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Faculty Senate Monthly Packet April 2010

Portland State University Faculty Senate

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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery to Senators 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 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 PSU Faculty Senate.

The Constitution requires that prior to the first Senate meeting each academic year **elected 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. Senators, to facilitate the holding of summer meetings, are expected also to submit names and addresses of summer alternates (as well as their own summer addresses) to the Secretary by June 10.

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

The Faculty Senate will hold its regular meeting on **April 5, 2010**, at 3:00 p.m. in room **53 CH.**

AGENDA

A. Roll

B. *Approval of the Minutes of the March 1, 2010, Meeting

C. Announcements and Communications from the Floor
    1. Discussion Items: PSU-OHSU Strategic Partnerships Task Force
                     Faculty Committee on OUS/PSU Structure

D. Unfinished Business

E. New Business
    *1. Curricular Proposals Consent Agenda – Brown and Beyler
    *2. Graduate Council Proposal for Cert. in Service-Learning and Community-Based
           Learning in Post Sec Ed - Beyler

F. Question Period
    1. Questions for Administrators
    2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees
    Provost's Report
    *1 Academic Advising Council Annual Report - Fortmiller
    *2. Institutional Assessment Council Annual Report - Wollner
    *3. Interim Report of the Ad Hoc Committee to Propose Changes to the Constitution
     4. Report of the Interinstitutional Faculty Senate Meeting of 5/6 March at PSU – Rueter
         http://www.uoregon.edu/~ifs/ifs.html

H. Adjournment

*The following documents are included:
    B. Minutes of the Meeting of March 1, 2010 and attachments (2)
    C-1 Discussion Item Attachment
    E-1 Curricular Consent Agenda, Undergraduate Curriculum Committee
    E-2 Graduate Certificate in Service-Learning and Community-Based Learning in Post Sec Ed
    G-1 Academic Advising Council Annual Report
    G-2 Institutional Assessment Council Annual Report
    G-3 Interim Report of the Ad Hoc Committee to Propose Changes to the Constitution

Secretary to the Faculty
www.pdx.edu/faculty-senate
andrews@pdx.edu • 341CH • (503)725-4416/Fax5-5262

*** 2009-10 PSU FACULTY SENATE ROSTER ***

****2009-10 STEERING COMMITTEE ****
Presiding Office: Maude Hines
Presiding Officer Pro tem: Tom Luckett
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch,
Linda George, Brad Hansen, Juliette Stoering
Ex officio (Comm on Comm) Gerardo Lafferriere
****2009-10 FACULTY SENATE (115)****

All Others (24)

Accetta, Alexander	CREC	2010
†*Hoffman, Agnes (Cardenas)	ADM	2010
Toppe, Michele	OSA	2010
Kaufman Lisa	OSA	2010
Paradis, Louise	CARC	2010
*Stoering, Juliette (Korbek)	OIRP	2010
Blanton, Sharon	OIT	2010
Kennedy, Karen	UASC	2010
*Kerrigan, Seanna (Goodrich)	UNST	2010
Hagge, Time	CAPS	2011
Ingersoll, Rebecca	UASC	2011
Pierce, Robyn	FAC	2011
Turner, April	OAA	2011
Webb, Natalee	OSA	2011
Welnick, Jennifer	SALP	2011
Wendler, Denise	BO-DA	2011
Baccar, Cynthia	ADM	2012
Fortmiller, Daniel	CARC	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Kwong, Jolina	OAA	2012
McBride, Leslie	CAE	2012
Thompson, Dee	CARC	2012
Vance, Mary	CARC	2012

Business Administration (6)

*Buddress, Leland (O'Connor)	SBA	2010
Dickinson, Don	SBA	2010
Cabelly, Alan	SBA	2011
Rogers, Daniel	SBA	2011
Mathwick, Charla	SBA	2012
Raffo, David	SBA	2012

Education (6)

Farahmandpur, Ramin	EPFA	2010
Livneh, Cheryl	CEED	2010
*Reynolds, Candyce (McKeown)	EPFA	2011
Caskey, Micki	ED	2012
Smith, Michael	ED	2012
*Chaille, Christine(Mukhopadhyay)	ED	2012

Engineering & Computer Science (9)

† Hook, James	CMPS	2010
* Lall, B. Kent (Morris)	CE	2010
* Anderson, Timothy (Sheble)	ETM	2010
Kohles, Sean	ME	2011
Pejcinovic, Branimir	ECE	2011
Sailor, David	ME	2011
Zurk, Lisa	EEN	2012
Brown, Cynthia	CS	2012
Daasch, W Robert	ECE	2012

Extended Studies (1)

† Sterling, Sarah	XS PDC	2012

Fine and Performing Arts (6)

Magaldi, Karin	TA	2010
Patton, Judith	TA	2010
†Gray, Charles	MUS	2011
Hansen, Bradley	MUS	2011
Leite,Margarette	ARCH	2012
Glaze, Debra	MUS	2012

Library (3)

†Bielavitz, Thomas	LIB	2010
*Bowman, Michael (Howard)	LIB	2011
Paschild, Christine	LIB	2012

Liberal Arts and Sciences (39)

†Ames, Kenneth	ANTH	2010
Bleiler, Steven	MTH	2010
†Fountain, Robert	MTH	2010
Fuller, Steven	FLL	2010
Johnson, David	HST`	2010
Khalil, Aslam	PHY	2010
†Lafferriere, Gerardo	MTH	2010
Mercer, Robert	CLAS	2010
Mussey, Ann	WS	2010
*Collier, Peter (Padin)	SOC	2010
Palmiter, Jeanette	MTH	2010
*Weingrad, Michael (Johnson)	HST	2010
Ruth, Jennifer	ENG	2010
†Walton, Linda	HST	2010
Carter, Duncan	ENG	2011
George, Linda	ESR	2011
Hines, Maude	ENG	2011
Luckett, Thomas	HST	2011
Mercer, Lorraine	ENG	2011
Murphy, Michael	BIO	2011
Rueter, John	ESR	2011
Sanchez, Fernando	FLL	2011
Seppalainen, Tom	PHIL	2011
Shusterman, Gwendolyn	CHEM	2011
Wamser, Carl	CHEM	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, Michele	ANTH	2012
Jacob, Greg	ENG	2012
Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
Schechter, Patricia	HST	2012
*Sytsma, Mark (Balshem)		2012
Wetzel, Patricia	FLL	2012

Other Instructional (3)

Jhaj, Sukhwant	UNST	2010
†MacCormack, Alan	UNST	2011
Trimble, Anmarie	UNST	2012

Social Work (9)

Anderson-Nathe, Benjamin	CFS	2010
Coleman, Daniel	SSW	2010
Koroloff, Nancy	ORSP	2010
Keller, Thomas	SSW	2011
* Oschwald, Mary (Nissen)	SSW	2011
Taylor, Michael	CFS	2011
Curry, Ann	SSW	2012
Miller, Pamela	SSW	2012
Nash, James	SSW	2012

Urban and Public Affairs (8)

