4-7-2011

Faculty Senate Monthly Packet April 2011

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on April 4, 2011, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. *Approval of the Minutes of the March 7, 2011, Meeting
C. Announcements and Communications from the Floor
   Discussion Item
D. Unfinished Business
E. New Business
   *1. Curricular Consent Agenda
   *2. Proposed Resolution of the Faculty Senate
   *3. EPC Recommendation to Approve Department of Indigenous Nations Studies - Johnson
   *4. EPC Recommendation to Approve Prefix for Library - Johnson
   *5. EPC Recommendation to Approve Center for Integrated Multi-Scale Modeling - Johnson
   *6. Proposal for the Minor in Medieval Studies
F. Question Period
   1. Questions for the Administration
   2. Questions from the Floor for the Chair
G. Reports from Officers of the Administration and Committees
   President’s Report 16:00
   Provost’s Report
   Vice President for Strategic Partnerships
   *1. Annual Report of the Academic Advising Council - Fortmiller
H. Adjournment

*The following documents are included with this mailing:
   B   Minutes of the February 7, 2011 Meeting and attachments (B-1, B-2)
   E-1 Curricular Consent Agenda Items
   E-2 Proposed Resolution of the Faculty Senate
   E-3 Department of Indigenous Nations Studies Proposal
   E-4 Prefix for Library Proposal
   E-5 Center for Integrated Multi-Scale Modeling
   E-6 Minor in Medieval Studies
   G-1 Annual Report of the Academic Advising Council
*** 2010-11 PSU FACULTY SENATE ROSTER ***

**** 2010-11 STEERING COMMITTEE ****
Presiding Office: Maude Hines
Presiding Officer Elect: Gwen Shusterman
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch and Tom Luckett (2011), Dan Fortmiller and Mark Jones (2012),
Ex officio (Comm on Comm) Alan MacCormack

**** 2010-11 FACULTY SENATE (142 103) ****

All Others (24 21)
Hagge, Time CAPS 2011
Ingersoll, Rebecca UASC 2011
Pierce, Robyn FAC 2011
Turner, April OAA 2011
*Siegler, Doug (Webb) OSA 2011
Welnick, Jennifer SALP 2011
_________ (Wendler) 2011
Trifletti, Melissa ADM 2011
Barham, Mary Ann UASC 2011
†Bacar, Cynthia ADM 2012
Fortmiller, Daniel CARC 2012
Hatfield, Lisa DDPS 2012
Ketcheson, Kathi OBP 2012
_________ (Kwong) 2012
McBride, Leslie CAE 2012
Vance, Mary CARC 2012
†Tarabocchia, JR (Thompson) DOS 2012
†Flores, Greg (Orland) CARC 2013
Harmon, Steven OAA 2013
Jagodnik, Joan ARR 2013
_________ (Nixon) 2013
Ryder, Bill ADM 2013
Sanchez, Rebecca SBA 2013
Business Administration (6 4)
Cabelly, Alan SBA 2011
_________ (Rogers) SBA 2011
_________ (Mathwick) SBA 2012
Raffo, David SBA 2012
Brown, Darrell SBA 2013
Johnson, Raymond SBA 2013
Education (6)
*Reynolds, Candye (McKeown) EPFA 2011
Munson, Leslie ED 2011
Caskey, Micki ED 2012
Smith, Michael ED 2012
*Rigelman, Nicole(Mukhopadhyay)ED 2012
Bork, Pat 2013
Engineering & Computer Science (10 9)
Kohles, SS ME 2011
Sheard, Timothy CMPS 2011
Pejinovic, Branimir ECE 2011
*Karavanic, Karen (Sailor) CMPS 2011
Brown, Cynthia CS 2012
Daasch, W Robert ECE 2012
_________ (Zurk) 2012
Feng, Wai Chang CMPS 2013
Jones, Mark CMPS 2013
†Maier, David CMPS 2013
Extended Studies (2)
Griffith, Molly XS 2011
†Sterling, Sarah XS PDC 2012
Fine and Performing Arts (6 5)
†Gray, Charles MUS 2011
Hansen, Bradley MUS 2011
_________ (Leit) 2012
Glaz, Debra MUS 2012
Berrettini, Mark TA 2013
Taylor, Sue ART 2013
Library (2)
*Bowman, Michael (Howard) LIB 2011
†Paschild, Christine LIB 2012

Liberal Arts and Sciences (40 38)
Carter, Duncan ENG 2011
* ______ (Wams) 2011
Ediger, Joseph MTH 2011
*Fischer, William (Ceppi) FLL 2011
George, Linda ESR 2011
Hines, Maude ENG 2011
Luckett, Thomas HST 2011
Murphy, Michael BIO 2011
*Preston, Serge (L,Mercer) MTH 2011
Ruetter, John ESR 2011
Sanchez, Fernando FLL 2011
Seppalainen, Tom PHIL 2011
Shusterman, Gwendolyn CHEM 2011
Wadley, Stephen FLL 2011
Arante, Jacqueline ENG 2012
†Brower, Barbara GEOG 2012
†Burns, Scott GEOL 2012
Butler, Virginia ANTH 2012
Cummings, Michael GEOL 2012
Danielson, Susan ENG 2012
_________ (Gamburd) 2012
Jacob, Greg ENG 2012
Latiolais, Paul MTH 2012
O’Halloran, Joyce MTH 2012
†Schechter, Patricia HST 2012
† (Balshem) 2012
Wetzl, Patricia FLL 2012
Agorsah, Kofi BST 2013
Beyler, Richard HST 2013
Elzanso, Marek MTH 2013
Farr, Grant SOC 2013
Greco, Gina FLL 2013
Kapoor, Priya COMM 2013
*Komins, Laurence FLL 2013
Lang, William HST 2013
Marrongelle, Karen MTH 2013
Medovoi, Leerom ENG 2013
Ott, John HST 2013
Palmiter, Jeanette MTH 2013
Wesel, Lisa BIO 2013

Other Instructional (5)
†McCormack, Alan UNST 2011
Trimble, Amannie UNST 2012
Flower, Michael HON 2013
Social Work (2 3)
Keller, Thomas SSW 2011
_________ (Nissen) 2011
Taylor, Michael CFS 2011
Curry, Ann SSW 2012
_________ (Miller) 2012
_________ (Nash) 2012
_________ (McBeath) 2013

Urban and Public Affairs (9 6)
Kinsella, David PS 2011
Neal, Margaret IOA 2011
Gibson, Karen USP 2011
Carder, Paula IOA 2012
†Henning, Kris JUST 2012
_________ (Stratham) 2012
Dill, Jennifer USP 2013
_________ (Shandais) 2013

*Interim appointments
†Member of Committee on Committees

DATE: 3/16/11

10-11 NEW SENATORS In Italic
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 7, 2011
Presiding Officer: Gwen Shusterman
Secretary: Sarah E. Andrews-Collier


Alternates Present: Seitzman for Ingersoll.

