

6-2-2014

Faculty Senate Monthly Packet June 2014

Portland State University Faculty Senate

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THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE IS **JUNE 2, 2014**, AT **3:00 P.M. SHARP**. PLEASE RESERVE TWO HOURS ON YOUR CALENDAR FOR THE MEETING TIME, AND PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT. THIS IS NECESSARY IN ORDER TO COMPLETE THE BUSINESS OF THE 2012-13 ACADEMIC YEAR. IF THE AGENDA IS NOT CONCLUDED, THE SENATE MEETING MUST BE CONTINUED TO MONDAY, JUNE 9, 2013, AT 3:00 P.M.

A RECEPTION WILL FOLLOW THE MEETING.

AT THE June 3 MEETING, BUSINESS IS VOTED ON BY THE 2013-14 SENATE, & OFFICERS ARE ELECTED BY THE 2014-15 SENATE.

In accordance with the Constitution of the PSU Faculty, the Senate Agendas is calendared for posting to the Senate website ten working days before Senate meetings, so that all 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 curricular proposals area available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com> or from the Offices of the Vice Provosts for Graduate and Undergraduate Studies. 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 Senate.

The Constitution requires that **members must provide the Secretary with the name of an alternate in writing** who will be empowered to represent the member on occasions of absence and who will have full privileges of membership under those conditions. To facilitate the holding of summer meetings, if needed, Senators are also expected to submit names and addresses of summer alternates (as well as their own summer addresses) to the Secretary by June 12.

SECRETARY TO THE FACULTY
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 **June 2, 2014**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the May 5, 2014 Meeting
- C. Announcements and Communications from the Floor:
IFS Report

ELECTION OF 2014-2015 PRESIDING OFFICER ELECT NOMINATION OF 2014-2016 STEERING COMMITTEE MEMBERS

- D. Unfinished Business
 - *1. Proposal to create an Academic Program Prioritization Ad hoc Committee
 - *2. Proposal to amend the Constitution to add a University Writing Committee

ELECTION OF 2014-2016 STEERING COMMITTEE MEMBERS
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- E. New Business
 - *1. GC and UCC Curricular Proposals Consent Agenda
 - *2. Proposal for a Masters of Arts and Masters of Science in Early Childhood Education in the Graduate School of Education (GSE)
 - *3. Proposal for a Graduate Certificate in Training and Development in GSE
 - *4. Proposal for a Bachelor of Arts in Judaic Studies in the College of Liberal Arts and Sciences
 - *5. Proposal for a Minor in Chicano/Latino Studies in the College of Liberal Arts and Sciences
 - *6. Proposal for Changing the Reporting Structure of the Intensive English Language Program
 - *7. Proposal for an Ad hoc Committee for Post-tenure Review
- 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
 - Annual Report of the Academic Requirements Committee
 - Annual Report of the Advisory Council
 - Annual Report of the Budget Committee
 - Annual Report of the Committee on Committees

Secretary to the Faculty

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

Annual Report of the Educational Policy Committee
Annual Report of the Faculty Development Committee
Annual Report of the Graduate Council
Annual Report of the Teacher Education Committee
Annual Report of the Undergraduate Curriculum Committee

ELECTION OF 2014-16 COMMITTEE ON COMMITTEE MEMBERS:
CLAS A&L; CLAS-SS; CLAS-SCI; MCECS; SSW

H. Adjournment

Year-end Celebration and Acknowledgement:

NEW & 'OLD' SENATORS and *EX OFFICIO* MEMBERS
ARE ALL INVITED TO ATTEND A RECEPTION
FOR FACULTY SENATE in
IMMEDIATELY FOLLOWING THE MEETING
in Lincoln Hall.

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

B Minutes of the Faculty Senate Meeting of May 5, 2014 and attachments
D-1 Academic Program Prioritization Ad hoc Committee Proposal
D-2 University Writing Committee Proposal
E-1 Curricular Consent Agenda (a-c)
E-2 Masters of Arts and Masters of Science in Early Childhood Education in GSE
E-3 Certificate in Training and Development in GSE
E-4 Bachelor of Arts in Judaic Studies in CLAS
E-5 Minor in Chicano/Latino Studies in the College of Liberal Arts and Sciences
E-6 Changing the Reporting Structure of the Intensive English Language Program
E-7 Ad hoc Committee for Post-tenure Review
G-1 Annual Report of the Academic Requirements Committee
G-2 Annual Report of the Advisory Council
G-3 Annual Report of the Budget Committee
G-4 Annual Report of the Committee on Committees
G-5 Annual Report of the Educational Policy Committee
G-6 Annual Report of the Faculty Development Committee
G-7 Annual Report of the Graduate Council
G-8 Annual Report of the Teacher Education Committee
G-9 Annual Report of the Undergraduate Curriculum Committee

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

FACULTY SENATE ROSTER

2014-2015 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Bob Liebman;

Presiding Officer Elect... _____ Past Presiding Officer... Leslie McBride

Secretary:....Martha W. Hickey

Committee Members: _____ (2016) _____ (2016)

Gary Brodowicz (2015) and Lynn Santelmann (2015)

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

****2013-14 FACULTY SENATE (62)****

All Others (9)

Hunt, Marcy	SHAC	2015
†Luther, Christina	OIA	2015
Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
Popp, Karen	OGS	2016
Skaruppa, Cindy	EMSA	2016
Harmon, Steve	OAA	2017
_____	TBD	2017
_____	TBD	2017

Business Administration (4)

†Hansen, David	SBA	2015
Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017

Education (4)

Smith, Michael	ED	2015
†McElhone, Dorothy	ED	2016
<i>De La Vega, Esperanza</i>	ED	2017
<i>Mukhopadhyay, Swapna</i>	ED	2017

Eng. & Comp. Science (5)

†Chrzanowska-Jeske, Malgorzata	ECE	2015
Zurk, Lisa	ECE	2015
Bertini, Robert	CEE	2016
Karavanic, Karen	CS	2016
<i>Maier, David</i>	CS	2017

Fine & Performing Arts (4)

†Boas, Pat	ART	2015
Griffin, Corey	ARCH	2016
<i>Babcock, Ronald</i>	MUS	2017
<i>Hansen, Brad</i>	MUS	2017

LAS – Arts and Letters (9)

Dolidon, Annabelle	WLL	2015
Mercer, Robert	LAS	2015
Reese, Susan	ENG	2015
†Santelmann, Lynn	LING	2015
Lindsay, Susan	LING	2016
Perlmutter, Jennifer	WLL	2016
<i>Clark, Michael</i>	ENG	2017

<i>Greco, Gina</i>	WLL	2017
_____	TBD	2017

LAS – Sciences (8)

*Bleiler, Steven (for Burns)	GEOL	2015
Eppley, Sarah	BIO	2015
Sanchez, Erik	PHY	2015
Daescu, Dacian	MTH	2016
George, Linda	ESM	2016
†Rueter, John	ESM	2016
<i>Elzanowski, Marek</i>	MATH	2017
_____	TBD	2017

LAS – Social Sciences (7)

Brower, Barbara	GEOG	2015
†DeAnda, Roberto	CHLT	2015
* <i>Carstens, Sharon</i>	ANTH	2016
Padin, Jose	SOC	2016
<i>Davidova, Evguenia</i>	INTL	2017
<i>Gamburd, Michele</i>	ANTH	2017
<i>Schuler, Friedrich</i>	HST	2017

Library (1)

† <i>Bowman, Michael</i>	LIB	2017
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Other Instructional (1)

†Carpenter, Rowanna	UNST	2015
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Social Work (4)

Holliday, Mindy	SSW	2015
Cotrell, Victoria	SSW	2016
<i>Donlan, Ted</i>	SSW	2017
<i>Taylor, Michael</i>	SSW	2017

Urban and Public Affairs (6)

†Clucas, Richard	PS	2015
Brodowicz, Gary	CH	2016
Carder, Paula	IA	2016
Farquhar, Stephanie	CH	2016
<i>Schrock, Greg</i>	USP	2017
<i>Yesilada, Birol</i>	PS	2017

Date: May 19, 2014; New Senators in italics

* Interim appointments

† Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 5, 2014

Presiding Officer: Leslie McBride
Secretary: Martha W. Hickey

Members Present: Beasley, Bertini, Brodowicz, Carpenter, Chrzanowska-Jeske, Clucas, Cotrell, Daescu, De Anda, Dolidon, Farquhar, Friedberg, Gelmon, George, Greenstadt, Griffin, Hansen, Hsu, Hunt, Karavanic, Kennedy, Labissiere, Lafferriere, Layzell, Liebman, Lindsay, Loney, Luckett, Magaldi, McBride, Mercer, O'Banion, Padin, Parra, Perlmutter, Popp, Recktenwald, Reese, Rigelman, Rueter, Santelmann, Skaruppa, Smith, Stevens, Taylor, Tretheway, Wendel, Zurk

Alternates Present: Gabarino for Baccar, Wooster for Bluffstone, Perini for Boas, Duh for Brower, Schrock for Carder, Barham for Ingersoll, Elzanowski for Lafferriere (after 4 pm), McLaughlin for Luther, Thieman for McElhone, Beitelspacher for Pullman, Hines for Reese, Donlan for Talbott

Members Absent: Bleiler, Eppley, Faaleava, Holliday, Sanchez

Ex-officio Members

Present: Andrews, Beatty, Bowman, Crespo, Cunliffe, Everett, Fink, Gould, Hansen, Hickey, Hines, Jhaj, Labissiere, MacCormack, Mack, Maier, Moody, Nissen, O'Banion, Reynolds, Rueter, Seppalinen, Su

A. ROLL

B. APPROVAL OF THE MINUTES OF THE APRIL 7, 2014 MEETING

The meeting was called to order at 3:03 p.m. The April 7, 2014 minutes were approved as corrected: Loney was present; during item E.3 discussion, O'Banion affirmed that the SSC "had [~~not~~] looked at accreditation issues by colleges," (p. 57).

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

MCBRIDE shared the memos reporting on Senate Actions for March and April 2014, with acknowledgments from OAA inserted. She announced that these will be regularly posted to the Senate website in the future. [Secretary's note: They are currently posted on the Senate "Faculty Governance & Links" sub-page: <http://www.pdx.edu/faculty-senate/senate-action-and-responses>.] She reminded that senators that elections for 2014 were in progress and that the election of Senate Presiding Officer Elect and 2014-16 Senate Steering Committee members would take place at

the June meeting. Nominations for these positions can be made at the June meeting. A list of newly elected Senators, who will also be eligible, will be posted after the elections close on Friday, May 9: <http://www.pdx.edu/faculty-senate/senate-membership>

EPC – IELP

GOULD notified Senate that the Educational Policy Committee would most likely be bringing a motion to the June meeting to allow the Intensive English Language Program to depart from Applied Linguistics in CLAS. The proposal and supporting documents, including the Budget report are posted on the Curriculum Tracker Wiki: <https://psucurriculumtracker.pbworks.com/w/page/70816697/Educational%20Policy%20Committee>

Post-Tenure Review Process

As a preface to discussing the formation of a task force to create new guidelines for post-tenure review, LIEBMAN reviewed the history of post-tenure review at PSU. He noted that the push for change comes from the under-utilization of the current system and the most recent NWCCU accreditation report, which recommended that policies and practices be strengthened so that they were more systematic and at five-year intervals. (See slides, B1 minutes attachment.) In response to these requirements, the 2013-15 PSU-AAUP contract has adopted new guidelines for the process. The process will be incentivized with funds set aside for a 4% salary increase, and is also framed by an Oregon Administrative Rule.

LIEBMAN stated that the charge to the Post Tenure Review Committee would embrace four points: 1) addition of the post-tenure review process to existing PSU guidelines for promotion and tenure; 2) a decision on how to staff the campus committee; 3) a timeline that would allow a Senate vote on a proposal by December 2014; and 4) the outline of procedures that will be easy for departments to follow.

DONLAN: Will the new institutional Board be involved with this process?

ANDREWS: We try to make sure that the Board stays engaged at a fairly high policy level. I can't speak for the Board, but I imagine that as long as the new process meets the NWCCU accreditation standards that will be sufficient for them. They would not get involved in the details.

STEVENS: Since it is under the umbrella of the P&T guidelines in general, the measure of scholarship will still follow Boyer's model and use the same criteria, right, for post-tenure review?

LIEBMAN: That is my interpretation. We are just adding on to that trunk.

Discussion item: Academic Program Prioritization (APP) Next Steps?

MCBRIDE said that the discussion was organized to give senators further opportunity to consider the process and the report submitted by the APP Task Force last month (published in the April minutes). The Steering Committee invited Task Force member

Mark Jones to review recommendations for the next phase for the committee that would assume responsibility for the review.

JONES humorously reviewed his own involvement in the work of the Task Force. In addition to the possible benefits of prioritization review, he also addressed what he thought were the primary sources of anxiety about such a review. (See slides, minutes attachment B2.) He argued that any hidden agendas would be exposed when recommendations go through existing faculty governance processes. He thought a successful process could be designed to maximize benefits and minimize costs. He described how the Task Force imagined that oversight and communication throughout the process would be provided by a university-level Academic Program Prioritization Committee. He offered sample criteria and categories for reporting the outcomes of the review. Those reviewing outcomes would have multiple dimensions to weigh along several different axes. (Applause.)

MCBRIDE shared a draft of the Charge for the APP Committee that draws from the recommendations from the Task Force Report. The Steering Committee had reviewed and edited the draft. Committee membership is tentatively set at seven faculty from across the institution, with the Committee on Committees engaged in the selection process. MCBRIDE encouraged senators to raise questions about the process and comment on the charge, which would be brought to Senate for a vote in June.

HINES/SANTELMANN MOVED the meeting to a committee of the whole, from 3:48 pm. MCBRIDE called a return to regular session at 4:08 pm.

Nominations for Presiding Officer Elect for 2014-15

MCBRIDE invited senators to place names in nomination for Presiding Officer Elect. HINES asked if nominations could still be made at the June meeting. MCBRIDE affirmed that this would be possible.

MAGALDI nominated Senator Amy Greenstadt.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

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

2. Proposal for a new Masters in Public Policy

MAIER, GCC chair, explained that the proposed Masters was an outgrowth of a recently added PhD in Public Policy that emphasizes both policy analysis and advocacy in government administration. The program has seen increasing

employer demand from outside government agencies from non-profit organizations and business with an interest specifically in policy advocacy.

CLUCAS/GELMON MOVED the proposal, as published in “E.2.”

GELMON and CLUCAS noted that the Masters of Science title in the Agenda was incorrect. The actual title is Masters in Public Policy, as it will be a professional degree.

The MOTION to APPROVE a Masters of Public Policy PASSED: 39 voting to accept, 2 to reject, and 6 abstentions (recorded by “clicker”).

3. Proposal for a Major in Conflict Resolution

CUNLIFFE, UCC, said that the proposed major would provide a broad introduction to practical and theoretical issues in the field of conflict resolution and prepare students for humanitarian work in a range of advocacy, mediation, and field work positions. She noted that the Consent Agenda included a number of courses, most previously offered as omnibus courses, which would contribute to the major.

STEVENS/LABISSIERE MOVED the proposal, as published in “E.3.”

BERTINI noted that the College of Urban and Public Affairs had courses and programs related to conflict resolution, but there was no mention of any cross-campus links. Would there be attempts to collaborate across colleges?

CUNLIFFE said that there had already been a substantial amount of collaboration, particularly around internships, as well as consultation with the CUPA programs.

The MOTION to APPROVE a Major in Conflict Resolution PASSED: 33 voting to accept, 8 to reject, and 9 abstentions (recorded by “clicker”).

4. Proposal for a Minor in Elementary Education Science

CUNLIFFE said that the minor was designed to prepare students hoping to enter graduate programs in Education. Most of the required course work was aimed at acquiring core content knowledge, although a couple of courses were focused on the teaching of science.

MERCER/MAGALDI MOVED the proposal, as published in “E.4.”

The MOTION to APPROVE a Minor in Elementary Education Science PASSED: 43 voting to accept, 3 to reject, and 5 abstentions (recorded by “clicker”).

5. Proposal to Amend the Constitution to add a University Writing Committee

MCBRIDE noted that Senate would be voting on the proposal to amend the Constitution twice—May 5, to approve the draft proposal with any amendments

offered, and again at the June 2 meeting, after the proposal has been reviewed by the Advisory Council. In June it must be approved by a two-thirds majority vote.

KIRTLEY reviewed the work of the existing ad hoc University Writing Committee (UWC). Although active since 1996, UWC believes that their effectiveness and ability to advocate for student writing and writing instruction has been limited by the fact that they are only an ad hoc committee. The proposed committee would have an interdisciplinary membership; a number of units that have on-going interest in the support of writing requested standing membership.

LIEBMAN/MERCER MOVED the proposal, as published in item “E.5.”

MACCORMAK asked if there would be an issue of overlap with other existing committees. KIRTLEY said that feedback from the Steering Committee suggested the mission was distinct enough to merit a separate status. LIEBMAN noted that the Steering Committee had considered the fact that it would be the Writing Committee’s job to look across all colleges and units to address a university-wide core requirement. It would provide oversight analogous to the campus-wide teacher education or technology committees. KARAVANEC worried about possible structural imbalances and wondered what makes writing different from math at this level. KIRTLEY thought that communication and quantitative reasoning could both be considered shared core values. MERCER noted that writing was a universally needed skill as well as a university-wide requirement, while not every major requires math. KIRTLEY noted that she had discussions with multiple units across campus interested in more writing instruction. KENEDY asked if the IELP program already had representation on the current UWC and if all colleges shouldn’t have representation on the proposed committee. KIRTLEY said IELP had been a long-standing member and that there had been extensive discussion about how best to balance committee membership but also keep it a workable size. KENEDY asked if this committee could be charged with assessing the quality of writing. KIRTLEY said that this was one of its charges. ZURK asked for an example of how the ad hoc committee’s effectiveness had been curtailed. KIRTLEY described the UWC’s efforts to address the loss of funding for WIC courses by proposing new guidelines for unsupported WIC classes. The committee was told that it had no authority to make guidelines and recommendations. LIEBMAN argued that support for writing was both an access and student success issue, including students who are non-native speakers of English. JAEN-PORTILLO asked if support for faculty writing would come under this committee’s purview. KIRTLEY replied that the committee was focused on student writing and faculty who were teaching writing, wherever it was happening on campus.

STEVENS proposed clarifying the proposed committee’s charge by adding the words “and learning” to the assessment of the “teaching of writing” charge, to assure a focus on student outcomes. KIRTLEY accepted the change.

The proposed draft for a constitutional amendment to ADD a Senate University Writing Committee was APPROVED by unanimous voice vote.

MCBRIDE clarified that the approval included the addition to the language of point 3 of the charge published in “E.5,” offered by STEVENS:

3. Initiate assessment of the teaching and learning of writing at PSU.

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

The President was out of town.

Provost’s Report

ANDREWS announced that OUS ratified the PSU and PSU-AAUP Bargaining Agreement on May 1, and that a campus wide budget forum would take place on May 27 (Smith Ballroom, 11:30-1:00). She also provided updates on the two open dean positions: Scott Marshall will become interim dean of SBA on August 1st and the search for a replacement will begin in early fall; 71% of faculty and staff in CLAS (with 64% responding to the survey) indicated a desire to have a conversation on the structure of CLAS in the fall. An interim dean will be appointed by July 1.

ANDREWS also offered an update on the proposed OHSU and PSU School of Public Health (SPH) and requested input from Senate about timing upcoming discussions and actions. The School, which does not formally exist, has to go through the regular faculty governance process for approval, and must also go through an accrediting process with CEPH (Council on Education in Public Health). A two-year “interim” dean [stike:director] has been appointed to manage these steps. (See slides, minutes attachment B3.) There is a joint steering committee and meetings with faculty and students involved are on-going. The proposal for SPH is currently being developed, along with efforts to meet accreditation standards and to conduct a self-study. There is an agreement that PSU and OHSU will be equal partners, with a shared dean and core mission. The SPH will also benefit from differences between the two institutions that will be respected. ANDREWS noted that many questions remain. She asked senators what actions they would like to happen before the full SPH proposal formally enters the committee track. She was particularly anxious to avoid the impression that the SPH would arrive at Senate after going through the committee process as a “done deal,” without opportunity for faculty and Senate input.