Gelmon, Sherril	PA	2010
Wallace, Neal	PA	2010
* Farquhar, Stephanie (Dill)	SCH	2010
Kinsella, David	PS	2011
Neal, Margaret	IOA	2011
Carder, Paula	IOA	2012
Henning, Kris	JUST	2012
Strathman, James	CUS	2012

*Interim appointments
†Member of Committee on Committees

3/18/10

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 1, 2010
Presiding Officer: Maude Hines
Secretary: Sarah E. Andrews-Collier

Members Present: Accetta, Anderson, Baccar, Bleiler, Bowman, Brower, C. Brown, Buddress, Burns, Butler, Carder, Carter, Chaille, Caskey, Collier, Cummings, Curry, Daasch, Danielson, Farhadmanpur, Farquhar, Fortmiller, Fountain, Gelmon, George, Glaze, Gray, B.Hansen, Hatfield, Henning, Hines, Hook, Ingersoll, Jacob, Jhaj, Kaufman, Kennedy, Kerrigan, Khalil, Kinsella, Kohles, Lafferriere, Lall, Latiolais, Livneh, Luckett, MacCormack, Magaldi, McBride, L. Mercer, R. Mercer, Murphy, Mussey, Neal, O'Halloran, Paradis, Paschild, Patton, Pejcinovic, Reynolds, Rueter, Ruth, Sailor, Schechter, Seppalainen, Shusterman, Sterling, Stoering, Sytsma, Thompson, Trimble, Turner, Vance, Walton, Webb, Welnick, Zurk.

Alternates Present: Raffensperger for Bielavitz, Geiger for Gamburd, Tarrabochia for Toppe

Members Absent: Ames, Anderson-Nathe, Arante, Blanton, Cabelly, Coleman, Dickinson, Fuller, Hagge, Hoffman, Keller, Johnson, Ketcheson, Koroloff, Kwong, Leite, Mathwick, Miller, Nash, Oschwald, Palmiter, Pierce, Raffo, Rogers, Sanchez, Smith, Strathman, Taylor, Wallace, Wamser, Weingrad, Wendler, Wetzel,

Ex-officio Members Present: Andrews-Collier, Beyler, Burton, Hickey, Knight, Koch, Mack, Sanford, Sestak, Smallman, Spalding, Su, Wallack, Wiewel.

A. ROLL
B. APPROVAL OF THE MINUTES OF THE FEBRUARY 1, 2009, MEETING

The meeting was called to order at 15:06. The minutes were approved with the following corrections:

Palmiter present, Kwong present, Taylor present. Taylor was present in January.

Senate and Committee replacements: Sytsma appointed to replace Balshem in Senate. Absher appointed chair of General Student Affairs Committee.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

HINES announced that discussion items for April would be about exploring PSU-OHSU Strategic Partnerships and the OUS Restructuring proposal. She encouraged Senators to provide input on these topics before then by way of the Senate "Wiki".

FORTMILLER noted that Senator Dee Thompson retires in March, and invited Senate acknowledgment of her service. Applause.

1. Discussion Item: Online Learning

BOWMAN provided a fact sheet summarizing preliminary research by the EPC on issues relative to On line Learning (attachment). HINES moved the body to a Committee of the Whole to discuss this issue.

D. UNFINISHED BUSINESS

There was no unfinished business.

E. NEW BUSINESS

1. Curricular Consent Agenda

HOOK/LAFFERRIERE MOVED THE SENATE APPROVE THE CONSENT AGENDA as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL spoke after "G.3." He noted that with regard to the College and University President's Climate Commitment, we have devoted considerable energy to developing part one of a three-year/three-part internal plan. WIEWEL continued, in the recent Winter Olympics at Vancouver, a PSU alumna served on the bobsled team, and a faculty member served as a women's hockey coach. He congratulated SSW and RRI for having recently received two large research grants totaling $5 Million. He noted that the city and PSU co-applied, with success, for $23 Million from U.S. Department of Transportation, for infrastructure improvements on the South Waterfront. He noted that regarding the proposal to restructure the Oregon University System, we are involved with six committees. He continued, the next phase in the proposal discussions will come with the reset committee reports in June or July, and the conversation will conclude with the 2011 legislative session. WIEWEL noted we have received the first naming gift for Lincoln Hall, of $50,000 from alumna Mary Tooze for the piano studio. He noted that searches for two Vice Presidents are in progress. WIEWEL concluded, now that the legislative session is adjourned, the administration and AAUP are reopening the collective bargaining agreement.

WIEWEL briefly discussed On Line Learning as requested in advance of the meeting by the Presiding Officer. He noted that On Line Learning is a fundamental element of our historical access mission, in this case to serve adult learners in the region and the state.

MURPHY asked for comment about the proposal to restructure the Oregon University System. WIEWEL noted there is a 'Wiki" on the faculty senate webpage through which the relevant documents and minutes may be accessed. He noted, most importantly, this is not our call, rather the issue was raised by several external parties. Obviously we are participants, but the Chancellor and the legislature are the key participants.

RUTH noted with regard to On Line Learning, that she needs funds for more hires. WIEWEL responded that on line courses are a part of a department's menu of offerings, which is connected to enrollment and enrollment growth. We can't hire faculty before the revenue comes in. MURPHY asked for a clarification of the previous remark. WIEWEL stated this is not a competitive strategy, it is part of our mission. Obviously we will continue to grow, but this is not viewed as an initiative to create new markets but to serve people better.

Provost's Report

KOCH reported after President Wiewel. He noted that with regard to the On Line Learning discussion, the Collaborative Online Learning Team (COLT) has been convened, and he briefly described their charge. "The initial 2009-10 charge for COLT is to recommend the appropriate organizational structure/administrative location for instructional design and support, to develop an appropriate faculty development program supporting the expansion of hybrid and fully online courses and the improvement of the quality of existing courses, and to recommend an initial distribution of the distance education fee to support online activities." KOCH noted that the PSU/OHSU Strategic Partnerships Task Force meetings are underway, and the university will be convening a series of internal meetings on the subject in the near future. He noted he would be discussing semester conversion possibilities with the IFS on Friday, as part of his service on the system wide committee to respond to SB 442. A report on the topic is due on 1 June.

1. Educational Policies Committee Quarterly Report

BOWMAN presented the report for the committee, noting their report will be more extensive next term.

The Presiding Officer accepted the report for the Senate.

2. Intercollegiate Athletic Board Quarterly Report

FARR presented the report for the committee. He noted that with regard to the committee charge and duties, the NCAA re-accreditation and our internal audit would result in a proposal to amend the constitution in the next quarter.

The Presiding Officer accepted the report for the Senate.

3. Interim Report of the Ad Hoc Committee to Propose Changes to the Constitution

BUTLER, Robert Liebman (Chair), and Mark Jones presented the report (attached), after "E." The committee reported that they recommend several changes, two large and others small. The large changes proposed are to articulate eligibility so that participation is delineated by duties as well as academic qualifications, and to revise Senate divisions, including the division of CLAS into three divisions, and the inclusion of XS into another division. In response to questions about who would be excluded under the refined eligibility definition, committee members noted that there would be in this category approximately 75 out of 1150 persons in non-academic or student services positions, for example clerical, accounting, campus security, auxiliary services, parking and transportation, etc.

