

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 **November 7, 2011**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. Approval of the Minutes of the October 3, 2011, Meeting
- C. Announcements and Communications from the Floor
Parliamentary Procedure: Luckett
Discussion Items: Fiscal Futures Report - Budget Committee
PEBB Enrollment Changes – Wetzell and HR
- D. Unfinished Business
- E. New Business
- F. Question Period
 - *1. Questions for President Wiewel
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
16:00 President's Report
Provost's Report
 - *1. Annual Report: Advisory Committee on Academic Information Technology – Reynolds
 - *2. Annual Report of the Internationalization Council - Shandas
 - *3. Report on the Review of Extended Studies – Reynolds
- H. Adjournment

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

- B Minutes of the Faculty Senate Meeting of October 3, 2011 and attachments
- F-1, Question for President Wiewel
- G-1, Annual Report of the Advisory Committee on Academic Information Technology
- G-2 Annual Report of the Internationalization Council
- G-3 Review of Extended Studies Process

***** 2011-12 PSU FACULTY SENATE ROSTER *****

******2011-12 STEERING COMMITTEE ******

Presiding Office: Gwen Shusterman
 Presiding Officer Elect: Rob Daasch
 Secretary: Sarah Andrews-Collier
 Steering Committee (4):
 Mark Jones and Patricia Wetzel (2012)
 Gerardo Lafferriere and Lisa Weasel (2013)
Ex officio (Comm on Comm) Cindy Baccar

****2011-12 FACULTY SENATE (56)****

All Others (8) 2 above new count

†Baccar, Cynthia	ADM	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Vance, Mary	CARC	2012
*Tarabocchia, JR(Thompson)	DOS	2012
*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
Jagodnik, Joan	ARR	2013
Ryder, Bill	ADM	2013
Sanchez, Rebecca	SBA	2013

Business Administration (3) 1 above new

†Raffo, David	SBA	2012
Brown, Darrell	SBA	2013
Johnson, Raymond	SBA	2013
<i>Pullman, Madeleine</i>	<i>SBA</i>	<i>2014</i>

Education (4)

†Caskey, Micki	ED	2012
Smith, Michael	ED	2012
Burk, Pat	ED	2013
<i>Rigelman, Nicole</i>	<i>ED</i>	<i>2014</i>

Eng. & Comp. Science (5)

Daasch, W Robert	ECE	2012
Feng, Wu-Chang	CMPS	2013
Jones, Mark	CMPS	2013
†Maier, David	CMPS	2013
<i>Tretheway, Eric</i>	<i>ME</i>	<i>2014</i>

Fine and Performing Arts (3)

†Glaze, Debra	MUS	2012
Berrettini, Mark	TA	2013
<i>Magaldi, Karin</i>	<i>TA</i>	<i>2014</i>

Other Instructional (2)

Trimble, Annmarie	UNST	2012
†Flower, Michael	HON	2013

College of Arts and Sciences (Total 23)

CLAS – Arts and Letters (9) 1 vacancy

Arante, Jacqueline	ENG	2012
Danielson, Susan	ENG	2012
* _____ (Jacob)		2012
Wetzel, Patricia	WLL	2012
Agorsah, Kofi	BST	2013
†Kominz, Larry	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Jaen-Portillo, Isabel</i>	<i>WLL</i>	<i>2014</i>
<i>Greenstadt, Amy</i>	<i>ENG</i>	<i>2014</i>

CLAS – Sci (7)

Cummings, Michael	GEOL	2012
†Latiolais, Paul	MTH	2012
O’Halloran, Joyce	MTH	2012
Elzanowski, Marek	MTH	2013
Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
<i>Lafferriere, Gerardo</i>	<i>MTH</i>	<i>2014</i>