GEORGE observed that without budget information, it is unclear how this professional-level program would be funded. ANDREWS said that they would bring a proposal to the Budget Committee, noting that some of the programs were already offered, and demand was significant. She asked if people wanted budget information earlier in the process. CLUCAS expressed interest in information about the impact on existing programs, particularly for CUPA. SANTELMANN asked about the viability of CUPA, with the proposed departure of Community Health. KARAVANEC asked how SCH would be counted in the SPH. ANDREWS asked if periodic updates would be helpful, even though some questions would not be fully answerable until the self-study was completed. BOWMAN suggested that earlier access to a draft of the business plan could assist the Budget Committee. CHRZANOWSKA-JESKE asked if criteria to be developed for Academic Program Prioritization might be useful in looking at the SPH. RUETER commented that the questions were about when decisions were being made; if the timeline were known, then constructive comments could be offered early in the process. ANDREWS noted that there was a joint website hosted by OHSU with preliminary information. LIEBMAN asked if there were comparable cases of joint degree launched between similar institutions. FINK noted the long-standing collaboration between Arizona State and the Mayo Institute. ANDREWS emphasized the uniqueness of the PSU-OHSU effort, given the absence of a lead institution. LUCKETT asked about the likely division of labor, noting the differences in faculty assignments and faculty-student ratios at PSU and OHSU.

ANDREWS concluded that it might be best to plan to hold one or more campus-wide information sessions during the fall, as well as to come back to Senate. She thanked senators for their input.

Report of Vice-President of Research and Strategic Partnerships

FINK announced two grant submissions: a joint EXITO grant proposal submitted to NIH (\$24M) for STEM training of minority students that reflects the growing relationship between PSU and OHSU; and an SRN proposal submitted to NSF (\$12M) with PSU as the lead institution. The latter is the first environmental proposal to engage the entire Urban Serving Universities Coalition.

FINK also noted that nominations for the first round of Research Excellence awards are currently being reviewed, that there are internal ISS-RSP grants for activities leading to the submission of larger proposals available, and that the third RSP Quarterly Update newsletter will be focused on Education research.

Annual Report of the General Student Affairs Committee

Presiding Officer McBride accepted the report thanked the committee chair Michele Miller and members of the committee.

Annual Report of the Honors Council

Presiding Officer McBride accepted the report, and thanked the committee chair Dean Atkinson and members of the committee.

Annual Report of the Intercollegiate Athletics Board

Presiding Officer McBride accepted the report, and thanked the committee chair Toeutu Faaleava and members of the committee.

Annual Report of the Library Committee

Presiding Officer McBride accepted the report, and thanked the committee chair Jon Holt and members of the committee.

Annual Report of the Scholastic Standards Committee

Presiding Officer McBride accepted the report, and thanked the committee chair Liane O'Banion and members of the committee.

Annual Report of the University Studies Council

Presiding Officer McBride accepted the report, thanked the committee chair Tom Seppalainen and members of the committee.

ADJOURNMENT

The meeting was adjourned at 5:06 pm.

Informing & Forming Ad Hoc Committee for new Post-Tenure Guidelines

Bob Liebman 5/5/14

- NWCCU Accreditation Review
- New contract language + OAR
- Seek input to charge Ad hoc Committee

PSU Post-Tenure Review

1975 PSU Senate “flexible, constructive, non-punitive model” Dodds

Formative > Summative

Depts set procedures:

Candidate wrote plan/proposal & identified committee members with chair

3 year cycle

\$50K Institutional Career Support Fund

Under-utilized

Push for change

“While ... review of tenure-track faculty is conducted through a well defined process, the **review of faculty who have attained tenure is uneven**. The committee recommends that **policies and practices regarding post-tenure review be strengthened** to make certain that all faculty are evaluated in a regular, systematic, and collegial manner at least once within **every five-year period ...**”

PSU Y3 Resources and Capacity Peer-Evaluation Report
NWCCU (Fall 2012)

NWCCU evaluation standard

Tenured faculty every 5 yrs

Process must tell timeline & criteria

Multiple measures effectiveness as fit roles & responsibilities including teaching effectiveness

Address concerns, including areas for improvement

Jointly develop and implement plan addressing concerns NWCCU 2.B.6 (2010)

<http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm>

Required new contract language

New Peer Review language (CBA 2013-15 Art 16)

- Instructs Faculty Senate to create new post-tenure guidelines in keeping with ERB requirements (job-relevant criteria, materials, meeting, report & response, ...)
- Maintains grievance procedures (Art 28)
- Exempts “just cause” sanctions or unilateral changes in letter of offer/supplemental letter (Art 27)
- Review informs allocations from new Post-Tenure Salary Review Increase Pool - 4% salary pool (Art 30 Sec 6)
- Transfers \$50k Institutional Career Support to Faculty Development program (Art 19)

Interpreting new contract language

New Peer Review language (CBA 2013-15 Art 16)

- Keeps 1975 spirit: “flexible, constructive, non-punitive model”
- Invites 1975 departmental process of dept guidelines based on PSU P&T Guidelines
- Leaves open review cycle: 3 or 5 years
- Maintains contractual responsibilities & protections
- Incentivizes participation by candidates & committees

Article 16 (full text)

Section 1. In the event that post-tenure review guidelines are adopted through the Faculty Senate process, nothing therein shall affect or alter the Association's ability to file a grievance, as provided in Article 28, that alleges a violation of such guidelines.

Section 2. The guidelines must at a minimum:

- (a) Be in writing and be made available to members;
- (b) Establish job-relevant evaluation criteria;
- (c) Provide that the results of the review be in writing and provided to the member;
- (d) Provide that the member is entitled to meet with the reviewers;
- (e) Provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- (f) Provide that the member may submit relevant materials to the reviewers; and
- (g) Provide that the member may request a review if one has not been provided within the time period provided for by the guidelines.

Section 3. Results of any post-tenure review shall not be the basis for just cause for sanctions pursuant to Article 27 or unilateral changes in the faculty member's letter of offer or supplemental letter of offer

CBA 2013-15

OAR 580-021-0140

Post-Tenure Review

- (1) Tenured faculty members shall be evaluated periodically and systematically in accordance with guidelines developed by each institution.
- (2) The purposes of post-tenure review are to:
 - (a) Assure continued excellence in the academy;
 - (b) Offer appropriate feedback and professional development opportunities to tenured faculty;
 - (c) Clearly link the level of remuneration to faculty performance; and
 - (d) Provide accountability to the institution, public, and Board.
- (3) Institutions shall develop post-tenure review guidelines in accordance with the objectives and guidelines promulgated in IMD 4.002, OAR 580-021-0135(3), and OAR 580-021-0005(3)(A).

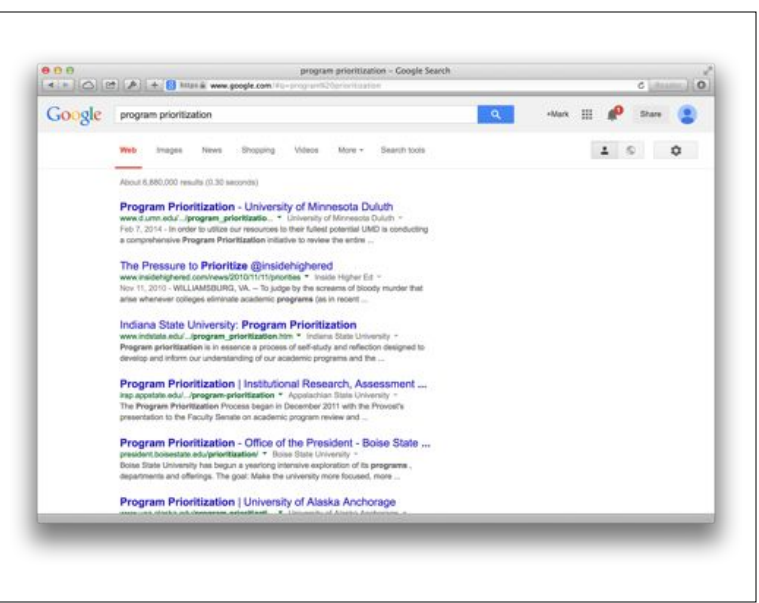
Charge to Ad hoc committee

- Task – Add Art 16 > P&T Guidelines
- People – size & representation
- Timeline – vote 12/14 or 1/15 for OAA
- Process – invite input & assure vetting

Questions?/Suggestions?



Program Prioritization

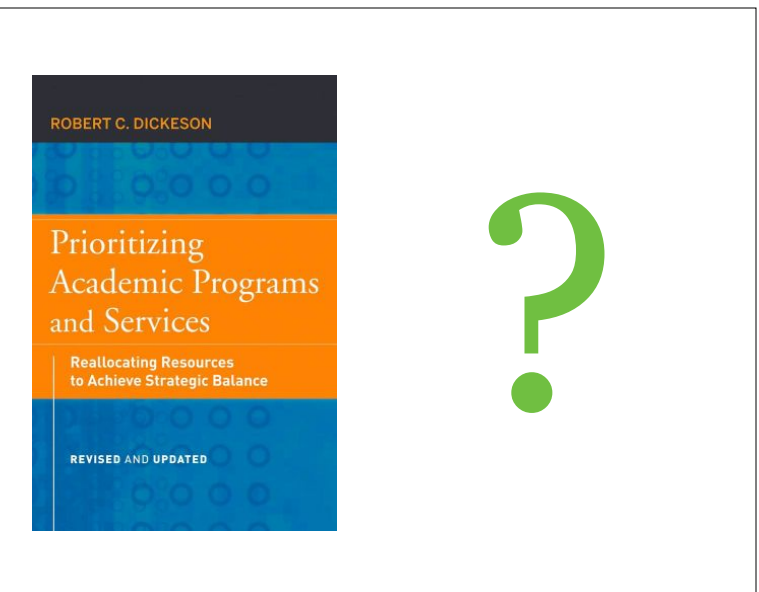


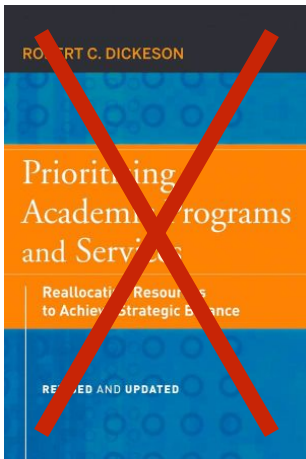
Faculty Faculty

Discussion item: Academic Program Array Review

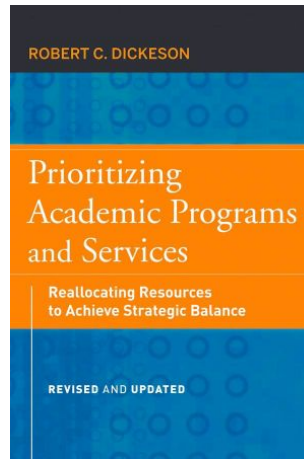
Introducing the discussion item, MCBRIDE noted the negative feelings and concerns that had surfaced about the approach of the Dickinson book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. She stressed that the Provost had taken the approach that program prioritization, or program array review, was a shared governance function. She said that the Faculty Senate Steering Committee had already had several conversations with the Provost and on its own about undertaking such a process, and now wanted to engage Senate in consideration of what actions to take. Senate could decide whether it wants to embrace the opportunity or not. Steering Committee had voted to recommend engaging in a program array review process, to ensure that it is accountable to faculty governance; but she noted that PSU lacked a culture of program review apart from review for accreditation in the professional schools, making it difficult for Steering to capture what the majority sentiments are. Steering Committee had gathered a list of working principles, caveats and questions for such a review (see slides 2-3, B1), that it was offering as a place to start to elicit Senate feedback.

MCBRIDE moved the meeting to a committee of the whole, from 3:20 to 3:55 pm.

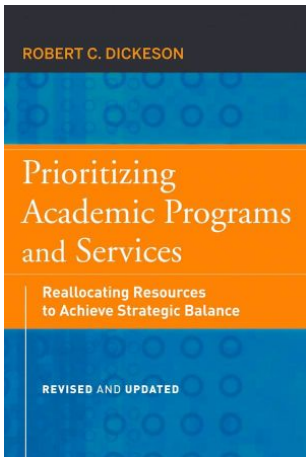




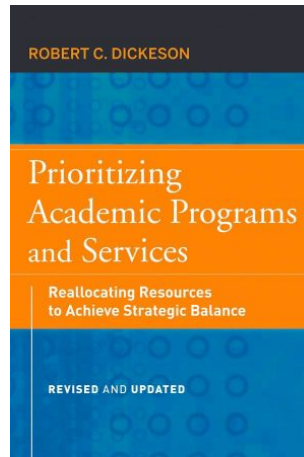
“One of the frustrating aspects of instruction for professors is that at the end of the term, just when the students finally understand the subject matter, they leave and are replaced by other students, and the professor must start all over again.”



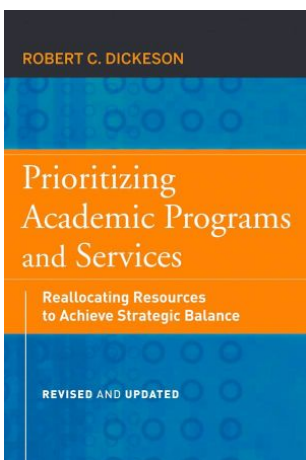
A portfolio approach that looks at the institution's performance as a whole



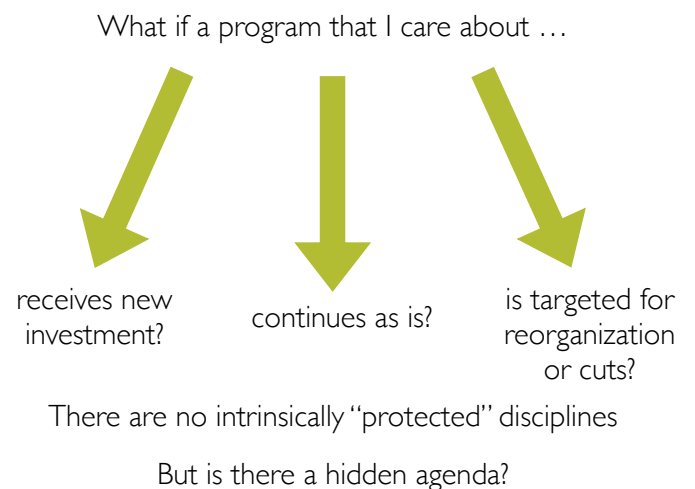
A process to guide strategic investments in programs that best support institutional goals



An approach that leverages institution-wide data sets to inform resource allocation/reallocation decisions



“The ultimate goal is to place the institution in the best possible position, ready and capable of responding effectively to new contingencies at the same time as it goes about shaping its future”



Three Observations

1. Academic Program Prioritization (APP) does not introduce any new, special powers:
 - Any recommendations that it generates are subject to all of the usual oversight and procedures
 - If there are hidden agendas, they will be exposed

Three Observations

1. Academic Program Prioritization (APP) does not introduce any new, special powers
2. Decisions will be made, with or without an Academic Prioritization Process:
 - Deciding not to make a decision ... is still a decision
 - *Well-informed decisions* are more likely to be *good decisions*

Three Observations

1. Academic Program Prioritization (APP) does not introduce any new, special powers
2. Decisions will be made, with or without an Academic Prioritization Process
3. Faculty have an opportunity to be part of the Academic Prioritization Process at PSU:
 - Faculty perspectives considered at all stages
 - A commitment to shared governance

My Perspective

The question we should be asking is NOT

“Should we engage in APP?”

My Perspective

The question we should be asking is

~~“Should we engage in APP?”~~

“How do we conduct an APP process to maximize the benefits that it will provide, and to minimize the costs that it will incur?”

My Perspective

The question we should be asking is

~~“Should we engage in APP?”~~

“How do we conduct an APP process to maximize the **benefits** that it will provide, and to minimize the costs that it will incur?”

information, insight,
understanding

My Perspective

The question we should be asking is

~~“Should we engage in APP?”~~

“How do we conduct an APP process to maximize the benefits that it will provide, and to minimize the **costs** that it will incur?”

morale, workload, ...

Academic Program Prioritization Ad Hoc Committee

Shelly Chabon
Professor & Associate Dean, CLAS



Mark Jones
Professor, Computer Science,
MCECS

Jon Fink
Vice President, Research and
Strategic Partnerships



DeLys Ostlund
Professor of Spanish, World Lang.
& Lit, CLAS

Kris Henning
Professor, Criminology and
Criminal Justice, CUPA



Barbara Sestak
Professor, Architecture, COTA

Committee
Support



Steve Harmon
Curriculum Coordinator,
Academic Affairs

Committee Charge

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

Process and Parameters

1. Program prioritization calls for the use of a set of evaluation criteria, consistent with our values, 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

Process and Parameters

1. Program prioritization calls for the use of a set of evaluation **criteria**, consistent with our **values**, 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

Organization

An **Academic Program Prioritization Committee (APPC)** oversees the process:

1. parameter setting (values, criteria, programs, metrics, questions, categories, process details)
2. a strong commitment to communication throughout the process
3. responsibility for generating the final slate of recommendations

A **Program Scoring Team (PST)** focuses on data gathering, measurement, and analysis, with broad faculty representation

Sample Criteria

Sample Criteria (Dickeson)

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

Appalachian State University Criteria

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.