HANSEN/_____ MOVED THE SENATE ENDORSE these general recommendations.

BROWER stated she did not think CLAS should be divided into three divisions. WALTON noted she disagreed and supports better CLAS disciplinary representation. BOWMAN queried how this would affect divisional representation on standing committees. It was noted that there would be some alteration of size, most likely increasing CLAS to a total of 6 representatives.

THE MOTION TO ENDORSE PASSED by majority voice vote.

The Presiding Officer accepted the report for the Senate.

4. Campus Climate Committee Report

The Presiding Officer directed Senators to the report, item "G-4."

H. ADJOURNMENT

The meeting was adjourned at 16:56.
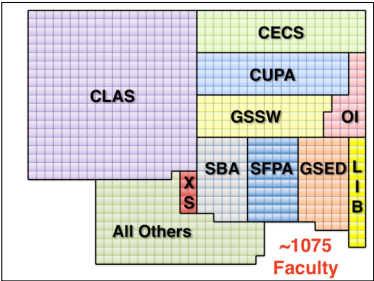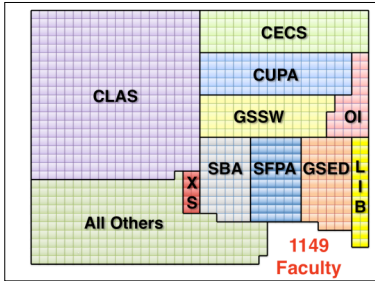
Ad Hoc Committee on Constitutional Change

Sy Adler, USP
Mary Anne Barham, UASC
Virginia Butler, ANTH
Jeanne Enders, SBA
Mark Jones, CMPS
Bob Liebman, SOC
Alan MacCormack, UNST
Sarah Andrews-Collier, TA (ex officio)
Duncan Carter, CLAS (ex officio)

Goal for Today

Provide more specific details about two aspects of the recommendations that were presented last month:

• Part I: Eligibility

• Part II: Reorganization of senate divisions

Part I: Eligibility

1149 Faculty

~1075 Faculty

ARTICLE II. MEMBERSHIP OF THE FACULTY.

The Faculty shall consist of the Chancellor, the President of Portland State University, and all persons who hold State Board appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unclassified members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System.

ARTICLE II. MEMBERSHIP OF THE FACULTY.

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Included By Rank

Certified By Provost

Elected By Faculty

---

1) Included By Rank: No Change

"The faculty shall consist of
• the Chancellor,
• the President of Portland State University, and
• all persons
  – who hold State Board appointments
  – with the rank of professor, associate professor, assistant professor, or instructor, and
  – whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University"

---

2) Certified By Provost: Previous

"Unclassified members of Portland State University who are

• certified by the provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks and

• whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University

shall also be included in the faculty regardless of title."

2) Certified By Provost: Previous

"Unclassified members of Portland State University who are

- certified by the provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks and

- whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University

shall also be included in the faculty regardless of title."

Recommendation

- Change to restore original intent

- Replace "academic qualifications" with language in keeping with academic responsibilities

- Faculty standing is not and has not been limited to those who hold an advanced degree

- Faculty standing is based on the work one does for the University

---

2) Certified By Provost: Proposed

"Unranked members of Portland State University

- whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process
- whose full-time equivalent is at least fifty percent
- who are certified by the Provost

shall also be included in the faculty."

---

2) Certified By Provost: Proposed

"Unranked members of Portland State University

- whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process
- whose full-time equivalent is at least fifty percent
- who are certified by the Provost

shall also be included in the faculty."

---

3) Elected By Faculty: Retain?

- "The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System"
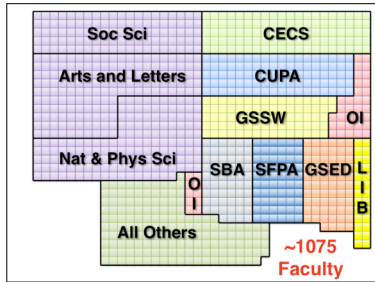
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3) Elected By Faculty: Retain?

- "The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System"

- Current recommendation: retain
- But an opportunity for cleanup/simplification
- Orthogonal to main recommendation
- Feedback solicited

Part II: Reorganization of divisions

~1075 Faculty
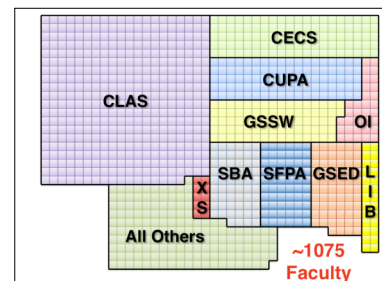
ARTICLE V. FACULTY SENATE.
Section 1. Membership.
1) Ex-officio Members
...
2) **Elected Members.** Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by division. Elected members shall have full right of discussion, making of motions and voting. For the purpose of representation, the word "division" shall mean any school or college, the Library, Other Instructional Faculty, and All Other faculty jointly as a single entity; the term "instructional division" shall mean any school or college, and Other Instructional Faculty. Faculty who are involved in programs that are not within an instructional division shall be attached as groups to an appropriate school, college or instructional unit. (See Article V, Section 2, Paragraph 1.)

Recommendation:

- Before 1986, CLAS faculty were represented in three academic divisions.

- We recommend the re-creation of 3 divisions in CLAS.

- Replace "any school or college, ..."
  With "the three academic distribution areas of Arts and Sciences (Arts and Letters, Sciences, and Social Sciences), Business Administration, Education, Engineering and Computer Science, Fine and Performing Arts, Library, Social Work, Urban and Public Affairs, ..."

## Rationale for division of CLAS

We believe that :

- Splitting CLAS into three academic divisions will more closely represent the teaching and research interests of its faculty in the Senate and on University committees.

- Having smaller divisions will reduce the number of nominees and increase their familiarity to electors.

- Separate divisions will make feedback from Senators to departments more likely as Senators will come from more departments.

Rationale for moving XS into OI

We believe that :

- Extended studies is at the minimum size necessary for senate representation with 1:10 ratio; will fall below minimum with switch to 1:20 ratio

- Incorporating Extended Studies into Other Instructional will:
  – allow for continued and more flexible representation of Extended Studies within the Senate
  – result in divisions that are more evenly matched by size

All Others	234	159	
CECS		100	
CLAS	397	155	Arts & Letters
		135	Nat & Phys Sciences
		107	Social Sciences
CUPA		90	
GSED		64	
GSSW		77	
Library		26	
Other Instruct.	33	43	
SBA		58	
SFPA		60	
XS	10		

~1075 Faculty
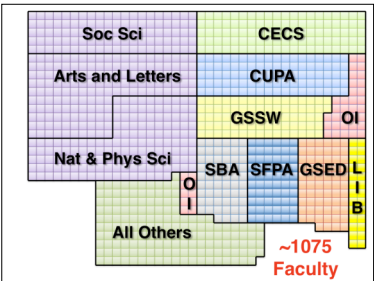
Online Learning

Presentation to the Senate by the Educational Policy Committee

1 March 2010

On-line Learning – What do we need to know?