Members Absent: Cabelly, Clark, Danielson, Farr, Gibson, Glaze, Jagodnik, Keller, Kominz, Munson, Neal, Pierce, Raffo, Welnick.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE FEBRUARY 7, 2011, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Griffith was present. Curry is not deleted from the rolls of the Senate.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

SHUSTERMAN noted she is presiding as HINES is making her way from the airport after an out of town meeting.

SHUSTERMAN recognized Mary King, AAUP President, and previewed a resolution developed by the Steering Committee and the AAUP Council, which will be placed on the April Senate Agenda. She asked for feedback before the coming Monday, the date of the winter Senate Leadership Retreat. Questions and discussion followed, as to the criteria for selection of comparators.
Discussion Item: Academic Quality and Performance Measures

JONES, for the Ad Hoc Implementation Committee, reminded that this topic is based on input from one of the tables at the January meeting. He presented information on the OUS “Performance Compact” which is a draft proposal as a part of SB 242 (attachment). __________ inquired if of the seven targeted metrics, only one in the current draft includes a discussion of any kind of quality. JONES stated that that is correct. CURRY noted that retention is not a feature of the graduate rates. RUETER noted that the UO faculty leadership has taken the perspective that we acknowledge these, and then control the definition of quality ourselves. SHUSTERMAN noted that President Wiewel has expressed interest in the project of defining quality.

KOCH briefly reviewed the debate on accountability, nationally to locally (attachment). He reminded that it originated with the previous administration in Washington, DC, with regard to the concern for rising costs of education, particularly in contrast to low completion rates, and issues about student learning. The issue is how we, publics in particular, are accountable to both the students and our funders. To stay out in front of a number of federal acts then and now, the two largest organizations, APLU and AASCU founded the voluntary system of accountability (VSA) to create a template for institutions to display information about how much it costs, student success, and institutional excellence. The most controversial part was learning outcomes assessment. Specialized accreditation has also moved to outcomes assessment. KOCH continued, at the state level it has been about 14 years that we have pursued this path. There is a hierarchy from top to bottom, from the proposed Compact to the unit planning level. The quality issue has not been a part of that, and except for one year several years ago, funding has not been linked to performance outcomes. Regarding measures of quality, there aren’t any good ones because we haven’t done that work. However, there is a proposal to add two more metrics, Student Progress and Completion, and Academic Quality, and we will need in future to address them. We need to figure outcome measures that would represent how we are doing as an institution. As suggested above, we are now working on academic quality.

SHUSTERMAN moved the meeting to a committee of the whole for fifteen minutes.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Consent Agenda

D. BROWN/LUCKETT MOVED THE SENATE APPROVE curricular changes as listed in “C-1.”

THE MOTION PASSED by unanimous voice vote.
2. ARC Proposal to Allow Two Concurrent Degrees

BARHAM presented the proposal for Hickey who was called away. She noted that the current policy is historical, but following on UO’s lead, the proposal is a recognition that students be allowed with additional work, to pursue two different degrees before graduating while not curtailing financial aid.

DAASCH/HINES MOVED THE SENATE APPROVE the proposal as listed in “E-2.”

________ spoke against the proposal if it requires 36 additional credits.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVED THE PROPOSAL PASSED by unanimous voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

None. The president was out of town.

Provost’s Report

KOCH noted that Social Work has received a $200,000 gift. He noted the search has concluded for the Assoc. VP for Development and Katherine Ferris, from UCSC was appointed, effective 1 March.

KOCH discussed the issue of new ranks for fixed term faculty, which has been a working group item between the university and the AAUP for some time. He noted that our work has been pre-empted by a proposal that has reached the Provosts’ Council for a revised OAR. There will be a new set of ranks in the general category of Lecturer and the clinical ranks. The proposal is being reviewed at the campuses and will have a reading at the Provosts’ meeting of 28 April.

KOCH noted that Dean Kaiser is stepping down at the end of the current week, and Dick Knight, past interim Vice President and interim Dean, will serve as Interim Dean of Arts and Sciences, until the search is concluded.
1. Semi-Annual Report of the Faculty Development Committee

BleiLer presented the report.

The Presiding Officer accepted the report for the Senate.

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

Andrews-Collier reported for Rueter, who was called away. She urged Senators to read Rueter’s minutes at http://pages.uoregon.edu/ifs/ifs.html. She also took a straw poll of the assembly regarding their approval of the OSBHE board’s endorsement of SB 742, and the vote was almost unanimously in favor.

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.
Accountability and Performance Measures

- Performance measures follow from a desire for **accountability**
  - Accountability is driven by a national “movement” addressing
    - Cost of attendance – rising cost and transparency
    - Concern about low completion rates
    - Concern about student learning
  - Activities and developments at national level
    - Spellings Commission and subsequent actions by the Obama administration for increased accountability and disclosure
    - Higher Education Opportunity Act/Student Right to Know Act
    - Voluntary System of Accountability (VSA) – response to these issues
      - Specialized accreditation – almost uniformly outcome based

- Activities at the regional level – regional accreditation
  - Driven by the national debate
  - Focus on several issues
    - Mission fulfillment
    - Resources and capacity
    - Education Effectiveness (learning outcomes and assessment)

- Activities and developments at state level
  - Historic use of performance measures by OUS
    - Primarily input and output based
    - Element of the presidential evaluations
  - Proposed “OUS Compact with the State”
  - Prospective Compact between OUS and Campuses

- Activities at the Campus level
  - Institutional planning – identifying themes
  - Development of campus-wide UG learning outcomes
  - Assessment activities related to learning outcomes
  - Unit planning
OUS compact with the State

Specific Performance measures (mostly inputs and outputs)
- Access and Participation
- Educated Citizenry
- Workforce Development
- Access and Affordability
- Graduate Employment Success
- Efficient Fiscal Stewardship
- Knowledge Creation and Innovation Enhancement

OUS compact with the Campuses

Performance measures under consideration
- Access and Participation
- Educated Citizenry
- Workforce Development
- Access and Affordability
- Graduate Employment Success
- Efficient Fiscal Stewardship
- Knowledge Creation and Innovation Enhancement
- Student Progress and Completion
- Academic Quality

Issues that will need to be addressed
- Compact with the campuses has outcome measures
- Definition and assessment process for academic quality

Potential uses of the performance measures
- Presidential review and evaluation
- Funding allocation

Next steps
- Faculty participation in developing and responding to campus compact with OUS
- Campus discussion on how to address Academic Quality
Senate Bill 242

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with previous standing rules, including section 6(a) of the Oregon Constitution, as a reference to the President on the request of Senate Interim Committee on Education and General Government for Higher Education Workgroup.