Sample Categories

Example with three categories (Dickeson)

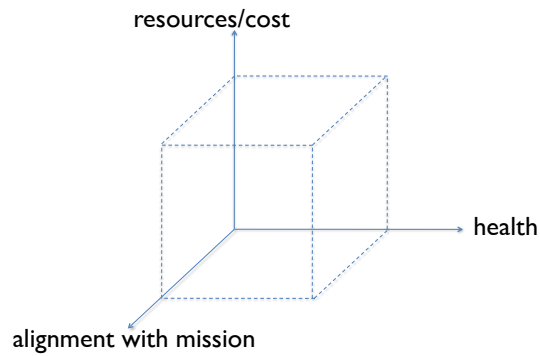
- **Top:** candidates for enrichment
- **Middle:** programs to be retained at present level of support
- **Lower:** programs where reduction or consolidation may be appropriate

Appalachian State University Categories

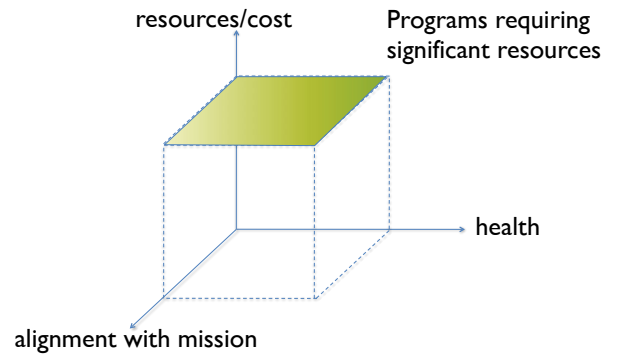
Programs that:

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

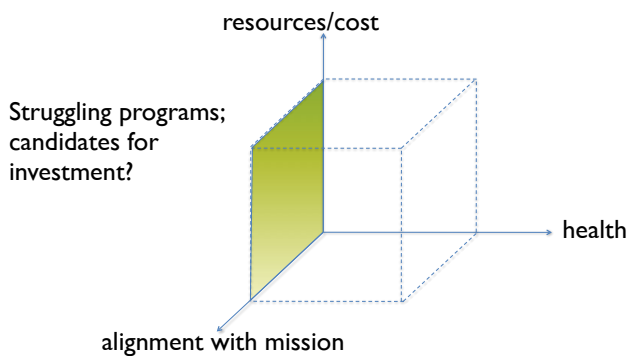
Multi-dimensional categorization



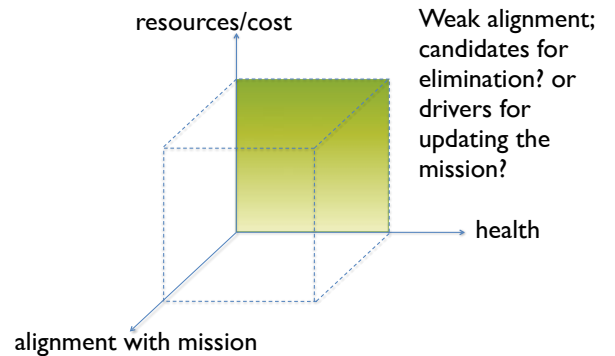
Multi-dimensional categorization



Multi-dimensional categorization



Multi-dimensional categorization



The Road Ahead

The Road Ahead

- Academic Program Prioritization is not easy, but choosing not to do it, in my opinion, is not a responsible option
- Many decisions about the process have yet to be made
- The APPC will lead the process, but broad faculty input and engagement is essential at all stages and critical to its ultimate success

UPDATE

Proposed OHSU & PSU
School of Public Health (SPH)

- Informational status report
- Seeking input on timing for upcoming Senate discussions and actions

AT PRESENT

- There is no formal SPH at this time. Will need to go through the formal governance process at PSU for its creation
- Interim Dean, Elena Andresen (Professor, Dept. of Public Health and Preventive Medicine, OHSU) “to help establish a SPH.” Joint appointment for 2-year term to be followed by a founding dean of SPH
- Active OHSU/PSU joint steering committee

STEERING COMMITTEE

NAME	TITLE
Elena Andresen, PhD	Interim Dean School of Public Health, Professor, and Chief, Disability & Health Research Group, OHSU
Sona Andrews, PhD	Provost, PSU
Thomas Becker, MD, PhD	Chair, Public Health & Preventive Medicine, School of Medicine, OHSU
Jennifer Boyd, PhD, MBA	Assistant Vice Provost for Strategic Planning & Program Development, OHSU
Kathlene Bradley, PhD	Clinical Associate Professor, School of Nursing, OHSU
Carlos Juan Crespo, DrPH	Professor, Director, School of Community Health, and Interim Dean CLUPA, PSU
Veronica Dujon, PhD	Associate Dean, Curriculum Development & Enrollment Management, CLAS, PSU
Sherril Getman, DrPH	Professor of Public Health, Mark O. Hatfield School of Government, PSU
Jeanette Mastanovic, MD, MBA, MACP	Provost, OHSU
Laure Powers, PhD	Professor, Associate Dean for Research, Regional Research Institute, School of Social Work, PSU
David Robinson, PhD	Executive Vice Provost, OHSU
Steven Shea, PhD	Director, Oregon Institute of Occupational Health Sciences, OHSU
Liana Winett, DrPH, MCHES	Director, Oregon MPH Program, and Associate Professor, School of Community Health, PSU

- Have held open forums, meetings with SCH, meetings with OMPH students, created Affinity Groups for all faculty.
- We are working on a proposal for a SPH.
- We are developing a business plan.
- We will seek accreditation in 2 years (CEPH— Council on Education for Public Health).

WHAT DO WE HAVE?

- Strategic alliance with OHSU
- OMPH
- Faculty at both institutions that could and want to participate in a SPH
- Student and community interest in a SPH
- Agreement to be equal partners
- Draft mission and core competencies for graduates
- Foundational curriculum

WE ALSO HAVE LOTS OF QUESTIONS

- What would this mean for existing PSU schools/colleges, programs, faculty?
- Can we afford to do this?
- Where would it be located?

PRINCIPLES

- Students first
- High quality teaching and scholarly impact
- Primary and affiliated faculty
- Faculty retain rights and responsibilities of the “home institution”
- Truly joint degree

FOR ACCREDITATION:

- ✓ 5 MPH programs (biostatistics, epidemiology, environmental systems and human health, health management and policy, community health, and)
- ✓ 3 doctoral programs (Ph.Ds in Health Systems & Policy, Epidemiology, and Community Health)
- ✓ Students enrolled in each and at 1 least graduate from all MPH tracks and 1 doctoral graduate

- 5 core faculty for each area offering doctorate
- In addition to 3 core faculty, 2 additional FTE for each area offering masters
- Application for accreditation
- Self-study
- Accepted application

WORK TO BE DONE

- Business plan
- Continue to develop the curriculum
- Identify faculty
- Look at physical locations
- Preliminary meetings with CEPH
- Application
- Self Study
- Senate approval
- Site visit and accreditation decisions

What would Senate and Senate committees like to see prior to a formal proposal?

MOTION: Faculty Senate approves the creation of the Academic Program Prioritization Ad Hoc Committee as described in item "D-1."

Academic Program Prioritization Ad Hoc Committee (May 12, 2014)

As per recommendations from the Academic Program Prioritization Ad Hoc Committee, as adopted, with some changes, by the Faculty Senate Steering Committee and the Provost, PSU Faculty Senate proposes the establishment of the *Academic Program Prioritization Ad Hoc Committee* (referenced below as the APPC). The President and Provost, in consultation with the Faculty Senate Steering Committee, have given assurance that no tenure-line positions will be eliminated as a direct result of the Academic Program Prioritization Process, although tenured faculty may be assigned to another department or program depending on needs and expertise.

COMMITTEE CHARGE:

The APPC is charged with conducting work in the initial, parameter-setting phase of the review process; assigning programs to prioritization categories in the second phase; and overseeing assessment and communication components of the review. In doing so the APPC will:

- Develop additional specifications for the composition and function of the Prioritization Scoring Team;
- Develop additional specifications for identifying and appointing those responsible for assessment and communication activities;
- Determine, in consultation with the Provost's office and the Faculty Senate, the parameters and benchmarks against which programs will be assessed;
- Determine the type of information that needs to be gathered;
- Compile initial academic program reports submitted by scoring teams;
- Solicit feedback on initial reports from each academic program and develop revised assignment of programs to prioritization categories;
- Participate with existing Faculty Senate standing committees, e.g., Budget Committee, in determining final recommendations.

COMMITTEE COMPOSITION:

The APPC will consist of 7 faculty members with strong prior leadership experience and an understanding of PSU drawn from multiple roles across campus. The APPC may call on other persons and offices as needed for information. Support for the APPC will be provided by the Provost's Office and the Office of Institutional Research and Planning.

TIMELINE:

The APPC will be appointed Spring 2014 by the President based on recommendations from the Faculty Senate Steering Committee, the Faculty Advisory Committee, and the Provost through a nomination process. Assessment parameters and benchmarks, as well as type of information that needs to be collected will be determined early so that OIRP and units can begin preparing information mid-Fall for submission to APPC in January 2015. APPC will receive, compile, and classify scoring reports, and will work with selected programs to collect additional information beginning mid-Winter 2015. APPC will make revised recommendations early to mid-Spring 2015. Follow-up hearings and joint meetings with standing committees will take place during Spring Term with final recommendations delivered to the Provost and President by the first week of June 2015.

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.

Section 4. Faculty Committees

4) Standing Committees and Their Functions. [p)] 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 members¹: 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 and learning 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

¹ **The Advisory Council recommends explicit statement of the voting status of the standing members; there are no other issues.** (May 12, 2014 A.M. Fallon)

May 14, 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 Conflict Resolution – change to existing program; add core course
FSBC comments: Should be posted on the curriculum tracker by June 2.

E.1.a.2

- MA/MS in Speech and Hearing Sciences – change in existing program; increase degree requirements from 75 to 77 credits
FSBC comments: No budgetary concerns. There is an overall 2-credit increase in degree requirements but additional SCH should more than cover the increased instructional cost.

E.1.a.3

- PhD in Systems Science – change to existing program; eliminate departmental options
FSBC comments: No budgetary impact

New Courses

E.1.a.4

- CR 511 Research Methods in Conflict Resolution, 4 credits
Introduction to academic research, and specifically research within the interdisciplinary field of Conflict Resolution. Students will develop literacy in reading and understanding research, and will gain experience collecting and evaluating data. Prerequisite: CR 512.

E.1.a.5

- ESM 554 Graduate Research Toolbox, 2 credits
Students will develop experimental design, research, grant writing, oral presentation, thesis preparation, peer review, library, and time management skills relevant to their graduate degree.

E.1.a.6

- JPN 553 Critical Approaches to Japanese Language and Literature, 4 credits
Comparative study of intellectual approaches and research of Japanese language or literature, with an emphasis on secondary texts (research). Topics will vary from year to year.

E-1.a

Prerequisites: WLL 560; 4th year Japanese reading ability and one additional linguistics or literature course.

E.1.a.7

- SPAN 554 Hispanic Multiple Genres, 4 credits
Critical works of Latin American and/or Spanish authors.

E.1.a.8

- SYSC 518 System Sustainability and Organizational Resilience, 4 credits
Organizations are complex adaptive systems coupled with their environment, supply chains, strategic partners, and competitors. Survival depends on structural resilience market turbulence, and the environmental/political climate. Principles of emergent leadership and living systems are applied to various fields including strategic business management, environmental stewardship, health and public administration, technology management.

Change to Existing Courses

E.1.a.9

- SPHR 581 Stuttering, 2 credits – change to 3 credits

E.1.a.10

- SPHR 582 Voice Disorders, 2 credits – change to 3 credits

Graduate School of Education

New Courses

E.1.a.11

- ED 550 Foundations in Early Childhood and Inclusive Education, 4 credits
Focus on foundations of and approaches to inclusive early childhood education. Learn about developmental and inclusive practices, develop foundational knowledge and examine and challenge assumptions about inclusive teaching and learning. Prerequisites: admission to the Masters in Early Childhood Education: Inclusive Education and Curriculum and Instruction.

E.1.a.12

- ED 551 Child Development in Early Childhood and Inclusive Education, 4 credits
Study a multicultural perspective of child development (i.e., physical, social and emotional, language and literacy, cognitive) for young children (prenatal – preschool) with a range of ability levels. Examine theories of development and how those theories apply to young children with differing ability levels. Prerequisites: Admission to the Masters in Early Childhood Education: Inclusive Education and Curriculum and Instruction

E.1.a.13

- ED 552 Issues in Early Childhood and Inclusive Education, 4 credits
Study contemporary issues related to inclusion in early childhood programs for children of all ability levels. Identify and respond to critical issues in contemporary early childhood education as it relates to inclusion. Analyze those issues from a variety of perspectives. Prerequisites: Admission to the Masters in Early Childhood Education: Inclusive Education and Curriculum and Instruction

E.1.a.14

- ELP 540 Urban Farm Education: Leveraging Policy and Research to Cultivate Garden-Based Education in Practice, 4 credits
Students explore the policy and research context surrounding garden-based education in schools and communities with a focus on instructional design and assessment. As a learning

E-1.a

community, students examine how policies and educational practices can pose barriers or potential leverage points for systemic change, and develop and teach integrated garden-based curriculum.

Change to Existing Courses

E.1.a.15

- LIB 541 Reference and Information Systems and Services, 4 credits – change to 3 credits

E.1.a.16

- LIB 548 Organization of Library Media Collections, 4 credits – change to 3 credits

College of Urban and Public Affairs

New Courses

E.1.a.17

- CCJ 541/641 Evidence Based Practices in Criminal Justice, 4 credits
Analyzes the scientific and theoretical bases of effective criminal justice practices. Application of evidence-based principles and findings to address problems specific to policing, courts, corrections, juvenile justice, or crime prevention. May be repeated once.

E.1.a.18

- CCJ 546/646 Contemporary Problems in Criminal Justice, 4 credits
Critical analysis of contemporary criminal justice problems. Examines the effect of legal, structural, political and cultural factors on criminal justice responses to social problems. Topic of focus varies. May be repeated once.

Interdisciplinary Studies

Change to Existing Programs

E.1.a.19

- MA/MS in Interdisciplinary Studies – eliminate program

After an OGS review of this program in 2009, new admissions were suspended because of a variety of issues, including insufficient faculty participation, lack of coherence, student isolation, and poor completion rates. With the final student in the program now graduated, this proposal will officially eliminate the program.

FSBC Comments: With only one student in the program who is scheduled to graduate in a few weeks, no budgetary impact

May 14, 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

- CR 420/520 Individual and Group Reconciliation Processes, 4 credits
Explores various dimensions involved in the process of reconciliation between individuals, groups and societies. Topics covered include the evolution of historical wounds, memory, accountability, acknowledgment, restitution, forgiveness and truth. Case studies provide a focal point for class discussions and analysis. Prerequisites: upper-division standing and CR 301.

E.1.b.2

- CR 423/523 Dialogue Across Differences, 4 credits
An exploration of the theory and practice of dialogue to address conflict. Dialogue includes intention, purpose, process dimensions and outcomes and is utilized in various dimensions of peace and conflict resolution efforts. Dialogue crosses disciplines, creating a common thread through the many dimensions of peace work. Prerequisites: upper-division standing.

E.1.b.3

- CR 428/528 Human Values in War and Peace: Value Dilemmas, Contradictions and Resolutions, 4 credits
Critically reflects on how similarly or differently values and belief systems function under conditions of war and peace. Explores value conflicts and possible resolutions, as well as how different approaches to values may be conducive to violent conflict or to empowering peace on the international stage. Prerequisites: upper-division standing.

E.1.b.4

- CR 439/539 Family Mediation, 2 credits
In cases of divorce and custody Oregon State Law encourages/mandates the use of mediation. Particular concerns around power balancing, domestic violence, child-focused

E-1.b

parenting, and other family issues will be explored. Specific training and ethical standards will be evaluated in relationship to the general practice of mediation. Prerequisites: upper-division standing.

E.1.b.5

- CR 440/540 Peer Mediation, 2 credits
Overview of programs in the schools where youth serve as mediators to resolve conflict between other students. Focus will be on successes and challenges as well as other approaches schools undertake to respond to student conflict. Opportunity to practice conflict resolution skills and analyze conflict dynamics of race and oppression. Prerequisites: upper-division standing.

E.1.b.6

- CR 441/541 Storytelling and Conflict Resolution, 4 credits
Storytelling plays a role in limiting, creating and sustaining creative conflict resolution. Critical thinking and deliberate analysis used to deconstruct the grand narratives of dominant discourse, explore counter narratives emerging from the margins, and examine how resolution – and social change – has surfaced as a result. Prerequisites: upper-division standing.

E.1.b.7

- CR 442/542 Peace Education, 4 credits
A theoretical and practical introduction to the field of Peace Education. Explores the philosophical, cultural, pedagogical and curricular elements of Peace Education. Develops understanding of the theory and practice of effective conflict resolution education. Prerequisites: upper-division standing.

E.1.b.8

- CR 443/543 U.S. Nationalism and Democracy in a Post-9/11 World, 4 credits
Examines the rise of American nationalism in the aftermath of 9/11 and its impact on America's relationship to the world. From a peace and conflict studies perspective, the narrative of American nationalism is investigated in contrast to the narrative of American democracy, examining implications for war and peace. Prerequisites: upper-division standing.

E.1.b.9

- CR 444/544 Neighbors and Enemies: Cyprus, Greece and Turkey, 4 credits
Focuses on the protracted ethno-nationalist conflict in Cyprus and Greek-Turkish relations. The Cyprus problem is investigated as a case study in nationalist conflict in the context of domestic, regional and international conflict dynamics. Trends toward conflict de-escalation and reconciliation in the context of the EU are also studied. Prerequisites: upper-division standing.

E.1.b.10

- CR 445/545 Gender and Conflict Resolution, 4 credits
Explores the social construction of gender and its impact on conflict. Psychological theories, violence and aggression, communication styles, culture, societal structures, conflict resolution paradigms and war and peacebuilding are analyzed. Examines micro and macro issues connected to gender, peace, conflict and violence. Prerequisites: upper-division standing.

E-1.b

E.1.b.11

- ESM 435/535 Natural Resource Policy and Management, 4 credits
The impact of natural resource policy and management on regional and federal levels. Case studies will focus on the complex settings, difficult socioeconomic contexts and charged political environments. Prerequisites: ESM 335.

E.1.b.12

- ESM 444/544 Forest Ecology, 4 credits
Study of forested ecosystems, their biotic and abiotic drivers, and the theories and tools that we use to understand forest ecosystems and project how they will change. Forest ecology considers forest succession, carbon and nitrogen dynamics of forests, forest soils, climate and weather, water and energy balances, and disturbances. Prerequisites: ESM 320 and ESM 321.

E.1.b.13

- ESM 463/563 Water Quality Policy and Management, 4 credits
Review and assessment the efficacy of water quality laws, regulations, and policies. Focus on the Water Quality Standards for the State of Oregon for temperature, bacteria, chemical toxins and nutrients. Role of science in decisions protecting and restoring rivers from water pollution. Prerequisites: ESM 335.

E.1.b.14

- ESM 465/565 Research Methods Investigating and Integrating Ecological and Social Aspects of Urban Parks and Natural Areas, 4 credits
Examines ecological and social aspects of urban forests. Emphasizes response of native plants to physical and introduced species impacts from urbanization. Students will collect ecological and visitor impact data in local parks, study issues pertaining to sustainability and management based on an understanding of short term and longer-term disturbances. Prerequisites: Environmental Studies or Environmental Science major or Bi 357.

E.1.b.15

- SCI 415/515 Understanding the Next Generation Science Standards: Energy and Matter, 4 credits
This course will provide current and future teachers with the science content knowledge they will need to teach science as presented in the Next Generation Science Standards (NGSS) at the elementary level. . The course will be conducted through an integrated program of short lectures, labs, and student projects. Prerequisites: upper-division standing.

E.1.b.16

- SCI 416/516 Understanding the Next Generation Science Standards: Change Over Time, 4 credits
This course will provide current and future teachers with the science content knowledge they will need to teach science as presented in the Next Generation Science Standards (NGSS) at the elementary level. . The course will be conducted through an integrated program of short lectures, labs, and student projects. Prerequisites: upper-division standing.

E.1.b.17

- SCI 417/517 Understanding the Next Generation Science Standards: Interactions and Systems, 4 credits
This course will provide current and future teachers with the science content knowledge they will need to teach science as presented in the Next Generation Science Standards (NGSS) at the elementary level. . The course will be conducted through an integrated program of short lectures, labs, and student projects. Prerequisites: upper-division standing.

E-1.b

E.1.b.18

- SYSC 416/516 Systems Thinking for Business, 4 credits
Learn highly applied system thinking that delivers crucial insights into business or career situations where the usual methods are lacking. Specifically, to develop qualitative skills: system archetypes, leverage points, strategic behavior and game theory, ecosystems and evolution, and networks; and to gain high-level working knowledge of system modeling and simulation. Prerequisites: upper-division standing.

E.1.b.19

- SYSC 423/523 Systems Ideas and Sustainability: Limits, Structural Change, and Resilience, 4 credits
This course offers a systems-theoretic perspective on sustainability. Using graph theory, non-linear dynamics, game/decision theory, thermodynamics, and theories of complexity and complex adaptive systems, the course explores systems insights into the challenge of environmental, economic, and social sustainability and systems principles to help us meet this challenge. Prerequisites: upper-division standing and completion of one of the SySc 3xxU cluster courses or permission of the instructor.

E.1.b.20

- SYSC 431/531 Data Mining with Information Theory, 4 credits
DMIT is a hands-on project-based course in which students use information- and graph-theoretic methods to analyze their own data to discover complex and nonlinear interactions. These methods are implemented in OCCAM, software developed at PSU, the main analytical tool used in the course. Prerequisites: upper-division standing and completion of one of the SySc 3xxU cluster courses or permission of the instructor.