- The Means study – online instruction *can be as good or better* than face-to-face instruction (Means et al., 2009)
- Online courses *increase access* for students who can't get to campus easily and those with time issues

How does the faculty define a quality learning experience?

Some highlights from the Means study (2009):

- Studies in which learners in the online condition spent *more time on task* than students in the face-to-face condition found a greater benefit for online learning.
- Most of the variations in the way in which different studies implemented online learning did *not* affect student learning outcomes significantly.

What's necessary to offer quality online instruction?

How to ensure academically sound online learning?

Some highlights from the Means study (2009):

- The effectiveness of online learning approaches appears quite broad across different content and learner types
- In many of the studies showing an advantage for online learning, the online and classroom conditions differed in
terms of *time spent, curriculum* and *pedagogy*

Who owns online class materials?

"Both parties agree that governance and ownership of intellectual property rights and responsibilities do not change as a result of the medium of delivery or storage (e.g. on-line, electronic media)." – *Collective Bargaining Agreement.* Article 20

"Lecture notes and other materials prepared by academic staff in connection with a teaching assignment and with only incidental use of institutional facilities, funds, staff, and other resources normally shall be viewed as flowing from individual effort and initiative and shall not be construed as having been produced in the course of discharging the obligations of employment." – Oregon State Board of Higher Education. *Internal Management Directive* 6.125.

What do faculty think is imperative?

- What faculty support and campus infrastructure is necessary for online learning?
- How should authentication/academic honesty/testing issues be addressed?
- What kinds of online course development activities are considered "incidental use"?
- Does conversion of courses to online delivery need to go through the curricular review process?

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Faculty Senate wiki discussion on online learning: psufacultysenate.pbworks.com/Online-Instruction

For Senate April 5, 2010
PSU/OHSU Strategic Partnerships Task Force

The PSU and OHSU Presidents have created the "PSU/OHSU Strategic Partnerships Task Force" to identify and analyze potential structural and organizational options for collaboration between PSU and OHSU. The Task Force is comprised of nine representatives from each university and four community members, and is chaired by Tom Imeson, former OUS Board MemberA complete list of task force members appears at the end of this document.

President Wiewel has spoken of his desire to "turn PSU into a great urban research university" and has expressed his commitment to investigate a range of opportunities from substantive academic and research collaborations, to operational efficiencies. He has indicated his wish that we identify positive and productive activities that PSU and OHSU can do together.

The Task Force began its work in December 2009 and is due to issue a final report in June 2010. The discussions revolve around key questions such as:
1) How can the two universities best leverage OHSU's and PSU's potential in the metropolitan area and in the State of Oregon?
2) What are the potential collaborations that the two institutions can pursue in addition to what we are already doing?
3) What are the educational gaps still unaddressed in the Portland metropolitan region that we might address together?
4) How can the universities, working together, best meet the needs of Oregon and Oregonians, and more specifically, the Portland Metropolitan area?

The Task Force is meeting approximately every two months. As well, three subcommittees have been established, each of which is meeting twice between February and April. Some of the key questions being addressed by the subcommittees are:
▪ What is the potential for additional academic collaborations between PSU and OHSU? Identify specific examples. (Academic Subcommittee)
▪ What are the potential research collaborative opportunities among OHSU and PSU faculty and staff? (Research Subcommittee)
▪ What are the potential additional administrative collaborations between PSU and OHSU? Estimate any potential savings and costs associated with these additional collaborations. (Administrative Subcommittee)

For all three questions, a follow-on question is "What specific resources would be needed from the state/local government to provide/fund these opportunities?"

As well, a joint meeting of the leadership of key PSU and OHSU Faculty Senate and faculty committees will be held at the beginning of spring quarter.

Some additional topics that have been raised for discussion among the PSU and OHSU faculty include:

- New programmatic opportunities of partnerships between PSU and OHSU faculty;
- New research collaborations between PSU and OHSU faculty;
- Opportunities for PSU faculty from humanities, social sciences, fine & performing arts, and education to work with OHSU [in addition to the more obvious science and health based opportunities];
- Understanding how collaborations in the health professions and sciences might affect opportunities related to general education;
- Efficiencies of more collaboration between our libraries;
- Benefits and challenges of joint appointments between the two universities;
- Implications of cross-subsidizations of clinical and research revenue vs academic program revenue;
- Any issues arising related to differences between the two institutions with respect to faculty worklife (9 vs. 12 month appointments, tenure vs. clinical appointments, expectations for faculty performance, shared governance, representation, union vs. nonunion);
- Logistical implications (opportunities and/or barriers) of differences in academic program and/or research approval processes.

The basic premise underlying all of these issues relates to how (or if) collaborations between the two universities might better serve our communities as educators, researchers, employers, and a provider of health services.

There are several upcoming opportunities for faculty input to address these questions and raise other issues. In addition to the April 5 discussion at the Senate meeting (which will be limited due to other Senate agenda items), there will be an open forum for PSU faculty discussion, to identify opportunities and raise issues. This will take place on April 8, 1:00 – 2:30 p.m., in Smith 298; Maude Hines and Sherril Gelmon will co-facilitate and Provost Koch will attend.

The Task Force will host a forum on the PSU campus (location to be announced) on May 13, 1:30 – 4:30; more details will be announced via PSU email and the website.

You are also invited to submit brief written comments by April 12th via email to Sherril Gelmon, PSU Faculty Senate representative to the Task Force (gelmons@pdx.edu) addressing:

1) Your existing programmatic or research relationships with OHSU – we are not attempting to develop a complete inventory but are gathering information and would appreciate brief descriptions of existing collaborations
2) Identification of strategic opportunities and ideas for future collaborations – brief descriptions indicating key players, purpose, desired outcomes
3) Observations on your personal past experiences working at or with faculty at academic health centers (i.e. units consisting of faculties of medical, dental, nursing, pharmacy, etc. and providing health services), identifying opportunities for new collaborations with OHSU as well as barriers making such collaboration difficult

4) Identification of any issues or concerns about more collaborations with OHSU

The input from the Senate meeting, the Faculty Forum, and the written comments will be collated for a presentation that Sherril Gelmon will make with her OHSU Faculty Senate counterpart on the Task Force to the Academic Subcommittee of the Task Force on April 16th. This presentation will be shared with the PSU faculty on the Senate homepage. Faculty senators are encouraged to share this information with their colleagues, and to provide input to these deliberations to represent the interests of the PSU faculty.