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to reconsideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced:

Creates Higher Education Coordinating Commission. Grants commission authority to coordinate higher education policy with Oregon University System and community colleges. Authorizes Oregon Higher Education Coordinating Commission, Board of Higher Education, and Universities Commission to develop system-wide policies on academic quality, including enrollment fees collected from students. Requires current process for setting enrollment fees by requiring the Board of Higher Education to consider recommendations from the Oregon Higher Education Coordinating Commission. Exempts Oregon University System from certain duties relating to state agencies.

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Senate Bill 242

“Creates process for State Board of Higher Education to enter into performance compact with state in conjunction with biennial funding request.”

Goals For This Presentation

• Share information about the DRAFT proposals

• Solicit input for a white paper from the PSU Faculty Senate as a contribution to the discussion

The OUS Board has outlined four principles under which it expects to manage the state System:

1. Increase the education level of Oregon’s adults;
2. Provide high quality education;
3. Provide research for an innovative and successful Oregon; and
4. Contribute to the civic and economic success of communities throughout Oregon.
Seven Targeted Metrics

1. Access and Participation
   - measured through total headcount enrollment and enrollment of resident undergraduates

2. Educated Citizenry
   - measured through degrees awarded at the bachelor’s level and the advanced degree level

3. Workforce Enhancement
   - measured through degrees awarded in STEM, ETIC, and Health disciplines

4. Access and Affordability
   - measured through the amount of institutional support for resident undergraduates with unmet financial need
Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
   - measured through the percentage of degree recipients who are actively but unsuccessfully seeking work
6. Efficient Fiscal Stewardship
   - measured through Education and Related (E&R) expenditures per enrollment and degree as a percentage of the national average
7. Knowledge Creation and Innovation Enhancement
   - measured through total sponsored grant and contract expenditures

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Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
6. Efficient Fiscal Stewardship
7. Knowledge Creation and Innovation Enhancement
   - measured through total sponsored grant and contract expenditures

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http://www.ous.edu/state_board/committees/governance
March 14, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate – Consent Agenda

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2010-11 Comprehensive List of Proposals.

School of Business Administration

Change to Existing Programs
E.1.a.1
• Master of International Management (MIM) – change in existing degree program; revise core requirements.

New Courses
E.1.a.2
• MIM 512 Global Leadership and Ethics, 2 credits
  This course provides students with a solid understanding of the concepts linking leadership to global and social systems, international organizational development, and the connection between leadership and systems. Global leadership is studied from three perspectives: the virtual team leading across borders and organizations, ethical and cultural ramifications of leadership, and the ethical traits of global leaders and followership.

E.1.a.3
• MIM 514 Global Managerial and Cost Accounting, 2 credits
  Covers global managerial and cost accounting issues. Focuses on the use of accounting information within the multinational firm. Also considers financial models used in analyzing the economic viability of new products and services. Students will be exposed to activity based costing, standards and variance analysis, and inventory valuation.

E.1.a.4
• MIM 535 Global Market Research and Innovation, 3 credits
  Students develop global market research techniques by studying the planning, data collection, analysis, and reporting of issues related to new product and market introduction. Covers the identification of new global product opportunities, rapid innovation procedures, management of the development process, and aligning with an e-market strategy.
E.1.a.5
- **MIM 541 Global Social Innovation and Entrepreneurship, 4 credits**
  An introductory course applying the concepts of social entrepreneurship and social enterprise as a for-profit or a not-for-profit business model. Examines a range of ownership and market orientations and the role of stakeholder engagement. Students will examine social intrapreneurships within established companies and conduct real world research projects with social entrepreneurs. Working with a client company, they will investigate a pressing business problem and provide recommendations; alternatively students will develop a mini business plan for a new social venture and acquire techniques and roadmaps for identifying, analyzing and developing opportunities for market-based solutions to social problems.

E.1.a.6
- **RE 521 Real Estate Finance I, 4 credits**
  Introduces business finance within the context of commercial real estate. Concepts and techniques will include financial statements, analysis, and forecasting; present value and discounted cash flow analysis, an introduction to real estate valuation measurements; and analysis of performance risk versus return. Students also receive an overview of the legal definitions of real estate terminology, including title, contract, regulation, and financing issues, and case studies in real estate development. Expected preparation: Ec 201 and Ec 202.

E.1.a.7
- **RE 522 Real Estate Finance II, 4 credits**
  Application of finance and economic principles to analysis of real estate finance and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: RE 521.

E.1.a.8
- **RE 531 Executive Perspectives on Real Estate, 1 credit**
  A series of presentations by local and regional leaders in the real estate industry highlighting issues in the development of their business and career opportunities in the real estate industry. Prerequisites: admission to the Master of Real Estate Development program.

E.1.a.9
- **RE 548 Real Estate Market Analysis, 3 credits**
  A well-researched market study provides critical information that can make or break a development project. This course will provide students with the tools needed to evaluate trends and understand the key factors affecting real estate markets. The class will demonstrate where to get and analyze information on the demand for multifamily, hotel, office, industrial, and mixed-use developments. Expected preparation: RE 521 or USP 515.

E.1.a.10
- **RE 562 Real Estate Development Workshop, 4 credits**
  Students form a real estate development team and produce an original development plan, including the development concept, the market analysis, the conceptual design, economic analysis capital and operations budget, and management plan. The student’s plan will demonstrate mastery of the development concepts and tools learned through the previous courses. Prerequisites: USP 546 or instructor’s consent. Course may be taken twice for credit with instructor’s consent.
E.1.a.11

- **RE 573  Housing Economics, 4 credits**
  Looks at the economics of real estate and housing, including land rent, interest rates, apartment rents, and housing prices, using an economic framework. Basic concepts in urban economics such as land rents, externalities, and public goods are reviewed. Explores the technique most commonly used in real estate and housing economics: hedonic pricing. Explores the rationale and impact of government intervention in the private real estate market. Same course as USP 573, can be taken only once for credit. Expected preparation: USP 515 or Fin 521.

