to fill next academic year. RUETER spoke in support of an Honors College, but thought that for governance reasons, having a dean was important.

CLUCAS agreed the role was significant, but noted the current program was operating successfully; he that agreed elevation to a college made sense. MACCORMACK asked what enrollment target of the proposed college was. ATKINSON said 6%; currently the program was close to 5%. SANTELMANN asked how the name change would make a difference to recruitment. ATKINSON said that it made a difference to parents, to whom it sounds more prestigious. LUCKETT said it would have more value in fund-raising, especially if naming rights were to be involved. RUETER requested the floor for Jennifer Ruth (English). RUTH asked what kind of faculty the Program currently had. FALLON responded that there were four tenure lines, with one open position, with tenure-line faculty teaching the majority of courses. ATKINSON pointed out that most successful Honors Colleges utilize faculty from across campus; a large core faculty is not typical.

The MOTION PASSED: 37 in favor, 10 opposed, 5 abstentions. [Recorded by “clicker.”]

5. Senate resolution

Withdrawn.

F. QUESTION PERIOD

1. Questions for Administrators

None.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report [Secretary’s note: delivered following initial announcements.]

In a prepared statement, WIEWEL thanked the two bargaining teams for their patience, perseverance, and determination to reach a settlement. Acknowledging his underestimation of faculty frustrations, he also thanked faculty for their dedication to PSU’s mission to provide educational opportunity, excellence, and engagement. He communicated his hopes for working with faculty in new ways to achieve these goals. (See statement, minutes attachment B5.) (Extended Applause.)

Provost’s Report

ANDREWS said that she wholeheartedly endorsed the amendment to the P&T Guidelines that had passed. She thanked both the P&T Revision and the Adhoc

Program Prioritization Committees for their efforts. She reiterated her belief that program prioritization was a Senate responsibility, and said she looked forward to outcomes from the recommendations in the next few months.

ANDREWS had three items to bring to the Senates attention: The Academic and Student Affairs Committee of the PSU Board of Trustees had held their first meeting on April 2, 2014. There were no action items, but she had briefed the Committee: about specialized and regional accreditation standards, and the NWCCU 2012 report in relation to PSU's academic program and post-tenure review processes; about faculty oversight of curriculum; and about the PSU implementation of OARs on faculty ranks.

OAI held an information session for faculty and staff on WICHE SARA (State Authorization Reciprocity Agreement). There were no concerns voiced. Questions or concerns were still welcome through April 14th, when PSU would make the decision to apply to be recognized for reciprocity.

Finally, ANDREWS announced that, regretfully, two colleagues, Dean Sue Beatty and Dean Scott Dawson, had accepted positions at other universities and would depart this summer.

LIEBMAN: When will you set up the timeline for seeking new deans?

ANDREWS: We will more than likely need to appoint interim deans, but I want to get the input of the faculty and staff of the colleges about how to proceed.

Report of Vice-President of Research and Strategic Partnerships

FINK was out of town.

1. Annual Report of the Academic Advising Council

MCBRIDE accepted the report in "G-1" and thanked the members of the Committee and chair, Dan Fortmiller.

2. Annual Report of the Academic Advising Council

MCBRIDE accepted the report in "G-2" and thanked the members of the Committee and co-chairs Janelle Voegele and Vicki Wise.

ADJOURNMENT

The meeting was adjourned at 5:08 p.m.

Final Report: Summary

Presidential Task Force on Campus Safety

- Jacqueline Balzer (chair)
 - Chas Lopez
 - Domanic Thomas
 - P.K. Runkles-Pearson
 - Mary Moller
 - Heather Randol
 - Debbie Kirkland
 - Kris Henning
 - Nicole Morris
 - Valerie Holdahl
- Ad Hoc Members
- Phil Zerzan
 - Bryant Haley

Charge from President Wiewel

- Ongoing conversation about CPSO becoming fully sworn police department
- Inform discussion by collecting necessary data
 - Public opinion - forums & focus groups
 - CPSO staffing, calls for service, arrests, etc.
 - Review other academic institutions
 - Misc. data (e.g., PPB, Portland Auditor's Office)
- Offer recommendations for improving safety

Key Findings - Positives

- Serious crimes on campus are relatively stable
- Most students/faculty/staff report feeling safe
- PSU has taken a number of positive steps in recent years to improve safety
 - Access control in buildings
 - Lighting in parking garages
 - CARE team
 - Women's Resource Center
 - Emergency preparedness training & communications
 - Improved CAD system at CPSO

Key Findings – Areas of Concern

- Not everyone feels safe on campus
 - Women < Men
 - Nighttime < Daytime
 - Parents often express concerns about campus safety
- 27-33% of adults in Portland do not feel safe walking alone downtown during the day; 70-73% at night (2009 – 2012 City Auditor's Survey)*
- Campus safety, both real and perceived is of critical importance to well-being of our institution
 - Ability to recruit & retain students
 - Liability concerns (e.g., Title IX compliance, high profile incidents)

Key Findings – Areas of Concern

- CPSO's resources not matched with PSU's growth*
 - 152% increase in buildings on campus
 - 126% increase in enrollment
 - 20% increase in uniformed officers (13 officers for 24/7/365)
- PSU faces unique policing challenges
 - Open urban campus – attractive to potential offenders
 - 9 out of 10 people arrested have no official tie to PSU
 - Most have criminal history (41% prior arrest for violence)
 - Mental illness, alcohol & drug problems common
 - Some armed (e.g., knife, handgun)

*1970 to 2010



Recommendations

- Continue to improve access control
 - Establish & maintain official business hours
 - Standardize electronic door systems
 - Increase use of PSU IDs for entry & authentication
- Increased safety awareness & emergency planning
 - Public safety media campaign
 - Critical incident training for staff & faculty
 - Expand participation with PSU alert system



Recommendations

- Bifurcation of CPSO
 - **Non-sworn officers** to provide safety escorts, access control, crime prevention, etc.
 - **Sworn officers** to cover arrests, follow-up investigations, serve warrants, provide transportation to jail/hospital

Three options discussed

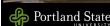
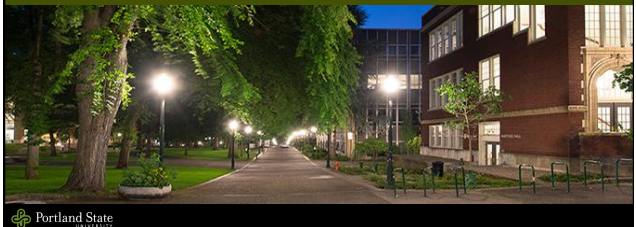
- PSU police force
- Collaboration with OHSU
- Contract with PPB

Most common approach used at similar institutions & provides highest level of control over officers



Campus Safety Forum

- **When:** Wednesday, April 30. Time to be announced.
- **Where:** Smith Union Ballroom
- Or give input at:
<http://www.pdx.edu/insidepsu/campus-security-feedback-form>



ACADEMIC PROGRAM PRIORITIZATION AD HOC COMMITTEE REPORT

Introduction

President Wiewel established the *Academic Program Prioritization Ad Hoc Committee* in response to a straw poll from the Faculty Senate (January 6, 2014 meeting), and recommendations from the Faculty Senate Steering Committee, the Provost, and the Faculty Advisory Committee. The Ad Hoc Committee was charged with developing the initial groundwork for how PSU will conduct its academic program prioritization process. The Ad Hoc Committee was given four specific charges:

- 1) Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators);
- 2) Recommend a framework for PSU;
- 3) Determine a timeline and representation on subsequent committee(s);
- 4) Provide a definition of what constitutes a program and the scope of the review.

The Committee had four full-time faculty members (Kris Henning, Mark Jones, DeLys Ostlund and Barbara Sestak), two faculty members currently serving as administrators (Shelly Chabon and Jonathan Fink), and was staffed by Steve Harmon from OAA. The Committee held the first of five two-hour meetings on February 18th and was charged with delivering its final recommendations to Faculty Senate and the Provost at the Senate April 7, 2014 meeting. This report is organized around the Committee's four charges.

Background: Why Perform Program Prioritization?

Many universities and university systems have launched program prioritization programs, initially guided or influenced by external factors including financial and political pressure. At the same time, several have developed processes that eventually became part of a standard snapshot of a university's programs on a multi-year cycle. This type of periodic review allows a university to adopt a portfolio perspective that looks at the institution's performance as a whole; it is the aggregate analysis of how individual academic programs perform according to such criteria as research productivity, enrollment growth, and graduation rates. Such comprehensive assessments can help guide strategic investments in individual programs that best support specific institutional goals. In contrast to the piecemeal evaluation that occurs during specialized accreditation or individual program reviews, academic program prioritization processes can leverage consistent, institution-wide data sets to inform resource allocation/reallocation decisions that look at all programs simultaneously. This approach can allow a university to regularly take inventory that guides decisions about immediate funding choices and the fulfillment of longer-term institutional goals. Adopting a portfolio perspective positions a university to fairly and strategically respond to externally driven change. Ideally such processes should be regularized, rather than being implemented on an emergency basis; as they are repeated, they should be refined and revised with the goal of continuous improvement. To be respected and thus successful, academic program prioritization must build trust in the data as well as the process.

Charge 1: Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators)

The Committee spent considerable time reviewing other institutional program prioritization plans, as well as articles and monographs on the topic. Some of the key materials reviewed included:

- Dickeson, R.E. (2010). *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance* (2nd edition). Jossey-Bass, San Francisco.
- Eckel, P. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist? *The Review of Higher Education*, 24(1), 15 – 39.
- Education Advisory Board (2012). *Revitalizing the program portfolio: Elevating academic program performance and strategic alignment*.
- Final reports on program prioritization from¹:
 - Appalachian State University ([website](#))
 - Boise State University ([website](#))
 - California State Polytechnic University, Pomona ([website](#))
 - Cleveland State University
 - East Carolina University ([website](#))
 - Humboldt State University
 - Indiana State University ([website](#))
 - North Carolina State University
 - University of Alaska, Anchorage ([website](#))
 - University of Central Oklahoma
 - Western Carolina University ([website](#))

Our review of these resources led to the following general conclusions about program prioritization at other institutions.

- **Universities develop and implement program prioritization for a range of reasons** - While most public institutions cite declining state support for higher education as a primary factor, many universities use this as an opportunity to reallocate resources to strengthen core programs, to pursue new initiatives, and to develop focused areas of excellence.
- **Variability in the scope of reviews** - All of the institutions we looked at evaluated and categorized academic units. More commonly this involved separate reviews of each degree or certificate nested within academic departments. About half of the universities also reviewed and ranked administrative and “supporting” units managed by their offices of academic affairs. In some cases this required the development of alternative metrics and/or evaluation teams beyond those used for review of academic units.
- **One size DOES NOT fit all** –We found significant variability in how academic program reviews were conducted (i.e., number of committees, composition of committees, number of people rating each program), the metrics used (e.g., some or all of Dickeson’s 10 criteria; additional items), the final categorization of programs into distinct groups (e.g., enhance, maintain, restructure, suspend), opportunities for academic units to appeal the decision and/or provide feedback, and how the information ended up being used. Leaders at Cal Poly Pomona, conducting a similar review of institutional approaches to program prioritization, concluded: “*Prioritization efforts at other universities continue to show that each campus is customizing their approach to match their campus culture, circumstances, and needs.*”

Based on our review of the above resources we concluded that PSU should develop a prioritization process that is consistent with our current governance structure, institutional history and fiscal situation.

¹ All of these reports can be provided to further committees in PDF format.

At the same time, this does not mean that we need to devise an entirely new approach to program prioritization. Many of the policies/practices we saw at other institutions appeared beneficial and could be modified for PSU and are similar to practices that PSU has used in the past. With that in mind, we developed a list of guiding principles that appear to be associated with successful implementation of program prioritization at other institutions.

- **Identify clear objectives** – Program prioritization is a difficult and potentially unsettling activity for academic units. At some universities it has been used to discontinue degree programs; at others it has led to reduced funding and reorganization of faculty and staff. It is important, therefore, for institutions to be as clear as possible from the outset about the goals and objectives for implementing a prioritization process. These goals should be communicated to the entire campus, and opportunities should be provided for feedback and clarification of goals wherever possible.
- **Maintain transparency and open communication** – All aspects of the program prioritization process should be open and regularly communicated to the campus community. At many institutions a website is created to provide consistent updates and solicit feedback from faculty, staff, and administrators.
- **Engage faculty** – Dickeson and others argue that program prioritization is only successful when faculty members are engaged in all aspects of the process from the outset. This includes opportunities to define goals and objectives, to devise metrics and evaluation rubrics, to participate in conducting the reviews, and to provide a forum for feedback regarding the findings and the ultimate use of the results.
- **Focus on the “big picture”** – People chosen to participate directly in the development and application of review criteria need to represent the university as a whole rather than their individual academic programs, colleges, or schools.
- **Develop a repeatable process** – The effort required for a full round of program rankings and prioritization is significant. A successful outcome is less likely if people perceive this as a “one-time” activity rather than a permanent change in university operating procedures. Moreover, each round of reviews is likely to highlight distinct challenges (e.g., availability and accuracy of data) so a formal assessment should be conducted at the conclusion of each cycle to identify modifications that are necessary for future reviews.
- **Develop a data driven process** – Program prioritization necessitates access to consistent, accurate, and agreed upon performance indicators. Quantitative, easily interpretable data need to be identified early in the process and made readily available to academic programs for planning purposes. Academic programs should also be provided opportunities to correct or contextualize quantitative data (i.e., through the use of qualitative information). Evidence and feedback from stakeholders should be used to inform the process itself.

Our recommendations for Charges 2-4 are based on the best practices that we perceived from this investigation.

Charge 2: Recommend a framework for PSU

In recommending a framework for PSU, the Committee considered the following principles and values:

Academic program prioritization should be a standardized, dynamic process on an agreed upon schedule (e.g., every five to seven years). For academic programs, this may begin with a faculty committee that determines, in consultation with the Provost's office, the parameters and benchmarks against which programs will be assessed based on the university's mission and strategic goals, as well as the type of information that needs to be gathered. It should also include questions about how they would allocate additional financial resources, should they become available. The next step would be the gathering of such data from academic units, with OIRP assistance, for all academic programs in their purview. This information would go to a second committee (and in a parallel process to the deans that informs the committee's work), which could evaluate and place all programs in categories, such as:

- Exceeds expectations
- Meets expectations
- Does not meet expectations

From such an initial triage, programs that fall within the third category would be asked to provide more input including a report of the impact they have on other programs within the university. With this information in hand including deans' assessments, the committee would make recommendations to the Provost for any changes to the programs. The Provost (and other vice presidents, in the case of university-wide prioritization beyond academic programs) will forward recommendations to the president for final decisions. Changes to any program would follow established processes for implementation.

Our goal was to develop a framework for program array review that:

- Enables the university to develop a campus-wide understanding of its portfolio of academic programs.
- Facilitates evidence-based decision-making about the evolution of the academic portfolio and the allocation of resources to and between its component programs.
- Can be completed in a timely manner.
- Is open and transparent.
- Engages the faculty at all stages as a key component of shared governance.
- Can be repeated, either on a regular cycle or on an as-needed basis.
- Includes an assessment component to support continuous improvement of the process by learning from experience gained in earlier iterations.
- Leverages the experiences and processes of similar efforts at other universities, but adapts those ideas to address the specific needs and context of PSU.

Given the charge given to this committee, our focus has been on academic programs. We recommend, however, that academic program array review should be pursued as part of a broader evaluation that includes all parts of the University. We recognize that such a broader review would require the development and use of evaluation procedures and criteria that may be different from those used in academic program prioritization.

Process Structure

The process design that we have developed has five components:

1) An initial parameter-setting phase (one term) that:

- (i) Finalizes the choice of *evaluation criteria* (see below for examples).
- (ii) Verifies that the selected criteria are an appropriate reflection of the University's goals and mission.