Members of the PSU/OHSU Strategic Partnerships Task Force
Tom Imeson, Chair; Port of Portland, former OUS Board Member [community representative]
Charles Allen, Faculty Senate Representative, OHSU
Irene Barhyte, Chief Financial Officer, OHSU
Ryan Deckert, Oregon Business Association [community representative]
Lindsay Desrochers, Vice-President Finance and Administration, PSU
Dan Dorsa, Vice Provost Research, OHSU
Bill Feyerherm, Vice Provost Research and Graduate Studies, PSU
Harold Fleshman, ONA Representative, OHSU
Sherril Gelmon, Faculty Senate Representative, PSU
Sean Green, ASPSU Representative, PSU
Roy Koch, Provost, PSU
Margi McCue, AFT Representative, PSU
John Miner, Pivotal Investments [community representative]
Marc Nisenfeld, SEIU Representative, PSU
Rachel Pilliod, Student Representative, OHSU
Peter Rapp, Health System Representative, OHSU
David Robinson, Interim Provost, OHSU
Jaimie Sorenson, AFSCME Representative, OHSU
Jonathan Kenji Uto, AAUP Representative, PSU
Malia Wasson, U.S. Bank [community representative]
Charles Wilhoite, Board Member, OHSU
Dave Yaden, OUS Board Member [PSU appointee]

February 25, 2010

TO: Faculty Senate

FROM: Richard Beyler
          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.pbwiki.com and looking in the **2009-10 Comprehensive List of Proposals**.

College of Urban and Public Affairs

Change to Existing Programs
E.1.a.1
  • Graduate Cert. in Real Estate Development – change to existing program – update curriculum

New Courses
E.1.a.2
  • PA 553, Sustainable Development Policy and Governance (3)
    Foundation in sustainability-related policy design, policy analysis and governance approaches at multiple jurisdictional levels and in different cultural and social contexts. Explores challenges and opportunities related to developing policies and governance models that address the complex social, economic and environmental aspects of sustainability. Examines the role systems thinking plays in policy development and analysis in order to achieve integration across scales and sectors. Relevant topical issues serve as the focus for exploring how policy development and governance develops on the ground.

E.1.a.3
  • PA 558, Managing Public Projects and Programs: From Local to Global (3)
    Introduction to management concepts and tools required for the design, implementation and sustainability of public sector (government and non-governmental organizations) programs and projects. Draws on contemporary literature and case studies. Students apply their management learnings from this course to a real-life program or project. Expected preparation: PA 511 or PA 533 or PA 540.

E.1.a.4
  • PA 562, Managing Employee Performance in the Public Sector (3)
    Managing human capital can be a challenging endeavor and doing so in the public sector, particularly in government, introduces the added burden of

politics. Explores the multifaceted nature of performance in the workplace including the political, legal, economical and managerial issues that often accompany addressing employee performance in the public sector (government and nonprofit). The goal is to manage and improve human resources while holding individual employees and public agencies account for organizational performance. Prerequisites: PA 590.

E.1.a.5
- PA 581, Advanced Fundraising (3)
Focuses on the understandings, processes, and skills that are necessary for successful major gift development. Addresses the process of developing advanced fundraising techniques, beginning with the formulation of the development plan, moving through developing a gift management system, and concluding with application and design of effective gift stewardship. The steps in the process are identified in general terms with specific application applied to the context of student experience or projects. Also covers the role of leadership especially volunteer leadership, and the relationship of that leadership with other human resources such as the Development Officer or the Chief Executive Officer. Expected preparation: PA 526.

Changes to Existing Courses
E.1.a.6
- USP 534/634, Data Analysis I, 4cr. change course number to USP 634.
E.1.a.7
- USP 554/654, Data Analysis II, 4cr. change course number to USP 654.

Graduate School of Education

Change to Existing Programs
E.1.a.8
- COUN program change, Counselor Education MA, MS.

New Courses
E.1.a.9
- COUN 547, Legal & Ethical Issues in School Counseling (1)
Focuses on the legal and ethical considerations specifically related to the practice of school counseling. Class time will include lecture/discussions, experiential exercises, and completion of case vignettes related to common legal and ethical issues. Prerequisites: graduate standing.
E.1.a.10
- ELP 542, Introduction to Service-Learning: Theoretical and Pedagogical Perspectives in Postsecondary Education (4)
Fundamental principles and practices of service-learning in postsecondary education. Service-learning pedagogy, its relationship to adult development, historical foundations in educational institutions, and civic education. Resources and organizations, and issues of race, class, gender, and power in service-learning. Required participation in a service-learning project provides practice in application of theories.
E.1.a.11

- ELP 543, Service-Learning and Community Based Learning in Postsecondary Educational Leadership and Policy: Domestic Issues (4)
  Service-learning in postsecondary educational institutions, their leadership, and policy. Role, organization, and policy of service-learning in different postsecondary institutions, from community colleges through graduate schools, and the varying ways in which service-learning is structured, researched, and assessed. Practical and theoretical concerns in an applied service-learning experience in the metro area. Challenges and opportunities of partnerships between academic institutions and community-based organizations. Implications of service-learning for students, faculty, partners, and the community in the context of civic engagement, social justice, and social change.

E.1.a.12
- ELP 544, Service-Learning & Community Based Learning in Postsecondary Educational Leadership & Policy: International Issues (4)
  Service-learning in postsecondary educational institutions, their leadership, and policy. Role, organization, and policy of service-learning in different postsecondary institutions, from community colleges through graduate schools, and the varying ways in which service-learning is structured, researched, and assessed. Practical and theoretical concerns in an applied service-learning experience abroad. Challenges and opportunities of international service-learning. Implications of service-learning for students, faculty, partners, and the community in the context of civic engagement, social justice, and social change.

Maseeh College of Engineering and Computer Science

New Courses
E.1.a.13
- CE 534/634, Advanced Reinforced Concrete Design (3) *(pending)*
  Design of spandrel beams, slabs on beams, shear walls, deep beams, corbels, and other components of reinforced concrete structures with reference to current codes. Prerequisite: CE 435.
E.1.a.14
- CE 571/671, Subsurface Contaminant Transport (4) *(pending)*
  Principles associated with the transport and fate of contaminants in subsurface systems. Complex, heterogeneous factors and processes (both physical and geochemical) influencing contaminant transport. Emphasis on the impact of these processes on contaminant fate across the multitude of scales in the subsurface. Case studies linking theory and measured/observed transport behavior. Prerequisites: graduate standing.

Change to Existing Courses
E.1.a.15
- CE 572/672, Environmental Fluid Mechanics, 4cr. change title to Environmental Fluid Mechanical Transport, description, prerequisites
E.1.a.16
- CS 586/686, Introduction to Database Management, 3cr. change description

School of Fine and Performing Arts

New Courses
E.1.a.17
- MuEd 530, Managing the Music Classroom (2)
  Focus on classroom management techniques specific to music classrooms in K-12 schools, both large ensembles and general music courses. Students will research and problem-solve challenges in these unique classes.

February 24, 2010

TO: Faculty Senate

FROM: Darrell Brown
         Chair, Undergraduate Curriculum Committee

         Richard Beyler
         Chair, Graduate Council

RE: **Submission of Graduate Council and Undergraduate
         Curriculum Committee for Faculty Senate – Consent Agenda**

The following proposals have been approved by the Undergraduate Curriculum
Committee and 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 **2009-10 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Courses
E.1.b.1.
     EC 432/532, Environmental Economics, 4cr. Change course title to Advanced
     Environmental Economics, description and prerequisites.