**Change to Existing Courses**

E.1.a.12
- **MIM 510  Age of Pacific Seminar Series, 2 credits** – change course number to 507, change to 1 credit
E.1.a.13
- **MIM 519  International Law and Ethics, 4 credits** – drop course
E.1.a.14
- **MIM 529  Advanced Cross-Cultural Communications III, 1 credit** – drop course
E.1.a.15
- **MIM 535  Global Market Research, 4 credits** – drop course
E.1.a.16
- **MIM 541  Cross-Sector Partnerships for Sustainable Enterprises, 4 credits** – drop course
E.1.a.17
- **MIM 568  Managing Information Technology Globally, 4 credits** – change course description, change to 2 credits

**College of Urban and Public Affairs**

**New Courses**

E.1.a.18
- **PA 541  Social Entrepreneurship, 3 credits**
  Provides students with core theories and concepts of social entrepreneurship, and contemporary approaches to entrepreneurship for the public and nonprofit sector. Analyzes successful cases of social entrepreneurship and develops competencies to create organizations that generate revenues while serving a social mission. Students learn about setting up and managing social entrepreneurial ventures, focusing on the resources, impact and support structures for social entrepreneurs. Students are given the opportunity to develop their own social entrepreneurial design.

E.1.a.19
- **PA 570  Environmental and Natural Resource Leadership, 3 credits**
  Skills, styles and attributes of those who lead natural resource and environmental organizations are examined to enhance the leadership abilities of those in the class. Each class member will analyze presentations by current leaders, prepare a leadership prescription for an organization with which they are familiar, and design a leadership learning program. Intended for all those concerned with leadership in natural resource and environmental organizations, regardless of background. Considerable time will be devoted to exchange of information among those in the class.
E.1.a.20
• PAH 542  Marketing in Health Service Organizations, 3 credits
  Provides students with concrete tools and knowledge about marketing concepts and processes in health services and develops competencies for application of marketing principles for a range of health services organizations. Concepts of messaging are also addressed as a component of the marketing strategy.

E.1.a.21
• PHE 562  Global Aging, 3 credits
  The rapid, unprecedented aging of the world's populations is resulting in myriad changes that will affect societies, cultures, economies, families, and individuals and their daily lives. Students will learn about broad global trends related to the aging of the world as well as aging in particular countries and regions.

E.1.a.22
• PHE 563  Service Learning in Nicaragua: Enhancing Communities for an Aging Society, 3 credits
  Rapid aging of Nicaragua’s population will cause changes affecting individuals, families, communities, culture and economies. Students will attend class at PSU and travel to Nicaragua to learn about living conditions and support structures in place for older Nicaraguans and participate in service-learning projects to improve the lives of Nicaraguan elders. Prerequisites: PHE 562 (co-enrollment in PHE 562 and PHE 563 is allowed).

E.1.a.23
• USP 518  Energy and Society, 3 credits
  Consideration of the role of energy in human society, including energy and social change, energy and urban form, technologies of energy supply and demand, social institutions governing access to energy, and cultures of consumption. Current social issues involving energy efficiency, renewable energy technologies and climate change are stressed.

Change to Existing Courses
E.1.a.24
• PA 512  Case Analysis, 3 credits – change to 6 credits
A Holistic Approach to Strategic Institutional Development

Whereas the Portland State University administration is pursuing both enrollment as a fiscal strategy and research as a fiscal strategy;

Whereas the Long Term Fiscal Strategies Committee Report calls for Portland State University faculty to bring in $100 million annually in research funding by 2017;

Whereas tenure-track faculty contracts increasingly include explicit expectations for funded research and publication on par with those of more established research institutions while salaries and teaching loads remain comparable with institutions focused more exclusively on teaching;

Whereas an increasing proportion of Portland State faculty are fixed-term and adjunct faculty, with little job security, few promotional opportunities, high teaching loads and increasing pressure to teach a large number of students on-line;

Whereas administrative and service requirements of faculty continue to grow, most recently with initiatives for mandatory advising, more sophisticated assessment and expanded community partnerships;

Whereas Portland State University faculty wish to provide an excellent educational experience for PSU students, contribute as scholars to the best of our abilities, and meet our responsibilities for self-governance and professional service;

Whereas Portland State University faculty are also members of families and communities that require our full participation;

Be it, therefore, resolved:

The Faculty Senate of Portland State University requests the Portland State University Administration to:

1) adopt a holistic approach with which to identify a group of universities that Portland State University should emulate. The Portland State University Faculty Senate seeks comparators that accomplish the combined research, teaching and service expectations to which Portland State aspires;

2) work with the PSU Faculty Senate to create a 5 to 8 year plan to bring our faculty size; ratio of tenured, fixed term and adjunct assignments; faculty salaries; faculty course loads; faculty job security and institutional supports in line with those of the comparators identified; and

3) come to the Portland State University Faculty Senate with that report, for approval and adoption in April 2012.
Date: March 8, 2011

To: Faculty Senate

From: Ray Johnson, EPC Chair

RE: Name Change of Native American Studies to Indigenous Nations Studies

The EPC has reviewed and approved the attached proposal for a name change of Native American Studies to Indigenous Nations Studies.
DATE: February 14, 2011

TO: Roy Koch, Provost

FROM: Marvin Kaiser, Dean, CLAS

RE: Name change of Native American Studies to Indigenous Nations Studies

Please review at your earliest convenience the attached request and rationale for changing the unit name of Native American Studies to Indigenous Nations Studies.

I fully support this request.
RE: Rationale for name change

Dear Marvin Kaiser:

The purpose of this letter is to present the rationale for the unit/program name change from Native American Studies to Indigenous Nations Studies. Excerpts from the Indigenous Nations Studies conceptual framework are presented below:

Two theoretical domains guide the conceptual framework in Indigenous Nations Studies at Portland State University. Combined, Decolonization and Retraditionalization are the central domains braided together to form a curriculum transformation in Indigenous Nations Studies (INS). INS acknowledges and recognizes tribal people’s centuries-long fight to reconstitute Indigenous sovereignty, which includes the right to self-governance and cultural self-representation.