- (iii) Identifies the *key metrics* and *qualitative components* that will be used to measure and evaluate each of the criteria.
- (iv) Applies the definition of an *academic program*, provided elsewhere in this report, to determine the list of academic programs that will participate in the review;
- (v) Identifies a collection of *categories/priorities* (see below for examples) into which programs will be organized.

Once the prioritization process becomes established, we expect that this phase can be completed within one term by building upon the sets of criteria, metrics, and priorities identified in previous iterations. Additional time, however, will be required to set up these parameters for the first iteration.

2) A data gathering, measurement, and analysis phase (one term) that:

- (i) Initiates the process of collecting data from each academic program (with the support of centrally-generated data from OIRP);
- (ii) Performs an initial *scoring* of the collected data and an initial categorization of the set of programs across the previously identified collection of priorities;
- (iii) Solicits feedback, rebuttals, corrections, and endorsements from each program with particular emphasis on those whose initial categorization signals a likely need for change;
- (iv) Develops a revised assignment of programs to prioritization categories, including a summary of the classification rationale, and providing an opportunity for each program to include a statement responding to its categorization including the impact of any changes to other programs.

We expect this part of the work might extend into a second term, as the revised classifications process overlaps the next phase.

3) A reflection/recommendation phase (one term) that:

- (i) Analyses and reflects on the data collected in the previous phase, particularly the assignment of programs into categories;
- (ii) Takes account of the University context, distinguishing, for example, between times where there is a need to focus strategic investment of new funds; or to inform plans for reallocating existing resources between programs; or to guide budget reduction efforts.
- (iii) Engages relevant university committees (e.g., educational policy, budget, etc.), and administrative units as appropriate;
- (iv) Formulates and presents recommendations to the faculty senate and administration.

The recommendations that are produced in this phase are, of course, subject to the same, existing procedures and oversight that would be required for the adoption of any other set of recommendations for program-level changes.

4) An assessment component, operating throughout the multi-year cycle, which monitors any changes, collects suggestions and feedback, and prepares recommendations that can be used to improve future iterations.

5) A communication component, again operating throughout the review, with responsibility for timely sharing of information about the status of the review using an appropriate combination of web sites, mailings, and informational meetings. The communication component plays an essential role in meeting the goals of transparency and openness.

Examples of Evaluation Criteria

The review process described above relies on the selection of a set of evaluation criteria; in effect, these criteria will form the basis of a structured questionnaire to which each program in the review will be expected to respond. Given our short timeline, it was not feasible for our committee to identify the specific set of criteria that should be used in the initial program array review at PSU. Our survey of similar processes at other institutions, however, showed that many begin with the following ten criteria proposed by Dickeson:

1. History, development, and expectations of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope, and productivity of the program
7. Revenue and other resources generated by the program
8. Costs and other expenses associated with the program
9. Impact, justification, and overall essentiality of the program
10. Opportunity analysis of the program

As one illustration of possible alternatives, the following list of nine criteria were used in the recent review at Appalachian State University:

1. Centrality to University's mission
2. Quality of the program
3. Faculty involved
4. Facilities/equipment
5. Demand
6. Costs
7. Duplication
8. Critical mass
9. Recommendation about the program

Criteria must be selected that can be used to evaluate each program. Each of the two lists above, for example, has associated sets of quantitative metrics and qualitative questions. We recommend that traditional retrospective metrics like enrollment history, publication counts, SCH, and sponsored research be supplemented by prospective indicators like the ability of a program to become more nationally prominent or regionally valuable through the investment of new funding.

One of the goals of the initial, parameter-setting phase is to identify the specific criteria and associated metrics and questions that will be used for the purposes of the review. We expect that this task will be accomplished by using the lists of criteria developed elsewhere as an initial "menu" of selections that can then be customized and adapted to suit the needs of PSU.

Examples of Categories/Priorities

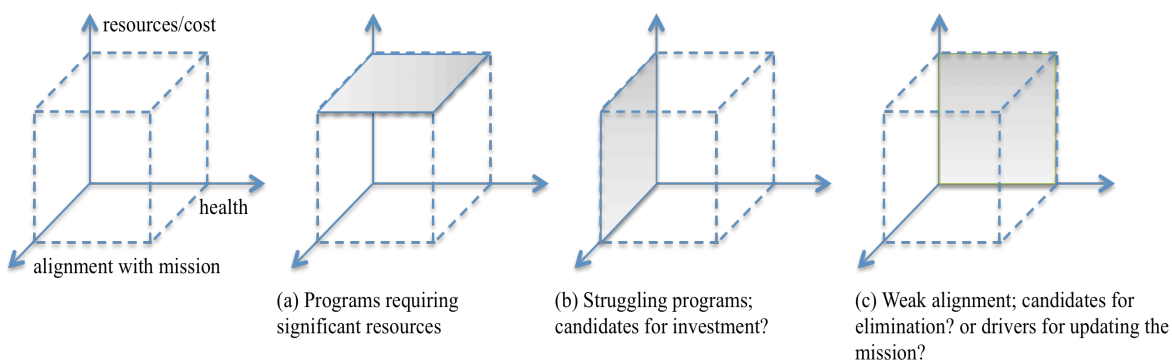
The result of the second (data gathering, measurement, and analysis) phase of the review process is an assignment of programs into different prioritization categories. The use of categories avoids the need for a total rank ordering of all programs, which is likely to be difficult to do with high precision, unnecessarily contentious, and overly detailed for the purposes of generating subsequent recommendations. According to Dickeson, the most common approaches are to rank programs by thirds or quintiles. Dickeson's three-point scale, for example, uses categories "top" to identify candidates for enrichment; "middle" for programs to be retained at present level of support; and "lower" for programs where reduction or consolidation may be appropriate.

The process used at Appalachian State University again provides an example of a different approach using the following set of categories:

- Programs that are poised to move forward toward national excellence
- Programs that have capacity to increase research funding or scholarly productivity
- Programs that have capacity to increase the service mission
- Programs that help poised to add additional degrees
- Programs that have insufficient enrollments or productivity to justify continuing in their current state

Using a set of categories like this would allow the results of the second phase of the review to reflect more specific attributes or areas for development within individual programs than the simple three-point scale.

Finally, we considered the possibility of using an approach that attempts to separate categorization from recommendations by positioning each program within a cube whose axes measure a program's overall health, alignment with university mission, and resource requirements. The following diagram includes three examples to illustrate how the positioning of a program within different regions of the cube might suggest subsequent recommendations, not just for a program, but perhaps also as guidance for updating the university mission.



Identifying a suitable set of categories/priorities is again one of the goals of the initial, parameter-setting phase in our process. We expect this task to be accomplished by a careful review and selection from examples like those listed above in combination with whatever revisions are necessary to adapt them for use at PSU.

Committee makeup

To lead the review process, we propose the formation of an *Academic Program Prioritization Committee (APPC)*, formally established by the President on the basis of recommendations from the Faculty Senate Steering Committee, the Provost, and the Faculty Advisory Committee. The APPC will have between 6 and 10 members, all tenured faculty with prior leadership experience at PSU, who are recognized as trusted representatives of the university community. Members of the APPC are expected to serve, not as representatives or advocates for their individual units, but rather as members-at-large and advocates for the PSU faculty and for the university as a whole. The APPC will conduct the work in the initial, parameter-setting phase of the review process, and will be responsible for the assignment of programs to prioritization categories in the second phase and for oversight of the assessment and communication components of the review.

The initial scoring of programs in the second (data gathering, measurement, and analysis) phase will be conducted by the *Prioritization Scoring Team (PST)*. We envision that this will be a larger group,

perhaps with as many as 30 faculty members organized into smaller teams, and with broader representation; members are recommended by the Faculty Senate Steering Committee, the Provost, and the Faculty Advisory Committee. These smaller teams score a portion of the academic programs and their reports go to APPC for compilation. APPC then continues the second phase with steps iii and iv. We expect that the third (reflections/recommendation) phase of the review process will be a combination of joint efforts by APPC and existing standing committees such as Budget, to determine final recommendations.

As indicated previously, the APPC will oversee the work of the assessment and communication components of the process. We expect, however, that much of the work in each area will be delegated to an appropriate subcommittee or separate group.

The current committee has had to work within a relatively short timeframe to develop this report. As a result, we have not had a chance to discuss full details about the composition and function of the PST, or about the manner in which those responsible for assessment and communication activities would be identified and appointed. We expect, therefore, that the members of the APPC will need to work further on these issues when that committee is first appointed.

Charge 3: Determine a timeline and representation on subsequent committee(s)

As noted above, we are recommending that there be two committees: the APPC (with a membership of 6-10 tenured faculty members) and the PST (with a membership of up to 30 members representative of the full-time teaching faculty at PSU).

Timeline:

APPC appointed Spring 2014. Depending on their timeline and charges, it is anticipated that APPC could indicate what data and information needs to be collected earlier in their process so that OIRP and units could start preparing information mid-Fall to be submitted to APPC in January 2015.

PST members appointed middle to end of Fall 2014 to begin work in January 2015 with goal of completion mid-Winter 2015. Scoring reports given to APPC for compilation, classification and work with selected programs to provide additional information.

Additional information required from programs due beginning of Spring 2015. APPC will make revised recommendations early to mid-Spring 2015. Follow up hearings and joint meetings with other standing committees occur during Spring Term with final recommendations to provost and president beginning of June 2015.

Charge 4: Provide a definition for what constitutes a program and the scope of the review

An "academic program" is any collection of activities that consume resources and either contributes transcribed courses to a credential (e.g., UNST, Honors) or leads to an academic credential (e.g., Minor, BA, BS, Certificate, Graduate Degree). Academic programs are not necessarily the same as academic units (units contain programs; programs do not contain units). An academic unit is an organizational entity such as a department or school and can house one or more programs within it.

The scope of the review can be considered a picture in time, but in order to provide a more accurate representation, we recommend that data be provided for a spread of three years. An academic program prioritization review examines both the output (e.g., number of graduates, SCH generated, national ranking) as well as the cost in dollars and other resources. Some data provided will be at the program level and some, such as expenses, may need to be provided at the unit level.

Academic Program Prioritization Ad Hoc Committee

Presentation to Faculty Senate
April 7, 2014

Committee Charge

Develop the initial groundwork for
how PSU will conduct its
academic program prioritization process

OR
“Program Array Review”

not to be confused with
“Academic Program Review”

Why do this? Why now?

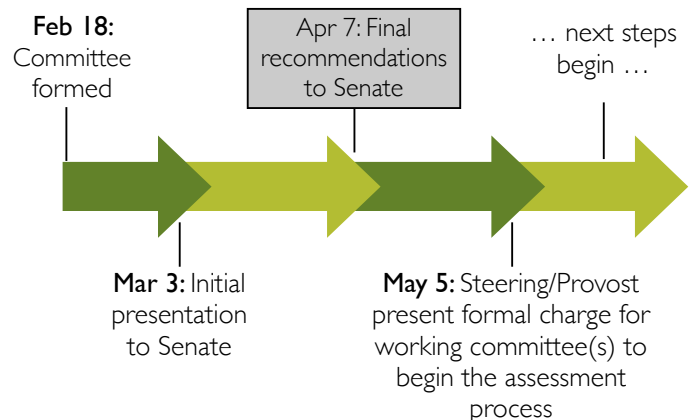
A portfolio approach that looks at the
institution’s performance as a whole

Guide strategic investments in programs that
best support institutional goals

Leverage institution-wide data sets to inform
resource allocation/reallocation decisions

Thoughtful, careful development of a regularized
process; don’t wait for an emergency

Ad Hoc Committee Timeline



Caveat

- We have a basic “architecture” in place
- As a result of our short timeline, there are still many details that will need to be resolved by the next committee

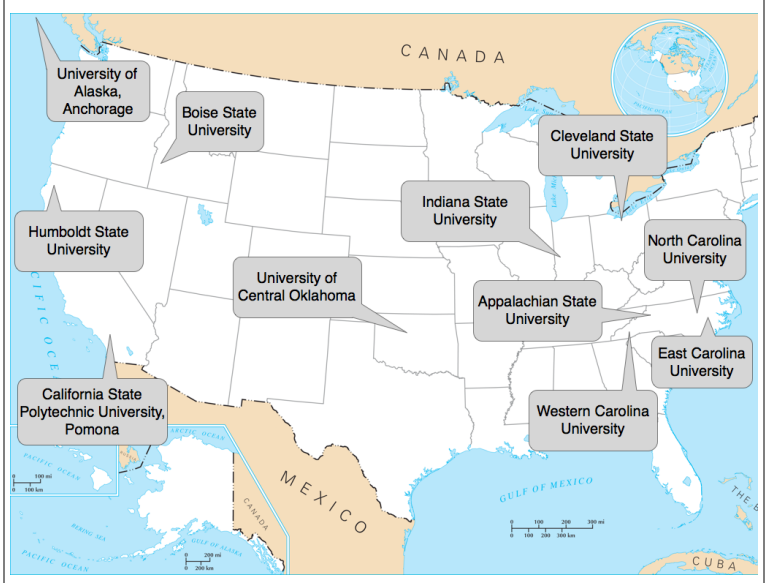
Corollary and Invitation

- It’s not too late for suggestions/other input!

Responses to Charge

Committee Charge

1. Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators)



Lessons Learned

1. Universities develop and implement program prioritization for a range of reasons
2. There is variability in the scope of reviews
3. One size does not fit all

Conclusion

PSU needs a prioritization process that is consistent with our current governance structure, institutional history, and fiscal situation

Guiding principles

1. Clear objectives
2. Transparency and continuous communication
3. Engage faculty
4. Focus on the “big picture”
5. Develop a repeatable process
6. Develop a data-driven process

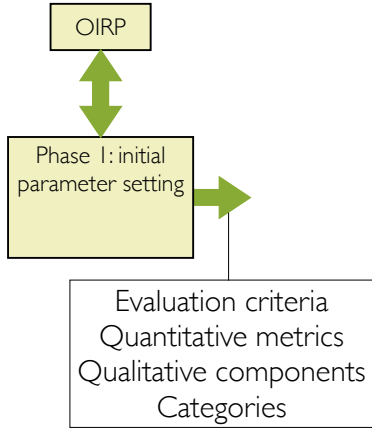
Committee Charge

1. Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators)
2. Recommend a framework for PSU

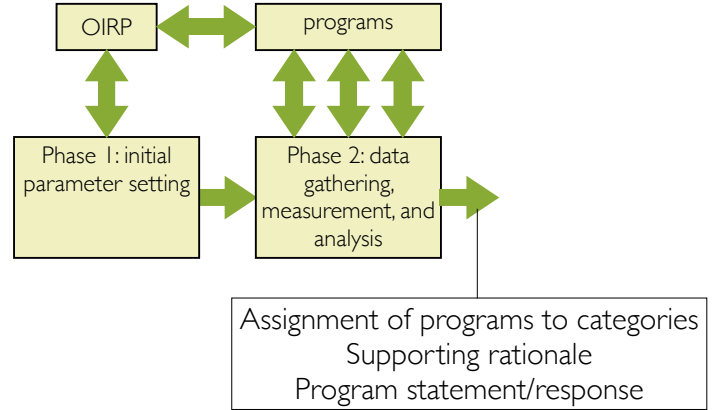
Criteria, Metrics, and Categories

1. Program prioritization calls for the use of a set of evaluation **criteria** that can be applied to all of the programs in the review
2. Programs are assessed with respect to the chosen criteria using a set of quantitative **metrics** and qualitative **questions**
3. Programs are grouped in to **categories** rather than attempting a total rank-ordering