Maseeh College of Engineering and Computer Sciences

New courses
E.1.b.2
   • CE 419/519, Bridge Engineering (4) (*pending*)
     Introduction to analysis and design of short to medium span highway
     bridges, including load descriptions, analysis and design procedures
     outlined in AASHTO Load Resistance Factor Design specifications.
     Prerequisites: CE 325.
E.1.b.3
   • CE 462/562, Traffic Engineering Applications and Signal Timing (4)
     (*pending*)
     Theory and practice of traffic signal timing. Focuses on terms associated
     with signal timing, relating practice in the field with analysis completed
     using the Highway Capacity Manual and other traffic engineering
     software. A significant portion of the class is focused on applications,
     specifically focused on multimodal applications. Prerequisites: CE 351.
E.1.b.4
   • CE 468/568, Soil and Groundwater Restoration (4) (*pending*)

Methods for restoring contaminated soil and groundwater; Factors and processes influencing the efficacy of remediation systems. Emphasis on the scientific principles upon which soil and groundwater remediation is based. Containment, pump and treat, cosolvents and surfactants, soil venting, in-situ physical and chemical treatment. Prerequisites: senior/grad standing.

E.1.b.5

- CE 481/581, The Columbia River as a System (2) *(pending)*
  Explores the climate and hydrologic processes that shape the Columbia River basin ecosystem, and relates these processes to the basin's management context. The geographic scope includes the watershed, the main stem and its reservoirs, major tributaries, the tidal river below Bonneville Dam, the estuary, the Columbia plume, and coastal waters that interact with the plume. Lectures and outside speakers will present or discuss vital issues in contemporary Columbia Basin management, along with relevant background information. Expected preparation: CE 361 and CE 371. Prerequisites: junior standing.

E.1.b.6

- CE 482/582, Introduction to Sediment Transport (4) *(pending)*
  Fundamentals of sediment transport in natural surface waters. Analysis of the governing equations of mass, momentum, and sediment conservation. Covers bedload and suspended material transport in riverine and estuarine waters, focusing on non-cohesive materials. Cohesive material transport will be briefly introduced. Prerequisites: CE 361, CE 371.

E.1.b.7

- CE 483/583, Estuarine Circulation (4) *(pending)*
  Introduction to the physical processes that govern estuarine and buoyant plume circulation. These include tides, density-driven circulation, internal tidal asymmetry and frontal propagation. Expected preparation: CE 576. Prerequisites: CE 361 and CE 371.

Change to Existing Courses
E.1.b.8
- CE 469/569, Groundwater Hydrology, 4cr. change course title to Subsurface Hydrology, description *(pending)*

April 5, 2010

TO: Faculty Senate

FROM: Darrell Brown,
                    Chair, Undergraduate Curriculum Committee

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

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2009-10 Comprehensive List of Proposals**.

Maseeh College of Engineering and Computer Science

Changes to Existing Programs
E.1.c.1.
- BS in Civil Engineering – reflects changes to titles and course numbers of two required courses in the curriculum. Changes EAS 115 Engineering Graphics to CE 115 Engineering Drawing and Spatial Analysis and EAS 361 Fluid Mechanics to CE 361 Fluid Mechanics. Program has been adjusted to reflect these changes.

E.1.c.2.
- BS in Environmental Engineering – reflects changes to titles and course numbers of two required courses in the curriculum. Changes EAS 115 Engineering Graphics to CE 115 Engineering Drawing and Spatial Analysis and EAS 361 Fluid Mechanics to CE 361 Fluid Mechanics. Program has been adjusted to reflect these changes.

College of Liberal Arts & Sciences

Changes to Existing Programs
E.1.c.3.
- BA/BS in Economics – reflects changes to course numbers for two required courses in the curriculum. Changes Ec 474 Microeconomic Theory to Ec 311 Microeconomic Theory and Ec 473 Macroeconomic Theory to Ec 312 Macroeconomic Theory. Program has been adjusted to reflect these changes.

E.1.c.4.
- BS in Environmental Sciences and Management – eliminates SCI 331 and 332 Atmospheric interactions from the list of Environmental Systems topical area courses and add ESR 460 Air Quality to both that topical area list and to the Urban Issues topical area list.

E.1.c.5.
- Minor in Mathematics – changes description of the program requirements. Adds Mth 261 as a requirement because Mth 261 is now a prerequisite course for Mth 254, Mth 311 and Mth 344.

New Courses
E.1.c.6.
- Ar 330 Arabic Calligraphy: Reading and Writing (4)
  Introduction to Arabic script since the fifth century A.D. Presentation of prominent pens and styles. Reading various exhibits covering all major styles. Mastering the writing of the ruq'ah style. Expected preparation: Ar 203 or consent of instructor.

E.1.c.7.
- Bst 326 Cuba, Dominican Republic, Puerto Rico (4)
  History, culture, politics and contemporary societies of the people of the Spanish-speaking Caribbean – Cuba, the Dominican Republic and Puerto Rico.

E.1.c.8.
- Intl 332 Islamic Movements in the Contemporary Muslim World (4)
  An overview of Islamic political movements in the contemporary Muslim world. Examines the roots and development of Islamic movements in Muslim-populated societies in the context of Social Movement Theory and globalization. Particular attention to the rise of Islamic political movements from their position as a local and regional force to a global political movement.

E.1.c.9.
- Intl 351 The City in Europe (4)
  Examines the challenges of modern urban life since the eighteenth century in Europe and the various intellectual, political and social responses to industrialization and modernity that shape European identity. Organized around three broad topics: the city as a locus of power and forms of resistance; multifaceted urban culture; and globalization's impact on city life.

E.1.c.10.
- Intl 352 The City in Europe: Humanities (4)
  Examines the challenges of modern urban life since the eighteenth century in Europe through the lens of place and character in major European novels. Authors identified with specific cities (e.g., Orwell and Barcelona, Mann and Venice, Isherwood and Berlin, Woolf and London) are chosen to explore the evolution of European identity and major historical, political, and cultural developments of the modern period.

E.1.c.11.
- Phl 366 Medieval Philosophy (4)
  Study of philosophy during the Medieval period. Topics include developments in logic, role of faith and reason in knowledge, and use of Platonic and Aristotelian philosophy. Readings include Christian, Jewish, and Islamic authors. Expected preparation: Phl 301.

E.1.c.12.
- Soc 330 Sociology of Food Inequalities (4)
  Examination of food and nutrition issues and problems through the lens of the social sciences, with an emphasis on inequalities in the production, distribution and consumption of food. Economic, social, political and symbolic dimensions of food systems and food behaviors. Social determinants of hunger, malnutrition, and obesity. Exploration of solutions at the local, societal and global levels

Changes to Existing Courses
E.1.c.13.

- ASL 101, 102, 103.
  First-Year American Sign Language (ASL 101, 102, 103) is currently taught through the Department of Speech and Hearing Sciences while Second-Year American Sign Language (ASL 201, 202, 203) is currently taught through the Department of Foreign Languages and Literatures. After consulting with both departments and considering input from the ASL community, we have decided to move First-Year ASL into the Foreign Languages and Literatures Department. Both First-Year and Second-Year ASL will be taught through the Foreign Languages and Literatures Department effective fall term, 2010.

<u>Undergraduate Studies</u>

Cluster Course Changes
E.1.c.14.