Change to Existing Courses

E.1.b.21

- COMM 412/512 Empirical Theories of Mass Communication, 4 credits –change title to Media Effects, change prereqs

E.1.b.22

- CR 516 Evil and Hate, 4 credits – add 400 level

E.1.b.23

- CR 519 Forgiveness and Atonement, 4 credits – add 400 level

E.1.b.24

- CR 529 European Union as a Peacebuilding System, 4 credits – add 400 level

E.1.b.25

- ESM 551 Project Management for Scientists, 4 credits – add 400-level

E.1.b.26

- PH 545 Microelectronic Device Fabrication I, 4 credits – add 400 level, change descriptions and prereqs

E.1.b.27

- PH 546 Microelectronic Device Fabrication II, 4 credits – add 400 level, change descriptions and prereqs

E.1.b.28

- PH 547 Microelectronic Device Fabrication III, 4 credits – add 400 level, change descriptions and prereqs

E.1.b.29

- SOC 436/536 Social Movements, 4 credits – drop 500 level

E-1.b

E.1.b.30

- SYSC 513 Systems Approach, 4 credits – change title to Holistic Strategies for Problem Solving, add 400 level

E.1.b.31

- SYSC 521/621 Systems Philosophy, 4 credits – drop 600 level, add 400 level

E.1.b.32

- SYSC 552/652 Game Theory, 4 credits – drop 600 level, add 400 level

School of Business Administration

New Courses

E.1.b.33

- ACTG 445/545 Forensic Accounting, 4 credits
Introduces forensic and investigative accounting. Develops working knowledge of the fraud environment, fraud schemes, fraud prevention and detection controls, fraudster characteristics, interview and evidence techniques, the legal system and process for litigation and mediation, how to testify in various trials, and how to conduct and write up a fraud investigation. Prerequisite: Actg 381.

May 13, 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 the Arts

Changes to Existing Programs

E.1.c.1.

- Undergraduate Certificate in Dance – reactivates the certificate; changes core requirements; adds new course requirements.

School of Business Administration

Changes to Existing Programs

E.1.c.2.

- BA/BS in Business Administration: Marketing Option – gives students the option of taking either the specialized tracks or taking upper-division electives instead.

Maseeh College of Engineering and Computer Sciences

Changes to Existing Programs

E.1.c.3.

- BS in Computer Science – changes the Mathematics requirements for the major.

Change to Existing Courses

E.1.c.4.

- CS 106 Computing Fundamentals II (4) – change course description.

E.1.c.5.

- CS 162 Introduction to Computer Science (4) – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.c.6.

- BS in Environmental Science and Management – changes total credits required for the major from 51 to 52; adds a required orientation course (1 credit) to requirements.

E.1.c.7.

- BS in Environmental Studies – changes total credits required for the major from 88-90 to 89-91; adds a required orientation course (1 credit) to requirements.

New Courses

E.1.c.8.

- Comm 346 Humor, Irony, and Laughter in Communication (4)

E-1.c

An introduction to theories of humor, irony, and laughter from social-interactional perspectives. Particular attention is given to how humor, irony, and laughter are used and understood in conversation and other forms of discourse. Prerequisites: Comm 200 or appropriate SINQ.

E.1.c.9.

- Hst 333 Food and Power in US History (4)

Course uses the topic of food to better understand the history of American culture, environments, social relations, technology, territorial expansion, immigration, gender relations, agribusiness, and international politics. Topics move chronologically from the colonial period through the twenty-first century.

E.1.c.10.

- Hst 368 Brazil and Mexico in the 20th Century (4)

A comparative history of these rising powers of Latin America, including economic, diplomatic and cultural history, and the history of revolution, popular protest, spirituality and the visual arts.

E.1.c.11.

- Hst 378 Pagans Christians and Jews (4)

Discusses the development and interaction of Roman paganism, Christianity and Judaism during the period of Late Antiquity. Topics include education, philosophy, asceticism, ritual, religious law, the image of the holy man and the phenomenon of religious polemic in the Later Roman Empire (c. 250-600 CE). This is the same course as JSt 378 and may be taken only once for credit.

E.1.c.12.

- Hst 379 History of Zionism (4)

Zionism as ideology and practice in context of Jewish and European history. Includes society and culture Zionism created under the British mandate of Palestine, roots of the Arab-Jewish conflict in this context, and impact on Jewish life and politics in Eastern and Central Europe and the United States. this is the same course as JST 379 and can only be taken once for credit.

E.1.c.13.

- Hst 380 The Holocaust (4)

An introduction to the Nazi-planned and -executed genocide of European Jewry known as the Holocaust. Topics includes the German and European contexts for the rise of Nazism; antisemitism and its links to Nazi ideology and policy; European Jewry in the interwar period; the "Final Solution"; resistance and "bystanders."

E.1.c.14.

- Hst 381 Kabbalah: The Jewish Mystical Tradition (4)

Surveys the origins and development of the Jewish mystical tradition set against the context of Jewish religious, social, and intellectual history. Topics include mystical visions in ancient Jewish texts, medieval Kabbalah and the Zohar, the Sabbatean messianic movement, Hasidism, and contemporary uses of Kabbalah. This is the same course as JSt 381 and may be taken only once for credit.

E.1.c.15.

- JSt 378 Pagans, Christians and Jews (4)

Discusses the development and interaction of Roman paganism, Christianity and Judaism during the period of Late Antiquity. Topics will include education, philosophy, asceticism, ritual, religious law, the image of the holy man and the phenomenon of religious polemic in the Later Roman Empire (c. 250-600 CE). This is the same course as Hst 378 and may be taken only once for credit.

E.1.c.16.

- JSt 381 Kabbalah: The Jewish Mystical Tradition (4)

Surveys the origins and development of the Jewish mystical tradition set against the context of Jewish religious, social, and intellectual history. Topics include mystical visions in ancient Jewish texts, medieval Kabbalah and the Zohar, the Sabbatean messianic movement, Hasidism, and contemporary uses of Kabbalah. This is the same course as Hst 381 and may be taken only once for credit.

E.1.c.17.

- Phl 344 Military Ethics (4)

Examination of the central conceptual, ethical, and existential issues concerning war and the military as an institution and a culture. Topics include theories of war, military values, and the ethics of technology (UAVs, WMDs), insurgency, and terrorism.

E.1.c.18.

- Sci 327 Oceans and Society (4)

E-1.c

Provides a working knowledge of how the physical, chemical and biological ocean environment impacts the development and distribution of marine communities. Discussions on how humans interface with marine systems, how marine systems impact global sustainability, the environmental, economic and ethical responsibilities humans have for our marine systems.

E.1.c.19.

- SySc 336 Networks and Society (4)

Introduces the new science of networks and its role in modeling the inherently complex problems of an interconnected, global society. Simulations explore the evolution of hierarchical, small-world and scale-free network structures and their dynamic behaviors. Implications for information democracy, cyber-terrorism, alternative economies (among other topics of student interest) are discussed. Prerequisites: upper-division standing.

E.1.c.20.

- SySc 338 Decision Making in Complex Environments: A View Towards Collective Action and Social Change (4)

An interdisciplinary course that explores the heuristics through which individuals, groups and communities make their decisions in response to their environmental conditions. Such actions are sometimes optimal, sometimes sub-optimal and sometimes outright irrational and harmful and the course identifies the reasons for deviations from rational behavior.

Changes to Existing Courses

E.1.c.21.

- Ch 337 Organic Chemistry Lab I (2) – change prerequisites.

E.1.c.22.

- Ch 338 Organic Chemistry Lab II (2) – change prerequisites.

E.1.c.23.

- Ch 339 Organic Chemistry Lab II (3) – change prerequisites.

E.1.c.24.

- Soc 350 The United States in Comparative Perspective (4) – change title to Coming of Age: Adulthood in the US, Europe, and Asia; change course description.

E.1.c.25.

- Span 301, 302, 303 Third-year Spanish (4,4,4) – change prerequisites.

E.1.c.26.

- Span 411 Advanced Spanish (4) – change prerequisites.

E.1.c.27.

- Span 414 Advanced Spanish Grammar (4) – change prerequisites.

E.1.c.28.

- Span 421 Major Topics: Peninsular Prose (4) – change prerequisites.

E.1.c.29.

- Span 422 Major Topics: Peninsular Drama (4) – change prerequisites.

E.1.c.30.

- Span 423 Major Topics: Peninsular Poetry (4) – change prerequisites.

E.1.c.31.

- Span 427 Major Topics: Latin American Prose (4) – change prerequisites.

E.1.c.32.

- Span 428 Major Topics: Latin American Drama (4) – change prerequisites.

E.1.c.33.

- Span 429 Major Topics: Latin American Poetry (4) – change prerequisites.

E.1.c.34.

- Span 430 Major Topics: Ibero-American Film (4) – change prerequisites.

E.1.c.35.

- Span 434 Major Topics: Peninsular Multiple Genres (4) – change prerequisites.

E.1.c.36.

- Span 436 Major Topics: Latin American Multiple Genres (4) – change prerequisites.

E.1.c.37.

- Span 490 History of the Spanish Language (4) – change prerequisites.

E-1.c

E.1.c.38.

- Span 494 Spanish Linguistics (4) – change prerequisites.

E.1.c.39.

- Span 497 Applied Spanish Linguistics (4) – change prerequisites.

E.1.c.40.

- Span 498 Spanish Sytax (4) – change prerequisites.

School of Social Work

New Courses

E.1.c.41.

- CFS 101 Introduction to Child and Family Studies (2)
Overview of the field of child and family studies, review its historic development and the advantages of an interdisciplinary approach to studying children, youth, and families. Students will survey services that support children, youth, and families. Students will explore professional opportunities, career choices, and professional organizations.

Undergraduate Studies

New Cluster

E.1.c.42.

- Design Thinking Innovation Entrepreneurship Cluster (see the Curriculum Tracker for the proposal and rationale.)

E.1.c.43.

- Courses designated for the Design Thinking Innovation Entrepreneurship Cluster

DESIGN THINKING INNOVATION AND ENTREPRENEURSHIP CLUSTER COURSES			
EXISTING CLUSTER COURSES			
Subject	Course #	Course Title	Cluster(s) currently belonging to
ANTH	325U	CULTURE HEALTH & HEALING	Healthy People/Healthy Places
EAS	333U	PROBS, SOLS & SYSTEMS THINKING	Environmental Sustainability; Knowledge Values Rationality
EC	314U	PRIVATE & PUBLIC INVEST AN	Community Studies; Knowledge Values Rationality
EC	350U	ECON OF DEVELOPING COUNTRIES	Global Perspectives
EC	316U	INTRO HEALTH CARE EC	Healthy People/Healthy Places
ECE	317U	NANOTECHNOLOGY: SIMULATION AND DESIGN	Sciences-Liberal Arts
ESM	356U	UNDERSTAND ENV SUSTAIN II	Community Studies; Environmental Sustainability
ESM	355U	UNDERSTAND ENVIRON SUSTAIN I	Community Studies; Environmental Sustainability; Leading Social Change
GEOG	380U	MAPS & GEOGRAPHIC INFO	Community Studies
GEOG	332U	URBAN GEOGRAPHY	Community Studies; Leading Social Change
GEOG	340U	GLOBAL WATER ISSUES & SUSTAIN	Environmental Sustainability; Global Environmental Change

E-1.c

GEOG	347U	ENVIRON ISS & ACTION	Environmental Sustainability; Global Environmental Change; Leading Social Change
GEOG	314U	SEVERE WEATHER	Environmental Sustainability; Global Environmental Change; Sciences- Liberal Arts
GEOG	345U	RESOURCE MANAGEMENT	Environmental Sustainability; Leading Social Change
INTL	323U	TRADITION & INNOVATION	Global Perspectives
INTL	324U	TRADITION & INNOVATION	Global Perspectives
MKTG	340U	ADVERTISING	Popular Culture
PH	382U	INTRO NANOSCIENCE & NANOTECH	Freedom, Privacy, and Technology; Sciences-Liberal Arts
PHL	310U	ENVIRONMENTAL ETHICS	Environmental Sustainability; Freedom, Privacy, and Technology; Global Environmental Change; Sciences- Liberal Arts
PHL	309U	BUSINESS ETHICS	Freedom, Privacy, and Technology; Knowledge Values Rationality; Leading Social Change
PHL	320U	CRITICAL THINKING	Freedom, Privacy, and Technology; Knowledge Values Rationality; Leading Social Change
PHL	307U	SCIENCE & SOCIETY	Knowledge Values Rationality; Leading Social Change
PHL	316U	SOCIAL AND POLITICAL PHILOSOPHY	Knowledge Values Rationality; Leading Social Change
SCI	321U	Energy and Society I	Sciences-Liberal Arts
SCI	322U	Energy and Society II	Sciences-Liberal Arts
SCI	333U	CLIMATE AND WATER RESOURCES	Sciences-Liberal Arts
SYSC	334U	MODELING SOCIO-ECOLOGICAL SYSTEMS	Environmental Sustainability; Global Environmental Change
SYSC	350U	INDIG & SYSTMS ON SUSTAINBLTY	Environmental Sustainability;Family in Society; Healthy People/Healthy Places
SYSC	332U	INTRODUCTION TO AGENT BASED MODELING	Freedom, Privacy, and Technology; Knowledge Values Rationality
SYSC	338U	DECISION MAKING IN COMPLEX ENVIRONMENTS	Knowledge Values Rationality; Leading Social Change
UNST	399U	THE ENGAGED CITIZEN: SUSTAINABILITY	Leading Social Change
USP	324U	HEALTHY COMMUNITIES	Community Studies
USP	313U	URBAN PLANNING: ENVIRONMENTAL ISSUES	Community Studies; Environmental Sustainability; Healthy People/Healthy Places
USP	317U	INTRODUCTION TO INTERNATIONAL COMMUNITY DEVELOPMENT	Environmental Sustainability;Global Perspectives; Healthy People/Healthy Places; Leading Social Change

E-1.c

NEW CLUSTER COURSES			
BA	306	WORKING WITH MONEY FOR BUSINESS MINORS	
BA	316	WORKING WITH CUSTOMERS FOR BUSINESS MINORS	
BA	326	WORKING WITH PEOPLE FOR BUSINESS MINORS	
BA	336	WORKING WITH INFORMATION FOR BUSINESS MINORS	
BA	346	WRKNG AS ENTREP BUS MINORS	
FIN	310	ENTREPRENEURIAL FINANCE & ACCOUNTING	
MGMT	399	TOP: INNOVATION SHARED VALUE	
MKTG	338	PROFESSIONAL SELLING	
USP	323	Real Estate Development	

New Cluster Courses

E.1.c.44.

Additions to the UNST Clusters				
Course Number	Course Title	Cluster	UNST COUNCIL	Date
CFS 399U	The American Family in Film and Television	Families and Society	Approved	5/5/2014
CFS 399U	Interpersonal Violence: Impact on Children and Families	Families and Society	Approved	5/5/2014
CFS 399U	Queer Families	Families and Society	Approved	5/5/2014
SW 320U	Introduction to Child Welfare	Families and Society	Approved	5/5/2014

Change to Existing Cluster (Rename)

E.1.c.45.

- American Studies Cluster – change title to American Identities Cluster.

New Courses

E.1.c.46.

- Unst 194 College Success Topics (3)
College Success is a comprehensive course designed to enhance student success and retention. Students will learn strategies for creating greater academic, professional, and personal success. Students will understand self-empowerment, personal responsibility, self-motivation, interdependence, self-awareness and other critical components of keeping them on course to their goals.

E.1.c.47.

- Unst 195 Career Planning (1)
Explores and explains the career planning process by engaging students in self-assessment and career exploration activities intended to assist them in choosing a major or career.

E.1.c.48.

E-1.c

- Unst 196 Summer Bridge Program (3)
The Summer Bridge Program is a TRiO/Student Support Services (SSS) joint partnership with PSU. Students will strengthen and use the academic skills needed for success at the University. Students will become familiar with the campus and visit classes to better understand the rigor and expectations of college courses.

E.1.c.49.

- Unst 197 Academic Writing Support (1)
The purpose of this course is to assist Student Support Services students with their academic writing. This class is designed to support students who feel unprepared with the writing demands of college or who may feel the need for additional writing support.

E.1.c.50.

- Unst 198 Roads to Success Intersession (3)
Roads to Success is an early start program for new freshmen at PSU designed to enhance student and academic success and retention at PSU. The course will examine effective college study strategies, self-empowerment theories, differences between high school and college, goal setting and engagement at PSU.

E.1.c.51.

- Unst 298 Roads to Success Fall Seminar (1)
Roads to Success fall seminar is a co-requisite to Roads to Success Intersession and continues the curriculum from the two-week course. Students are exposed to critical study skills, PSU resources for success and learn the importance of becoming engaged members of the PSU community.

E.1.c.52.

- Unst 394 College Success Topics (3)
College Success is a comprehensive course designed to enhance student success and retention. Students will learn proven strategies for creating greater academic, professional, and personal success. Students will understand self-empowerment, personal responsibility, self-motivation, interdependence, self-awareness and other critical components of keeping them on course to their goals.

May 8, 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.

Graduate School of Education

New Programs

- MA/MS in Early Childhood Education: Inclusive Education and Curriculum & Instruction – new program (two-page summary attached as **E.2**) FSBC comments: This will have a positive budgetary impact.
- Graduate Certificate in Training and Development – new program two-page summary attached as **E-3**)

FSBC comments: There are costs associated with this, but this has been offered as a certificate of completion for 30 years so the costs are not new.

Graduate School of Education
Portland State University
June 5, 2014

Proposal for a New Academic Program: *Masters in Early Childhood Ed: Inclusive Ed and Curriculum & Instruction*

Summary

The proposed MA/MS, Masters in Early Childhood Ed: Inclusive Ed and Curriculum & Instruction primarily utilizes existing courses in approved programs (Early Intervention/Special Education, Early Childhood/Elementary Education, Graduate Certificate in Infant Toddler Mental Health) to build a master's degree of 45 credits to meet the needs of students interested in inclusive early childhood education. Faculty from the Departments of Special Education and Curriculum & Instruction collaborated to develop this proposed degree and the three additional courses.

In April, 2009, two professional organizations, Division of Early Childhood of the Council for Exceptional Children, and the National Association for the Education of Young Children, in the field of early childhood education issued a joint position statement related to inclusion (DEC/NAEYC, 2009). That document called for "high quality professional development to support the inclusion of young children with and without disabilities and their families".

The focus of the program is to achieve the goal of educating professionals in early childhood to support young children of all ability levels. In the field of early childhood today, personnel are working with children of all ability levels. As a result, knowledge of inclusive education and associated practices are necessary to provide the recommended services for all children. Students who complete the program will have a choice of four specialty areas (Constructivism in Early Childhood, Early Childhood Special Education, Infant Toddler Mental Health and a Distributed Focus, drawing from the other three). Each specialty area is 18 credits.

Evidence of Need

This program is designed to provide early childhood educators a very strong foundation for including children and enhancing their intellectual, social, cultural and economic qualities. This program is proposed at a time when early childhood is recognized as critical at the national, regional, and state levels. In a recent report, the *Early Childhood Task Force Report* (Flynn, August, 2013) summarized the policy context for early childhood in the local area and in the state of Oregon. This document recognized the need for an educated early childhood work force as a top priority for the local, state, and national levels.

This program meets that identified need to increase the education level of the early childhood workforce. At the local level, PSU is involved with Multnomah County's Ready for Kindergarten Collaborative. This Ready for Kindergarten Collaborative recognizes the need for all children to be prepared to enter kindergarten. (Personal Communication, P. Burk, June, 2013). Of the members of the Oregon Registry (a voluntary registry for Oregon's early childhood work force) only 657 out of 20, 517 hold a master's degree (Personal Communication, P. Deardorff, September, 2013). President Obama's Early Learning Initiative calls for states to provide meaningful education for early childhood educators. In fact, the state of Oregon is a recent recipient of a federal Race to the Top grant to build a quality early childhood workforce to support strategies to train quality early childhood teachers and administrators. Graduates of this program will not only improve the workforce, but also have the ability to train other members of that workforce.