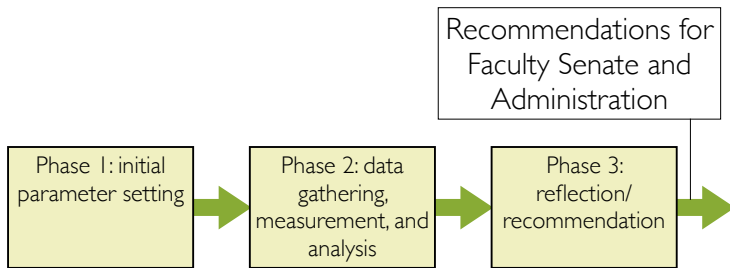
Key components



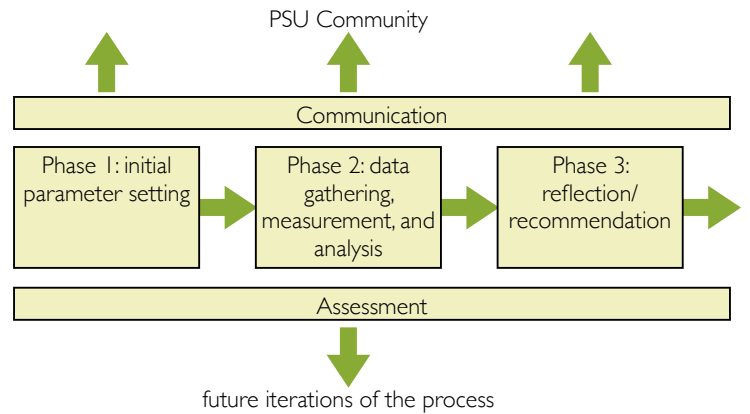
Key components



Key components



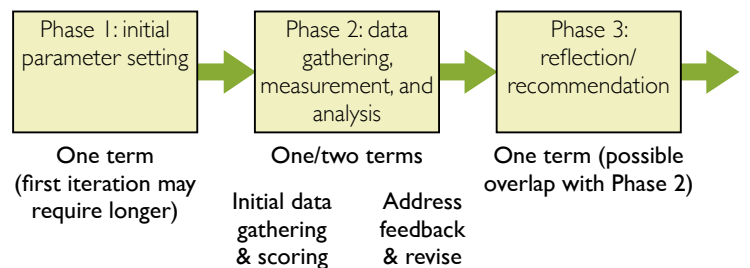
Key components



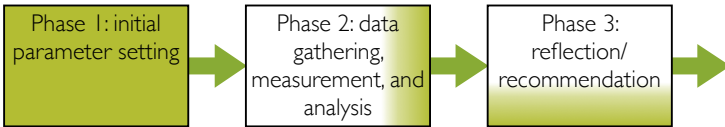
Committee Charge

1. Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators)
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3. Determine a timeline and representation on subsequent committee(s)

Timeline

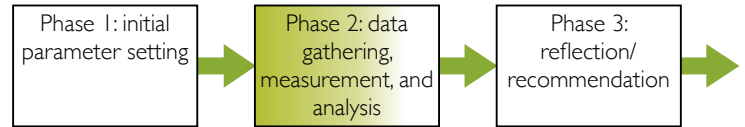


Academic Program Prioritization Committee (APPC)



- 6-10 members, tenured faculty with leadership experience, trusted members of the PSU community
- Serve, not as representatives of particular units, but as advocates for the faculty and PSU as a whole

Program Scoring Team (PST)



- As many as 30 members, organized in to smaller teams
- Broader faculty representation

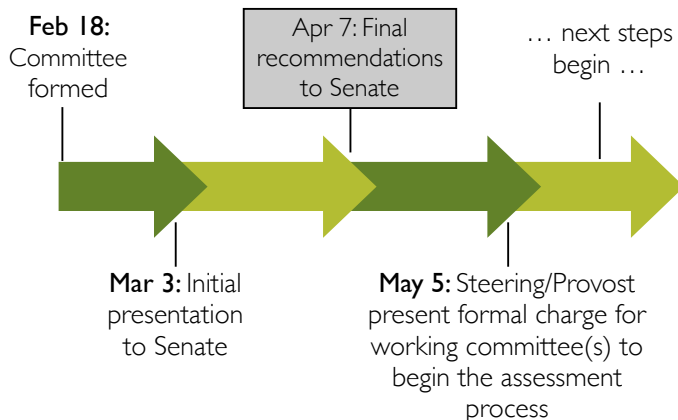
Committee Charge

1. Identify and investigate approaches used at other universities (including feedback from participating faculty and administrators)
2. Recommend a framework for PSU
3. Determine a timeline and representation on subsequent committee(s)
4. Provide a definition for what constitutes a program and the scope of the review

Proposed definition of academic program

- An *academic program* is any collection of activities that *consumes resources* and either:
 - *contributes transcribed courses* to a credential (e.g., UNST, Honors); or
 - *leads to an academic credential* (e.g., Minor, BA, BS, Certificate, Graduate Degree).
- Units are not programs: an *academic unit* is an organizational entity, such as a department or school, and can house one or more programs

Ad Hoc Committee Timeline



We welcome your comments!

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Committee Support



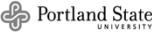
Steve Harmon
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Divisional Budget Summaries

April 4, 2014



Presented to the Faculty Senate Budget Committee
By: Monica Rimal, Vice President Finance & Administration



Faculty Senate Resolution

Portland State UNIVERSITY

January 6, 2014

Be it resolved that the members of the Portland State University Faculty Senate:

Request ongoing access to the All Funds line-item budgets¹ and to the final budgets for FY 2012-2014.

1 - A detailed, line item, all-funds budget, recurring and non-recurring, of all operating ledger accounts, with each account identified by type and code levels for fund, organization, program, and account. A chart of accounts defining fund, organization, program, and account hierarchies by type and code levels, with corresponding titles and descriptions.

Issues / Questions

Portland State UNIVERSITY

- Athletics
 - Remissions
 - SFC funding - done as a transfer (offset to expense)
 - Budgeting by sport
- Remissions
 - Most are budgeted as negative revenue not expense
- Restricted Funds
 - Not budgeted to a level of detail
- Other fiscal years data
 - Waiting for feedback
 - Resources (time)
- Level of detail - see next slide

Account Codes

Portland State UNIVERSITY

- Over 700 expenditure account codes
- Over 300 used in 2013-14 budget
- Many overlap and different people often use different codes for the same items
 - Supplies Expense roll-up includes 50 account codes:

20000 Services & Supplies Expense	20117 Art/Graphic Arts Supplies	20200 Minor Equipment
20001 Supplies Expense	20118 Photography Supplies	20201 Computer (Noncapitalized)
20101 Office & Administrative Supplies	20119 Archival Supplies	20202 Software
20102 General Operating Supplies	20120 Performing Arts Supplies	20203 Printers (Noncapitalized)
20103 Laboratory Supplies	20121 Costume Supplies	20204 Other IT Related Peripherals
20105 Data Processing Supplies	20122 Stage Materials	20210 Office Equip & Furniture (Noncap)
20106 Books Publication & Other Ref. Mat.	20160 Ticket/Ticket Stock	20215 Specialized Equip-(Noncapitalize
20107 Diplomas & Certificates	20166 Athletic Supplies	20216 Sports Equipment-(Noncapitalized
20108 Subscriptions	20188 Awards	20219 Inventioned Minor Equip--Non-Cap
20109 Library Electronic Resources	20169 Awards & Prizes-Non Employee	20250 Parts-Auto & Equipment
20110 Student Project Supplies	20180 Linen & Bedding	20251 Vehicle Tires
20111 Instructional Supplies	20185 Uniforms	20252 Automotive Fuels/Lubricants
20112 Electronic Supplies	20186 Disposable Wearing Apparel	20300 Student Meals
20113 Photocopy Supplies	20187 Employee Safety Apparel	20310 Food - Other
20114 Library Supplies	20188 Employee Clothing	20311 Food - Meats Fish & Poultry
20115 Audio/Video Supplies	20190 Testing Group Incentives	
20116 Cartography Supplies	20199 Miscellaneous Supplies	

Divisional Budget Summaries



- Expenditure budget for fiscal year 2013-14 by division showing details at the fund, organization, program, and index level, summarized by account group.
- The account group level matches the [budget vs actual cognos reports](#).
- Non-recurring expenditure budgets were not presented. These are generally not budgeted at a detailed level, however these reports can be developed.
- A set of chart of accounts documents was presented to AAUP. It was several large documents and was provided on a zip drive. A copy can be prepared for FSBC if it was not shared.
- Divisional Budget Summaries [link](#).

The (Line-Item, All-Funds) Budget

Michael Bowman (LIB), Chair, Budget Committee

Presentation available at: bit.ly/OsA8dZ

Long-Term Plans

- Senate Steering Committee expects this will be the first in an annual series of spreadsheets, with more information each time, building a comparative database
- Leads to senators better understanding the fiscal environment in the University
- Supports decision-making and a culture of greater transparency

What Is A Budget?

- An accounting of what each unit is allocated to spend in a year
- The output of the budget process

What Does This Tell Us?

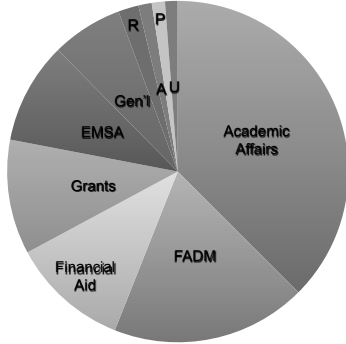
- How much is allocated to be spent, per category, for each unit
- Accuracy depends on each unit categorizing expenditures consistently

What **Doesn't** This Tell Us?

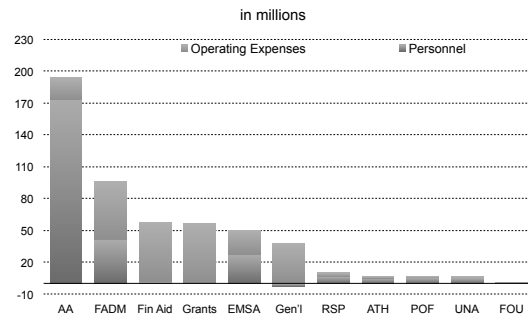
- Where money comes from (use RCAT for recurring, other sources for one-time money)
- Details on personnel (use the annual salary listing)

Examples from the FY2014 All-Funds Budget

University Budget Allocations



University Budget Allocations

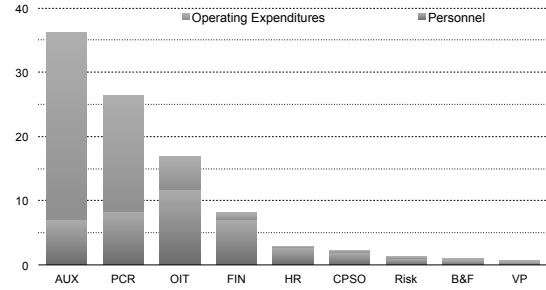


University General Funds

	Budget
Debt Repayment	\$15,346,641
SFC & REC Fees	\$15,084,948
Utilities	\$4,387,382
Projected Pay Increases	\$3,379,672
Risk Management	\$2,563,218
Leases	\$2,263,237
General Income	\$1,476,304
Administration Services	\$968,720
Faculty Awards	\$845,000
Statewide Assessments	\$184,587
Accreditation	\$12,411
OPE/PERS Underfunding	\$5,738,000
Admin Service Credits	\$5,964,260
Total Budget	\$34,809,829

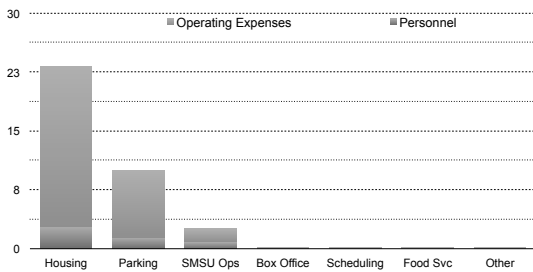
FADM Allocations

in millions



Auxiliary Services

in millions



Housing Breakdown

	Budget
Broadway	\$7,880,313
University Place	\$5,604,939
Housing Administration	\$4,446,389
Online	\$1,616,845
Blumel	\$979,223
Housing Leases	\$560,803
Summer Conferencing	\$454,275
Epler	\$388,289
Montgomery	\$359,757
Blackstone	\$247,219
Parkway	\$228,795
St Helens	\$219,136
King Albert	\$198,009
Stratford	\$153,150
Housing Beautification Fund	\$11,790
Adeline	\$2,083
Total Budget	\$23,151,015

Portland State University		Academic Affairs	
	Budget		Budget
Academic Affairs	\$19,200,868	CLAE	\$8,200,764
FCM	\$5,550,205	CLPA	\$21,737,034
Financial Aid	\$57,477,749	MCECS	\$19,000,024
Grants & Contracts	\$56,000,000	ISA	\$16,882,154
IGFA	\$48,000,011	OSI	\$14,000,134
General Univ. Funds	\$34,810,829	CoA	\$11,878,132
RSP	\$9,538,306	Library	\$10,050,198
Advising	\$6,230,746	University Studies	\$6,102,867
President's Office	\$5,496,206	ISW	\$6,015,283
Advancement	\$5,968,230	Office of Academic Affairs	\$7,287,781
Foundation	\$210,783	International Affairs	\$5,300,805
Total	\$112,998,011	Total	\$133,000,000

Finance & Administration		Enrollment Management & Student Affairs	
	Budget		Budget
Auxiliary Services	\$36,129,233	Student Health & Counseling	\$31,146,652
Planning, Construction, Real Estate	\$26,441,360	Enrollment Management	\$9,870,579
IT	\$18,004,330	Residence & Career Services	\$7,209,450
Financial Services	\$8,126,913	Dean of Student Life	\$2,209,912
IRH	\$2,910,172	Residence Life	\$80,627
CPGD	\$2,311,249	Diversity & Multicultural Student Services	\$64,075
Task Management	\$1,201,288	Campus Recreation	\$58,957
Budget & Finance	\$802,588	Outreach & Ambassadors	\$24,055
VPA Office	\$50,000	Commemoration	\$134,300
Total	\$148,558,000	Total	\$104,650,011

Research & Strategic Partnerships		Athletics	
	Budget		Budget
Sponsored Projects Admin	\$2,254,054	ESG: Admin & Support Services	\$1,933,878
Centers & Institutes	\$1,558,540	ESG: Sports Operations	\$201,587
College Partnerships	\$1,482,024	U.S.G. Faculty Athletic Representative	\$48,622
Space Leases & Rentals	\$1,149,578	Intercollegiate Sport Operations	\$3,850,164
Innovation & Industry Alliance	\$483,632	Admin & Support Services	\$2,827,203
Research Integrity	\$450,966	Financial Aid	\$372,262
Other	\$2,274,872	Tournaments	\$137,411
Total	\$13,938,366	Transfer In	\$3,702,389
		Total	\$8,533,912

Office of the President		University Advancement	
	Budget		Budget
Marketing/Communications	\$1,287,463	Development	\$4,578,000
President's Office	\$1,102,100	Advancement	\$820,882
Directors & Institutes	\$1,200,380	Alumni	\$418,543
University Legal Services	\$887,023	Foundation	\$150,000
ORP	\$541,234	Total	\$6,000,000
Government Relations	\$300,895		
Board of Trustees	\$100,000		
PSU Magazine	\$68,130		
Total	\$8,456,208		

This presentation available at:
bit.ly/OsA8dZ

Full spreadsheets available at:
<https://www.eximolp.com/share?id=hp2146599pa-c38a-4321-15f02-50a7c01a7c513ac344eac17c85ca8897c01bc2007536d1>

Proposal to Elevate the PSU Urban Honors Program to Honors College

- The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed Honors Colleges (as distinguished from Honors Programs).
- The PSU Honors Program satisfies the vast majority of the recommendation for Honors Programs, and...
- The PSU Honors Program already satisfies many of the recommendations for Honors Colleges

National Collegiate Honors Council Best Practices for Honors Colleges

Best Practice	PSU Honors Program	PSU Honors College
The program establishes a clear mission and purpose statement to guide operations and to inform stakeholders of the program's goals and objectives.	✓	✓
The program has a governing committee or board of trustees, which includes the president, faculty, students, and other stakeholders.	✓	✓
The program has a clear structure and organization, including a director or dean, and a staff of administrative and support personnel.	✓	✓
The program has a clear budget and financial plan, and is able to secure the resources needed to support its operations.	✓	✓
The program has a clear academic plan, including a list of honors courses and a list of honors programs.	✓	✓
The program has a clear assessment plan, including a list of assessment measures and a list of assessment procedures.	✓	✓
The program has a clear communication plan, including a list of communication channels and a list of communication procedures.	✓	✓
The program has a clear recruitment plan, including a list of recruitment channels and a list of recruitment procedures.	✓	✓
The program has a clear retention plan, including a list of retention channels and a list of retention procedures.	✓	✓
The program has a clear graduation plan, including a list of graduation channels and a list of graduation procedures.	✓	✓
The program has a clear alumni plan, including a list of alumni channels and a list of alumni procedures.	✓	✓
The program has a clear research plan, including a list of research channels and a list of research procedures.	✓	✓
The program has a clear service plan, including a list of service channels and a list of service procedures.	✓	✓

“The honors college exists as an equal collegiate unit within a multi-collegiate university structure.”