CLAS – SS (6) 1 above new count

Brower, Barbara	GEOG	2012
Butler, Virginia	ANTH	2012
†Schechter, Patricia	HST	2012
†Beyler, Richard	HST	2013
Farr, Grant	SOC	2013
Lang, William	HST	2013
<i>Liebman, Robert</i>	<i>SOC</i>	<i>2014</i>

Library (1)

†Paschild, Christine	LIB	2012
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Social Work (4) 2 below new count

†Curry, Ann	SSW	2012
<i>Jivanjee, Pauline</i>	<i>SSW</i>	<i>2013</i>
_____		2014
_____		2014

Urban and Public Affairs (4) 1 above new

Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
McBride, Leslie	CAE	2012
Dill, Jennifer	USP	2013
<i>Newsom, Jason</i>	<i>OIA</i>	<i>2014</i>

***Interim appointments**

†Member of Committee on Committees

10/18/11 <i>New Senators in Italics</i>

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 3, 2011
Presiding Officer: Gwen Shusterman
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Baccar, Berrettini, Beyler, Brown, D. Brown, Burk, Butler, Carder, Carter, Caskey, Cummings, Curry, Daasch, Danielson, Elzanowski, Farr, Flores, Flower, Glaze, Greenstadt, Harmon, Hatfield, Henning, Hines, Jaen-Portillo, Jivanjee, Jones, Ketcheson, Kominz, Lafferriere, Lang, Latiolais, Liebman, Magaldi, Maier, McBride, Medovoi, Newsom, O'Halloran, Palmiter, Paschild, Raffo, Rigelman, Sanchez, Schechter, Shusterman, Tarabocchia, Tretheway, Trimble, Turner, Vance, Weasel, Wetzel.

Alternates Present: Bonner for Jagodnik, Farhadmanpur for Smith.

Members Absent: Brower, Dill, Feng, Johnson, MacCormack, Ott, Pullman, Ryder.

Ex-officio Members

Present: Aylmer, Anderson, Andrews-Collier, Balzer, Burgess, Everett, Fink, Knight, Koch, Koroloff, Mack, O'Banion, Ostlund, Rimai, Rose, Rueter, Su, Teuscher, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE JUNE 6, 2011, MEETING

The meeting was called to order at 3:04 p.m. The minutes were approved with the following corrections: Latiolais and Everett were present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

DAASCH presented an overview of the senate committee system and structure.

Election of Senate Steering Committee member to replace Fortmiller: Patricia Wetzel.

Changes to Senate memberships since June 6, 2011: Marronges has resigned. Jacob has retired. Changes in Committee memberships since June 6, 2011: please see the 2011-12 Faculty Governance Guide at <http://www.pdx.edu/faculty-senate/faculty-governance-reference-documents>

D. UNFINISHED BUSINESS

1. Proposed Amendment to the Constitution, Article V., Sec. 2, 6 (new)

JONES presented the motion, reviewing the rationale. BURNS noted that the Advisory Council reviewed the proposal at their last June meeting and found no

issues. JONES reviewed the rationale.

JIVANJEE asked if the amendment would allow a reopening of the elections to rectify the Social Work results. JONES stated yes, potentially.

THE MOTION TO AMEND Article V., Sec 2, 6 (new) PASSED as listed in “D- 1”, by unanimous voice vote.

E. NEW BUSINESS

1. Curricular Consent Agenda

FLOWER/TRIMBLE MOVED THE SENATE APPROVE the curricular consent agenda as listed in “E-1.”

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Questions for President Wiewel

As the agenda item came up before the President’s arrival, KOCH introduced Vice President Rimai. Applause. Koch yielded to RIMAI to answer the question.

Q1. OUS Budget reports show that PSU has increased its end-of-year reserves for the past 5 years, booking \$54M for the 2010-11 year. How will these reserves be used to support investments for increased quality and capacity by PSU’s faculty and staff?