INS at Portland State University is an interdisciplinary program ignited by a social justice thrust and guided by the following four directional pillars: (1) Western Door—Culture and Education, Identity Politics, and Community-based Practice; (2) Northern Door—Sovereignty, Governance, and Politics; (3) Eastern Door—Literature, Language, and Performance, and (4) Southern Door—Colonization/Decolonization, Nation-building, and Indigenous Critical Theory. The conceptual framework for these pillars affirms traditional Native teaching philosophies as well as validates Indigenous ways of knowing and research.

These four directions provide wisdom from our elders, is open to new ideas from our youth, seeks to provide connections to environmental justice, and is grounded in our strength and resilience as a people who are here and growing in numbers.

INS prepares students in a range of methodologies, theories, technologies, and teaching approaches that provide a quality undergraduate education. A minor in INS offers education for a variety of career path options such as social and public service, business, law, government, health, and teaching. The program seeks to advance the continuity, interests, and needs of North American Indigenous peoples through teaching, research, and responsive community collaborations and partnerships.

**Mission Statement**

The mission of Indigenous Nations Studies at Portland State University is to provide the best possible educational experiences for our students through excellence in teaching, research, creative activity, and service to the state, tribes and society.
This unit/program name change was unanimously voted upon per program by-laws in the Indigenous Nations Studies faculty meeting on Friday, November 19, 2010.

Finally, this letter also requests your support for our name change through the College of Liberal Arts and Sciences (CLAS). Please let me know if you have any questions pertaining to this rationale and request. Thank you for your support.

Sincerely,

[Signature]
Cornel Pewewardy

Director and Professor of Indigenous Nations Studies
MEMORANDUM

March 5, 2011

To: Sarah Andrews–Collier, Secretary to the Faculty

Fr: Ray Johnson, Chair, Educational Policies Committee

RE: Proposal for new Library prefix

The EPC approved the attached proposal for a new prefix for the Library.
Proposal to the Educational Policy Committee

New prefix for courses taught through the University Library: LIBR

Background

The Portland State University Library currently offers one course: Basic Library Skills, a 2-credit online course co-taught by Library Faculty members Amy Hofer and Kerry Wu. This course is listed in the catalog as LIB199. Until Fall 2010 it was listed as LIB410/510, when the number was changed in order to make clear that it is an undergraduate-level course. A proposal to approve a permanent course number will go through the Undergraduate Curriculum Committee under separate cover.

Proposal for new prefix

The University Library proposes to become a department offering accredited classes with a unique prefix, LIBR, under the control of the University Librarian. The University Library is already an academic unit, but not associated with a disciplinary program. The proposed prefix is, in this regard, similar to the ones assigned to Graduate Studies or Interdisciplinary Studies.

Creating a new prefix for the University Library would have a small but positive impact on the existing course offering by clarifying its status and provenance. For the future, having a unique prefix would remove a roadblock to the University Library’s development of new credit courses.

Justification for change

The current LIB designation does not accurately convey where Basic Library Skills fits into PSU’s curriculum. LIB is the prefix for the Graduate School of Education’s Library Media master’s degree program, a professional course of study that prepares students to work in the K-12 library environment. By contrast, Basic Library Skills is a free-floating undergraduate elective course, not affiliated with the GSE or the school library program.

Basic Library Skills meets a University-wide need for in-depth information literacy instruction. It is popular with undergraduate and post-bac students at all levels across the disciplines who seek an orientation to library resources and research strategies. Students appreciate the opportunity to add two credits to their schedules for a variety of reasons and value the online format of the course.

This for-credit offering is a natural extension of the University Library’s Instruction Program, leveraging the extensive teaching skills of our faculty. Offering credit courses through our own department opens up exciting new avenues for developing an information literacy curriculum which might strategically reach students at the point of need. For example, a course on “research in your major” can offer discipline-specific training on information issues to upper-division students. Information literacy courses for particular populations, such as first-year students or athletes, can target specific needs and have been shown to improve retention at other universities. The University Library looks forward to partnering with interested departments and groups on campus in developing such a curriculum.

PSU is ahead of many of its peers in offering for-credit information literacy instruction. This type of activity in the library is regarded highly by accreditors. It reflects the University Library’s initiative to meet critical and creative thinking outcomes, which in turn is aligned with the University-wide campus theme to improve student success. The University Library will more easily be able to pursue these objectives with our course listed under our own prefix.
Proposal for Center for Integrated Multi-Scale Modeling (CIMM)
Forwarded for approval by Educational Policies Committee
March 8, 2011
Center for Integrated Multi-Scale Modeling (CIMM)

1. Name and Justification:
We propose to create a new Center for Integrated Multi-Scale Modeling (CIMM) within the campus-wide Institute for Sustainable Solutions (ISS) at Portland State University. CIMM will facilitate the development of the next generation of data manipulation, visualization, and participatory, integrated modeling capabilities at multiple scales, from the building scale, to ecodistricts, to city, watershed, state, region, country and global. It will provide a forum for the cooperative co-development of ideas among groups with expertise in modeling techniques, content, and participation.

2. How does the unit help Portland State University to achieve its themes/goals?
CIMM will implement “intelligent pluralism” in analysis and modeling, including collaborative statistical, spatial, dynamic, and agent-based analyses and conceptual and mathematical modeling. Synthesis requires building simplified abstract representations of complex phenomena in order to understand them. We also need to better appreciate the uncertainty inherent in our understanding of these systems. The CIMM will expand the ease of use of simulation modeling and statistical software so that they become standard, easily accessible tools of the broader community including decision-makers. We recognize that making simulation models easier to use requires involvement of stakeholders throughout the modeling process, from initial conceptualization of problems, to model assumptions and logic (agents, interactions, feedback loops, equations) to exploring scenarios for decision-making.

CIMM will link with and support several ongoing projects at PSU, including the new IGERT and ULTRA-Ex projects. In addition, the availability of high-resolution and long-term spatial and temporal data offers a timely and fruitful opportunity to immediately implement CIMM and begin testing its effectiveness for addressing pressing sustainability challenges in the Portland region and across the globe. In the coming years, the CIMM will also be important in supporting proposals to various funding agencies to demonstrate capability in integrated modeling. This will help PSU achieve its goals to significantly increase research funding.