- Yes and No – the “sticky” issue is usually extracting a unit (with a budget) from inside another unit (like CLAS)
- UHP has been a free-standing unit (with a separate budget) for quite some time
- But the director has not had a seat at the ALT to advocate and provide input
- Honors colleges are almost always the “smallest among equals”

“The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.”

- The decision was made to NOT ask for a Dean position to minimize expense
- Having the Director on the ALT would seem to be a reasonable middle ground
- Note that Dr. Fallon (and hypothetical future Directors) have teaching responsibilities

“The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.”

- UHP charges a small differential tuition to support the expenses associated with the smaller class sizes

“The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.”

- Honors is one of the fastest growing units on campus
- Honors attracts more out of state students than the PSU average
- Honors (obviously) attracts more high achieving students than the PSU average – perhaps some day, we will even have a NMSP student
- Recruiting would be **significantly** enhanced by the name change to Honors College

Honors Colleges at the Univ. of Oregon and Oregon State Univ. are very successful

- Southern Oregon now has an Honors College
- Western Oregon has a proposed Honors College that seems headed for approval
- Why not PSU? (Because we have a highly functional Honors Program? – seems like a weak argument...)
- “Providing access to excellence...”

“Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.”

- With the high out-of-state population in Honors, a lot more students want to live on campus (i.e., parents want them to ...)
- Sense of community is recognized as an important facet to Honors Colleges – easier for forge a cohort in grouped housing
- Quiet study is easier to enforce among high-achieving student population
- Housing is (nominally at least) self-supporting ...

Urban Honors Program budget summary

- Annual budget \$814K
- Expenditure per student \$1356 (OSU \$2.3 K, UO \$4.4 K)
- Differential Tuition ~\$150/yr (OSU \$700, UO \$3.4 K, SOU full ride)
- No direct return of differential to UHP

Urban Honors Program summary

- 268% growth since 2010 (from 164 to 600 students)
- Student Profile: 33% of Honors freshman are from out of state, ~30% are the first in their family to go to college, average High School GPA is 3.67
- Student Retention: Fall 2012-Fall 2013: 85.5%
- Number of graduates: doubled every year since 2011. Ten students graduated in spring 2011. We will graduate 75 students in 13-14.
- Every student does a Thesis or Enhanced Capstone (Business, Engineering, etc.)

April 7, 2014

Colleagues,

By now you have heard that PSU and the AAUP have reached a tentative contract agreement after 32 hours of negotiations over the weekend. I want to thank the bargaining teams for both the university and the AAUP for their patience, perseverance and good-faith determination to reach a fair settlement of what have been difficult issues.

This represents a milestone for Portland State, and not just because we avoided the first faculty strike in Oregon higher education. I have not fully appreciated the extent of frustration and disagreement from the faculty about PSU's direction. Of course I read AAUP's statements, but my own interactions with faculty and staff over these years gave me a more positive impression of the campus mood. Probably this was some combination of your "Portland polite" and my perennial optimism.

I have heard you, and I'm listening. You, the faculty and staff, have done an amazing job over the past years dealing with a rapidly growing institution with insufficient resources, in a national and state climate that devalues the role of faculty, of tenure, and of higher education in general. There's pressure to produce more graduates, to change pedagogy and shift to new technologies, while students are paying more. In the face of that, you have improved retention and graduation rates, increased funded research, and engaged the community in ways that have led to more private funding and greater visibility.

Obviously, many of the pressures are not unique to PSU; they are happening everywhere, and we are limited in what we can do. But while it's important to understand that external reality, it can't be an excuse for not doing what we need to do right here.

We have in the last six years begun to reverse the trend to more adjuncts and non-tenure related faculty, but it is not enough. We should explore strengthening tenure by looking at developing a system that works for what are now fixed-term faculty. We are sharing more budget information, and giving colleges and schools greater control over their resources, but we can and will do a lot more in regard to transparency and dialogue about priorities. Through reTHINK PSU and the Provost's Challenge, faculty and staff are telling us how they want to incorporate new technologies and styles of learning in pedagogy, while building on our strength of engaged learning. But we still need deeper and broader discussions with faculty on what the university will look like in the future. When I arrived, I was dismayed by the weaknesses in areas such as student support, enrollment management, research support, diversity, and private fund-raising and we have made many improvements in all those areas.- But this has taken resources, and it is now time to invest more in faculty.

I pledge that once faculty ratifies the new contract agreement, things will not simply return to "normal." I and the other members of my leadership team, will work with the Faculty Senate, the unions, and students to start a deep conversation about the future of PSU. I want to have an extensive dialogue about how we provide the best education that combines our historic missions of providing access and opportunity with being a research university and urban anchor institution. About how we prioritize and allocate scarce resources, and how we develop a strategic plan that provides clear guidance. We will start a discussion on how best to do this at the ALPS retreat next month and at a Town Hall meeting we will schedule soon.

I came here six years ago because I believed in PSU's commitment to opportunity, excellence, and engagement. I still do -- more than ever -- and want to work with you in a new way to achieve this.

Thank you for your dedication to PSU.

Wim Wiewel, President

April 10, 2014

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 **2013-14 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- MA/MS in Geography – change in existing program; increase research requirement from 2 to 3 credits
FSBC comments: A very minor adjustment that will have no budgetary impact

E.1.a.2

- PhD in Applied Psychology – change in existing program; small adjustments to degree requirements
FSBC comments: No budgetary impact

E.1.a.3

- MAT in World Language: French, German, Japanese, and Spanish – eliminate program
FSBC comments: Eliminating the degree in favor of the MA. There are no students currently admitted to the degree.

Graduate School of Education

Change to Existing Programs

E.1.a.4

- Master of Education (MEd) – change to existing program; substantive change to two tracks (Elementary and Secondary GTEP); related changes to three other tracks (Elementary and Secondary BTP and SDEP)
FSBC comments: No budgetary impact

E.1.a.5

- MA/MS in Education: Counseling – change in existing program; change course requirements for rehabilitation counseling track
FSBC comments: There is no negative financial impact on the changes in Counselor Ed, in fact, having students take an additional 15 credits of existing course work will increase the financial status of the university.

E.1.a.6

- Graduate Certificate in Infant/Toddler Mental Health – change in existing program; reduce credit total from 25 to 20
FSBC comments: Reducing the number of credits from 20-25, so there will be less revenue. There is also less instructional expense. There are some rationales for making this decision: We have had difficulty attracting students to a 25-credit grad cert that does not give them a license or an official certification to practice in the field (although this may change in the next year or two); we have eliminated the practicum, which was 4 credits because this is not a licensure program. It was not a site-based supervised practicum anyway, and have replaced it with a program-long case study through existing course work. It will save money on an expensive practicum course. We have also moved this to a fully online program, which will increase the ability for people from a distance to attend, so should increase the number of students. We changed a social work course to a counseling course based on conversation with Nancy Korloff and Vicki Vandiver.

New Courses

E.1.a.7

- COUN 520 Collaborative Partnerships to Support Infants and Toddlers, 1-3 credits
Development and maintenance of effective partnerships among service providers and their respective systems is fundamental to the provision of quality services for infants, young children and their families. Students will examine systems of care and the impact of different systems from the perspective of family and community.

E.1.a.8

- ED 518 Inclusive Elementary Classrooms, 2 credits
Overview of teaching students who experience disabilities and giftedness, with special consideration to cultural/linguistic factors. Provides an overview of applicable laws and regulations, eligibility for special education, and the IEP process. Explores the ramifications of learning diversity for the inclusive elementary classroom teacher and instruction that supports all learners. Prerequisites: Admission into the Graduate Teacher Education Program.

E.1.a.9

- ED 519 Inclusive Secondary Classrooms, 3 credits
Overview of teaching students who experience disabilities and giftedness, with special consideration to cultural/linguistic factors. Provides an overview of applicable laws and regulations, eligibility for special education, and the IEP process. Explores the ramifications of learning diversity for the inclusive secondary classroom teacher and instruction that supports all learners. Prerequisites: Admission into the Graduate Teacher Education Program.

E.1.a.10

- ITP 515 Foundations of Culturally and Linguistically Responsive Practice at the Secondary Level, 3 credits
This course will equip secondary teacher candidates with knowledge and skills to facilitate instruction for English Language Learners (ELLs). Candidates learn the developmental progress of acquiring English for ELLs, and the role/responsibility of the teacher to create a positive climate and utilize instructional strategies that are culturally and linguistically responsive. Prerequisites: Admission into the Secondary Graduate Teacher Education Program, Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) program, and others with instructor approval.

E.1.a.11

- ITP 516 Engaging Young Adolescent Learners, 3 credits
Approaches for effectively educating young adolescents (10 to 15 year olds) in middle grades schools. Emphasizes identity formation, developmental responsiveness, motivation and engagement, culturally relevant practice, instructional strategies, and authentic learning opportunities. Examines educational policy and current trends in secondary school reform. Also addresses transitions occurring between school levels. Prerequisites: Admission to the Graduate Teacher Education Program, Master's in Curriculum and Instruction, or instructor's approval.

E.1.a.12

- ITP 517 Engaging Adolescent Learners, 3 credits
Approaches for effectively educating adolescent learners. Includes student motivation and engagement, instructional strategies, developmentally responsive approaches, culturally responsive practice, and authentic learning opportunities. Examines educational policy in middle grades schools (K-8, 6-8) and high schools (9-12) and current trends of high school/middle school reform. Prerequisites: Admission to the Secondary Graduate Teacher Education Program, Master's in Curriculum and Instruction or instructor's approval.

E.1.a.13

- ITP 518 Assessment for Learning, 2 credits
Concentrated study of key terminology around assessment and the application of multiple assessment methods to engage learners in their own growth, to monitor learner progress, and to guide instructional decision-making. Course includes strategies and procedures to collect, interpret and act on assessment data.

E.1.a.14

- ITP 529 Professional Seminar – Secondary, 1 credit
A companion seminar during Student Teaching I in a middle or high school to support teacher candidates in developing, clarifying, and applying attitudes and beliefs about quality educational practices through professional collaborative reflection. Prerequisites: Admission to the Secondary Graduate Teacher Education Program and concurrent enrollment in CI 554/556 Student Teaching I course.

E.1.a.15

- ITP 534 Foundations of Culturally and Linguistically Responsive Practice at the Elementary Level, 2 credits
This course will equip elementary teacher candidates with knowledge and skills to organize instruction for English Language Learners (ELL). Candidates learn the developmental progress of acquiring English for ELL students, and the role/responsibility of teacher to create a positive climate and utilize instructional strategies that are culturally and linguistically responsive. Prerequisites: Admission into the Elementary Graduate Teacher Education Program, Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) program, or instructor's approval.

E.1.a.16

- ITP 535 Cultivating Responsive Elementary Classrooms, 1 credit
This three-part course explores approaches to designing the social, physical, and instructional environment of a classroom in a way that is responsive to students and supports learning. Summer and fall terms involve face-to-face sessions addressing classroom climate and culturally responsive practices. Winter term involves online discussion of differentiation and planning. Prerequisite: admission to Elementary Graduate Teacher Education Program.

E.1.a.17

- ITP 536 Learning and Development, 3 credits
Prospective elementary educators will understand and apply principles of human learning and development. The psychology of learning in a school setting includes both individual and group generalizations. This course will explore the roles of teacher as facilitator of learning and decision maker to best meet learners' needs. Prerequisite: Admission to Elementary Graduate Teacher Education Program.

E.1.a.18

- ITP 541 Literacies in the Elementary Classroom, 4 credits
Emphasis on the methods and theories surrounding teaching and learning literacy in grades 3-8. Literacy development characteristics and teaching approaches for diverse learners are addressed, as well as the integration of literacy across content areas. Prerequisite: Admission to Elementary Graduate Teacher Education Program.

E.1.a.19

- ITP 543 Professional Collaboration in Elementary Education, 1-3 credits
This course progression over four terms develops knowledge and skills for collaborative professional learning centered on continuous improvement of instructional and assessment practices, a stance toward inquiry, and on supporting each student's learning needs. Prerequisite: Admission to Elementary Graduate Teacher Education Program.

E.1.a.20

- ITP 544 Clinical Support for Elementary Teachers, 3 credits
Synthesize learning from coursework and clinical experiences in a culminating cycle of inquiry that uses results of action research to inform a candidate's professional practice during full-time student teaching and implementing a unit of study. Provide opportunities to consult with colleagues and program faculty to support classroom research. Prerequisite: Admission to the Elementary Graduate Teacher Education Program and concurrent enrollment in Student Teaching III.

E.1.a.21

- ITP 547 Student Teaching III, Early Childhood, 12 credits
Observation, collaborative and independent planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and University Supervisor; related professional activities. Ongoing inquiry and connection of theory and practice, including methods coursework. Completion of the second unit of study. Seminar meetings and program events. Prerequisite: Admission to the Elementary Graduate Teacher Education Program.

E.1.a.22

- ITP 550 Student Teaching III, Elementary, 12 credits
Observation, collaborative and independent planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and University Supervisor; related professional activities. Ongoing inquiry and connection of theory and practice, including methods coursework. Completion of the second unit of study. Seminar meetings and program events. Prerequisite: Admission to Elementary Graduate Teacher Education Program.

E.1.a.23

- ITP 580 Student Teaching I in Inclusive ML/HS, 6 credits
Observation, collaborative and independent planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and University Supervisor; related professional activities. Ongoing inquiry and connection of theory and practice, including

methods coursework. Completion of the first unit of study. Seminar meetings and program events. Prerequisite: Admission to the Secondary Dual Educator Preparation Program.

E.1.a.24

- ITP 581 Student Teaching II in Inclusive ML/HS, 12 credits
Observation, collaborative and independent planning, teaching, assessment, and reflection under the guidance of the Cooperating Teacher and University Supervisor; related professional activities. Ongoing inquiry and connection of theory and practice, including methods coursework. Completion of the second unit of study. Seminar meetings and program events. Prerequisite: Admission to the Secondary Dual Educator Preparation Program.