Add New Cluster Course		Cluster	
Hst 334U	History of Canada	American Studies	
Intl 341U	Environment & Development in Latin America	Latin America Studies	
Intl 342U	Globalization & Conflict in Latin America	Latin America Studies	
Intl 351U	The City in Europe	European Studies	
Intl 352U	The City in Europe: Humanities	European Studies	
Phl 333U	Medieval Philosophy	Medieval Studies	
Tur 331U	Women and Gender in Turkey	Women's Studies	
Tur 331U	Women and Gender in Turkey	Middle East Studies	
Tur 331U	Women and Gender in Turkey	European Studies	
Removals			
BA 302U	Organizational Behavior		
Eng 308U	Asian American Writers	American Studies	
Eng 308U	Literature & the Environment	Environmental Sustainability	
Eng 410U	Ancient Greek Drama	CGC	
Eng 410U	Literary Utopian Communities	Community Studies	
Eng 410U	Major Works: Variety of Topics (when content is appropriate)	European Studies	
Eng 410U	Medieval Women	Medieval Studies	
Eng 410U	Folklore and Mass Media	Popular Culture	
Eng 410U	Loving Shakespeare: The Tragedies	Renaissance Studies	
Eng 411U	English Drama	Renaissance Studies	
Eng 420U	Caribbean Literature	African Studies	
Eng 421U	African Fiction	African Studies	
Eng 426U	Medieval Literature I	Medieval Studies	
Eng 427U	Medieval Literature II	Medieval Studies	
Eng 443U	British Women Writers	19th Century Studies	
Eng 443U	British Women Writers	Women's Studies	
Eng 445U	American Women Writers	19th Century Studies	
Eng 445U	American Women Writers	Women's Studies	
Eng 447U	Major Forces in Literature: American Sentimentalism	American Studies	
Eng 447U	Major Forces in Literature: Arthurian Literature	Medieval Studies	
Eng 447U	Major Forces in Literature: American Sentimentalism	Women's Studies	
Eng 448U	Major Figures in Literature (when content is appropriate)	Medieval Studies	

Eng 448U	Major Figures in Literature (when content is appropriate)	Popular Culture	
Eng 448U	Major Figures in Literature: Philip K Dick	Popular Culture	
Eng 448U	Major Figures in Literature: Ursula K Le Guin	Popular Culture	
Eng 448U	Major Figures in Literature (when content is appropriate)	Renaissance Studies	
Eng 448U	Shakespeare	Renaissance Studies	
Eng 449U	Green and Literary Studies	Environmental Sustainability	
Eng 449U	Medieval Women	Medieval Studies	
Eng 449U	Women Warriors	Women's Studies	
Eng 460U	American Literature: Beginning to 1865	19th Century Studies	
Eng 463U	American Literature: 1865 - 1955	19th Century Studies	
Eng 464U	Illness and Culture	HPHP	
Eng 475U	Literature of the Victorian Period I	19th Century Studies	
Eng 476U	Literature of the Victorian Period II	19th Century Studies	
Eng 490U	Rhetoric	CGC	
TA 381U	Film History I		
TA 382U	Film History II		
TA 383U	Film History III		
Course Clarifications			
Eng 333U	Topics in Literature & Film	Popular Culture	Was Eng 305U Topics in Film & Eng 306U Lit & Popular Culture
Eng 334U	Topics in Film Genres & Movements	Popular Culture	Was Eng 305U Topics in Film
Eng 368U	Literature & Ecology	Env Sustainability	Was Eng 308U Lit & the Environment
Eng 369U	Asian-American Literature	American Studies	Was Eng 308U Asian American Writers
These clarifications are the first portion of an overall course restructuring by the English Dept. to eliminate overly-broad courses and replace them with more specific ones.			

February 25, 2010

TO: Faculty Senate

FROM: Richard Beyler
       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.pbwiki.com and looking in the **2009-10 Comprehensive List of Proposals**.

<u>**Graduate School of Education**</u>

New Program
E.1.a.1
- Graduate Certificate in the Graduate School of Education, Postsecondary, Adult and Continuing Education. Graduate Certificate in Service-Learning and Community Based Learning (two page summary attached)

PROPOSAL FOR

Graduate Certificate in Service-Learning and Community-Based Learning in Postsecondary Education

Summary

Portland State University
Graduate School of Education
Postsecondary, Adult, and Continuing Education (PACE) Department

Overview:
Service-learning (aka Community-Based Learning) is a unique pedagogical approach to teaching and learning based on early work by John Dewey. A Graduate Certificate is well situated within the Graduate School of Education's Master's degree in Postsecondary, Adult, and Continuing Education (PACE) which currently serves 150 graduate students. PSU is a nationally recognized leader in service-learning and community engagement. Indeed, it is one of few higher education institutions noted by the Carnegie Foundation as an Engaged Campus. Nationally renowned scholars in the field reside at PSU including Dr. Dilafruz Williams, winner of the prestigious Thomas Ehrlich Engaged Scholar Faculty Award, and Dr. Christine Cress, who annually works with over 30 colleges nationwide on integrating the curriculum and assessing service-learning.

The graduate certificate will provide an option for people interested in the area of service-learning and community engagement who may already have a graduate degree in another content area or for those who are exploring the option of working toward the master's degree in Postsecondary, Adult, and Continuing Education (PACE). Currently, there is no option at PSU for people interested in earning a credential in service-learning with adults. To date, there are fewer than 3 programs nationally that offer graduate level education. Because of PSU's expertise in this area, the Center for Academic Excellence (CAE), the PACE graduate program, and the Oregon Campus Compact (OCC) office receive inquiries regarding graduate level training in service-learning and community engagement weekly. The CAE and OCC fully support this graduate certificate. It is anticipated that future course offerings will be e-hybrid and/or on-line to better facilitate regional, national, and potentially international student enrollment.

Objective of the Program:
To provide sound philosophical, theoretical, and experiential preparation in service-learning and community engagement for those who teach, coordinate, and/or research learning with college students through community involvement.

Course of Study:
The new Graduate Certificate is 18 credits (see below). Three of these courses are new to the PACE program.

New Courses:
- ELP 542: Introduction to Service-Learning in Postsecondary Education (4 credits)
- ELP 543: Service-Learning in Postsecondary Educational Leadership and Policy: Domestic issues;
  OR
- ELP 544: Service-Learning in Postsecondary Educational Leadership and Policy: International issues (4 credits)

Existing Courses:
- ELP 522 Teaching Adult Diverse Learners (or) ELP 536 Postsecondary Curriculum (or) ELP 528 Leadership in Postsecondary Education (4 credits)
- ELP electives under advisement; such as ELP 521 Adult Learning & Motivation (4 credits)
- ELP 506, 507, or 509—Culminating Project (2 credits)

Cost
Associate Professor Candyce Reynolds recently moved to the PACE program from University Studies. She will take primary responsibility for supervising the Graduate Certificate (including recruiting/marketing, admissions, advising) as well as teaching the new courses and other PACE courses. As such, there are very limited budget implications for the GSE or the University.