3. What are the objectives and planned outcomes for the unit?
The proposed CIMM will engage researchers and decision-makers in transdisciplinary problem solving. It will take synthesis and integrated modeling to the next level, and will link integrated modeling directly with problem solving at multiple scales. CIMM will integrate knowledge of humans embedded in natural systems across the full range of space and time scales. It will help produce a new cohort of researchers able to synthesize creative solutions across multiple disciplinary boundaries by involving them in real-world transdisciplinary problem solving. It will link science and decision-making in new, participatory ways. CIMM will fully utilize the
emerging capabilities of the web to extend the creative synthesis process to a much broader group of participants and users than has been possible in the past. It will improve the linkages between research opportunities and curricular innovations. It will push the envelope of participatory, integrated modeling to allow it to be an effective tool in synthesis, problem-solving, and decision-making.

4. What significant activities will take place within the unit?

The proposed CIMM will be devoted to developing an integrated understanding of the dynamics of humans in nature (Costanza et al. 1993, Alcamo 1994, Hughes 1996, Costanza and Voinov 2003, Costanza et al. 2007). It will use methods that include:

- Participatory development and application of a suite of “next generation” integrated models that include humans as integral components in natural systems. These models need to span a broad range of spatial and temporal scales and model complexity and be linked with databases in innovative ways. This will involve extensive engagement with community partners, decision-makers, and other stakeholders outside the academy. The models will also have a web-based, interactive component allowing users to manipulate and produce results relevant to their synthesis needs. The models will also be useful as the basis for interactive gaming. Gaming platforms can aid both research about human behavior in complex decision-making situations, and the decision-making itself.
- Development of a “mediated modeling” approach, (van den Belt 2004) which involves collaborative and participatory model construction and decision-making processes, including visual articulation of scenarios and plausible impacts.
- Development of new and better ways to test model performance against data of highly variable quality and coverage, to compare models with each other, to integrate modeling paradigms, and to communicate information about model performance and uncertainty.
- Development of better ways to store, access, and assess the quality of the body of data and other information available for the calibration and/or validation of integrated human in natural system models at various levels of complexity (Costanza et al. 1992, 2007, van Asselt and Rotmans 2002). These data will include important determinants of human development that normally are excluded from formal models (e.g., governance, and values).
- Integration of modeling platforms and research expertise into curricular efforts by participating faculty members. The focus is on service learning and engaging community members in the creation, use, and refinement of models. We will emphasize problem-solving through the development of case studies that align curricular content with date collection, model integration, and stakeholder engagement.
- Better understanding the dynamics of: (1) human impacts on the rest of nature over multiple time scales; (2) the value of ecosystem services (as a key link between natural and human systems); and (3) individual human behavior in the context of complex, overlapping institutions, cultural rules and norms, social networks, and ecological systems that will span nations and regions in all stages of development.
5. Resources Allocated
These activities will be funded via external research grants. ISS will provide Miller grant seed funding for group meetings and proposal development, along with administrative support of the program and space for meetings and project work. No additional resources are needed.

6. Why is this Center needed?
The CIMM will provide a focus for existing, but disparate, modeling activities on campus and a focal point to build additional capacity for integrated, transdisciplinary modeling, gaming, and decision-making. Several units possess modeling expertise, but no existing Center or unit on campus provides the transdisciplinary integration function that CIMM will provide. ISS will provide web support, aid in writing proposals and synthesis papers, space, supplies, and limited hardware and software support. Creation of this Center will raise the profile of integrated, transdisciplinary modeling on the PSU campus and help make us a world leader in this area. Success will be measured by research funding attracted, papers published, decisions aided, and policies affected.

7. Proposed Structure
The CIMM will be an identified activity within ISS and will be administered by ISS. It will include faculty and students from a range of Colleges and Departments at PSU, and will establish links and partnerships with other researchers, Universities, NGO’s, businesses and other stakeholders. An initial, partial list of PSU faculty currently working in the areas of modeling, data assembly, and participatory processes that might participate in CIMM is attached. The governance model of the CIMM will consist of a director, to be elected from among the faculty participants and formally appointed by the Director of ISS. Initially, we are thinking about three possible sub-committees: (1) data coordination and management; (2) modeling systems and integration; and (3) visualization and participatory processes. In addition, to better align CIMM objectives to the pressing needs of society, the CIMM director will appoint an external advisory committee consisting of individuals from diverse disciplinary backgrounds, from academic and practitioner communities, and from the Pacific Northwest and beyond. Participating faculty will be listed on the CIMM page of the ISS web site.

8. Who will have administrative oversight for the unit?
The CIMM will have a Director elected from and by the faculty involved. The governance structure of the Center will be determined by the faculty involved. It will be an activity within ISS and administered and supported by the ISS, whose Director reports to the Provost.

9. When would the unit be established?
The CIMM would be established as soon as it is approved. It is being thought of as a “Center of activity” and would persist only as long as that activity (integrated, multi-scale modeling) is relevant to the goals of ISS and the University. A formal university process is being developed
for regular review of Centers and CIMM will be reviewed as part of that process. In addition, the faculty involved and the ISS Director may decide to disband the Center earlier if it is no longer useful as an activity.

10. What additional resources are needed?
No additional resources are needed to establish the CIMM. ISS will provide resources from the $25 million Miller grant it oversees for seed funding and to aid in coordination and proposal writing. The CIMM will utilize existing administrative staff and resources in ISS. If it is successful in attracting external funding, those grants will include lines to support administration of the new projects. These new grants will add to the University’s goal of increasing research funding several-fold. The CIMM will utilize flexible meeting space available at ISS.

Request prepared by: Dr. Robert Costanza, Director, ISS
Date: Jan. 3, 2011

Approved by immediate supervisor: ___________________________ Date: __________
Approved by UBC Chair: ___________________________ Date: __________
Approved by EPC Chair: ___________________________ Date: __________
Approved by Senate Presiding Officer: ___________________________ Date: __________
Approved by Provost: ___________________________ Date: __________

* Signatures are required of administrators at each level above that of the immediate supervisor that approve the project prior to submission to EPC.
References


Partial list of PSU Faculty who might contribute to the Cimm

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Expertise</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Costanza</td>
<td>Institute for Sustainable Solutions (ISS)</td>
<td>Integrated modeling, landscape modeling, participatory modeling, ecological economics, ecosystem services</td>
<td><a href="mailto:Robert.Costanza@pdx.edu">Robert.Costanza@pdx.edu</a></td>
</tr>
<tr>
<td>Robert Richardson</td>
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<tr>
<td>Vivek Shandas</td>
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<tr>
<td>Robert Scheller</td>
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<tr>
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<tr>
<td>David Sailor</td>
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<tr>
<td>Alexis Dinno</td>
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<tr>
<td>Name</td>
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<td>Jeff Fletcher</td>
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<tr>
<td>David Percy</td>
<td></td>
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<td>Hamid Moradkhani</td>
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<td>David Jay</td>
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<tr>
<td>Heejun Chang</td>
<td>Geography</td>
<td>Integrated Regional Assessment of Environmental Change</td>
<td><a href="mailto:changh@pdx.edu">changh@pdx.edu</a>&gt;</td>
</tr>
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</table>
March 18, 2011

TO: Faculty Senate

FROM: Drake Mitchell
Chair, Undergraduate Curriculum Committee

RE: Submission of Medieval Studies Minor 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.pbwiki.com and looking in the 2010-11 Comprehensive List of Proposals.