Change to Existing Courses

E.1.a.25

- CI 516 Integrated Methods I, 1-5 credits - change course number and prefix to ITP 540; change course title to Foundations of Literacy; change course description; change credit hours to 3

E.1.a.26

- CI 521 Reading and Composition in the Content Areas, 3 credits - change course number and prefix to ITP 520, change course title to Literacies in the Disciplines; change course description

E.1.a.27

- CI 550 Student Teaching I, Early Childhood, 4-6 credits – change course number and prefix to ITP 545, change course description, change credits to 3-4

E.1.a.28

- CI 551 Student Teaching II, Early Childhood, 9-15 credits – change course number and prefix to ITP 546, change course description, change credits to 6-9

E.1.a.29

- CI 552 Student Teaching I, Elementary, 4-6 credits – change course number and prefix to ITP 548, change course description, change credits to 3-4

E.1.a.30

- CI 553 Student Teaching II, Elementary, 9-15 credits – change course number and prefix to ITP 549, change course description, change credits to 6-9

E.1.a.31

- CI 554 Student Teaching I, High School, 4-6 credits – change course number and prefix to ITP 532, change course description, change credits to 4-8

E.1.a.32

- CI 555 Student Teaching II, High School, 9-15 credits – change course number and prefix to ITP 533, change course description, change credits 9-13

E.1.a.33

- CI 556 Student Teaching I, Middle Level, 4-6 credits – change course number and prefix to ITP 530, change credits to 4-8

E.1.a.34

- CI 557 Student Teaching II, Middle Level, 9-15 credits – change course number and prefix to ITP 531, change credits 9-13

E.1.a.35

- CI 563 Teacher as Researcher, 4 credits – change course number and prefix to ITP 551; change course title to Research and Classroom Inquiry; change course description; change credit hours to 1-4

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.36

- Graduate Certificate in Gerontology – change in existing program, revise core and elective courses
FSBC comments: No significant budgetary impact

E.1.a.37

- PhD in Public Affairs and Policy – change in existing program; revise core and specialization area courses
FSBC comments: Proposing primarily internal changes that are intended to clarify and streamline degree requirements, and align or update curricula. Neither appears to have significant budgetary implication

E.1.a.38

- Graduate Certificate in Real Estate Development – change in existing program; change core and elective courses
FSBC comments: Proposing primarily internal changes that are intended to clarify and streamline degree requirements, and align or update curricula. Neither appears to have significant budgetary implications

E.1.a.39

- Master in Real Estate Development – change in existing program; reduce credit total from 68 to 55
FSBC comments: No budget or faculty impact

New Courses

E.1.a.40

- PAP 508 Professional Development Plan, 3 credits
Professional development planning workshop for students enrolled in the Master of Public Policy program. Students work with faculty to prepare a professional development plan, including career-goals, portfolio creation, job networking, and a program exit interview. Prerequisite: Enrollment in the Master of Public Policy Program.

E.1.a.41

- PAP 509 Public Policy Project, 3 credits
Summative project for students enrolled in the Master of Public Policy program. Options include a research-oriented report or a client report linked to a short internship or placement experience. Prerequisite: Enrollment in the Master of Public Policy Program.

E.1.a.42

- PAP 511 Introduction to Public Policy, 3 credits
This course explores fundamental concepts and approaches to public policy analysis and advocacy. Policy actors, process and issues are all part of the domain. The course will introduce students to a number of current policy issues.

E.1.a.43

- PAP 621 Comparative Political Institutions, 3 credits
This course examines the performance, capabilities, and overall function of governments worldwide. Emphasis on advanced analyses of theories and concepts in comparative politics, with a particular focus on institutions of the state.

E.1.a.44

- PAP 690 Research Design for Politics and Policy, 4 credits
This course helps students understand the processes, design, and the philosophical foundations of research. The focus of this course is to train students to become researchers who can design professional-quality research, and write a research proposal that will satisfy the requirements for a doctoral dissertation or grant proposal

Change to Existing Courses

E.1.a.45

- PAP 611 Theoretical Foundations of Governance, 3 credits – change title to Normative Foundations of Governance, change course description

E.1.a.46

- PAP 612 Governance, Social Change, and Rule of Law Systems, 3 credits – drop course

E.1.a.47

- PAP 613 Institutional Foundations of Governance, 3 credits – change title to Organization Theory and Behavior, change course description

E.1.a.48

- PAP 618 Political and Organizational Change, 3 credits – drop course

E.1.a.49

- PAP 619 Civic Capacity, 3 credits – drop course

E.1.a.50

- PAP 643 Resolving International Conflicts, 4 credits – drop course

E.1.a.51

- PAP 657 Policy Topics in Advanced Political Economy, 4 credits – drop course

E.1.a.52

- PAP 694 Analysis of the Impacts of Social and Management Practices on Ecosystem Services, 4 credits – drop course

E.1.a.53

- USP 611 America's Changing Neighborhoods, 3 credits – drop course

E.1.a.54

- USP 612 Community, Planning, and Ethics, 3 credits – change course description, change credits to 4

April 10, 2014

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 **2013-14 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- ANTH 458/558 Past Human-Environment Interactions, 4 credits
This course introduces students to major theoretical approaches and topics within the archaeological study of past human-environment interactions, including application of archaeological research to contemporary human-environment issues. Prerequisites: Anth 350. Graduate standing or instructor permission for 500-level course.

E.1.b.2

- BI 425/525 Natural History of Antarctica, 5 credits
Evolution and systematics of the Antarctic and sub-Antarctic flora and fauna, physiological adaptation to an extreme environment, conservation concerns and the history of exploration and exploitation of the Antarctic region. Prerequisites: Bi 251, Bi 252, Bi 253.

E.1.b.3

- BI 436/536 Behavioral Endocrinology, 4 credits
A comparative examination of the major hormone systems that regulate behavior across the animal kingdom. Emphasizes the reciprocating nature of hormone and behavior interactions and seeks to understand how natural selection drives the evolution of hormone structure and function. Discussions of the primary literature emphasize current knowledge and limitations in the field. Prerequisites: Bi 251, Bi 252, Bi 253.

E.1.b.4

- ESM 416/516 Ecosystem Restoration, 4 credits
Ecological theories and principles that guide restoration practices in a variety of ecosystems, including rivers, wetlands, forests, and prairies. Causes of ecosystem degradation, motivations for restoration, and factors that influence success in restoration. Interactions between science, philosophy, engineering, environmental management, policy, and politics in

the dynamic world of ecosystem restoration. Prerequisites: ESM 335 or Geog 345 or Bi 357 or ESM 321.

E.1.b.5

- GEOG 449/549 Geography of Food, 4 credits
This class explores the geography of food: food production, distribution, preparation, and consumption; food politics, markets, urban and commercial farming; food movements, connections of cuisines and regions, and foods and farming in the Pacific Northwest.
Prerequisite: Upper-division or graduate standing.

E.1.b.6

- LING 418/518 Linguistic Morphology, 4 credits
The study of words and word structure. Focuses on analyzing word formation across languages. Examines the relationship between morphology, syntax and phonology, the theoretical assumptions that underlie morphological analysis, and some applications of morphological analysis. Prerequisite: Ling 390.

E.1.b.7

- LING 419/519 Language Typology, 4 credits
Studies and classifies languages according to their structural features. Introduces (structural) linguistics and studies structures across languages. Prepares students for more theoretical and analytical courses in the department. Prerequisite: Ling 390.

Change to Existing Courses

E.1.b.8

- ANTH 451/551 History of Archaeology, 4 credits – change prerequisites

E.1.b.9

- ANTH 452/552 Lab Methods in Archaeology, 4 credits – change course title to Archaeological Lab Methods, change prerequisites

E.1.b.10

- ANTH 453/553 Archaeological Field Methods, 4 credits – change prerequisites

E.1.b.11

- ANTH 455/555 Analysis of Faunal Remains, 5 credits – change prerequisites

E.1.b.12

- ANTH 456/556 Issues in Cultural Resource Management, 4 credits – change prerequisites

E.1.b.13

- ANTH 457/557 Hunter-Gatherers, 4 credits – change prerequisites

E.1.b.14

- ANTH 461/561 Advanced Topics in Archaeology, 4 credits – change prerequisites

E.1.b.15

- ANTH 464/564 Topics in Northwest Prehistory, 4 credits – change title to Topics in Northwest Archaeology, change prerequisites

E.1.b.16

- BI 461/561 Invertebrate Zoology, 6 credits – change course number to BI 386; drop 500-level section

E.1.b.17

- BI 476/576 Population Biology, 4 credits – change course title to Population Ecology, change course description, change credit hours to 5, change prerequisites

E.1.b.18

- BI 480/580 Microbiology, 4 credits – change course number to BI 380; drop 500-level section

E.1.b.19

- BI 488/588 Microbiology Techniques, 2 credits – change course number to BI 388; drop 500-level section

E.1.b.20

- COMM 487/587 Propaganda, Public Relations, and Media, 4 credits – change course description

E.1.b.21

- GEOG 445/545 Resource Management Topics, 4 credits – change course description

E.1.b.22

- SPHR 487/587 Basic Audiology, 4 credits – change title to Hearing Sciences, change prereqs, drop 500-level section

E.1.b.23

- SPHR 488/588 Advanced Audiology, 4 credits – change title to Clinical Audiology, change prereqs, drop 500-level section

Graduate School of Education**New Prefix**

E.1.b.24

- ITP (Initial Teacher Preparation) – new course prefix

New Courses

E.1.b.25

- CI 496/596 Second Language Acquisition and Development for K-12 Educators, 3 credits
Gain historical perspectives on language teaching. Study major concepts, theories, research and variables related to the nature and acquisition of language. Consider individual differences and patterns common to all learners. Collect/analyze natural language from language learners. Construct environments that support ESOL/bilingual students' language/literacy development and content-area achievement. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.26

- CI 497/597 Assessment of Language and Content Learning for K-12 English Learners, 2 credits
Consider fair, accurate, and meaningful assessment for English learners. Learn about common standards-based assessment instruments. Examine differences between and uses for assessments measuring language proficiency and content area achievement as they affect ESOL and bilingual student learning. Explore issues in classroom-based assessment of ELLs. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.27

- ITP 413/513 Technology as a Tool for Learning, 3 credits
Use of digital tools to enhance teacher productivity and professional development and for planning, instruction, and assessment of student learning. Employ technology to foster information literacy and digital citizenship. Engage diverse learners in inquiry, communication and collaboration, creation, visual design, and production of media.
Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.28

- ITP 414/514 Educating for Equity and Social Justice, 3 credits
Explore issues of identity, linguistics, race, ethnicity, sexual orientation, gender, social class, ability, and other forms of diversity. Teacher candidates gain an understanding of how culture influences educational processes, as well as their role and responsibility in creating socially just and equitable classrooms/schools, where all students and families are valued.
Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.29

- ITP 421/521 Secondary Art Methods, 2-4 credits
Issues and methods in selecting and organizing materials for instruction in middle level/high art education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.30

- ITP 422/522 Secondary English Language Arts Methods, 2-4 credits
Issues and methods in selecting and organizing materials for instruction in middle level/high school language arts education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.31

- ITP 423/523 Secondary Health and Physical Education Methods, 2-4 credits
Issues and methods in selecting and organizing materials for instruction in middle and high school health and K-12 physical education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission into the Master of Education degree program and admission into Teacher Education Program.

E.1.b.32

- ITP 425/525 Secondary Music Methods, 2-4 credits
Issues and methods in selecting and organizing materials for instruction in middle level/high music education. Examines a variety of professional resources available to support learning.

Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.33

- ITP 426/526 Secondary Science Methods, 2-4 credits
Issues and methods in selecting and organizing materials for instruction in middle level/high school science education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission to a graduate teacher preparation program.

E.1.b.34

- ITP 427/527 Secondary Social Studies Methods, 2-4 credits
Issues and methods in selecting and organizing materials including digital resources for instruction in middle level and high school social studies education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards. Prerequisites: Admission to the Secondary Graduate Teacher Education Program (GTEP), the Secondary Dual Endorsement Program (SDEP), or the Bilingual Teacher Pathway (BTP) Program.

E.1.b.35

- ITP 442/542 Integrated Elementary Science Methods, 2 credits
Emphasis on effective methods and practices for developing integrated, interdisciplinary units of instruction. Explore approaches to teaching science at the elementary grades and integrating science content and processes with content and processes from other content areas (e.g., literacy, mathematics, the arts). Prerequisite: Admission to Elementary Graduate Teacher Education Program or Bilingual Teacher Pathway Program. Prerequisites: Admission to the Elementary Graduate Teacher Education Program or the Bilingual Teacher Pathway Program.

Change to Existing Courses

E.1.b.36

- CI 411/511 Classroom Management, 1-3 credits – change course number and prefix to ITP 411/511; change course title to Classroom Management for Student Success; change course description

E.1.b.37

- CI 412/512 Teaching and Learning, 1-3 credits - change course number and prefix to ITP 412/512; change course title to Learning and the Learner; change course description

E.1.b.38

- CI 415/515 Reflective Practitioner, 1-3 credits – change course number and prefix to ITP 452/552

E.1.b.39

- CI 417/517 Integrated Methods II, 1-5 credits - change course number and prefix to ITP 438/538; change course title to Integrated Methods and Curriculum Design; change course description; change credit hours to 2-6

E.1.b.40

- CI 418/518 Integrated Methods III, 1-3 credits - change course number and prefix to ITP 439/539; change course title to Elementary Math Methods; change course description; change credit hours to 3

E.1.b.41

- CI 419/519 Special Secondary Methods, 3 credits – change course number and prefix to ITP 424/524; change course title to Secondary Mathematics Methods, change description, change credit hours to 2-4

E.1.b.42

- CI 435/535 Planning, Assessment, and Curriculum, 3 credits – change course number and prefix to ITP 453/553

E.1.b.43

- CI 437/537 Professional Development and Reflection, 2 credits – change course number and prefix to ITP 454/554

E.1.b.44

- CI 438/538 Language and Literacy Development of Diverse Learners, 3 credits – change course number and prefix to ITP 455/555

E.1.b.45

- CI 448/548 Advanced Methods-Special Subject Fields in the Secondary School, 3 credits – change course number and prefix to ITP 428/528; change title to Secondary World Languages Methods, change course description, change credits to 2-4

College of Urban and Public Affairs

New Courses

E.1.b.46

- PAP 412/512 Introduction to Policy Advocacy, 3 credits
Examines the importance of public policy advocacy for public and nonprofit organizations and the impact of policy advocacy on society. Prerequisite: Upper-division standing.

E.1.b.47

- PAP 413/513 Ethics and Public Policy, 4 credits
An examination of the normative dimensions of public policy, focusing both on the ethical issues raised by the means of policymaking as well as the values that might shape the ends of public policy. Prerequisite: Upper-division standing.

E.1.b.48

- PS 415/515 Comparative Public Policy, 4 credits
Introduction to theories, methods, and cases in comparative public policy. Emphasis on policy learning and applied comparative policy analysis. Unique and shared characteristics of policies in different countries or regions. Topics may include welfare and environmental policy. Prerequisite: upper-division standing.

E.1.b.49

- PS 481/581 Democratic Theory, 4 credits
Critical examination of the principles of democratic politics, including important statements in the history of political thought and contemporary political theory. Issues discussed include participation, deliberation, electoral competition, constitutionalism, and the challenges of democratic legitimacy in the context of US institutions and increasing globalization. Prerequisite: Sophomore standing or higher.

April 10, 2014

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 **2013-14 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.c.1

- CR 307 Conflict Management Skills (4)
Interactive survey of practical array of conflict management competencies with units on facilitation, consensus building, mediation, conflict analysis, conflict mapping, de-escalation, negotiation, conflict management system design, community organizing, conflict management careers. Theory, simulations, and student team presentations generate new competencies and evaluative opportunities.

E.1.c.2

- CR 310 Fundamentals of Conflict Resolution (4)
Undergraduate introduction to the study of foundational concepts in the field of conflict resolution. The course also introduces the impact that conflict resolution practice may have on the critique and construction of theory. Professional ethical issues and other dilemmas in conflict resolution practice are also studied. Prerequisites: CR 301.

E.1.c.3

- CR 311 Introduction to Conflict Resolution Psychology (4)
Introduction to the psychological research and insights that illuminate conflict resolution theory and practice. A dual focus on both methods and research. Prerequisites: CR 301.

E.1.c.4

- CR 312 Introduction to Intercultural Conflict Resolution (4)
Intercultural conflict resolution explored through intercultural communication theory, and through study of its relationship to processes of conflict and outcomes of resolution. Considers how intercultural conflict resolution operates within ourselves, among ourselves, and in the personal, professional, and world-at-large through dialogue, interaction, and the creative arts.

E.1.c.5

- CR 411 Conflict Resolution Career Preparation (4)
Community based learning of variety and breadth of conflict transformation and peacebuilding through a combination of visits, field experience and project work.

Development of reflective practice habits through online seminar discussion.
Prerequisites: CR 301, CR 307 for majors only.