RIMAI stated (attachment) that the short answer to the question is that we intend to use the fund balance for that purpose, within the reality of where state support is headed. Before continuing, she introduced budget analyst Andrea Johnson from her office, there to provide details. Our fund balance has increased in a relatively short period of time, because of a long history of budget cuts and because of the timing of budget cuts - in the middle or close to the end of fiscal academic years. By the time you get a base cut in state support, past the first quarter, it is difficult to make nimble adjustments. Campus behavior has been to slow down spending, leave vacancies unfilled, be careful about supplies and equipment budgets, etc. However, we want to rely on the central fund balance to absorb cuts, and indeed we did in the last round. We also reached back into the fund balance of the units, but that led to a creating a larger fund balance at the central level. Units quickly recovered their fund balances, mostly because of the anxiety of forecasting. Then at the end of the fiscal year, OUS transferred to us “maintenance of effort” money, a one-time infusion based on federal dollars, totaling about \$7 Million. Now, in the new biennium, we have a base cut of \$7 Million, so, in effect, we received one time money at the end of the last biennium and lost permanent funding in the same amount at the beginning of the current biennium. RIMAI discussed the overhead graph to support the discussion, noting in particular that FY11 investments being held over to FY12 are committed in large part to unfilled

positions, departmental balances and to some degree, fees. This does not address our concern about future cuts; projections indicate that fund balances will decline.

RIMAI continued, we have been asked for the current year to engage in a 10.5% base budget reduction exercise. We know that 3.5% is already gone, as the state held it back, just in case. We already know that revenue projections are behind, and we are to undergo the exercise, so we figure the 3.5% holdback will be the first 3.5% of a 10.5% cut. It is good that we have been frugal as the fund balance has allowed us to protect from immediate cuts, and we intend to use the fund when it becomes prudent to do so.

LIEBMAN noted that a number of faculty searches were stopped last spring and asked what prospects exists for resuming the searches and supporting Roy's plan to increase tenure line faculty. RIMAI stated that she doesn't have all the details on this but her inclination would be to wait until February when the legislature reviews the budget forecast. We could have to go deeper into the 10.5% exercise, and it is easier to cut vacant rather than filled positions. CUMMINGS asked what we expect to be the impact of SB242 on our funding flows. RIMAI stated we are optimistic, but we don't know yet. Our first round of activities is to respond to regulatory changes coming in January. KOCH reminded that many of the funds are restricted, for example student housing, and we are not able to move those dollars to other accounts. RAFFO asked if there are expectations for savings related to state services we no longer are required to use. RIMAI noted that yes, there is potential for savings, but we have to purchase certain of these things ourselves, for example, legal services, and we don't know the cost implications yet. KOCH reminded that the continuing trend for and the major source for revenue is tuition. RIMAI yielded to KOCH for question #2.

Q2. In a recent report to the OUS Chancellor, UO President Lariviere explained his decision to give raises to about 80 percent of tenure-track faculty, 20 percent of non-tenure track faculty and 33 percent of administrators. "It would have been egregious for the UO to have simply grown its reserves in an environment when our faculty and staff are being asked to do more. The decision to invest some of these resources in our human infrastructure is appropriate, warranted, and good for the state." What is PSU's plan to deal with current faculty and staff salaries, which are even further from market than UO's?

KOCH noted that VP Rimai is to be commended for her mastery of the data to date. Applause. He reminded that our state funding continues to drop and we propose to offset that deficit, as well as rising costs, with tuition increases, budget reductions, and reduced fund balances. Relative to the UO statement and question, he noted that raises are the subject of collective bargaining, but he can say that the Chancellor has indicated that all UO salary increases will fall within the same OUS salary guidelines. With regards to the resources available to the campuses for salary improvements, we have about the same FTE but are in a very different financial situation than U Oregon, their tuition revenue being about \$100 M more than PSU's (attached).