The program connects to the institution's strategic priorities and signature areas of focus.

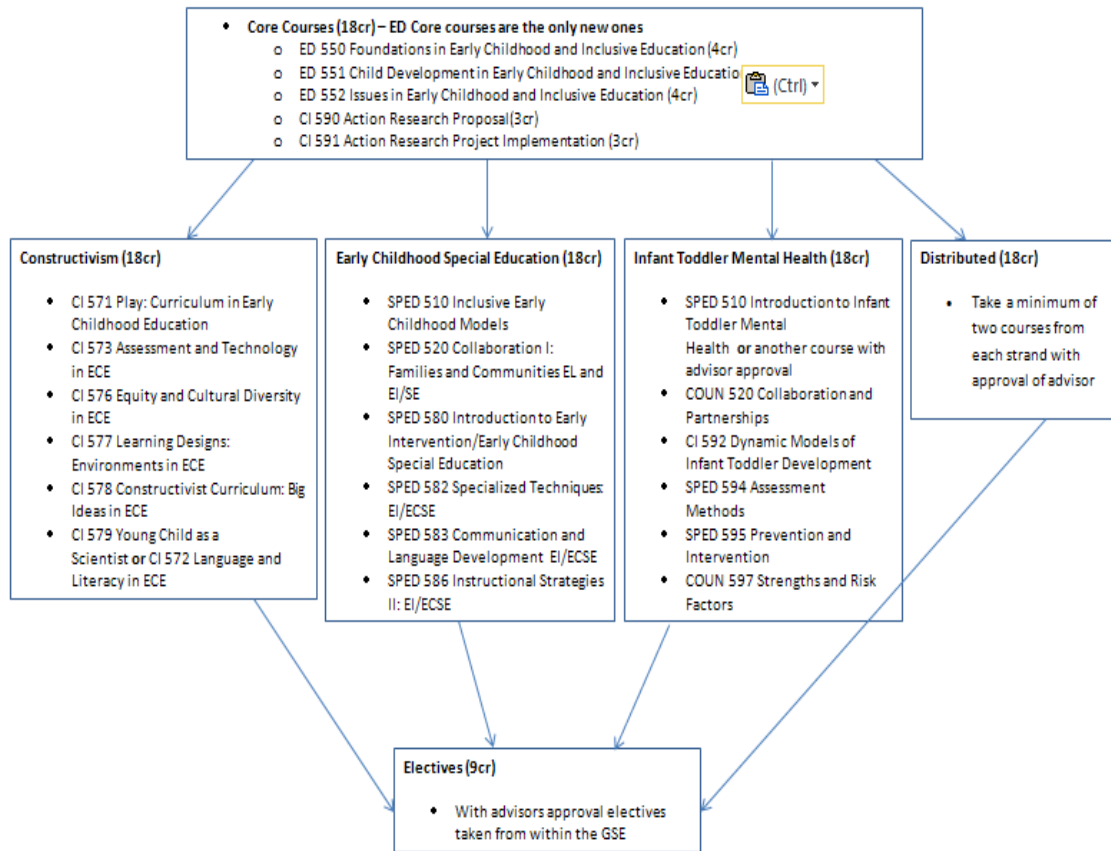
Achieve Global Excellence: This is a unique fully online degree program in the field of early childhood education. The curriculum combines the expertise of two departments (Special Education and Curriculum and Instruction) and is based on the national standards of two influential early childhood national associations (DEC & NAEYC). **Enhance Educational**

Opportunity: This program will assist in a smoother transition from birth to career by working with educators and child care providers to build a strong and educated workforce so that every child and his or her family can be supported by quality childcare. Research supports the link

between quality childcare, kindergarten readiness and later success in school. This meets the governor's call for a more educated society with his 40/40/20 initiative.

Course of Study and Outcomes

The courses will be offered completely online in an asynchronous format. Due to work patterns of many individuals in early childhood (e.g., very long hours, often located in rural areas), the only way to make these courses accessible is through an online format. Most of the courses offered in this program are already in an online format.



The outcome of the program is to provide a better educated work force to provide quality learning environments for young children of all ability levels. The learning outcomes for each course are listed in each course syllabus. They are based on the national standards developed by NAEYC and DEC/CEC.

Budgetary Impact

The direct additional expenses of this program include the addition of three interdisciplinary ED courses as indicated above in the chart. The expense of those courses will be outweighed by the additional revenue generated by the students who will be taking the 33 remaining credits in the program which are part of courses utilized by overlapping programs—they all have capacity. There will not be any impact on facilities, since the courses will be offered online. All of the courses have already been revised or developed for online delivery and to meet ADA compliance for online courses. For Fall, 2014, Twenty (20) students will be admitted to the program. The schedule will suggest between 6-7 credits a term. We are assuming six credits to account for outside factors that may interfere with the student's intentions. The following years we are anticipating an average of 22 students, 6 credits per term, 4 terms with an FTE of 59. Our goal will be to admit 25 people a year by 2019-20 to fill the "inclusive" required, core courses. The remaining courses will have students feeding in from other programs (e.g., CI Early Childhood MS campus program, Early Intervention Early Childhood Special Education licensure and endorsement, infant toddler mental health graduate certificate), to have sufficient numbers in the courses.

PROPOSAL SUMMARY FOR
GRADUATE CERTIFICATE IN TRAINING AND DEVELOPMENT

Overview:

The Graduate Certificate in Training and Development will be composed of an existing series of courses that have been part of a certificate of completion for over 30 years. It consists of an 18-credit series of course work that focuses on providing sound theoretical and experiential preparation in workplace learning and development. The courses were developed in alignment with American Society for Training and Development (ASTD) competencies, and the course objectives align with both the Postsecondary Adult and Continuing Education (PACE) master's degree learning outcomes and the Graduate School of Education (GSE) Conceptual Framework.

The graduate certificate will provide an option for people interested in the area of training or workplace learning who are post-bac students, who may already have a graduate degree, or who may be exploring the option of working towards the PACE master's degree, for which Training and Development is one of the thematic specializations. These courses already exist as part of this master's degree program, but offering a graduate certificate would allow for transcriptions of this specialty area. The graduate certificate would provide students with more options for professional development. The proposed certificate also offers an opportunity for professionals who have degrees in related or other fields to prove proficiency as a professional in workplace learning.

Evidence of Need:

PSU has been addressing a need for graduate courses in Training and Development in Oregon for more than 30 years. Consistent student enrollment in the program over its lifespan speaks to an interest and a need for classes in this field, which PSU has been meeting in a way not offered by any other educational institution in the area. ASTD estimates that U.S. organizations spent approximately \$156.2 billion on employee professional development in 2011. Of this total direct learning expenditure, 56 percent (\$87.5 billion) was spent internally in company training. The remainder was split between tuition reimbursement, which accounted for 14 percent (\$21.9 billion), and external services comprising the remaining 30 percent (\$46.9 billion).

The Bureau of Labor Statistics' (BLS) most recent Occupational Outlook Handbook listed Training and Development Specialists as an occupation that is growing "faster than average," with an expected 15% increase in employment between 2012 and 2022. Students who complete the Graduate Certificate in Training and Development will be prepared to fill this growing need in companies to strategize business development through their employees. A professional who understands how adults learn and can measure successful outcomes not only benefits the strategic path of an organization, but can also contribute to the growth and cognitive development of the people who make up that organization. This program increases the competence of the professional in the field and provides a professional basis for someone beginning in the field. Organizations, cities, and government agencies participate in this program as a way to provide civic and cultural opportunities to their employees.

"Job prospects are expected to be favorable at consulting and scientific firms, as well as in management positions, according to the BLS. The high number of baby boomers leaving the workforce, coupled with a fleet of new job candidates coming in to fill their roles, is expected to create strong job growth for corporate trainers to develop a highly competent workforce." – Schools.com Career Outlook Report

Program Objective

The graduate certificate will provide sound theoretical and experiential preparation in workplace learning and development to students both in and outside of the PACE master's degree program, as well as to working professionals seeking professional development. It will leverage its partnerships with professional organizations (such as ASTD) and the unique strengths of its diverse faculty of industry-leading professionals to promote civic leadership.

Course of Study

Required Courses

ELP 529: *Principles of Training and Development*, 3 credit hours

ELP 530: *Course Design and Evaluation*, 4 credit hours

Specialization Courses

Training

ELP 532: *Training Methods*, 3 credit hours

ELP 539: *Developing Training Materials*, 3 credit hours

Intercultural Training

ELP 510: *Developing Intercultural Competence for Trainers*, 3 credit hours

ELP 510: *Methods and Models for Intercultural Training*, 2 credit hours

eLearning

ELP 510: *eLearning Instructional Design*, 3 credit hours

ELP 510: *Developing eLearning*, 4 credit hours

Management of Training

ELP 534 *Leadership of the Training Function*, 3 credit hours

ELP 535 *Organizational Transformation through Training & Development*, 3 credit hours

Recommended Elective Courses

ELP 521 *Adult Learning and Motivation* , 4 credit hours

ELP 522 *Teaching Diverse Adult Learners*, 4 credit hours

ELP 531 *Contemporary Issues in Training & Development*, 4 credit hours

ELP 532, 534, 535 or 539, 3 credit hours each

ELP 508: *Project Management for Instructional Design Workshop*, 1 credit hour

ELP 508: *Change Agency Workshop*, 1 credit hour

ELP 508: *Webinar and Synchronous Learning Workshop*, 1 credit hour

ELP 508: *Social Media and Informal Learning Workshop*, 1 credit hour

ELP 508: *Delivering Training Workshop*, 1 credit hour

ELP 508: *Facilitative Coaching Workshop*, 1 credit hour

ELP 511-599: Any course in this range may count as an elective

Culminating Experience

ELP 506: *Culminating Project*, 2 credit hours

Learning Outcomes

The learning outcomes are aligned with the ATSD competencies, the GSE Conceptual Framework, and the PACE program learning outcomes. The learning outcomes include: designing learning, improving human performance, delivering training, measuring and evaluating learning, facilitating organizational change, managing the learning function, coaching, managing organizational knowledge, and career planning and talent management.

Cost

Because the courses for the Graduate Certificate in Training and Development already exist as part of the PACE master's degree and have been offered as a Certificate of Completion for 30 years, no new expenditures are expected at the projected enrollment levels. The close association of this graduate certificate to the other certificates in the PACE program means these efforts will enhance enrollment for all of the PACE graduate certificates, and the PACE program as a whole.

May 8, 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 Programs

- **BA in Judaic Studies** (Summary attached as E-4)

FSBC comments: No comments as of May 8, 2014.

PROPOSAL SUMMARY FOR

BA in Judaic Studies***Overview:***

The field of Judaic Studies examines all aspects of the history and culture of the Jews from their origins in antiquity to the present day. The field has a necessarily interdisciplinary character, working across time periods and national contexts, yet it also possesses a scholarly and methodological core and intellectual pedigree dating back more than two centuries, originating with the *Wissenschaft des Judentums* (Science of Judaism) of early nineteenth century German university scholars who first applied modern research methodologies and critical tools to the study of Jewish texts and history. From Europe the field expanded to its two major centers of scholarly production today in the United States and Israel, with secondary centers in Great Britain, Australia, Germany, the former Soviet Union, and elsewhere. In the United States, the main professional organization for the field is the Association for Jewish Studies, founded in 1969 and with a membership of more than 1800 scholars. More than 170 North American colleges and universities, including every Ivy League school, feature Judaic Studies programs or departments.

The Judaic Studies program at PSU has grown to four tenure-line faculty, and includes several affiliate faculty in other departments such the full-time Hebrew instructor in the Department of World Languages & Literatures. The program currently offers an undergraduate Minor, and is now large enough to incorporate as a department and offer a full undergraduate Major Degree. The Major Degree will train students of all backgrounds in the field of Judaic Studies, offering knowledge and understanding of a major world civilization, with important and widely applicable lessons in close reading, canonicity, historical analysis, the complexity of identity, and the dynamics of tradition and modernity.

Evidence of Need:

Market demand for a major degree in Judaic Studies is evidenced by the steady growth in student numbers since the arrival of the first full-time professor in 2005 (though enrollments have fallen this year due to our current preponderance of omnibus number courses), the fundraising success of the program which has raised close to \$4M during that time, and from the regular inquiries we receive from undergraduates and prospective graduates asking if and when there will be a major degree.

Here are numbers of Judaic Studies minors and, where the degree exists, majors who graduated from Portland State University and five other western state universities last academic year. While this is a snapshot, PSU's numbers exceed University of Oregon, are comparable to Davis, Colorado, and the University of Washington, and we can aspire to the robust numbers of Arizona.

University of Oregon (2 majors, 3 minors)
 University of California, Davis (5 minors)
 Portland State University (7 minors)

University of Colorado, Boulder (10 minors)
 University of Washington (7 majors, 5 minors)
 University of Arizona (11 majors, 30-40 minors)

Course of Study:**Requirements for the Major:**

JST 201	(4 credits)
JST 317 / HST 317	(4)
JST 318 / HST 318	(4)
HEB 301	(4)
HEB 302	(4)
HEB 303	(4)
JST 407	(4)

4 credits of JST 402, 405, or 409 (4)

24 credits of upper division JST courses or instructor approved equivalents (24)

4 credits of approved upper division subject area credits outside JST program (see below) (4)

Total 60 credits

At least 12 of the upper division credits taken must be comprised of JST program courses in one of the following areas:

Area	Symbol	Relevant course topics outside JSt program
Judaism in Antiquity	A	Religion and History in Pre-modern World
Culture and the Arts	C	Arts, Performance, and Material Culture
Israel Studies	I	Mideast Studies
Jewish Literature	L	Literature
Modern Jewish History	M	Modern History

The Curriculum below indicates which courses count towards which areas.

Curriculum

JST 201 Introduction to Judaism (4 credits)

JST 317 / HST 317 Jewish History from Antiquity to the Medieval Period (4)

Area: A

Recommended Prerequisites: HST 101

UNST: Interpreting the Past

JST 318 / HST 318 Jewish History from the Medieval Period to the Present (4)

Area: M

Recommended Prerequisites: HST 102 and HST 103

UNST: Interpreting the Past, Global Perspectives

JST 319 / HST 319 Rabbinic Culture in the Roman World (4)

Area: A, C

Recommended Prerequisites: JST 317 / HST 317 or HST 316

UNST: Interpreting the Past

JST 324 Historical Introduction to the Hebrew Bible/Old Testament (4)

Area: A

Recommended Prerequisites: None

UNST: Interpreting the Past

JST 325 Retelling the Bible (4)

Area: A, L

Recommended Prerequisites: JST 201 or JST 317 / HST 317 or ENG 318

UNST: Interpreting the Past

ENG 330U Jewish & Israeli Literature (4)

Area: L, I

Recommended Prerequisites: JST 201 or JST 318 / HST 318, and ENG 300

UNST: Global Perspectives

JST 333 Israeli Culture & Society (4)

Area: I, C

Recommended Prerequisites: JST 318 / HST 318 or INTL 247

UNST: Global Perspectives, Popular Culture

JST 379 / HST 379 History of Zionism (4)

Area: I, M

Recommended Prerequisites: JST 318 / HST 318

UNST: Global Perspectives

JST 380 / HST 380 The Holocaust (4)

Area: M

Recommended Prerequisites: JST 318 / HST 318

UNST: Global Perspectives, Leading Social Change

JST 388 History of Modern Israel (4)

Area: I, M

Recommended Prerequisites: JST 318 / HST 318 or HST 385

UNST: Global Perspectives

JST 399 Topics in Jewish Studies (1-4)

Area: varies depending on topic

Recommended Prerequisites: JST 201 or JST 317 / HST 317 or JST 318 / HST 318

JST 401 Research Project (1-8)

Area: varies depending on topic

JST 407 Seminar in Jewish Studies (1-4)

Area: varies depending on topic

Prerequisite: JST 201, HEB 203 or higher, JST 317 / HST 317, JST 318 / HST 318, and 8 additional credits of JST 300-level courses or equivalent

JST 409 Practicum (1-8)

Area: varies depending on topic

JST 410 Selected Topics (1-4)

Area: varies depending on topic

Approved Courses on the 400 level or higher (ENG 410, HST 405, 407, 461, 561, etc.) Area: varies depending on topic

May 8, 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 Chicano/Latino Studies** (Summary attached)

FSBC comments: No comments as of May 8, 2014.

PROPOSAL SUMMARY FOR

Minor in Chicano/Latino Studies

Overview:

Chicano/Latino Studies is the interdisciplinary study of social, cultural and economic forces that shaped and continue to shape the experiences of Latinos in the United States and adjoining areas. Latina/os are a diverse population that includes persons of Mexican descent who have been living continuously in the southwestern United States for hundreds of years, as well as those who have arrived more recently from more than twenty Spanish-speaking countries in Latin America and the Caribbean. Established in the fall of 1994, the Chicano/Latino Studies Program at Portland State University is the first of its kind in the Pacific Northwest. The program currently offers a certificate in Chicano/Latino Studies, which includes a Spanish-language requirement. Program faculty have found, over the years, that students interested in the certificate are discouraged from pursuing it because they must satisfy the language requirement. Many of these students speak and write Spanish fluently and are not interested in pursuing additional language training. The proposed Minor in Chicano/Latino Studies eliminates this requirement, and it is anticipated that this change will attract more students. The program will continue to offer certificate in Chicano/Latino Studies, which will be available to undergraduate and post-baccalaureate students. Students who obtain the Minor in Chicano/Latino Studies will augment their major field of study and broaden their understanding of Latinas/os in the United States. This increased understanding and insight will lead to successful professional interactions on many levels of U.S. society. The academic training provided by the Minor will give students

opportunities to gain important insight into the historical and cultural experiences of the largest, fastest-growing minority group in the United States, including the Pacific Northwest.

Evidence of Need:

Over the years, students have indicated that the Spanish language requirement discouraged them from pursuing the certificate in Chicano/Latino Studies. This was often the case even among native Spanish-speakers. The proposed Minor will provide such students with a new option. The Minor will provide fresh avenues for increased enrollment and widen the net for those interested in this program. Beyond the benefits accruing directly to the Chicano/Latino Studies Program, the proposed Minor will contribute to the efforts to build a School of Gender, Race and Nation in the College of Liberal Arts and Sciences, by addressing the histories, experiences and socioeconomic positions of Chicanos and other Latinos, particularly the intersectionality of nationality, race, gender, class and immigration status in shaping socio-historical and economic power outcomes.

Course of Study:

Core courses (16 credits)

ChLA 201 Introduction to Chicano/Latino Studies (4)

ChLA 301U Chicano/Latino Communities (4)

ChLA 302U Survey of Chicano/Latino Literature (4)

ChLA 303 U Chicana/Latina Experience (4)

Upper Division Electives (12 credits)

One 400-level course and two others from the following:

ChLA 330 Latino Popular Culture

ChLA 375U Southwestern Borderlands (4)

ChLA 380U Latinos, the Economy and Politics (4)

ChLA 390U Latinos in the Pacific Northwest (4)

ChLA 399 Special Studies (4)

ChLA 405 Reading and Conference (1-4)

ChLA 407 Seminar (1-4)

ChLA 408 Workshop (1-4)

ChLA 410 Selected Topics (1-4)

ChLA 411 Chicano/Latino History (4)

ChLA 414 Chicano/Latino Literature (4)

ChLA 450U Latinos and Education

Total credit hours: 28

Budgetary Impact:

The launching of the Minor in Chicano/Latino Studies does not require additional budgetary resources.

Date: April 15, 2014
To: Faculty Senate
Fr: Robert Gould, Chair, Educational Policy Committee
Re: Submission of Educational Policy Committee Motion

Alteration of an Academic Unit: Changing the Reporting Structure of the Intensive English Language Program (IELP)

Motion: That Faculty Senate approve the Alteration of an Academic Unit: Changing the Reporting Structure of the Intensive English Language Program (IELP) from the College of Liberal Arts and Sciences, Applied Linguistics to the Office of Academic Affairs.