Changes to Existing Courses

E.1.c.6

- CR 417 Introduction to Nonviolence (4) – drop.

Undergraduate Studies

Additions to Existing Clusters

E.1.c.7

Course Number	Course Title	Cluster
ANTH 357	Archaeology in Popular Culture	Interpreting the Past
CR 304U	Participating in Democracy	Community Studies
CR 305U	Ecology of War & Peace	Environmental Sustainability
CR 306 U	Introduction to Nonviolence	Global Perspectives
GEOG 350	Geography of World Affairs	Global Perspectives
JST 326	Pagans, Christians, and jews	Interpreting the Past
JST 381	History of Kabbalah: The Jewish Mystical Tradition	Interpreting the Past
MUS 363	The Music of the Beatles	Popular Culture
MUS 399	Jazz and American Culture	Popular Culture
PHE 327U	Community Nutrition	Healthy People Healthy Places
PHE 328U	Health and Housing Across the Life Course	Healthy People Healthy Places
PHL 344	Military Ethics	Knowledge, Values, & Rationality
PHL 351	Philosophy of International Human Rights	Global Perspectives
PHL 351	Philosophy of International Human Rights	Knowledge , Values , & Rationality
PHL 352	Philosophy of International law	Knowledge , Values , & Rationality
PHL 352	Philosophy of International law	Global Perspectives
PHL 367	Philosphy of Sports	Healthy People Healthy Places
PHL 367	Philosphy of Sports	Knowledge, Values, & Rationality
PHL 370	Philosophy of Work and Leisure	Popular Culture
PHL 375	Food Ethics	Environmental Sustainability
Psy 461	Psychology of Adolescence and Early Maturity	Family Studies
Psy 459	Infant Development	Family Studies

E-1c

UNST 399	Topics in Community Studies: Engaging Interpretive Communities at the Portland Art Museum	Community Studies
UNST 399	Topics in Leading Social Change: Climate Change and Social Movements	Leading Social Change
UNST 399	Experiential Pathways Cluster Course	Leading Social Change
UNST 399	Experiential Pathways Cluster Course	Popular Culture
UNST 399	Experiential Pathways Cluster Course	Knowledge, Values, & Rationality
USP 300	Introduction to Urban Studies	Community Studies
USP 323 (was 423)	Real Estate Development	Community Studies

April 10, 2014

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.

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College of Urban and Public Affairs

New Program

- Master of Public Policy – new program (two-page summary attached)
FSBC comments: Only budgetary impact is the need for a new faculty position in year 3. This would be covered by the project revenue

Proposal for New Academic Program

13 March 2014

Master of Public Policy, Mark O. Hatfield School of Government

Summary

The Mark O. Hatfield School of Government proposes to offer a Master of Public Policy (MPP) degree designed for students interested in public policy analysis, process, and advocacy. The degree will establish PSU as a leading institution for public policy studies on the West Coast and among a select group of highly regarded universities nationwide, bringing strategic advantages to the university. This cutting edge degree is designed to meet the growing demand for public policy professionals in the public, non-profit, and private sectors. The MPP would draw on existing courses, faculty, and strengths at Portland State University, bridging the foundational strengths of the Mark O. Hatfield School of Government with the specialized policy strengths of other units. The proposed MPP aims to fill a growing need with a highly-professional training program that is designed in accordance with the accreditation principles of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The degree aims to generate revenue, enhance the reputation of the school, expand opportunities for graduate students, serve the public policy needs of governments and communities at various levels, and bolster faculty research and teaching opportunities.

Evidence of Need

Internationally, nationally, and regionally, the Master of Public Policy degree is one of the fastest-growing degree programs. New schools and masters programs of public policy have been

established at institutions such as University of Oxford and Georgetown University in recent years. Oregon State University began offering a 2-year MPP in 2003 with an initial cohort of 3 students. In 2013-2014, the incoming class reached 28 students (of which 10 were international students), bringing to 62 the number of currently enrolled MPP majors. The OSU MPP program averages 50 to 60 applications per year, making its 50% acceptance rate slightly lower than the 60-70% acceptance rate of all NASPAA-accredited MPP programs. There is however no MPP degree offered in the Portland area and only three in the western United States outside of California. In data for 2011-12, NASPAA reported the unemployment rate for MPP graduates nationally at 2%, slightly less than the 4% rate for Master of Public Administration graduates. Of the 94% in employment (a further 4% were pursuing further education), 30% worked for national government, 24% for non-profits, and 22% for the private sector. MPP programs have been growing to supply rising employer demand for staff who can navigate in complex policy environments.

Course of Study and Outcomes

The MPP is designed a 61-credit, two-year degree. The focus will be professional education and training for students seeking careers in policy-related domains in both the public and private sectors. Accordingly, the course of study and the management of the program will be designed to enhance analytic and leadership capacities in public policy as well as to advance professional development goals. The first year is composed of a 31-credit core covering public policy process, basic analytics, advocacy essentials, as well as public ethics. In the second year, students will transition to specialized tracks in analysis or advocacy as well as coursework in issue-specific policy areas. A summative project (either a thesis-length policy report or an applied research paper written for a client) as well as a professional development plan (wherein the student plans and initiates their professional development) fills out the program.

By the end of the program, students should be able: (1) to develop the capacity to understand and act within particular public policy processes as an effective advocate of public values; (2) to plan effectively for a career in public policy that will develop over time to attain the career goals; (3) to integrate and use general public policy knowledge with the particularities of a specific policy domain or domains; (4) to apply methods and theories of policy analysis to public policy problems; (5) to apply ethical frameworks to public policy problems; and (6) to apply education through experiential and interactive exercises with practitioners.

Cost

The budget associated with the MPP envisages an initial headcount of enrolled students of 10 in year 1, rising to 20 in year 2. It projects that one third or more of these students will be non-resident (mainly U.S. out-of-state). There is no expectation of tuition/fee remissions nor of graduate assistantships. Initial costs in these first two years are approximately \$80,000 per year, mainly for administrative support. There are also some slight adjustments to teaching requirements in the initial two years that require adjunct teaching support. This leads to forecasts of net surplus of approximately \$44,000 in year 1 and \$166,000 in year 2. In years 3 to 5, the budget estimates that total student enrolment will rise to 30 students. The proposal requests a commitment from the university (OAA) for support the MPP director position through conversion from a 9 to 12-month pay basis, and for one additional faculty line in year 3, working under the assumption that the enrollment will meet expectations. The surplus falls to \$67,000 in years 3 and 4, rising again to \$136,000 in year 5.

April 10, 2014

TO: Faculty Senate

FROM: Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2013-14 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Program

- **BA/BS in Conflict Resolution** (Summary attached)

FSBC comments: The increased instruction load for the new courses (and additional sections or a higher frequency of existing courses) seem to be able to be covered by the capacity freed up by the decline of students in the Master's program. It appears that most students taking the new major would be existing PSU students, which would shift SCH from other programs to this new one. An overall increase of revenue depends on students from outside PSU being attracted to the school by this program.

PROPOSAL SUMMARY FOR

BA/BS in Conflict Resolution

Overview:

The major in Conflict Resolution (BA/BS) encompasses a broad introduction to the theoretical and practical competencies of the field. This introductory focus is sufficient for entry-level jobs in a variety of organizations, where conflict resolution is a core competency. In contrast, the existing Master's Degree Program in Conflict Resolution now focuses on preparing students for leadership or middle management roles in a variety of organizations, where conflict resolution is a core competency. The coursework innovatively combines an outstanding liberal education and career preparation; it is a beginning foundation for the student seeking employment or more advanced degrees in the field of Conflict Resolution, including PSU's current Master's Degree in Conflict Resolution. The Major is intended to give students a more focused and comprehensive discussion of conflict resolution than is offered in other University courses or professional programs; these skills are beginning to be considered as higher education core competencies. Students with this degree will offer crucial skills when seeking entry-level employment in Human Resources, Advocacy, Social Services, humanitarian work, or other fields of employment that require conflict management competencies.

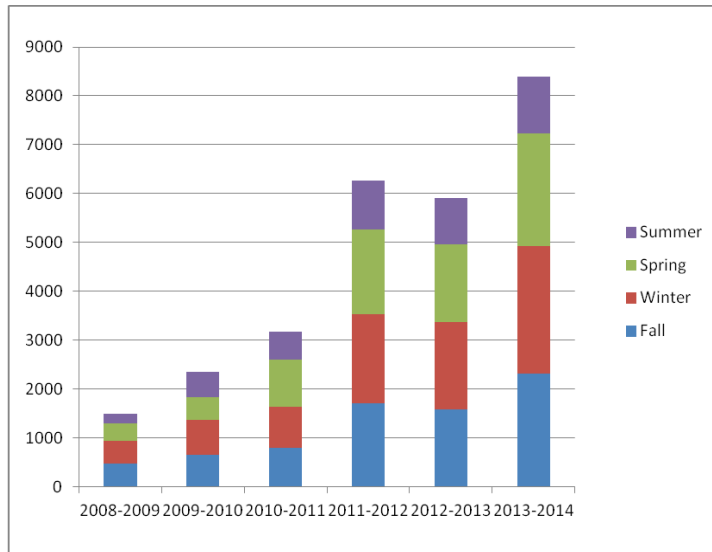
Required courses will give students a foundation for the key subject matter within the field and will also allow students to choose from amongst a selected number of courses to fit individual academic and career objectives. For example, students may tend toward humanitarian work, mediation, advocacy, or other conflict resolution related study and field work, and can design their Major toward more directed focus that can be developed in further study. Electives are broadly applicable to Conflict Resolution practitioners. We may add more electives

that serve specializations, but current electives are meant to address issues and to introduce concepts in common across the important areas in our discipline. Though the academic field of conflict resolution began as an interdisciplinary range of courses, conflict resolution is now a discipline unto itself, while retaining its interdisciplinary roots. Accreditation discussions are now taking place within the field, though these discussions are still preliminary.

Evidence of Need:

We have learned that when we increase our entirely online offerings, we gain increasing numbers of distant learners, with students enrolling especially in our University Studies courses to help complete degrees that they have often largely completed in the classroom before moving out of the area. Faculty who teach these courses consistently report this anecdotally, year after year, and these reports largely come in the Student Introduction posts in the online courses, with students posting from the jungles of Vietnam, the mountains of Ecuador, many other places abroad--and from across Oregon and the US. These often last-mile students enroll from many foreign countries and many other states, but also other areas outside the Portland commuting region. This is being done with zero marketing. We anticipate that we will draw students from these other areas by marketing our degree as obtainable almost entirely online. Indeed, there is only one of the major core courses (Conflict Management Skills), requiring face-to-face skill-building, that will always be offered in the classroom. All other courses will be offered entirely online annually as our enrollment grows.

The best evidence we have is, in a way, our own increasing SCH as we have offered more of the University Studies cluster (U) courses entirely online. The chart below captures the market demand for these courses, and this will simply grow as potential students learn of our degree. The concomitant growth of online advertising directly to potential students, and their current mentors, through the Peace and Collaborative Development Network, is new and reaches more than 30,000 members in our field, before being reposted to illimitable other platforms. Our capacity for low-cost effective marketing has never existed until now, paralleling the increased prominence of peace research in the scholarly world, setting up a dynamic for a successful CR major.



Student Credit Hours from, undergraduate Conflict Resolution courses (PSU Cognos Reports)

	Fall	Winter	Spring	Summer
2008-2009	472	472	356	188
2009-2010	656	720	456	520
2010-2011	804	832	964	573
2011-2012	1710	1823	1729	998
2012-2013	1584	1790	1582	943
2013-2014	2310	2613	2310	1160

CR#	Course	credits
	Required core courses	
301U	Intro to Conflict Resolution	4
302U	Intro to Peace Studies	4

307	Conflict Skills	4
310	Foundations of Conflict Resolution	4
311	Intro to Conflict Resolution Psychology	4
312	Intro to Intercultural Conflict Resolution	4
411	Conflict Resolution Career Preparation	4
	Choose 28 credits from CR electives	28
	total	56

As mentioned above in the anticipated numbers of enrolled majors, these estimated numbers are based on direct recruitment experience and professional observations of primary proposal author, Tom H. Hastings, former coordinator of Peace & Conflict Studies at the first college in Wisconsin to have such a program, former member of the Executive Council of the Wisconsin Institute for Peace & Conflict Studies, and former Co-chair of the Peace and Justice Studies Association. They are also in keeping with the reported trends from Chairs of several US similar programs in a non-scientific, but helpful, survey sent to several hundred Peace and Conflict professors belonging to the Peace and Justice Studies Association, showing that degree programs with these sorts of majors mostly report very good growth in the previous five years.

Course of Study:

CR#	Course	credits
	Electives (may include other CR courses as our field evolves and as approved)	
303U	Consensus Building	4
304U	Participating in Democracy	4
305U	Ecology of War & Peace	4
306U	Intro to Nonviolence	4
416	Evil & Hate	4
419	Forgiveness & Atonement	4
420	Reconciliation Processes	4
423	Dialogue & Conflict Resolution	4
431	Gender & Conflict Resolution	4

Cost:

The budget, faculty workload, and facilities use impact should be negligible because we are currently teaching all but one course required for the proposed undergraduate major, we have added a new tenure track faculty, we have reduced the size of the graduate program, and we have taken other steps to reduce the graduate advising load to make room for undergraduate major advising. Overall, enrollment at PSU, and consequently OUS, should increase markedly by attracting new students from throughout the Northwest and beyond, without significantly reducing the student population in other PSU and OUS programs.

April 10, 2014

TO: Faculty Senate

FROM: Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2013-14 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Program

- **Minor in Elementary Education Science** (Summary attached)
*FSBC comments: No budgetary impact. (2/5/14)

PROPOSAL SUMMARY FOR

Minor in Elementary Education Science

Overview:

The Minor in Elementary Education Science is intended for students who plan to enter a graduate teacher education program and be licensed in Early Childhood/Elementary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include all the prerequisites for admission to the program. Students seeking a license for early childhood and elementary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

The Minor in Elementary Education Science will provide a title for a set of courses which will give students a strong science foundation while preparing them to apply to the Graduate Teacher Education Program (GTEP) in Elementary Education. This proposal is a joint effort of the College of Liberal Arts and Sciences (CLAS) and the Graduate School of Education (GSE). Students may elect to choose any undergraduate major as part of their preparation for a teacher education program. Having a Elementary Education Science Minor would strengthen students' preparation by focusing on their prerequisite coursework as well as providing formally documented science education.

Evidence of Need:

Traditionally, elementary school teachers are less well prepared to teach science than other subjects, both according to their own self-evaluations and ratings by their supervisors. This minor will give them a solid foundation and confidence in their science teaching abilities, as well as meeting the other pre-requisite courses for the GTEP. Exposing young students to science when they are innately inquisitive and motivated to learn science, will help develop foundational skills early. These skills can help set the stage of continued interest and achievement in the field of science.

We have always had large numbers of students who unofficially identify themselves as pre-education students but without a specific undergraduate pathway these students have trouble finding a niche at the

university. Providing an avenue for the most motivated among them to demonstrate their commitment and having it acknowledged on their transcripts would be of great benefit to these students allowing them to focus and formalize their academic interests in education. The university-wide Teacher Education Committee (TEC) has taken increasing leadership in strengthening the undergraduate preparation of pre-service teachers and they support this minor, as well as the other Education Minors we have implemented over the last seven years.

Course of Study:

Mth 211 Foundations of Elementary Mathematics I	4
Mth 212 Foundations of Elementary Mathematics II	4
Mth 213 Foundations of Elementary Mathematics III	4
SCI 201/UNST 286 Natural Science Inquiry	4
SCI 311 Teaching Everyday Science	4
UNST 421 Approved Senior Capstone	6
LIB 428 Children's Literature, K-5	3
Two classes from a concentration listed below	8-9
Total 37-38 credits	

Minor Concentration Options

Choose 2 courses from one concentration. (** denotes required course for this option.)