PROPOSAL FOR A
Minor in Medieval Studies
College of Liberal Arts and Sciences

1. Program Description
The Minor in Medieval Studies will be an interdisciplinary program, housed and administered through the department of History, offering PSU students the opportunity to pursue in-depth class work in the field. Students will fulfill 28 credit hours of coursework in a minimum of three disciplines to achieve a richer, more nuanced understanding of medieval culture, including medieval languages, literature, art, and history. Departments contributing classes will include: Art History, English, World Languages (Greek, Latin, French, Spanish), Theater Arts, and History.

There are currently no similar historically-defined degree programs offered at PSU, but such programs are fairly common at institutions of our size. A variant of this minor is available at the University of Oregon.

Course of study

Students would be required to take a minimum of 28 credit hours from the following list, with the following considerations:

- Courses must be in at least three departments;
- At least 20 of the credit hours must be in upper level classes, and 8 of those credit hours must be at the 400-level;
- All courses to be selected from the list below; all are 4 credit hour courses;

List of approved courses for Minor in Medieval Studies

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ArH 407</td>
<td>Art History Seminar (with History department approval)</td>
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<tr>
<td>ArH 432</td>
<td>Issues in Gender and Art (with History department approval)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ArH 450</td>
<td>Great Periods in Art (with History department approval)</td>
</tr>
<tr>
<td>ArH 456</td>
<td>Early Medieval Art</td>
</tr>
<tr>
<td>ArH 457</td>
<td>Byzantine Art</td>
</tr>
<tr>
<td>ArH 45</td>
<td>Romanesque Art</td>
</tr>
<tr>
<td>ArH 459</td>
<td>Gothic Art</td>
</tr>
<tr>
<td>ArH 461</td>
<td>Northern Renaissance Art</td>
</tr>
<tr>
<td>ArH 471</td>
<td>Italian Renaissance Art I</td>
</tr>
<tr>
<td>Eng 319</td>
<td>Northern European Mythology</td>
</tr>
<tr>
<td>Eng 340</td>
<td>Medieval Literature</td>
</tr>
<tr>
<td>Eng 426</td>
<td>Advanced Topics in Medieval Literature</td>
</tr>
<tr>
<td>Eng 447</td>
<td>Major Forces in Literature: Arthurian Literature</td>
</tr>
<tr>
<td>Eng 448</td>
<td>Major Figures in Literature (with History department approval)</td>
</tr>
<tr>
<td>Eng 449</td>
<td>Advanced Topics in Cultural Studies: Medieval Women</td>
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<tr>
<td>FL 335</td>
<td>The Icelandic Sagas</td>
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<tr>
<td>Fr 341</td>
<td>Introduction to French Literature (taught in French)</td>
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<td>Fr 442</td>
<td>Medieval Works in Translation</td>
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<tr>
<td>Ger 341</td>
<td>Introduction to German Literature (taught in German)</td>
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<tr>
<td>Hst 350</td>
<td>English History from 1066 to 1660</td>
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<tr>
<td>Hst 352</td>
<td>European Women’s History to 1700</td>
</tr>
<tr>
<td>Hst 354</td>
<td>Early Medieval Europe, 300-1100</td>
</tr>
<tr>
<td>Hst 355</td>
<td>Late Medieval Europe, 1100-1450</td>
</tr>
<tr>
<td>Hst 405</td>
<td>Reading Colloquium (with History department approval)</td>
</tr>
<tr>
<td>Hst 407</td>
<td>Seminar (with History department approval)</td>
</tr>
<tr>
<td>Hst 416</td>
<td>Topics in Roman History: Pagans and Christians</td>
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<td>Hst 450</td>
<td>Medieval England</td>
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<tr>
<td>Hst 452</td>
<td>Topics in the History of European Women (with History department approval)</td>
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<tr>
<td>Hst 453</td>
<td>The Medieval City: Communities of Conflict and Consensus</td>
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<tr>
<td>Hst 454</td>
<td>Topics in Medieval History</td>
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<tr>
<td>Hst 461</td>
<td>Topics in Jewish History (with History department approval)</td>
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<tr>
<td>Hst 475</td>
<td>History of Russia: Origins to Peter the Great, 800-1700</td>
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<tr>
<td>Lat 331</td>
<td>Early Medieval Civilization</td>
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<tr>
<td>Phil 366</td>
<td>Medieval Philosophy</td>
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<tr>
<td>Span 341</td>
<td>Introduction to Hispanic Literature (taught in Spanish)</td>
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<tr>
<td>Span 441</td>
<td>Major Works in Translation (with History department approval)</td>
</tr>
<tr>
<td>TA 471</td>
<td>Theater History: Medieval/Renaissance Drama</td>
</tr>
</tbody>
</table>

Any 200-level or higher Latin or Ancient Greek language courses.

**Manner in which the program will be delivered:**
Most of the classes are currently offered in a traditional classroom setting on the PSU campus, although at least one (ArH 459: Gothic Art) is sometimes offered as an on-line class. The program will be housed in the History Department and will initially be co-chaired by professors Anne McClanan (Medieval Art History, Art Department) and John Ott (Medieval History, History Department), who together have served as Medieval Studies cluster supervisors for the past 10 years.