Rationale:

Placing the IELP program directly under the Office of Academic Affairs allows for a more coordinated approach to internationalization, that integrates the IELP into strategic planning and processes related to campus internationalization, strengthens the IELP's connections to PSU, results in more effective operations management, and provides enhanced support across all Schools and Colleges for international student recruitment, retention, and success.

The IELP, as an academic unit, is unique. 100% of its students are international. 40% are admitted to PSU as degree seeking students. 60% are admitted directly to the IELP. Government programs, initiated outside of the United States, sponsor approximately 60% of IELP students.

The average length of enrollment in the IELP is 3 terms. The majority of students are full time, and enrollment and registration processes are internally managed. In addition, federal immigration laws impose processing requirements that are unique to international students. The IELP has 40 fixed-term faculty members, who manage the academic matters of the program.

Like most intensive English Programs (IEP) on university campuses, the IELP manages its own recruitment and is vulnerable to the ongoing fluctuations inherent in an international student population. Long-term IELP success and stability depends on the diversity in student population, strong stable partnerships (both international and campus-based), and the ability to pursue opportunities for program development.

Please see the **PSU Curriculum Tracking System** for more supporting documentation for this proposal:

<https://psucurriculumtracker.pbworks.com/w/page/70816697/Educational%20Policy%20Committee>

Faculty Senate

Portland State University
Post Office Box 751 503-725-4416
Portland, Oregon 97207-751 503-725-5262
<http://www.pdx.edu/faculty-senate/contact>

To: David Hansen, Chair, CnC

Subject: Charge to establish Ad hoc Committee for Post-Tenure Review

From: L McBride, Presiding Officer 2013-2014

Date: 19 May 2014

On behalf of the PSU Faculty Senate and its Steering Committee, the Committee on Committees is charged with the appointment of an Ad hoc faculty committee to amend the Portland State P&T Guidelines by adding language for Post-Tenure Review.¹ The Committee on Committees is to create an Ad hoc committee with a composition of 6 tenured faculty. Up to 2 Academic Affairs ex-officio committee members will be separately nominated by the Provost.

The charge of the Ad hoc committee is to recommend to the PSU Faculty Senate the addition of post-tenure review language to the Portland State P&T Guidelines that:

- Defines the evaluation process and the frequency of evaluations
- States university-wide criteria for evaluation and multiple assessment measures commensurate with the roles & responsibilities of individual tenured faculty
- Outlines a timeline for departments and school/colleges to adopt guidelines and have them approved
- Addresses a faculty member's accomplishments, as well as areas of concern, including areas for improvement
- Establishes guidelines for the allocation of funds for post-tenure review consistent with Article 16 of the 2013-15 CBA.

The committee recommendations are to be presented to the PSU Faculty Senate no later than its November 2014 meeting for review and amendments.

The committee will submit the final revisions to the draft language to the PSU Faculty Senate in time for an approval vote at its December 2014 meeting. This final draft language to the P&T Guidelines will be voted as one motion without amendments.

In preparation of its recommendations the P&T revision committee should consider the following documents:

- Article 16 "Post-Tenure Review" of the 2013-15 Collective Bargaining Agreement
- Oregon Administrative Rules, OAR 580-021-0140, "Post-Tenure Review"
- NWCCU Standards and Policies, 2.B.6 (2010)

¹ Full title: *Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases* amended July 2009 to incorporate new guidelines for promotion within selected research ranks, adopted by PSU Faculty Senate 4/7/14.

Academics Requirements Committee (ARC) Annual Report

Date: May 7, 2014

Members 2013-14

Alan MacCormack UNST Chair

Virginia Butler ANTH

Martha Dyson LAS

Haley Holmes SBA

Rebecca Ingersoll ACS

Galina Kogan WLL

Louise Paradis ACS

Consultants:

Angela Gabarino RO

Sukhwant Jhaj OAA

Student Representatives

None appointed

The Responsibilities of the Academic Requirements Committee are:

- 1) Develop and recommend policies regarding the admission of entering freshmen.
- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
- 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
- 4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
- 5) Report to the Senate at least once each year.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) from September 2013 through May 2014. We reviewed 203 petitions, of which 183 were approved. The number of petitions is somewhat lower than in previous years. This may be a consequence of mandatory and improved advising. The University Studies Cluster Requirement was the most common focus of the petitions.

Significant issues that we worked on:

Provost's ReThink Challenge- A Digital ARC Petition

The ARC has collaborated with Project #107 members from OIT; the Registrar's Office; University Studies and the Vice-Provost's Office for Academic Innovation and Student Success to develop a digital ARC petition. The electronic petition will be piloted this summer and is expected to be fully implemented in the fall. It is anticipated that this project will serve as a model for a shift to paperless petitions for other committees.

Credit for Prior Learning

Committee members have been participating in the ReThink #92 Project to develop credit for prior learning policies and procedures. ARC, in coordination with the SSC, EPC, UCC and the Registrar's Office on the CPL Policy Subcommittee, helped develop and then endorsed a set of policy recommendations regarding CPL which were approved by Faculty Senate in its April meeting. The ARC's participation in the general CPL ReThink Committee is ongoing.

Undergraduate Certificate Requirements

The ARC has been approached to consider a change in policy regarding the awarding of undergraduate certificates. Currently, transcribed undergraduate certificates are only awarded upon the completion of an undergraduate degree. It has been suggested that removing this requirement might allow for more flexibility and possible expansion of undergraduate certificate offerings. The committee is considering the possible consequences of such a change and the utility and demand for certificate programs for non-degree students.

The committee wishes to thank Angela Garbarino and Anna Pittioni for their excellent support in our work

To: Portland State University Faculty Senate
From: Ann Marie Fallon
Re: Annual Report of the Advisory Council
Date: May 12, 2014

Members, 2013-2014

Ann Marie Fallon, HON, Chair
Yves Labissiere, SCH
Alan MacCormack, UNST
Connie Ozawa, USP
Gwen Shusterman, CHEM

According to Article VI. Section 4., the Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and minority report.

This year the Council addressed a number of issues of interest to the President and/or the faculty. Among these were the following:

- Performance Based budget model
- University communications
- First year review
- Ad Hoc Academic Program Prioritization Committee
- New PSU Board
- Proposed constitutional amendment for the creation of a University Writing Committee

Traditionally, minutes are not kept and meeting details are kept confidential in order to enhance open and frank discussions. Council meetings are typically held the third Monday of each month.

The Advisory Council worked closely with the faculty senate to discuss the implementation of last-year's recommendation "that senators act as liaisons to the Advisory Council for agenda items from their constituencies." This is still a work in progress. We encourage Presiding Officers to ensure that an announcement is made at least once per year encouraging senators to remind their constituencies that confidential items that can be addressed no other way be forwarded through them to the Advisory Council Chair.

Respectfully submitted,
Ann Marie Fallon, Advisory Council Chair

Budget Committee Annual Report 2014

13 May 2014

Members: Ron Babcock (MUS), Steven Balogh (student), Mirela Blekic (UNST), Michael Bowman (LIB) (chair), Mitchell Cruzan (BIO), Michele Gamburd (ANTH), Jonathen Gates (student), Rob Gould (CR) (ex officio, EPC Chair), David Hansen (SBA), Courtney Hanson (OGS), James Hook (MCECS), Cheryl Livneh (CEED), Robert Mercer (CLAS), Michael Murphy (BIO) (resigned January 2014), Eva Nuñez (WLL), Jill Rissi (PA), Michael Taylor (SSW), Martha Works (SOC) (resigned April 2014)

Consultants: Sona Andrews (OAA), David Burgess (OIRP), Alan Finn (BUD), Kathi Ketcheson (OIRP), Kevin Reynolds (OAA), Monica Rimai (FADM)

This was a very busy year for the Budget Committee, between the implementation of a new budget model, budget cuts, and program and unit reviews. The Committee met nearly every week this year, yet almost all program and unit reviews occurred outside of meetings.

PBB & RCAT

The Academic Affairs FY2015 process utilized both a form of performance-based budgeting (PBB) and the [Revenue and Cost Attribution Tool](#) (RCAT).

In brief, the University's performance-based budgeting is focused on the revenue generating units, the schools and colleges, and University Studies. They were each given [a budget for the year and a revenue requirement](#), the amount of revenue (primarily tuition) they need to generate in the year. The revenue supporting units (Office of International Affairs, the Library, and OAA) received budgets, as they don't generate much revenue. Any revenue generated by the revenue supporting units is used to replace money in their budgets from the revenue generators.

[RCAT](#) is a model to attribute the costs of revenue supporters (FADM, the President's Office, the Library, etc.) to the revenue generators (the colleges and schools). Doing so results in RCAT ratios, the estimated cost for each unit to generate \$1 of revenue. The purpose of this model is to try to determine the costs of each unit and enable more informed decision-making.

Liaising with the Deans

In the new budget environment, more decisions will be made at the decanal level. This makes it more difficult for the Committee to be aware of what is happening across campus as fewer decisions are made at the vice-presidential level (the level where the Committee normally engages). In the interests of gathering more information and to enable members to possibly influence budget proposals (both cuts and revenue enhancements) as they are being formed, the Committee experimented with members serving as liaisons to their Deans.

This idea arose in a meeting during the Summer between the Provost and the Chair and was based on the practice at Boise State University. The Provost encouraged the Deans to meet with the Budget Committee representative(s) and this happened in every college and school over the course of the year.

As a result of Steering Committee and Educational Policy Committee discussions, it was decided to try to include EPC members in these questions, as well, and try to broaden the focus beyond the budget. This did not occur in every college and school.

There was a lot of variation among units as to the level of engagement between the Dean and the Committee member. This is an area that we will work to improve next year. It is important that this responsibility be

made clearer to everyone so that more progress can be made on engagement between the Deans and University faculty governance and we can build mutually beneficial relationships.

FY2015 Budget Process

A new budget process was used to develop the FY 2015 budget. At the University level, the preliminary budget cut figure (determined Spring 2013 and based on conservative estimates) was \$15 million. Replacing the estimates with actual values and University-wide cuts reduced this amount. The non-academic divisions then took as much of a cut as they felt they could manage, leaving the remaining \$5.4 million for Academic Affairs.

In this new model more of the decision-making is pushed down to the Deans. There was not much evidence of that in this year's budget process, however. The colleges and schools developed enrollment management plans and proposed budget cuts, but they were subject to approval by OAA on a line-by-line basis. The process ended up being not much different from the old process of sending in proposed budget cuts and having the University Budget Team choose among them, except for the emphasis on revenue enhancement. Some responsibility has been moved down to the Deans, but not much more authority.

New Budget Process in Academic Affairs

The Academic Affairs process was also different than in prior years.

- This year there was a focus not just on cutting the budget, but also on generating additional revenue
- \$250,000 was set aside for unanticipated enrollment, and \$400,000 was set aside for startup of the proposed School of Public Health
- The colleges and schools were all given the same target to meet in their proposed revenue enhancements + budget cuts. Initially the target was 8%, but it was lowered to 6%
- The revenue enhancements were presented in enrollment management plans. They were submitted to OAA, which then accepted some, but not all, elements of each college/school's plan
- OAA went through all of the college and school (and OIA, the Library and OAA itself) proposals and selected enhancements and cuts that equaled the amount of money Academic Affairs needed to cut
- [The resulting budgets and revenue requirements](#) (not including the AAUP contracted salary increases) are:

Unit	Budget Change	Revenue Enhancement	FY2015 Revenue Requirement	FY2015 Net Budget
University Studies	-\$97,742 (-1.3%)	\$150,000	\$13,043,917	\$7,257,224
Honors	\$79,026 (+10.0%)	\$200,000	\$1,431,359	\$872,728
College of Liberal Arts & Sciences	-\$1,319,821 (-2.1%)	\$289,653	\$105,658,147	\$61,133,932
School of Social Work	-\$308,496 (-4.5%)	\$329,369	\$9,997,716	\$6,583,610
College of the Arts	-\$60,809 (-0.6%)	\$400,000	\$17,125,987	\$10,587,748
Graduate School of Education	-\$607,811 (-4.7%)	\$220,823	\$17,291,847	\$12,452,750

Unit	Budget Change	Revenue Enhancement	FY2015 Revenue Requirement	FY2015 Net Budget
Maseeh College of Engineering & Computer Science	\$940,000 (+6.5%)	\$1,007,379	\$20,206,061	\$15,443,707
College of Urban & Public Affairs	-\$593,799 (-3.9%)	\$0	\$22,219,531	\$14,682,740
School of Business Administration	-\$270,443 (-1.7%)	\$434,011	\$25,048,059	\$15,996,116
Office of Academic Affairs	-\$170,232 (-5.0%)	\$0	\$0	\$3,220,299
Office of International Affairs	-\$113,515 (-5.1%)	\$0	\$0	\$2,111,743
University Library	-\$500,000 (-5.0%)	\$0	\$0	\$9,432,385
TOTAL	-\$3,023,642	\$3,031,235	\$232,022,624	\$159,774,982

The Budget Committee was involved in the following ways:

- In Fall quarter, the Committee developed [budget principles](#), which were distributed to the Administrative Leadership Team by the Provost before the units began developing their budget proposals
- The Committee received a presentation on the [new budget process](#) about the time the colleges and schools were given their instructions
- Committee members serving as liaisons had contact with their Deans during the development of college/school plans, to varying levels
- The Committee received a presentation on the [preliminary division-wide budget template](#), shortly after it was developed
- The Committee received a presentation on the [final budget plan](#) at the beginning of May

Line-item, All-funds Budget

In January, the Senate passed a resolution requesting line-item, All-funds expenditure and revenue spreadsheets for the last three years. In early February, the University Budget Office distributed a [line-item, All-funds budget for FY2014](#) as a first pass. A subgroup of the Committee is meeting with Alan Finn, Associate Vice President for Budget & Finance, to work on a format and level of detail that works best for us. A second run of information incorporating these revisions is supposed to be done in Summer 2014. The ultimate goal is to build a revenue and expenditure database that will inform Senate decision-making.

Program & Unit Reviews

The Budget Committee is responsible for providing a statement on budgetary impact for all new program and unit proposals, as well as program and unit change proposals. In order to allow time to discuss issues the Committee tried shifting the majority of this work to two-person panels, formed for each proposal. This has enabled us to get more of the Committee's other work done this year. However, this has led to inconsistency

in review from one proposal to the next. For next year, we will provide a checklist of what to look for and provide some training for Committee members in an early meeting in Fall 2014.

The Committee did talk about some of the bigger proposals in Committee meetings. We discussed the Honors College proposal, the B.A. in Judaic Studies, and the IELP proposal.

The Committee's findings are available in the [curriculum tracker](#).

Focus on Academic Affairs

University Administration has primarily focused its engagement with the Committee on Academic Affairs. In prior years the Committee has spent the bulk of its time on academic budget issues, but this year we have spent less time than in the past on the rest of the University. Next year the Committee intends to spend more time on the non-academic units than we did this year. Senators' demonstrated interest in the non-academic units participation in program array review, is an indication of the importance the faculty place on understanding the what is going on in the non-academic side of the University.

Training for the Committee

Traditionally, one or two meetings in Fall quarter are used to introduce the budget and budget thinking to new Committee members. This year we had a much longer process, particularly due to the new budget environment discussed above.

Communicating with the Senate

It became clear this year that an annual report to the Senate is not timely enough. Consequently the Chair did a presentation to the Senate at both the [February](#) and [April](#) meetings. The Committee would like to see quarterly reports to the Senate next year, the same schedule the Educational Policy Committee reports.

The Committee also needs a better way to provide access to questions asked and answered.

Summer Session

The Committee talked to Kevin Reynolds about the class cancellations in Summer 2013 and report to the Senate on the matter in its [February 2014 report](#). In brief, almost every college and university nationwide is experiencing declines in summer enrollment. Summer 2013 enrollment was 7% lower than Summer 2012, but Summer 2012 was 8% lower than Summer 2011. Part of the cancellation strategy had been to cancel classes that students could take during the academic year, thus shifting revenue rather than losing revenue. However, fewer students than anticipated actually did take the class in a later quarter.

Appendix: Answers to Questions

The Committee solicited budget questions from Senators at multiple times during the year. Below are questions asked and the answers the Committee could provide. We have not gotten to all of these questions yet, but the Chair will pursue them over the Summer and have additional answers next school year.

How does graduate student support across the colleges and schools compare to graduate SCH?

Support in the form of stipends is in the budget, on a department-by-department basis, but support in the form of remissions are not. Remissions are not treated as expenditures but as a reduction of revenue. The Budget Office is trying to determine whether it's possible to break remissions down by status (graduate student) and department.

What proportion of salary is for administrators, including those administrators with academic appointments?

This can't be found from the budget, as salaries are, at the lowest level, associated with individuals, not positions. One would need to determine which individuals would count as administrators and then add their salary up. It would be faster to do this by requesting a run from HR with the specific titles that one would include as an administrator. Alternatively, one could look at the annual [Unclassified Employee List](#), rather than the budget, which is arranged by name, rather than title.

Where does the money for Athletics come from (the E&G subsidy) and what programs does it go into?

The E&G subsidy to Athletics is attributed as Student Services, which means it is assessed against the revenue generators based on student headcount.

As for where it goes, for the FY2015 budget, it is budget as follows: Admin & Support Services \$1,933,878; Individual sports \$331,567; Faculty Athletics Representative \$89,622. Unfortunately, Athletics' finances are in a situation where they don't really know how much is spent on each sport, and money allocated to Admin & Support Services is used for individual sports, as well. They are currently working out their budget so they know what's being spent on what, so this is the only level of detail we have at this time. They probably won't finish figuring out the Athletics budget before the end of the school year. But we should have a much better handle on it next year.

Where is the money for the School of Public Health coming from?

In the FY2015 budget, \$400,000 is being set aside by OAA for starting up the School. That money increased the cut the academic side of the house is taking by \$400,000. It's difficult to say where it's coming from, exactly. You might say it would be the last \$400,000 of cuts chosen (or the last cuts chosen could be for the \$250,000 being set aside for unanticipated enrollment), but we won't know what those cuts are. In any event, wherever that money came from wasn't targeted for transferring money to SPH, I'd say the target is all of Academic Affairs, the colleges and schools, as well as OAA, OIA, and the Library.

It seems that a central question regarding our budget is that (as has been claimed) resources are increasingly being directed away from academics. Can the Budget Committee use the data to answer this?

This will need to wait until the next run of the information from the Budget Office, where we'll be getting historical information.

What is the budget implication of the merger of University Advancement and the PSU Foundation?

The Administration hopes this will save \$500,000 per year. University Advancement will leave the University and join the Foundation, rather than the Foundation being moved into the University.

How are the Miller funds being spent, and how will we manage when that multi-year grant ends?

This is one question we have not yet begun to answer, but the Chair will pursue over the Summer.

How does Parking cost more than \$8 million in operating expenses?

The Committee has a meeting with VP Rimai after the date of this report, which may shed light on this question.

What would the interplay between sources of revenue and expenditures described in the budget look like?

This is one of the questions that the Committee's discussions with Alan Finn will hopefully illuminate.

**Committee on Committees (ConC)
Annual Report to Faculty Senate, June 2, 2014**

Chair: David Hansen (SBA); **Chair-Elect:** To be determined

Members: Christina Luther (AO), Gerry Recktenwald (ECS), Dot McElhone [Michael Smith] (ED), Patricia Boas (FPA), Lynn Santelmann (LAS-AL), Amy Greenstadt (LAS-AL), John Reuter (LAS-SCI), Martha Works [Gerardo Lafferriere] (LAS SCI), Roberto de Anda (LAS-SS), Randall Bluffstone (LAS-SS), Sarah Beasley (LIB), Rowana Carpenter (OI), Michael Taylor (SSW)., and Richard Clucas (UPA).