Biology

**BI 201/204 Fundamentals of Biology with lab	4
SCI 343U or 344U Columbia Basin Plant Communities	4

Chemistry

**CH 104/107 Introductory Chemistry with lab	5
SCI 335U or 336U Water in the Environment	4

Geology

GEOL 201/204 General Geology with lab	4
GEOL 344U Geology of the National Parks	4
**GEOL 355 Geosciences for Elem. Educators	4
GEOL 430U Life of the Past	4
GEOL 452U Geology of Oregon Country	4

Physics

**PH 101 Essentials of Physics	4
PH 102 Essentials of Physics	4
PH 261/SCI 316U General Astronomy	4

Geography

**GEOG 210 Physical Geography	4
GEOG 311U Climatology	4
GEOG 314U/PH 333 Severe Weather	4
GEOG 345U Resource Management	4
GEOG 368U United States and Canada	4

Anthropology

ANTH 101 Intro to Biological Anthropology	4
ANTH 102 Intro to Archaeology	4

Cost:

These are existing courses and will not need additional funding.

Proposed Amendment to the Constitution of the Portland State University Faculty

BASED ON THE RECOMMENDATIONS OF THE AD HOC UNIVERSITY WRITING COMMITTEE, THE UNDERSIGNED MEMBERS OF THE FACULTY SENATE PROPOSE THE FOLLOWING ADDITION, WHICH CREATES A NEW CONSTITUTIONAL COMMITTEE:

ARTICLE IV. ORGANIZATION OF THE FACULTY. 4) Standing Committees and Their Functions. University Writing Committee

This Committee shall consist of seven faculty members from across the University of whom no more than four would come from CLAS. The Committee shall also have four standing members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, the Director of the Writing Center, and a representative from IELP. Members will serve for two-year terms, with the possibility of continuing.

The Committee shall:

1. Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses.
2. Offer recommendations for improving writing instruction across the university.
3. Initiate assessment of the teaching of writing at PSU.
4. Support training of faculty, mentors, and WIC Assistants teaching writing.
5. Advise on budgeting writing instruction.
6. Act in liaison with appropriate committees.
7. Report at least once a year to the Senate, outlining committee activities.

Rationale and Notes:

The University Writing Advising Committee was created in 1996 to determine the status of writing instruction at Portland State and act to enhance writing instruction at Portland State University. It has acted in this capacity as an ad hoc committee, yet in order to act as an advocate for excellence in writing instruction the committee requires the authority and backing of the Faculty Senate. Official status as a Senate Committee will enable the UWC to promote writing at PSU and provide direction for writing initiatives.

I, as a member of the 2013-4 Faculty Senate, support this amendment.

Bob Mercer
Bob Liebman
Amy Greenstadt
Susan Reese
Sarah Beasley
Susan Lindsay
Lynn Santelmann

Rowanna Carpenter
Becki Ingersoll
Annabelle Dolidon
Paula Carder
Nora Wendl
Karin Magaldi

General Student Affairs Committee: 2013-14 Annual Report

Committee chair:

Michele Miller, AL/IELP

Committee Members:

ACTIVE: Karen Popp, OGS; DeLys Ostlund, WLL; Erik Geschke, ART; Pamela Dusschee, SBA; Joshua Mann, Student Representative; Eric Noll, Student Representative; Phoenix Singer, Student Representative; Jackie Balzer, Enrollment Management and Student Affairs (consultant); Michele Toppe, Enrollment Management and Student Affairs (consultant)

RESIGNED: Neal Robinson, Student Representative

This committee is charged by the Faculty Senate to:

- 1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets and student discipline.
- 2) Have specific responsibility to review and make recommendations regarding policies related to student services, programs and long-range planning, e.g., student employment, educational activities, counseling, health service and extra-curricular programming
- 3) Nominate the recipients of the President's Awards each spring term

The committee met regularly throughout the year. Spring term will be dedicated to the review of nominations and selection of the President's Awards. As a continuation of work that the committee started in the 2012-13 year, the bulk of the committee's time in fall and winter terms was spent addressing the matter of student participation in All University Committees (AUCs). The committee worked closely with ASPSU to formulate an outreach plan and message to faculty to encourage students to participate in AUCs.

Advisory capacity: The committee shared its desire to more readily fulfill this aspect of its charge with Jackie Balzer, Vice President of Enrollment Management and Student Affairs and consultant to this committee. The committee received a request from EMSA to review and comment on the division's website. The review was conducted and the results shared with EMSA. No other requests were received.

President's Awards: In Spring 2013, the committee participated in the review and selection of the President's Awards using the new process instituted last year. The process will be the same this year, with the review being conducted in spring term. The committee now selects the "best of the best" awards from amongst the winners for each college/school for Academic Achievement, Community Engagement and University Service for the undergraduate, master's and doctoral levels in each category.

Review and recommendation capacity: Student participation in committees

The committee's work on this matter started last year and continued throughout this year. While 24 of the 36 All University Committees (both constitutional and administrative) have slots for students, historically not all of the slots are filled and, even when filled, active student

participation in committee work is lacking. Whereas ASPSU is responsible for recruiting students to committees and Faculty Senate is responsible for recruiting faculty to committees, it makes sense that faculty promote this opportunity to students. In particular, the aspect of sharing governance and including the student voice and perspective on matters that pertain to and impact them are especially important.

ASPSU will conduct its principal recruiting campaign in spring term. This is a change from past practice and should help to increase the number of students who apply for committee appointments. This change will result in student appointments being made by the end of spring term, as they are with faculty appointments. ASPSU will continue to recruit on a rolling basis throughout the year. This change brings about one timing conflict for ASPSU in that spring term is also its election cycle. Having faculty assist in promoting the opportunity to serve on committees during this time is expected to help counter ASPSU's timing conflict.

ACTIONS completed:

- Communicated with current AUC chairs to confirm the committees' descriptions and revised as appropriate. The updated committee descriptions will be available on the ASPSU website and will also be posted on the FS website in summer.
- Updated this committee's description.
- Created inventory of college/school, unit and departmental contacts and email lists to use for outreach to both students and faculty. This has been shared with ASPSU.
- Composed message to be sent to faculty to ask them to encourage students to apply for committee appointments. Theory-to-practice appointments are especially welcomed.
- Researched campus resources for creating promotional materials; work on this will continue in coordination with ASPSU.

ACTIONS to be taken in spring term:

- Outreach to faculty through CURRENTLY
- Outreach to faculty through individual campus contacts and units, departmental and other email lists
- Continue to work closely with ASPSU to develop a documented plan of outreach to be used on an ongoing basis; to this end, a student member of this committee is working as an intern with ASPSU University Affairs Director during the spring term.

RECOMMENDATIONS to 2014-15 committee chair:

- Consider coordination of outreach to faculty, in conjunction with ASPSU, for recruiting students to AUCs as part of the committee's regular charge
- Consider if student appointments to committees should be included in the Faculty Governance Guide. The FGG includes whether or not a committee has slots for students, but it does not include the rationale for students serving on committees or ensure that this practice will continue.
- Consider how committee chairs can welcome and orient new student appointees
- Consider how committees can keep students engaged throughout the year
- Consider targeted recruitment through academic departments and other units whereby faculty forward students' names to ASPSU for follow up

**Honors Council:
2013-2014 Annual Report to the PSU Faculty Senate**

Council chair:

Atkinson, Dean (Chemistry)

Council members:

Anderson-Nathe, Ben (Child & Family Studies)
Bartlett, Michael (Biology)
Cummings, Michael (Geology)
Fost, Joshua (Philosophy)
Halverson-Westerberg, Susan (Education)
Hatfield, Lisa (TLC)
Robinson, Melissa (FPA)
Loney, Jennifer (School of Business Administration)
Bertini, Robert (Civil and Environmental Engineering)
Loney, Jennifer (School of Business Administration)
Natter, Betsy (University Studies)
Ott, John (History)
Valdini, Melody (Political Science)
Walker, Jonathan (English)
Weston, Claudia (Library)
Wheeler, Lawrence (Honors Program)

Student members:

Zoe Smolen
Ailene Farkac

Consultants:

Fallon, Ann Marie (Director - University Honors)
Yi, Sung (Mech. Eng.), Faust, Mark (CECS), Appleyard, Melissa (SBA)

Completed business:

1. Cindy Baccar, representing the “Credit for Prior Learning” project of the reThinkPSU initiative presented their conclusions and recommendations for granting credit and coursework equivalence. The Council endorsed their recommendations for thinking about ways of “jump-starting” high achieving students’ college careers, but cautioned that PSU credit granted through CPL should be limited and clearly annotated. Some type of portfolio presentation seemed to be the preferred route to securing credit of course waivers from CPL, but the HC acknowledges that this would be a faculty-intensive undertaking.

2. Several meetings were devoted in part or in whole to a discussion of the Honors “Terminal Experience”. A detailed guidance document was produced and can be provided upon request (it will eventually be posted on the Honors Program website). Highlights from this document are provided below:

- The Business and Engineering Capstones (required of all students in these majors) were examined as models for a Terminal Experience for students in these majors, and perhaps as a model for an Honors-based Capstone experience.
- Group-work is an explicit goal of these Capstones, but is inconsonant with the usual expectations of individual work during, for example, an Honors Thesis. This was addressed by a “Capstone-plus” approach, where Honors students would be asked to produce a Prospectus, Individual project reflection/summary, and other individual achievements, in addition to the Capstone program requirements.
- Business and Computer Engineering both commented on the availability of more “research-amenable” projects within their mix and the council recommends that Honors students try to group together on a team and take on one of these richer projects.

Ongoing business:

The issue of standardizing and broadening the Terminal Experience beyond the traditional Thesis Project is important and appears likely to become more so as the number of students in the Honors Program (or Honors College) increases while faculty load does not decrease. This is likely to be an ongoing and evolving concern for the Honors Council for the foreseeable future.

**Intercollegiate Athletics Board (IAB)
Annual Report, May 2014**

Members 2013-14 academic year

Chair: Toeutu Faaleava, UNST

Randy Miller, PSC

Robin Beavers, ADM

Melissa Trifiletti, ADM (left PSU February 2014)

Marlon Holmes, Student

Tyler Spencer, Student

Ex-officio Members

Professor Robert Lockwood, C&CJ and NCAA Faculty Athletics Representative

Torre Chisholm, Athletics Director

Valerie Cleary, Associate Athletics Director/Senior Woman Administrator in Athletics

Monica Rimai, Vice President, Finance and Administration

The Intercollegiate Athletics Board is charged by the Faculty Senate to:

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

I. Athletics Budget

- 2013-2014 Total Budget is \$13,766,652
- 2014-2015 Total Budget – to be determined.

The department will receive \$800,000 less in State E&G funds. Athletics will also be receiving \$219,635 less from the Student Fee Committee.

In general revenues come from:

- 34.4% from self-generated and external funds (previous FY 35.2%)
- 26.9% student fees support (previous FY 27.5%)
- 38.7% university support (37.3%)

Expenditures are:

- 33.2% student tuition and fees (scholarships),
- 35.4% Staff salary and benefits,
- 9.9% team travel,
- 21.5% other (equipment, uniforms, insurance, meals, etc.)

2014-15 Budget note:

Athletics requested \$3,677,096 from the Student Fee Committee (SFC) for 2014-15.

SFC approved \$3,483,273, a 5.9% reduction from the 2013-14 SFC amount.

II. IAB Oversight and Review as Required under the PSU NCAA Certification Agreement

Operating Principle 1.1 (O.P. 1.1---Institutional Control and Shared Responsibilities)

IAB has maintained an active role in policy and procedure development and revision in Athletics. It has reported on athletic policy issues and student-athletes' accomplishments, and has reviewed Athletics' budget requests submitted to the Student Fee Committee (SFC).

IAB approved the *PSU Athletics Compliance Manual* at its meeting on December 17, 2013. This manual fulfilled one of the commitments PSU Athletics made as part of the OUS Audit process last summer. The completion of this manual was an important step in PSU's rules education and culture of compliance processes in Athletics.

Operating Principle 2.1 (O.P. 2.1---Academic Standards)

(O.P. 2.1, (i) (a)---IAB has reviewed student-athletes' graduation rates and academic performance. Student-athletes posted outstanding academic performances over the past year. The most recent Graduation Success Rate (GSR) for PSU's student-athletes is 69%, continuing a positive trend of improvement over previous years. Last year's GSR was 60%. Additionally, the NCAA has certified PSU's Academic Performance Ratings (APR) for the 2012-13 seasons. The program average was 968 and no team was subject to penalties.

(O.P. 2.1 (i) (b)---Update FGR by gender). Freshman-cohort Graduate Rates for All Students, 2006-07 for All Students is 42% and for Student-Athletes is 45%. Four-class Average is 37% for All Students and 45% for Student-Athletes. Student-Athlete Graduation Success Rate is 69%. Women graduate at higher rates than men. FGRs for All Students are 42% for women and 32% for men. GSRs for student-athletes by gender are 77% for women and 62% for men.

(O.P. 2.1, (ii)---Graduation Rates for minorities). The NCAA tracks graduation rates by race and ethnicity for All-Students and Student-Athletes: Native Americans (33% all students, 0 no athlete), Asian (43% all students, 70% athletes), Black (26% all students, 64% athletes), White (37% all students, 71% athletes). Minority student-athletes graduate at a higher rate than minority students that are in All Students.

(O.P. 2.1, (iii)---Missed Class Time). Athletics is adequately monitoring class attendance through spot checks and feedback from faculty, coaches and peers.

IAB approved Athletics' *Academic Services Philosophy and Responsibilities* that strengthen school-based advising collaborations to assist student-athletes in understanding major requirements and help staff with delivering timely and effective academic services as needed. IAB approved at its December 17, 2013 meeting *PSU Athletics' Academic Services Philosophy and Responsibilities* that clarify standing procedures, policies and Academic Services' responsibilities and duties.

Operating Principle 3.1 (O.P. 3.1---Accommodation of Interest and Abilities)

The Gender Equity Task Force conducted a comprehensive study to determine if the interests and abilities of female undergraduates at PSU were being fully and effectively accommodated. The task force found that the interest and abilities of female undergraduate students were being fully and effectively accommodated. The Gender Equity Evaluation Committee will actively monitor the interest and abilities of female undergraduate students at Portland State University. The IAB, some of the members of which were on the task force, acknowledged receipt and recognized the Gender Equity Task Force's report (Gender Equity Task Force, January 2, 2014). IAB deferred to the Gender Equity Task Force for PSU's Athletic Interest and Ability Determination.