**Faculty resources** – full-time, part-time, adjunct
Core Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crouch, Kimberly</td>
<td>History</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Greco, Gina</td>
<td>Foreign Languages (French)</td>
<td>Professor</td>
</tr>
<tr>
<td>Litzenberger, Caroline</td>
<td>History</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>McClanan, Anne</td>
<td>Art History</td>
<td>Professor</td>
</tr>
<tr>
<td>Olsen, Inger</td>
<td>World Languages (Danish)</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>Ostlund, DeLys</td>
<td>World Languages (Spanish)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ott, John</td>
<td>History</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Rose, Christine</td>
<td>English</td>
<td>Professor</td>
</tr>
<tr>
<td>Schuberth, Jennifer</td>
<td>Religious Studies</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Thompson, David</td>
<td>World Languages (Latin)</td>
<td>Senior Instructor</td>
</tr>
<tr>
<td>Wiener, Chad</td>
<td>Philosophy</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
Committee membership:

Cindy Baccar (ARR), Mary Ann Barham (UASC), Joel Bluestone (FPA), Darrell Brown (SBA), Marcia Fischer (MCECS), Dan Fortmiller, Chair, (OSA), Victoria Gilbert (CUPA), Melissa Leonard (CLAS), Christina Luther (OIA), Alan MacCormack (UNST), Robert Mercer (CLAS), DeLys Ostlund (OGS), Hillary Paasch (ARR), Janet Putnam (SSW), Bee Jai Repp (XS), Juliette Stoering (OIRP), Paulette Watanabe (DMSS)

Charge of the Academic Advising Council:

The Academic Advising Council promotes a positive and productive advising environment for advisers and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

2010-11 Updates:

The Academic Advising Council has spent the past year providing guidance to the campus advising community as the initial stages of implementing the university’s intentional model of advising have begun.

Academic advising changes in effect starting with Fall 2010 enrollees included:

- mandatory orientation for all new students
- required academic advising for 1st year students with their intended major
- declaration of major no later than the end of the 2nd year

The Council has provided assistance and has been kept apprised of the Phase I of the hiring of 14 new advisers and their deployment to the respective schools/colleges. The Council has provided input for the professional development plan for new and existing advisers. The Council crafted the initial communication to inform students of their advising responsibilities and is providing ongoing support in the communications strategies used by the schools/colleges to inform students to seek the advising required of the model.

The Council is reviewing and presenting the budget to the Provost to finalize Phase I of the hiring plan. The Council has provided input on additional infrastructure needs including the Degree Mapping project and the purchase of software to support an interactive tool for students and advisers to use in mapping academic progress of students toward the degree.
As in years prior, the Council has provided guidance to New Student Programs in the design and scheduling of the summer orientation programming required for newly admitted students. The Council acknowledges the need to compensate faculty for their advising contributions and is developing a plan to address this need.

The Council has created two sub-committees:

One sub-committee is tasked with identifying both short- and long-term measures to assess the effectiveness of the new advising model. Drawing from pre-existing measurements such as the National Survey of Student Engagement (NSSE) and the End of Year survey conducted in Freshman Inquiry, the Council believes some early baseline data may be available this year. Further long-term measures include the next survey to be conducted spring 2012 by Janine Allen and Cathleen Smith, whose research has been instrumental in developing Portland State’s advising model.

The second sub-committee is tasked with identifying the next marker(s) for required advising. Initial discussions have focused on requiring all first-year students, not just first-year freshmen, to receive advising within their first year. In addition, the sub-committee will research the workload impact of adding a second year advising requirement and/or a targeted second year requirement for those identified as at-risk in making satisfactory progress toward a degree.

The Chair wishes to thank the Council for their efforts in bringing the advising model to fruition and furthering the success of students through the collaborative process that is advising. The Chair, on behalf of the Council, also wishes to acknowledge the contributions of our friend and colleague Craig Wollner.
17 March 2011

TO: Faculty Senate

FROM: Rowanna Carpenter, Chair, Institutional Assessment Council

Members: Thomas Bielavitz (LIB); Mirela Blekic (UNST); Grant Farr (CLAS); Bill Fischer (WLL); Matt Livengood (ART); Carol Morgaine (CFS); Adam Rahmlow (ASPSU); Daniel Sullivan (SOC); Paul Van Halen (EE); Ellen West (SBA)

Ex Officio Members: Kathi Ketcheson (OIRP); Leslie McBride CAE); DeLys Ostlund (OGS); Melody Rose (OAA); Vicki Wise (OSA)

Support Staff: Arianna Stumbaugh-Young

SUBJ.: Institutional Assessment Council AY 2010-11 Committee Report

The matrix below represents the Provost’s charge to the IAC for the 2010-11 academic year, our work to date and the work planned for Spring term. Our work this year has focused on continuing to develop and implement Campus-wide Learning Outcomes (CWLOs). Information about the CWLOs is available on the IAC website, www.iac.pdx.edu.

<table>
<thead>
<tr>
<th>2010-2011 Charge</th>
<th>Progress to Date</th>
<th>Spring Term Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the outcome statements for the three remaining campus-wide learning outcomes: creative and critical thinking, communications, and ethics and social responsibility.</td>
<td>Three subcommittees have refined the communication, critical and creative thinking, and ethics and social responsibility campus-wide learning outcomes (CWLOs).</td>
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<tr>
<td>Each campus-wide learning outcome should be presented with a statement, rationale, and metrics.</td>
<td>Each outcome is represented by a broad definition, a rationale and specific criteria.</td>
<td>Develop assessment plan including metrics for the outcomes.</td>
</tr>
</tbody>
</table>
| Develop a plan for communicating the above statements both to the campus and the wider community. The communication plan should include the update of assessment website. | • Over the last year, the criteria developed for the learning outcomes have been presented to other groups on campus: Internationalization Council; Diversity Council; University Writing Committee; Institute for Sustainable Solutions; Capstone Council.  
• The IAC website now includes the specific criteria developed for all of the learning outcomes, includes an FAQ page, and includes a comment function. | • Meet with students to get ideas about communicating the outcomes.  
• Develop a communication plan. |
| --- | --- | --- |
| Design an input/feedback loop for the departments regarding the findings on the integration of the learning outcomes into the curriculum. | • IAC hosted a campus-wide forum on Feb. 22 featuring departmental assessment activities related to the CWULOs and discussion of departmental and student roles and responsibilities for student learning related to the CWLOs.  
• The IAC website now includes an FAQ page, and includes a comment function. |  |
| Work with Vice-provost for Academic Programs and Instruction (VPAPI) to clarify roles and responsibilities around assessment on the PSU campus. | IAC chair has been meeting with VPAPI, Director of OIRP and AVP Teaching, Learning and Assessment to clarify roles. |  |