Committee Charge: The ConC is responsible for (1) appointing the members and chairpersons of constitutional committees, (2) making recommendations to the President for numerous committees established by administrative action, and (3) ensuring appropriate divisional representation.

Activities for 2013-2014

- Over the course of the academic year the ConC conducted committee activities via e-mail and Doodle. Five committee vacancies were successfully filled, but one position remained vacant in spite of having exhausted the remaining eligible candidates in the 2012-2013 Committee Preference Survey. Multiple attempts were made by the ConC to recruit a replacement committee member through other channels, but without success. This effort was unsuccessful largely due to the limited number of available candidates in the mandated senate division.
- The work of filling Senate committees for AY 2014-2015 began in mid-April with the release of the results of the annual Committee Preference Survey. In an effort to better address the scheduling challenges of multiple meetings of fifteen committee members over the course of four to six weeks, the work of the committee was instead organized via the use of D2L. Doing so provided an online platform for both discussion forums and balloting, and it offered greater overall flexibility. The effectiveness of this approach is yet to be fully realized, and some committee feedback suggests that a hybrid approach of face-to-face and online meetings may be more appropriate.
- As of the drafting of this report, the ConC is well on its way to completing its regular work by the final Faculty Senate meeting on June 2nd.
- As of May 15th, the ConC is awaiting a revised charge to recommend appointments to the Academic Program Prioritization Committee. This work should begin within the next week to ten days.

General Comments and Observations: (1) In the future, it would be helpful if the all the results of the Faculty Senate Committee Preference Survey were available as of the beginning of April, if not earlier. (2) Based on the results of the Preference Survey, there seems to be a general insufficiency of faculty members interested and available for committee service, and it may be of value to the Senate to explore other avenues for encouraging committee service. (3) The process of nominating candidates for appointment as chairpersons of constitutional committees is not consistent from committee to committee. Going forward, the ConC should review this selection process with the goal of establishing a more uniform approach to nominating committee chairs.

Date: May 13, 2014
To: Faculty Senate Steering Committee
Fr: Robert Gould PhD, Chair,
Educational Policy Committee
Re: Educational Policy Committee 2013-2014 Annual Report

The following is a summary of the Educational Policy Committee activities and decisions for the 2013-2014 academic year:

1. EPC approved two **new flow charts** on Research/Membership Centers and Institutes, and Public Service/General Service Centers and Institutes. In the 2011-2012 academic year, a concern was raised about how to distinguish the status of various kinds of academic units, including centers and institutes on campus. The Provost convened a small task force consisting of two members of EPC, with input from the Senate Steering Committee.
2. EPC is unanimously voted to approve the **Academic Program Review** proposal, where individual programs are reviewed to meet the concerns of our accreditation reviewers.
3. EPC approved the new and **revised Promotion and Tenure Guidelines**.
4. EPC unanimously approved renaming Center for Women, Politics, and Policy to the **Center for Women's Leadership**. EPC decided that this was not a significant enough change to warrant Faculty Senate consideration, and was forwarded to the Provost.
5. Last spring, EPC provisionally approved the proposal to create a **Center to Advance Racial Equity (CARE)** in the School of Social Work. However, intra-campus consultations continued this year to create a broader base for this center.
6. Steve Harmon, EPC member and OAA staff, added EPC documents and minutes to the **PSU Curriculum Tracking System**. This allows EPC and others to track the progress of EPC activities.
7. EPC representatives joined the **ad hoc FSBC meetings with all college deans**, concerning the budget decisions that are being pushed out to the colleges.
8. We unanimously approved a proposal to rename the Honors Program to the **Honors College**.
9. We approved the policy recommendations from the **Credit for Prior Learning** Policy Subcommittee.
10. We approved a proposal to change the reporting structure of the **Intensive English Language Program** from CLAS to OAA. We had concerns about the pre-proposal process, where there seems to have been a need for better stakeholder and faculty governance interfaces. However, EPC found merit in changing the unit's reporting structure, as proposed.
11. We are considering ways to more effectively engage **student committee members** in shared governance processes.
12. We unanimously voted to have Jose Padin as our **Chair-Elect** for 2014-2015.



Date: May 15, 2014
To: Portland State University Faculty Senate
From: Christof Teuscher, Chair, Faculty Development Committee
Subject: **Final Faculty Development Committee (FDC) Report**

Executive Summary

Running the faculty development program has been particularly challenging this year due to the bargaining. No travel money was available until Oct 8, 2014, and the faculty enhancement deadline had to be pushed back from early Jan to Mar 28, 2014.

The committee introduced a lottery-based travel award system for the AY 2013/14. As a result, the application procedure was further simplified and is now based on the PSU travel authorization form. Proposal turnaround times were lowered to about 2 weeks. The travel deadlines were also revised. During the FY 2013/14, the committee received a total of 270 travel proposals and was able to fund 172 (63% average funding rate). The total funded amount was \$252,795.

The committee received 65 valid faculty enhancement proposals and was able to fund 50 (77% funding rate). The total funded amount was \$596,713.82.

Committee Roster

- Christof Teuscher, Electrical and Computer Engineering, Committee Chair
- Kathi A. Ketcheson, Institutional Research and Planning
- Helen Young, Education
- Barbara Heilmair, Music
- Annabelle Dolidon, French
- ~~Cynthia Coleman, Communication~~
- David Peyton, Chemistry
- Peter Moeck, Physics
- Thomas Kindermann, Psychology
- Sarah Tinkler, Economics
- Tom Larsen, Library
- Kristen Kern, Library
- Berrin Erdogan, School of Business Administration
- ~~Deborah Reed, Social work~~
- Ethan Seltzer, Urban and Public Affairs

Charles Burck (OAA) continues to be in charge of the administration and coordination of the FDC program.

Established policies and procedures

In accordance with the committee's charges, we have established policies and procedures to carry out our functions.

Professional Travel Grant Program.

In accordance with the AAUP contract, the following guidelines were established for the Professional Travel Grant Program.

- Requests of up to \$2000 per individual for travel funds may be made to the Faculty Development Committee.
- Per the current contract, the Faculty Development Committee shall not approve travel requests unless the request is matched by \$150 in department, grant, contract, or personal funds. Further, for requests over \$750, a match of 20% of the total travel cost is required. Each travel request must indicate all sources of funds to be used in the requested professional travel.
- **New:** The FDC will select awardees with a lottery-based system that considers the following factors:
 1. **Previous travel award.** The longer you have not received travel funding through this program, the more likely you will be to get funding during the current round.
 2. **Your total available funding for travel.** The more other travel funding (e.g., through grants, startup packages, foundation accounts, etc.) you currently have, the less likely you will receive travel money through this program. **Note:** we dropped this factor for the November round.
 3. **Paper/poster presentation (or performance/exhibition for artists).** You are more likely to receive funding through this program if you present a paper/poster (or performance/exhibition for artists) at the conference/meeting you are going to.
- Biases were established (by committee vote) for the above factors.
- **New:** The travel application is based on the PSU travel authorization form.
- **New:** Chairs do not need to approve matching funding anymore. The committee simply awards the requested sum on the travel authorization minus the matching part. It is up to the applicant to find appropriate matching funds, and if these funds are from their department/unit, to seek approval.
- **New:** We allow faculty to enter the lottery multiple times, as long as the travel deadlines are respected.
- **New:** The travel application system will stay open so that PIs can submit their requests anytime. Proposals submitted after a given deadline will simply be considered for the next round.
- The committee will only fund one professional travel request per person each fiscal year (July 1 - June 30).
- Late submissions will not be considered.

New: On Mar 21, 2014, the FDC announced a revision of the travel program deadlines. With the new deadlines there is now consistently one month between the application deadline and the date when travel can begin. This will allow accommodating more short-term requests. The new dates also provide a better coverage of the “summer gap.” The FDC hopes these improvements will help to better serve faculty and academic professionals.

Deadline (5:00pm strict)	For Travel Beginning	Award notification (tentative)
October 1, 2014	November 1, 2014	2-3 weeks after application deadline
December 1, 2014	January 1, 2015	2-3 weeks after application deadline
March 1, 2015	April 1, 2015	2-3 weeks after application deadline
June 1, 2014	July 1, 2014	2-3 weeks after application deadline

Faculty Enhancement (FE) Program.

The committee met on Jan 14, 2014, to discuss the 2014 faculty enhancement program under the previous AAUP article 19 guidelines. AAUP and the administration later agreed to fund the 2014/15 program at the 2013 level if no new bargaining agreement would be reached by the end of January 2014. The 2014/15 program announcement was sent to all AAUP bargaining members on Jan 27, 2014.

In accordance with the old AAUP contract and considering the outcomes of last year’s faculty survey, the committee established the following new guidelines:

- **New:** PIs who received an award in 2013 or 2012 were not eligible to apply.
- **New:** PIs with active research programs and significant funding were asked to provide extra justification how an award would benefit their professional development.
- **New:** The default award duration is now 2 years. This should allow for more flexibility to complete the proposed work.
- **New:** The weights of the rubric below were adjusted.

The committee used the following review rubric to score proposals:

Criteria	Max. points
Impact of the research on the PI's career development, professional development, or scholarly agenda.	40pts
Impact of the proposed research on the PI's field.	15pts
How realistic is the project scope and timeline? Can it be accomplished in two years?	10pts
Are the outcomes and deliverables of the proposed research clearly specified?	10pts
How appropriate is the budget and the budget justification with regards to the proposed research? Are all budget items clearly justified?	10pts
What is the broader impact of the project? I.e.: Does it involve students? Does it have an impact on the local community and on PSU? How does this project lead into a new research direction? Will the PI seek further funding? Does the PI leverage PSU resources?	15pts
Total	100pts

In order to keep the review process transparent, the rubric was made available to all PIs on the submission page. As in previous years, the committee did not fund the following items:

- Proposals to create new programs, centers, institutes, museums, organizations, or otherwise benefit the institution more than the researcher.
- Proposals seeking additional office support.
- Summer salaries.
- Proposals that expand curricular offerings.

- Construction of PSU web pages.
- Activities in fulfillment of degree requirements of the principal investigator.
- Travel for the purpose of presenting a paper or poster or attending a conference.
- Proposals that are too vague or large in scope given the funding and time constraints.
- Incomplete proposals.

Funding and submission statistics

Professional Travel Grant Program.

During the FY 2013/14, the committee received a total of 270 travel proposals and was able to fund 172 (63% average funding rate per travel round). The total funded amount was \$252,795. Figure 1 shows the detailed statistics since 2012.

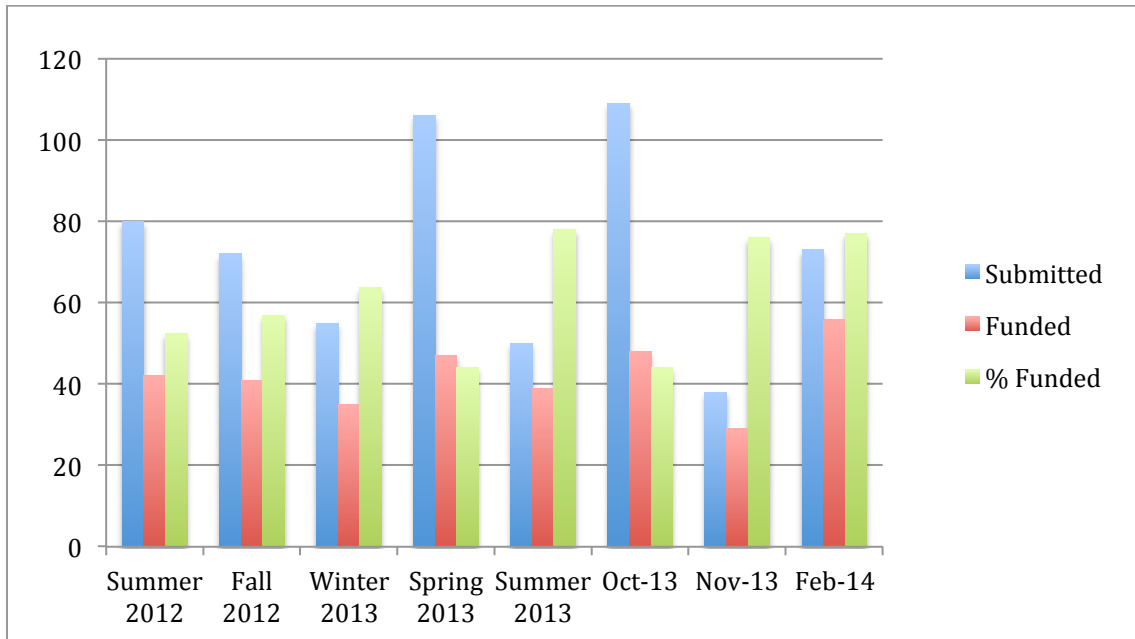


Figure 1: Submitted and funded travel proposals since 2012 as well as the funding rate.

Faculty Enhancement Program.

The committee received 65 valid faculty enhancement proposals and was able to fund 50 (77% funding rate). The total requested amount was \$787,406.40, the total funded amount \$596,713.82. Figure 2 shows the funding statistics since 2008.

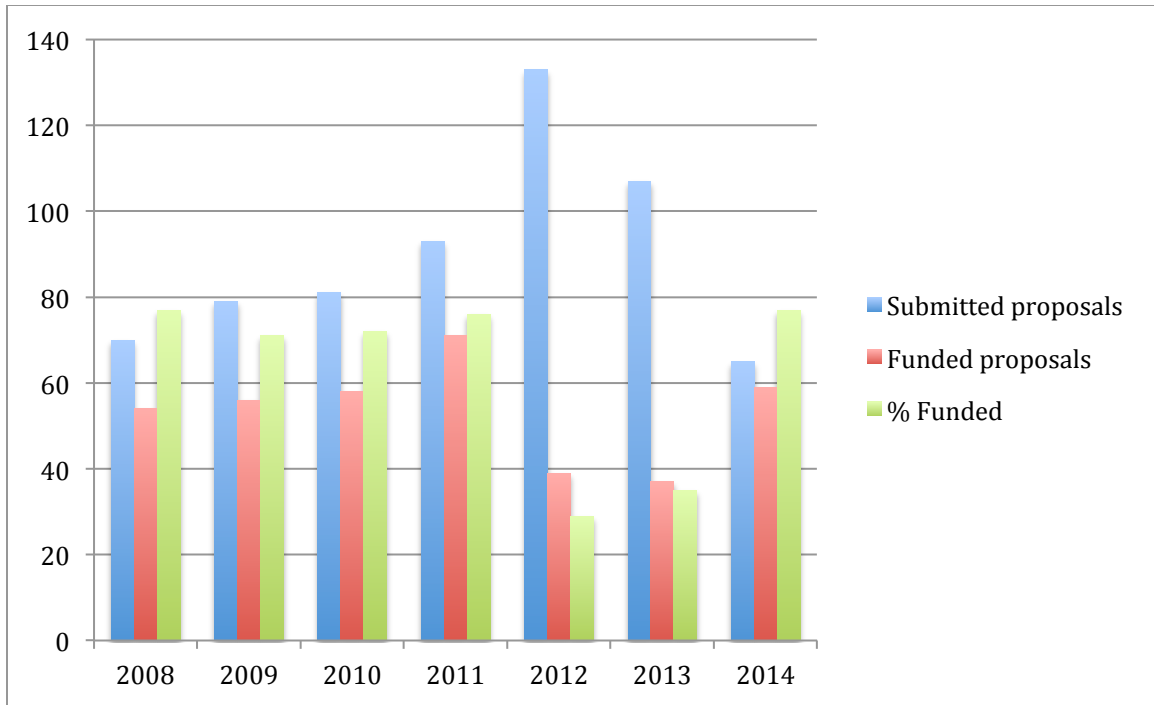


Figure 2: Submitted and funded faculty enhancement proposals since 2008 as well as the funding rate.

The list of funded awards for 2014/15 is available at <http://www.pdx.edu/oaa/faculty-enhancement-grants>.

Post-tenure Peer Review

In discussion with OAA, it was decided not to involve the FDC in the post-tenure peer review process anymore because the committee did not add any additional value to the review process. Note that there is no contractual obligation to have the FDC involved in the post-tenure review process. The committee’s role has only been consultatory in the past. Final funding decisions were always made by OAA.

This decision also allowed the FDC to fully focus on the faculty enhancement review process.

MEMORANDUM

Date: May 8, 2014

To: Faculty Senate

From: David Maier, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2013-2014 academic year

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	Academic Unit
Tim Anderson	13-14	MCECS
Sarah Beasley	12-14	LIB
Mitch Cruzan	13-14	CLAS
Michael Flower	11-14	OIF
Paula Harris	11-14	AOF
David Kinsella	13-14	CUPA
David Maier – Chair	13-14	MCECS
Gerard Mildner	10-14	SBA
Swapna Mukhopadhyay	12-14	GSE
Jose Padin	11-14	CLAS
Jennifer Perlmutter	13-14	CLAS
Melissa Robinson	13-14	COTA
Robert Scheller	13-14	CLAS
Friedrich Schuler	13-14	CLAS
Vikki Vandiver	12-14	SSW
Suwako Watanabe	13-14	CLAS

While there is a slot for a student member on the Council, ASPSU made no appointment this academic year.

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Office of Graduate Studies and from the Office of Academic Affairs: Margret Everett, Courtney Ann Hanson, Steve Harmon, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

- As part of a process begun last academic year, the Graduate Council gave its approval to revised forms for proposing new courses and course changes, after reviewing them and suggesting a few further refinements. The UCC also approved the revision, and, after a change-over period, the new forms are now required. OAA is currently working with a vendor to provide an on-line version of the forms.
- The topic of guidelines for dismissal from graduate programs, also begun last AY, was revisited. The Council provided feedback to Dean Everett on these guidelines, and she distributed them to departments with a request to make sure they had policies in place for good standing and dismissal.
- The OGS asked the Council for advice on automating the process of making graduate students inactive after four quarters (including summer) of non-enrollment. One potential issue was notifying students of impending inactivation if their Banner email accounts had already been suspended. It appears that OIT keeps email accounts live for one year currently, which provides a means for notification (though non-enrolled students might not be checking their PSU email).

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
Graduate Certificate in Social Innovation and Social Entrepreneurship	SBA
Master of Public Policy	SOG
Graduate Certificate in Training and Development (pending at June FS)	ELP
MA/MS in Early Childhood Education: Inclusive Education and Curriculum & Instruction (pending at June FS)	EDCI & SPED

Table 2. Program Changes

Program	Change	Unit
MArch in Architecture	Add three-year option	ARCH
Master of Education	Substantive change to two tracks (Elementary and Secondary GTEP); related changes to three other tracks (Elementary and Secondary BTP and SDEP)	EDCI
PhD in Biology	Minor program revision	BIO
MAT/MST in Mathematics	Change degree and major name to MS in Mathematics for Teachers	MTH

MS in Systems Science	Add coursework-only option	SYSC
Master of Social Work	Curriculum redesign	SSW
MA/MS in Music	Increase history requirement, decrease pedagogy requirement	MUS
Graduate Certificate in Gerontology	Revise core and elective courses	IOA
MPH in Health Management and Policy	Change core course and total credit hours	SOG
PhD in Public Affairs and Policy	Revise core and specialization area courses	SOG
Graduate Certificate in Real Estate Development	Change core and elective courses	SBA & USP
Master of Real Estate Development	Reduce credit total from 68 to 55	SBA
PhD in Urban Studies	Add new specialization area	USP
MA/MS in Education: Counseling	Change course requirements for rehabilitation counseling track	COUN
Graduate Certificate in Infant/Toddler Mental Health	Reduce credit total from 25 to 20	GSE
MA/MS in Geography	Increase research requirement from 2 to 3 credits	GEOG
PhD in Applied Psychology	Small adjustments to degree requirements	PSY
MA/MS in Speech and Hearing Sciences (pending at June FS)	Increase degree requirements from 75 to 77 credits	SPHR
PhD in Systems Science (pending at June FS)	Eliminate departmental options	SYSC
MA/MS in Conflict Resolution (pending at June FS)	Add core course	CR
Graduate Certificate in Analog and Microwave Circuit Design	Eliminate program	ECE
Graduate Certificate in Communication Systems	Eliminate program	ECE
Graduate Certificate in Computer Architecture and Design	Eliminate program	ECE
Graduate Certificate in Design Automation	Eliminate program	ECE
Graduate Certificate in Digital Design	Eliminate program	ECE
Graduate Certificate in Digital Signal Processing	Eliminate program	ECE

Graduate Certificate in Energy Systems	Eliminate program	ECE
Graduate Certificate in Image Processing	Eliminate program	ECE
Graduate Certificate in Integrated Circuit Testing, Verification, and Validation	Eliminate program	ECE
Graduate Certificate in Laser and Optoelectronics	Eliminate program	ECE
MAT in World Language: French, German, Japanese, and Spanish	Eliminate program	WLL
MA/MS in Interdisciplinary Studies (pending at June FS)	Eliminate program	IST

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 68 new course proposals were reviewed and recommended to the Senate for approval, along with 66 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Summary of Proposals related to courses

Unit	New Course Proposals	Course Change Proposals
CLAS	15	23
GSE	28	24
SBA	4	0
COTA	6	0
SSW	1	10
MCECS	4	0
UPA	10	9

IV. Petitions

Teams of Graduate Council members reviewed 104 petitions and issued 106 decisions. The distribution of these petitions among the various categories is presented in Table 4. As in past years, the most common petition was the extension of the one-year limit on Incomplete grades.