Academic Advising Council
Report to Faculty Senate
April 5, 2010

Committee membership:

Mary Ann Barham (UASC), Darrell Brown (SBA), Marcia Fischer (MCECS), Dan
Fortmiller, Chair, (OSA), Melissa Leonard (CLAS), Christina Luther (OIA), Alan
MacCormack (UNST), Robert Mercer (CLAS), Judy Patton (FPA), Janet Putnam (SSW), Bee
Jai Repp (XS), Bill Ryder (ARR), Paulette Watanabe (DMS), Craig Wollner (CUPA)

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.

The Academic Advising Council has spent the past year in preparing the campus advising
community in advance of the implementation of the university's intentional model of
advising.

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

➢ 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 guidance to New Student Orientation, created an Academic
Advising Guide for schools/colleges and academic units, and developed a staffing model
including a proposal for additional resources to support the new advising model. The
Council's efforts have been supported by staff in Admissions, Records & Registration and
the Office of Information Technologies in creating the mechanisms needed in Banner to
fulfill the intentionality of the model for students who are advised.

The Council extends its appreciation to Janine Allen and Cathleen Smith for sharing their
research which has strongly shaped the advising model. The Chair wishes to thank the
Council as well as Cindy Baccar in Admissions, Records & Registration for their efforts in
bringing the new advising model to fruition.

8 March 2010

TO: Faculty Senate

FROM: Rowanna Carpenter, Craig Wollner, Co-Chairs, Institutional Assessment Council

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

  Ex Officio Members: Dan Fortmiller (OSA); Kathi Ketcheson (OIRP); Leslie McBride CAE);
  DeLys Ostlund (OGR); Shawn Smallman (OAA

  Support Staff: Jennifer Smith

SUBJ.: **Institutional Assessment Council** AY 2009-10 Committee Report

Institutional Assessment Council Charge: The IAC will promote and oversee the continued
implementation of assessment across the campus, working closely with three offices:
Instruction and Undergraduate Studies, Institutional Research and Planning, and the Center for
Academic Excellence. It will create guidelines for assessment planning and implementation that
reflect student learning at the program, department, and institution level, including further
refinement of the campus-wide learning outcomes.

In cooperation with the ex-officio members, the Council will design a strategy for addressing
assessment log term. It will oversee the implementation of key learning goals for institutional
assessment. The IAC will serve as the review mechanism for assessment on campus and
coordinate with the assistant and associate deans group the implementation of a systematic
annual reporting by schools and colleges. It will create an annual document on the status of
assessment that will form the basis for institutional reports, such as those required by the PSU
Faculty Senate and the regional accreditation body, NWCCU.

In the current year to date, IAC has focused on several projects. We have completed or, at this
writing, are making significant progress on the following tasks, outlined as the Council's goals
for the academic year:

*   To publicize the Campus-Wide Learning Outcomes (CWLOs), the IAC has created and is
    distributing a poster of the eight campus-wide undergraduate learning objectives for
    display in all academic departments in the University. The IAC is also exploring other
    mechanisms for publicizing the CWLOs.

*   IAC has created four subcommittees which have refined the internationalization,
    engagement, sustainability and diversity CWLOs. Subcommittees have reviewed

departmental learning outcomes to check CWLOs for alignment with the departmental versions.

- IAC is conducting a review of graduate program documents in order to begin defining graduate learning outcomes

- In collaboration with the CAE, IAC has inventoried departmental or unit-level learning outcomes to determine the extent to which the learning outcomes are already addressed.

The remaining task, to be undertaken spring quarter is to approach campus stakeholders for ideas on implementing the outcomes campus-wide.

To: PSU Faculty Senate   3/19/10
Fr: Ad hoc Committee on Constitutional Change
April 5 Interim Report

We offer for your consideration a set of proposed constitutional changes including those we presented at the February and March meetings.

They come from our review of the 2009 PSU faculty governance study, a look at faculty governance at comparable universities, and the recommendations of the Ad hoc committee on Faculty Participation and Empowerment which were the charge given for creating our committee by the 2008-09 Senate.

We ask that they be considered as a package to make the PSU Senate more pro-active, more participative, and more effective as an advocate for the University's future.

In this interim report, we introduce the proposed changes and the rationales for them. We look forward to discussing them on April 5 and on the wiki in order to make them ready as motions to be introduced at the May meeting and to be voted by the full Senate at the June meeting.

Strengthening Senate leadership
A stronger Senate requires that the responsibilities of the Presiding Officer and the Steering Committee grow.
1. We propose replacing the current one-year Presiding Officer term with a succession of Presiding-Officer Elect, Presiding Officer, and Past Presiding Officer, each with a one-year term. The aim is to make easier recruitment and on-the-job training, to have institutional memory, and to provide extra hands when needed. We believe that the current two-course buyout for the Presiding Officer is a strong incentive for taking the job and a requisite for doing right by it. Taken alone, though, it's not enough to recruit and retain strong leadership. The succession we propose is standard in most academic and professional associations. Why not in our Senate?
2. We propose staggered two-year terms for Steering Committee members. It takes time to learn the job and, more importantly, that it takes time to accomplish an agenda. Under the current one-year term, experience and continuity are sacrificed. Normally, members of Senate committees serve for two or three years.

Note: Instituting the Presiding Officer-Elect and Past Presiding Officer positions will likely bring officers who must serve beyond their elected Senate term. We will add language to extending the terms, if needed,, for Officers and Steering Committee members.

Eligibility
We propose that for unranked faculty, eligibility be defined by one's academic function and academic qualifications. Faculty standing is based *principally* on the work one does at the University. Our language clarifies but does not change the longstanding definition of faculty. [Motion presented at the March 1 Senate meeting]

Reorganization
1. Reorganize representation of CLAS into three academic divisions.

• Splitting CLAS into three academic divisions will more closely represent the teaching and research interests of its faculty in the Senate and on University committees.

• Having three smaller divisions will reduce the number of nominees for Senator and increase their familiarity to electors.
• Separate divisions will make feedback from Senators to departments more likely as Senators will come from more departments.

Note: In place of the current 5 at large CLAS representatives on Senate committees, there would be 2 representatives from each CLAS division. Adding a sixth CLAS representative would bring its representation on committees closer to CLAS' share of Senators.

2. Include representation of XS within AO. The aim is to have units with more than one or two Senators. After research and discussion, we came to understand that the work of almost all XS faculty and staff is design and delivery of courses, not direct instruction. While we initially proposed that XS be merged with OI (Other Instructional, including Honors and University Studies), we believe that XS fits with AO (All others) which includes CAE instructional designers.

Representation
We suggest a shift in representation from 1:10 to 1:20 for Senators.
Since 1994, the number of Senators has more than doubled from 55 to 117 (in 2010). That number will grow each year as new faculty are added in step with increases in enrollment and research.   The Senate's large size has brought less engagement by individual members and a diffusion of responsibility.   We believe that a smaller Senate will be more engaged and more effective.

We suggest striking language calling for Retired Faculty representation as an organization of emerti faculty no longer exists.

We suggest adding members of the Advisory Council as ex officio members if they are not serving as elected members.

We suggest that Senators who regularly miss meetings should resign and be replaced to assure representation of their division.

We look forward to your comments.