III. **Accomplishments** of our 280+ student athletes –

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

Spring 2013 --- students honored

Women's Golf

- Britney Yada Sr. Economics

- A Ram Choi So. Arts and Letters
- Kristin Henno Fr. Science

Softball

- Anna Bertrand Sr. Organismal Biology
- Lauran Bliss Fr. Political Science
- Becca Bliss Jr. Social Science
- Brianna Celaya Fr. Undecided
- Lexi Goranson Fr. Health Sciences
- Brittany Hendrickson So. Undecided
- Sadie Lopez Sr. Social Science
- Carly McEachran Sr. Communications
- Alexa Morales Sr. Marketing
- Aubrey Nitschelm So. General Science
- Candice Orozco Fr. Health Sciences
- Sadie Petersen Jr. Health Sciences

Men's Tennis

- Alec Marx So. Business

Women's Tennis

- Kelsey Frey Fr. Health Sciences
- Megan Govi So. Communications
- Marti Pellicano Sr. Public Health Sciences

Men's Outdoor Track and Field

- Christoffer Fasching Sr. Business Marketing
- Sheldon Prince Fr. Business
- J.J. Rosenberg Sr. Health
- Neil Seibert Fr. Biology

Women's Outdoor Track and Field

- Sierra Brooks Sr. Pre Nursing and Health Science
- Shae Carson Jr. Community Health
- Hanna Johnson Sr. Philosophy
- Sydney Johnson Fr. Business
- Brittany Long Sr. Health Studies and Biology
- Bianca Martin Sr. Sociology
- Camelia Mayfield Fr. Social Work
- Valerie Mitchell Fr. Civil Engineering
- Jazmin Ratcliff So. Pre-dentistry
- Cassandra Sidner Sr. Psychology
- Erica Contos So. International Studies
- Adia White Fr. Managing Information Systems

Football

- Brandon Brody-Heim So. Electrical Engineering
- Xavier Coleman Fr. Psychology
- Zack Dwyer Fr. Undecided
- Dean Faddis Sr. Physical Activity and Exercise
- Mitch Gaulke Sr. Business Administration: Accounting
- Josh Hanson Fr. Engineering
- Tyson Heller Jr. Business
- Cam Keizur Fr. Criminal Justice and Criminology
- Marcus Kinsella Fr. Psychology
- Joe Lopez Jr. Physical Activity and Exercise
- Kawika Stant So. Criminology and Criminal Justice
- Cam Thompson So. Mathematics
- Alex Toureen Jr. Business Administration

- Jake Woolley Jr. Undecided

Women's Volleyball

- Kasimira "Kasi" Clark Jr. Speech & Hearing Sciences
- Cheyne Corrado Jr. Speech & Hearing Sciences
- Leigh-Ann Haataja Jr. Community Health
- Valerie Hughes Fr. General Science
- Katie O'Brien Jr. Community Health
- Garyn Schlatter Sr. Physical Activity and Exercise & Community Health
- Jaklyn Wheeler Sr. Health Sciences

Women's Soccer

- Cori Bianchini So. Health Science: Nursing
- Melissa Bishop RJr. Human Resources Management, Management
- Eryn Brown RJr. Finance, Human Resources Management
- Ariana Cooley Jr. Health Science: Pre-Nursing
- Emma Cooney So. Health Science: Pre-Dental Hygiene
- Lexi Greenwood Sr. Health Science: Nursing
- Kayla Henningsen Jr. Finance, Human Resources Management, Supply & Logistics
- Kelsey Henningsen Jr. Accounting, Supply & Logistics
- Kristin Moyer Fr. Psychology
- Bianca Muñoz Fr. Undeclared
- Caitlin Plese RSo. Criminology and Criminal Justice

Men's Cross Country

- T-Roy Brown So. Accounting (Business Administration)
- Jan Kuba Grzeda Fr. Economics
- Andrew Landstrom Sr. Pre-Health Sciences: Pre-Physical Therapy
- Jordan Landstrom Fr. Criminology and Criminal Justice
- Jonathan Talik So. Mechanical Engineering

Women's Cross Country

- Maggie Coleman Fr. Business Administration
- Sarah Dean RSr. Environmental Science
- Katherine Hendricks So. Biology
- Keikoanne Hollins So. Child and Family Studies
- Olivia Loveland RFr. International Studies
- Camelia Mayfield Sr. Social Work
- Cheryn Trapp Fr. Business Administration: Marketing

Winter 2013: (Not yet released from Big Sky)

Competition:

Women's Basketball: Finished 10th in Big Sky Conference

Women's Volleyball: Co-Big Sky Conference Regular Season Champions

Women's Golf: Placed 1st in the Price's Give 'em Five Intercollegiate hosted by New Mexico State in October

Women's Tennis: Currently 3-3 in conference; 6-6 overall

Women's Indoor Track: Placed 6th at Big Sky Championships

Women's Outdoor Track: Championship will be May 14-17, 2014

Women's Soccer –Regular Season Big Sky Champions

Women's Softball: Currently 1-7 in conference; 6-26 overall

Men's Basketball: Finished 5th in Big Sky Conference; Semi-Finals of Big Sky Tournament; Post-Season in the Collegeinsider.com tournament.

Football Finished 9th in Big Sky Conference

Men's Indoor Track: Placed 8th at Big Sky Championships

Men's Outdoor Track: Championship will be May 14-17, 2014

Men's Tennis: Currently 2-6 in conference; 5-14 overall.

To: Faculty Senate

Re: Library Committee Annual Report 4/14/2014

Committee Chair: Jon Holt

Committee Members: Elizabeth Almer, David Bullock, Michael R. Clark, R. Kevin Hill, Maura Kelly, Susan Masta, and Brian Turner

Ex Officio: Thomas Bielavitz, Jeanne Davidson, Barbara Glackin, Marilyn Moody

The Library Committee has discussed the following items:

1. Development of a M.A. Questionnaire about Graduate Use of the Library
2. Progress on the ongoing upgrade/integration of the catalog system
3. Collaborative planning for library space
4. Review of results of the campus-wide LIBQUAL Survey (2013)

1. This year the Committee has been developing a project to collect graduate student feedback that would help departments, faculty, and the library better understand the needs PSU's graduate students have for library services. As part of the Committee's mission to help make recommendations to the library on behalf of the faculty and student needs, we have refined the survey's scope and its purpose, which has occupied the Committee for the better part of the year. The proposed launch date of the questionnaire is June 2014, but it could start as early as May 2014. The questionnaire findings will be shared to interested groups (departments, programs within departments, and library faculty). This questionnaire would supplement the bi-annual LIBQUAL survey that the library generates to assess its service; the Committee's new questionnaire would also for more customization in the questions and answers (not possible from the LIBQUAL vendor) to target specific strengths and weaknesses of the library services for our graduate students, which arguably have very special needs.

2. The Library is currently undergoing a major upgrade to its catalogs (including Summit). The Committee met with Library faculty to discuss impacts on service, especially as they pertained to faculty and student access to books and journals.

3. As the Library finalizes changes in floor layout (an ongoing process since 2013), Library Dean Marilyn Moody has been updating the Committee on why decisions were made to enhance the layout of physical space and has explained the decisions made to provide more convenient spaces for students to study and be active in the library (e.g., computer and other A/V access, study areas, etc.).

4. At the beginning of the academic year, the Committee was updated on the results of the most recent LIBQUAL survey in order to help orient new and returning Committee members on how students, faculty, and staff felt about current library services. One results of LIBQUAL helped the library understand how important extended library hours were during Final Exam weeks. Other highlights of the survey were:

- The "Affect of Service" scores have improved since 2008 particularly with undergraduate students
- Consistent with nation-wide benchmarks, Faculty give low satisfaction scores for accessibility of Library resources
- Over time, (2003-2013) expectations for electronic and print collections, ease of access, and a well-designed website have increased
- Students are requesting more comfortable seating in the Library
-

The Library updated the Committee on how it was responding to the results (requests and complaints) of the LIBQUAL in order to improve service.

Read the LIBQUAL Survey, responses, and analysis here: <http://bit.ly/P5L55z>



Scholastic Standards Committee
 Annual Report to the Faculty Senate
Submitted to Faculty Steering Committee on April 13, 2014 by Liane O'Banion

Chair: Liane O'Banion, LC

Faculty: Megan McLaughlin, OIA
 Michele Miller, OIA
 Scott Brouard, PSY
 Paloma Harrison, CLAS
 Randy Blazak, BIO
 Courtney Sandler, UHRL
 Linda Liu, SSS
 Andrea Price, OIA
 Jane Mercer, UPA

Student: None Appointed

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

I. Committee Charge

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

II. Committee Membership

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

III. Function of the Committee

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

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

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

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

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

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

IV. Changes to SSC Process for 2013-14

Thanks to a collaboration between the Registrar’s Office and the Dean of Student Life Office, the SSC was able to fill a long standing information gap that will allow the SSC to make much more informed decisions for students. As of fall term 2014, relevant student information is being shared across offices. This information is gathered and shared with the SSC Chair only and is at the discretion of the Chair as to when and if the information is shared with the committee during the meeting on a student’s petition. Relevant disciplinary and CARE information is shared **only** for the petition term in question and only when appropriate to the matter being considered.

V. Petitions by the Number 2013-14

Petition Type	2012-13	Granted	Denied	Pending
Reinstatement	184	121 (66%)	47 (26%)	16
Refunds	350	255 (73%)	72 (21%)	23
Drop no Refund (withdrawals)	376	272 (72%)	104 (28%)	4
Grade Option Change	72	49 (68%)	19 (26%)	4
Add only	N/A	29	0	0

Incomplete Extension	23	21 (91%)	2	0
TOTAL* Number is higher than sum of above as drops and refunds may be double counted.	776* (down slightly from 2012-13)			

VI. This year the SSC supported, proposed and was instrumental in getting approval for the following motions in the Faculty Senate:

Approval of Grade-to-Grade Changes Online Implementation:

MOTION: Grade-to-grade changes can be made online through Banweb by the instructor of record, within one year of the original term. The Registrar’s Office will provide Department Chair’s with a report at the conclusion of each term that includes all grade-to-grade changes made within that term.

This motion eliminates the paper process entirely, automates and speeds up the change process, supports sustainability efforts and allows Department Chair’s to see a comprehensive list of all grade-to-grade changes at one time for audit purposes.

Approval of a set of nine academic policies in support of Credit for Prior Learning (submitted with the Chairs of UCC, ARC & EPC):

MOTION: To approve the adoption of the CPL Academic Policy Statement, which include the following nine academic policies and its key presumptions:

Policy Recommendation #1:

CPL can be awarded for any discrete numbered course in any subject area that PSU offers, including course numbers 100-level through 400-level, at departmental discretion. CPL cannot be awarded in subject areas/academic disciplines that PSU does not offer.

Policy Recommendation #2:

Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Military (MIL) credit, like transfer credit will not be included on the official PSU transcript.

PSU Exam and Portfolio credit, like institutional credit will be included on the official PSU transcript.

Policy Recommendation #3:

CPL is limited to Pass only grading. If the CPL review process results in a non-award of credit, no record will be entered on the transcript. Prior Learning Assessment (PLA) portfolio and PSU Exam credit will be counted in the current 45 credit P/NP limit. AP, CLEP, IB and MIL credits will continue to be exempt from the 45 credit P/NP limit.

Policy Recommendation #4:

CPL for a course for which a student has previously earned a D or F does not remove the prior grade from the calculation of the GPA (not eligible to use the PSU repeat policy).

Policy Recommendation #5:

CPL will not count toward the necessary residence credits, nor will it interrupt the calculation of the requirement that “45 of the last 60 credits must be at PSU”.

Policy Recommendation #6:

CPL can be used in all areas of the baccalaureate degree requirements, unless it is restricted in a major by a particular academic unit.

Policy Recommendation #7:

- AP/IB/CLEP/MIL credit will be evaluated and awarded as transfer credit at the time of admission, prior to matriculation/enrollment.
- PSU Exam credit requires the student to be admitted and matriculated/enrolled.
- PLA, portfolio based CPL requires the students to be admitted, matriculated/enrolled, and in good academic standing.

Policy Recommendation #8:

PSU Exam and Portfolio type PLA credit will not be used to establish UNST placement. AP/IB/CLEP/MIL type CPL credit will continue to be used to establish UNST placement.

Policy Recommendation #9:

There is no limit on the number of CPL credits a student can be awarded, although there are limitations on the number of credits that will be applied to the degree based on previous policy limitations, including P-grading limits in #3 and PSU Residency requirements in #5 above. PLA portfolio credit and PSU Exam credit are limited to 45 credits combined.

Key Presumptions:

These policy recommendations presume that each academic unit, as designated by course pre-fix, will determine whether any of the various types of CPL options are appropriate for credit within their discipline, and for which particular courses. It also presumes that necessary administrative support and resources will be available to guide the student and department through the process.

VII. Many Thanks!!

A special thank you to **Kalialani Cruz, Domanic Thomas** and **Nicole Morris** for your willingness to make the process of sharing information work and for your patience in getting a system up and running in doing so. You are nothing short of wonderful to work with. And as always, thanks to **Coach Putzstuck** for your support, humor and incredible organization. I could not (would not?) Chair this committee without you!

2013/14 UNST Council Report to Faculty Senate

Prepared by Tom Seppalainen, Chair

Council membership : Ben Anderson-Nathe, Daneen Bergland, Becky Boesch, Meredith Farkas, Pedro Ferbel, Jeff Gerwing, Tom Lockett, Randy Miller, James Morris, Betsy Natter, Susan Reese, Amy Spring, Rachel Webb

Ex-officio: Rowanna Carpenter, JR Estes, Dan Fortmiller, Yves Labissiere, Student Representative(s): Laren Dees

The University Studies Council (UNST Council) met bi-weekly during the academic year. Its activities comprised the following:

1. **First-Year Experience Review** ("FYER;" what is also referred to as "Reimagining the First Year Experience.")
OAA charged the Council to steer this review by establishing a workgroup, a "beefed up" version of the Council that also included members from UCC and EMSA. The task, according to OAA, is to "[C]onceptualize the challenges faced by future freshmen, and recommend strategies, alignments, and any changes needed for developing a unique first-year experience that address these challenges." The charge includes specific items for study and recommendation such as the "unique learning needs of international students," integration of "student's general education experience with the student's college/major experience," and improvement of both "student satisfaction and faculty's professional experience in delivering the learning." (For charge in full: https://docs.google.com/a/pdx.edu/document/d/1oZLPvk2VuxSPA_gqvlt9_LHxeNG7i6DfFwK_Kx0MPP0/edit)

During the year, UNST Council's major activities on FYER include the following:

- 1.1. Resend the unit-level survey to academic departments and other campus instances involved with first-year students' learning and experiences. The response period closed at January 14th 2014 when the response rate was at 73%.
- 1.2. Develop a faculty-level survey targeting instructors involved in the delivery of 1st year general education curricula. The survey was sent to instructors who had taught FRINQ during the last 5 years (73 in total). The response period closed at January 15, 2014 when the response rate was at 56%.
- 1.3 Form three subcommittees (Student Resources, Faculty Experience, and Curriculum) for purposes of identification and analysis of data, articulation of current best practices and challenges, and drafting recommendation for solutions. Currently all subcommittees are in the process of finalizing their drafts that will be discussed and approved collectively by the full FYER group with a final report to be delivered to Faculty Senate at its June meeting.

2. Curriculum

- 2.1. Review and approval of student success courses offered previously by Learning and Career Centers (previously IST 199) as part of their renumbering as UNST courses.
- 2.2. Annual curricular decisions on new SINQ and Junior Cluster courses from departments and the creation of UNST 399.
 - Reviewed and approved 23 courses for inclusion in clusters.
 - Approved a proposal to create UNST 300-level courses for the following purposes:
 - Accommodate 300-level college success course which changed prefix from IST to UNST last year.
 - Offer Experiential Learning cluster course which is part of UNST Online Pathways project (ReThink #63).
 - Offer a few community-based cluster courses developed by UNST faculty.
- 2.3. Review of new Junior Cluster proposal(s):
 - "Design Thinking/Innovation/Entrepreneurship" cluster has been submitted for review along with a presentation of it to the University Studies Council. It has been approved by the UNST SINQ&Cluster Curriculum Committee and is currently being voted on by the Council.
 - "American Studies" Cluster is currently under review for renewal.

3. Governance

- 3.1 Formation of a new curricular committee, UNST Curriculum Committee
 - The rationale for the new in-house committee is a need to address curricular issues such as Learning Center courses that need review for application for permanent numbers, Chiron studies proposals that need consideration and recommendations for Council approval, possible new FRINQs, implementation of possible curricular recommendations raised by the First-year Experience Review.
 - UNST Curriculum Committee membership consist of the Director of First-year experience, Director of Assessment and Upper Division Clusters, Director of Capstone Programs, 2 UNST core faculty, and 2 faculty at large. At least two members should also be members of the UNST Council. The committee will report&make recommendations to the UNST Council (and thereby fit into extant university structures involved in curricular review).

3.2 Investigation of Chiron Studies and conditional approval of its inclusion to UNST with the following guidelines -together with a recommendation that the final implementation (including support, structural model, training, policies, and budget) be made in collaboration with PSU faculty, UNST faculty, and UNST administration:

- Courses may only be offered at 100-level.
- A statement of agreement from AFT is necessary to verify that the hiring of Chiron instructors doesn't violate any contractual agreements.
- UNST Curriculum Committee shall decide on grading options- (Pass/No Pass – Option – A-F)