Table 5 shows that the total number of petitions increased significantly this year compared to the past several years. A large part of this increase is due to various policies related to doctoral students. A relatively new petition issue was most prominent: doctoral students requesting to waive the three-year limit from passing comprehensive exams to advancement to candidacy. This policy was established in Fall 2009, so students exceeded this deadline for the first time at the end of Fall 2012. Various other issues, such as waiving the doctoral residency requirement and waiving the continuous enrollment policy for advanced students, were basically never petitioned in the past but

are now becoming more routine. The Council hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion and in full compliance of University policies so that fewer students will need to petition these issues.

Apart from these doctoral policies, the petition increase is disbursed throughout several categories. The Council hopes these increases are simply a one-time anomaly and that the lower volume of petitions we have seen previously, due to improved graduate advising in the respective academic units as well as closer scrutiny of petitions by departments before they are forwarded to Graduate Council, will soon return.

Table 4. Petitions acted on by the Graduate Council during the 2013-2014 academic year (since the last Annual Report May 9, 2013).

Code	Petition Category	Total	Approved	Denied	Percent of Total Petitions	Percent Approved
A	INCOMPLETES					
A1	Waive one year deadline for Incompletes	24	22	2	22%	92%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	10	10*	0	9%	100%
B2	Waive seven year limit on transfer courses	1	1	0	1%	100%
B3	Allow excess validation	1	1	0	1%	100%
D	DISQUALIFICATION					
D2	Extend probation	7	7	0	6%	100%
D3	Readmission after disqualification	3	0	3	3%	0%
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	12	12†	0	11%	100%
F3	Reserved credits not within last 45 credits of bachelor's degree	3	3†	0	3%	100%
F4	Accept non-graded transfer or pre-admission credits	6	6†	0	5%	100%
F5	Accept miscellaneous transfer credits	3	3	0	3%	100%
H	REGISTRATION PROBLEMS					
H6	Late grade change	1	1	0	1%	100%
J	PhD & DISSERTATION PROBLEMS					
J5	Extend 3 years from comps to advancement	16	16	0	15%	100%
J6	Extend 5 years from advancement to graduation	4	4	0	4%	100%
J7	Waive residency requirement	5	5	0	5%	100%
J8	Waive continuous enrollment	2	2	0	2%	100%

UNIVERSITY LIMITS ON COURSE TYPES						
K2	Waive limit on omnibus courses	1	1	0	1%	100%
K6	Waive limit on 800-courses	1	1	0	1%	100%
K7	Waive limit on 509 practicum	4	4	0	4%	100%
N MISCELLANEOUS						
N1	Late approval for dual degree program	1	1	0	1%	100%
N2	Apply the UG repeat policy to GR credit	1	1	0	1%	100%
Total		106	101	5		95%

*includes partial approvals

†indicates more than one request category on a single petition; total reflects 106 decisions on 104 petitions

Table 5. Historical overview of number of petitions, approval rate, and graduate degrees granted.

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Ratio of Approved Petitions to Grad Degrees
2013-14	106	95%	[not yet available]	[not yet available]
2012-13	69	90%	1820	3.7%
2011-12	56	91%	1642	3.4%
2010-11	43	93%	1812	2.0%
2009-10	50	100%	1674	3.0%
2008-09	51	80%	1645	2.5%
2007-08	54	71%	1550	2.5%
2006-07	75	69%	1675	3.1%
2005-06	86	71%	1494	4.1%
2004-05	71	72%	1565	3.3%
2002-03	56	93%	1331	3.9%
2001-02	78	81%	1218	5.2%
2000-01	79	78%	1217	5.1%
1999-2000	102	92%	1119	8.4%
1998-99	84	77%	1088	6.0%
1997-98	70	80%	998	5.6%
1996-97	75	91%	1019	6.7%
1995-96	61	87%	936	5.7%
1994-95	66	87%	884	6.4%
1993-94	65	82%	839	6.3%
1992-93	90	83%	838	8.9%
1991-92	70	89%	879	7.1%
1990-91	71	89%	672	9.4%

V. Program Proposals in Progress

- The Council expects to review a proposal for a new PSM in Environmental Science and Management in late May which would then be forwarded to Faculty Senate in the fall.

VI. Questions and Recommendations to Faculty Senate

- There has been ongoing concern from some members of the Graduate Council about assuring the quality and integrity of on-line courses and programs. While the Council can consider these issues when a new course or program is proposed, changes of an existing course or program to a hybrid or fully on-line form do not get reviewed. The Council wishes to know if there is any current mechanism whereby the faculty as a whole exercises oversight of ongoing on-line offerings.
- With the increased focus on student credit hours (SCH), there may be pressure on units to modify programs to increase credit hours in the unit. For example, a program might drop a requirement for a course in another unit, or add a program option that overlaps with an existing program. Currently, there is no requirement for consultation with affected units when a program is narrowed or broadened. Graduate Council suggests that the Steering Committee consider means (at both the undergraduate and graduate level) to give affected units better opportunity to comment on such changes. Such means might include:
 - Having a section on the Program Change form that documents consultation when other units are affected.
 - Not include Program Change proposals on the consent agenda when they narrow or broaden program scope in a way that might affect other units.

To: Faculty Senate
Re: Teacher Education Committee Annual Report, 2013-14
From: Maude Hines and Gwen Shusterman, Co-Chairs

Committee Members: Bill Fisher, WLL; Belinda Zeidler, SCH; Karin Magaldi, T+F; Eleanor Erskine, ART; Teresa Bulman, LAS; Maude Hines, ENG; Jana Meinhold, CFS; Deb Miller, ED (Dean's office); Lois Delcambre, ECS; Gwen Shusterman, LAS Sci; Amy Petti, ED ELP; Sue Lenski, ED CI; Eva Thanheiser, MTH; Sheldon Loman, SPED; Stephen Greenwood, BA; Claudia Meyer, SHS; Alejandra Dominguez, student member.

We had an unfilled position this year in Music.

Ex Officio Members: Randy Hitz (Dean, GSE); Micki Caskey (Associate Dean, GSE); Bob Schroeder, Education Librarian, Robert Mercer (Assistant Dean, CLAS)

Invited Guests: Erin Beck; Cindy Skaruppa, Karen DeVoll

The Teacher Education Committee operates on the general premise that teacher education is an all-University activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education, but many other units provide undergraduate programs that provide the subject matter content and other prerequisites required of applicants to the GSE teacher preparation program. In addition, other units provide a graduate course of study that includes licensure specific to their professional area. The TEC serves in an advisory capacity to coordinate the teacher preparation activities of the campus by providing a communication link between the Graduate School of Education and other units.

In 2013-2014 the TEC has not met regularly. There appears to have been little business for the committee to attend to.

Actions: The committee refined and approved a new departmental recommendation form for applicants to the GTEP program.

Recommendations:

1. The TEC strongly recommends the charge and description of the committee be revised to reflect the responsibilities of the Graduate School of Education as determined by the State, and the agreed upon functioning of the committee and its goals. We recommend that the committee description and charge are revisited on a seven year cycle, which reflects the accreditation cycle for GSE. The committee should revise and rewrite, then consult with the GSE Associate Dean for Academic Affairs for consistency with accreditation and state licensure requirements.
2. TEC discussed programs of study for the content area endorsements considered in GTEP admissions. The committee recommends that the results from the Employers Survey, administrated state-wide to gather information from principals about the preparation of teachers in their buildings, be reviewed. Additional information,

specifically collected from our graduates addressing their satisfaction with their undergraduate content area preparation might also be useful. The discussion of content area preparation might include consideration of how the content area course work supports the applicable state and national standards.

3. TEC recommends re-considering the composition of the committee and how to best make use of the value of its membership. Several options have been discussed. The committee could be reconstituted with membership drawn primarily from the GTEP Content Advisors in the disciplines. In this case, care would need to be taken to ensure that membership included those with significant interaction with elementary education teacher candidates, such as the CLAS adviser responsible for education advising, representation from Child and Family Studies and elementary mathematics education. Other options for the committee might be to sunset it, to have the membership shift to participation on the PSU Consortium for the Teacher Education or another innovative change.

These suggestions are rooted in a need for an effective, engaged committee membership that contributes to the excellent preparation of our future teachers.

Summary: In addressing work for next year, it is recommended that the charge and composition of the committee be revisited. There was discussion this year from members that did not see what contribution they could make to the work of the committee. This may be one of the reasons for the historical difficulty of getting a quorum for meetings.

For questions about any of the above, please contact Gwen Shusterman, committee co-chair, at shusteg@pdx.edu

May 2014

To: Faculty Senate

From: Rachel H. Cunliffe, Chair, Undergraduate Curriculum Committee

RE: 2013-2014 Annual Report to Faculty Senate

Chair: Rachel H. Cunliffe, (CLAS)

Members: Kerry Wu (LIB), Don Duncan (ECS), Joseph Ediger (CLAS), Robert Fountain (CLAS), Sam Gioia (SSW), Amy Petti (ED), Shung Jae Shin (BUS), Jennifer Hamlow (AO), Wynn Kiyama (FPA), Annie Knepler (OI), Dawn Richardson (CUPA) Tom Potiowsky (CLAS), Leopoldo Rodriguez (CLAS), Rob Saunders (CLAS). Rayleen McMillan (Student)

Consultants: Pam Wagner, ARR; Steve Harmon, OAA; Provost Sonja Andrews; Dean of Undergraduate Studies Sukhwant Jhaj; Cindy Baccar, ARR

Committee Charge:

1. Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2. Convey to the Senate recommendations from the Undergraduate Curriculum Committee concerning the approval of all new undergraduate programs and undergraduate courses.
3. Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4. Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5. Develop and recommend policies concerning curriculum at the University.
6. Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
7. Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
8. Advise the Senate concerning credit values of undergraduate courses.
9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Participation in the committee work

Once again, this year has seen a very high level of participation by members of the UCC. Our new members stepped up to the plate quickly integrated themselves on our work teams and enriched our discussions with their perspectives and more than pulled their weight in the heavy lifting of proposal review. The wiki continues to be a busy discussion site where we share and raise issues which occupy us in our meetings. We experimented with some new strategies to

streamline requests for more information from proposers and have settled on a new but more workable routine for Steve Harmon our redoubtable and indefatigable support.

We look forward to welcoming new members next year. We hope that all our positions will be filled. We are sad to say goodbye to some of our long time members this year: we thank Sam Gioia for 3 years of service, and Annie Knepler for 3 years of service. Additionally, Rachel Cunliffe is completing her three year term as chair and is leaving the committee after 5 years of service. Robert Fountain is the new chair.

Rayleen McMillan served as our lone student this year, but was overwhelmed when her work as ASPSU rep to the bargaining team came into conflict with her work with us. We continue to seek and welcome opportunities to consult and collaborate with ASPSU before the end of Spring 2014 in identifying obstacles and barriers to student participation so that student representation can be appointed in a timely manner early in the year and student members of committees can join in orientation activities and be brought fully up to speed immediately. We were spoiled by our two wonderful student representatives in the 2011-12 work session who were an example of what active participation by students can bring to the committee.

Curricular Proposal Review

In 2013-14 the Committee will have convened 14 times to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee. The Committee recommended approvals as shown below in the table.

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
New Courses	62	57	68	68	59	96	123
Changes to Existing Courses	28	55	58	151	62	124	164
Dropped Courses	2	2	1	8	12	9	14
New Majors	5	1	0	0	0	0	2
Changes to Existing Majors	9	15	16	18	7	-	22
New Minors	2	3	1	1	1	-	1
Changes to Existing Minors	0	4	5	6	4	-	7
New Honors Tracks	0	0	0	0	0	0	0
Changes to Existing Honors Tracks	0	0	0	0	1	0	0
New Certificates	1	2	0	0	0	2	2
Changes to Existing Certificates	1	0	0	1	0	21	1
Courses Added to Existing Clusters	Unk	26	10	16	16	Unk	29
Courses Dropped from Existing Clusters	Unk	77	40	23	40	Unk	130
New Clusters	0	0	2	0	3	0	0
Delisting of Existing Clusters	0	0	0	2	2	0	0
Renamed Existing Clusters	0	0	0	0	1	1?	1

The details of the specific courses and programs can be found on the University's wiki at <http://psucurriculumtracker.pbworks.com/>.

Staff Support:

Steve Harmon, Curriculum Coordinator (OAA), Cindy Baccar, Director of Registration and Records (ARR) and Pam Wagner, DARS Coordinator provided support throughout the year.

Other Business:**Orientation to Undergraduate Curriculum for new members**

In an effort to better orient ourselves to the undergraduate curriculum we invited several people to come and consult with us for our first two meetings of the year by way of orientation. These consultations went on throughout the year when necessary. Consultants who visited with us included:

Robert Mercer, Assistant Dean for Advising, CLAS, and Last Mile Committee
Mary Ann Barham, University Advising Support Center
Sukhwant Jhaj, Dean of Undergraduate Studies
Tom Seppalainen, University Studies Council
Dean Atkinson, Honors Council
David Maier, Graduate Council
Sona Andrews, Provost

During these conversations we learned about the Student Success Initiative, Degree Mapping, new Student Advising initiatives – in particular the exploration of the four year graduate guarantee initiative, the Last Mile committee, University Studies Cluster restructuring, retention initiatives, online center initiatives, interfacing between UCC and the GC. We have been doing these orientations each year and they have been very successful and helpful to contextualize the coming year of curriculum review.

We were also grateful for the illumination provided by thoughtful proposers of some of the proposals we reviewed who visited us at our meetings.

The UCC continues to function efficiently with proposals rarely remaining on the wiki more than a month if there are concerns or errors on the proposal, and more often only 2 weeks.

The new proposal form

Despite the fact that the new proposal form came online this year, we have yet to see proposals that are using it. We believe that the revisions will improve accountability and clarity through the review process. Last year we wondered what the signatures mean on the proposal forms. This year, although we did not investigate that, we did find that some of the signatories are not staff people and that some curriculum committees appear to be chaired by administrators who serve dual functions with respect to signing off on curriculum review. We encourage some clarification of this during the coming year. To that end we have proposed a **curriculum review retreat**. Still in development, this is likely to take place in the fall, and will include members of departmental and school/college curriculum committees so that the faculty engagement with curriculum review can be calibrated for both graduate and undergraduate curriculum processes.

Collaboration between departments in the Maseeh College of Engineering and Computer Science and the Mathematics and Statistics Department

Proposals were brought to the UCC in the Fall of 2012 from three departments in the College of Engineering, (ME, CE, and ECE) for new courses at the 300 level which would present students with opportunities to learn applied statistics and probability. These courses would obviate the necessity for students to take the Math/Stats course 451 or 451CM which had previously been offered to engineering students. Questions of overlap between these existing Math/stats courses and the new courses were drawn to the attention of the UCC by the chair of the Dept. of Math and Stats. The UCC worked with the engineering faculty to encourage data collection from students taking their new courses offered using omnibus numbers. A year was given for these studies. Meanwhile, various groups of engineers and mathematicians and statisticians continued to collaborate on other classes and to talk over the concerns which had given rise to these proposals. These negotiations, sometimes undertaken with some UCC involvement, have resulted in alternative solutions being explored between Math/Stats and ME and ECE, and further studies by CE. The three proposals have, for now, been withdrawn.

Reports and investigations Use of Course Numbering

With the help of students, two of our committee members designed and distributed a questionnaire to departmental curriculum committees intended to discover more about how the numbers are used in course design and proposals (100, 200, 300, 400). The entire report is included as an Appendix to this report. The number of respondents was relatively low (19) with all but 3 coming from departments in CLAS. The detail of the report is interesting and we encourage reading it with care. However, we are conscious of the small number of respondents. From these it appears that there are more skills and application objectives targeted at the 400 level than in the lower numbers. With respect to assessment, a variety of strategies are in use with projects, both group and individual, increasing with higher numbered courses along with community/filed work, lab work and research papers. It appears that D2L is used slightly less frequently in the higher level courses but this could be an artifact of the sample too.

UCC Curriculum Numbering Survey: Summary & Analysis

*The full survey results are posted as G-9a on the Senate Materials page for the June Meeting:
<http://www.pdx.edu/faculty-senate/senate-schedules-materials>

Total Responses: 19

Departments Represented: Applied Linguistics; Biology; BSW Program; Communication; Community Health/University Studies; Community Health (2); Geology; Mathematics & Statistics (2); MCECS/ECE; Mechanical & Materials Engineering (2); Philosophy; Physics; Psychology; Speech & Hearing Sciences; Theater & Film; Women & Gender Studies.

Roles Represented: UCC Chair (9); UCC Member (5); Departmental Chair (5); Tenure-Track Faculty (5); Non-Tenure Track Faculty (4); Undergraduate Advisor (1); Undergraduate Pathways Chair (1)

100-Level Courses offered: 0-8

200-Level Courses offered: 0-14

300-Level Courses offered: Range from 3-45/term

400-Level Courses offered: 7-40

400/500-Level Courses offered: Range from none/1 to 2 – 33

Approaches/experience with aligning course content, objectives & assessment w/course levels

<i>Response Category</i>	<i>Respondent</i>	<i>Total</i>
Experience positive or neutral	1, 15, 18	3
Doesn't know/Unaware of process	2, 11, 13	3
Process unclear or unsystematic	8, 12, 17	3
Ordered process driven by Bloom's Taxonomy	3, 4	2
Pre-requisite/Program structure/Accreditation drive process	5, 6, 7, 10, 14	5
Faculty discussion	9, 16	2
		18

Differentiating b/t upper & lower division courses (content, objectives & assessment)

<i>Response Category</i>	<i>Respondent</i>	<i>Total</i>
Doesn't know/Unaware of process	1, 13	2
Lower-division considered gateway/survey course	2, 7, 11	3
Process reflecting Bloom's Taxonomy	3, 10, 12	3
Driven by Pre-requisite/Program structure/Accreditation	4, 5, 6, 9, 14	5
Through faculty discussion	8	1
		14

Differentiating b/t 300 & 400-level courses (content, objectives & assessment)

<i>Response Category</i>	<i>Respondent</i>	<i>Total</i>
Doesn't know/Unaware of process	1, 14	2
Process unclear or unsystematic	2, 13	2
No differentiation	11	1
300-level considered foundation; 400-level more focused	5, 9	2
Process reflecting Bloom's Taxonomy	3, 10, 12	3
Driven by Pre-requisite/Program structure/Accreditation	4, 6, 7	3
Through faculty discussion	8	1
		14