LIEBMAN asked, in order to complete the answer, if PSU has a formal "plan"

for salary improvements, citing the 10-year plan U Oregon developed in 2000. KOCH stated no. TRIMBLE asked if there is no big thinking about this. KOCH reminded that U Oregon's tuition income is largely the result of student mix, and that we have had discussions campus-wide for the last couple of years around how we need to grow the revenue base of the institution so we can address this as well as the many problems cited here today. SHUSTERMAN reminded that the Fiscal Futures report is available on the web. MAIER reminded that much of the fund balance in question is located locally in departments who want to keep it, and also that these are not recurring.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report (16:30)

WIEWEL apologized for his tardy arrival. He noted the long-term strategy discussed by Provost Koch, and stressed that it is a puzzle for the administration regarding how many ways and times that information needs to be communicated. We are already engaged in five key activities relative to futures planning, changing our mix of enrollment, increased philanthropy, effecting a local tax measure, establishing an urban renewal district, and continuing to pressure for state funding through the Oregon Idea. The complete strategic plan that these activities support will be released very soon. Unfortunately, our main response to budgeting at present has had to be increasing tuition, and we can see the effect of the 9% increase in the flat enrollment this fall. We regret having an increase of that magnitude, and while we don't mind stepping back to a more gradual growth rate that we can more effectively accommodate, we know that we have a mission to continue serving Oregon residents. In spite of the challenges, this university is in better shape than it has ever been. Our enrollment, graduation rates, freshmen retention rate, research funding, and giving are unprecedented in the institution's history. Salaries will be higher for sure, if not what we would wish. The Fiscal Futures Report and the Strategic Plan, the latter to be forwarded to the faculty very soon, both speak to our problems as well as our successes.

WIEWEL continued, regarding new challenges, SB242 created the Higher Education Coordinating Committee (HECC), and SB909 created the Oregon Investment Board, and there are many questions about them, the former in particular. We now have a performance compact to respond to, but we know basically that we already are expected to do those things. Another change will be around the issue of whether universities can form individual governing boards. An argument for these boards is the establishment of HECC, and of course, U Oregon has already gotten this discussion placed on the agenda. WIEWEL stated that he is in favor, and his personal preference is that the OUS would be the central body through which the funding would flow, and continue to have governance over missions and establishment of new

programs. The governing boards, in his preference, would have authority over performance measures to meet the compact, and hiring and firing of presidents. As with these other new challenges, there will be ongoing debate before we know the outcome.

LIEBMAN asked if there is talk among the system presidents to come up with a joint position to improve faculty salaries. WIEWEL stated no, because it is impossible. The universities are in utterly different situations financially, they operate in entirely different markets, and frankly that is one of the reasons why a separate governing board would be a good thing. For example, we would no longer be forced to walk in lockstep with policies, such as those made with statewide SEIU.

WIEWEL congratulated all for the successes of last week, in particular the Party in the Park. It was a splendid start to the year. He closed by saying he hoped we can conclude union negotiations fairly and soon, so we can go back to the business that we are all here for.


Provost's Report

KOCH reminded that Jackie Balzer, Torre Chisholm and he are hosting tailgate and other pre-game parties for faculty in the coming weeks. KOCH continued, that the independent review of international programs, centers and institutes is complete and the documents are posted on the OAA website. KOCH continued, Kevin Reynolds is the Interim Vice Provost for Extended Studies, and a review is underway, covering various aspects of the school. The new Faculty Ranks document has been approved by the OUS board and is scheduled for public comment on 25 October, 10:30 a.m. at U of Oregon. Written testimony can be submitted until 28 October to marcia_stuart@ous.edu. Lastly, after having revisited the academic program review policy for programs not having disciplinary reviews, the OUS Provosts Council have decided that campuses will develop and carry out their own program reviews.


H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

 **Senate Committee Schedules**
Portland State University Faculty Senate
3 October 2011
R. Daasch
Presiding Officer Pro tem/Elect:
MCECS

 **General Committee Structure**

- Administrative committees report to the President or his designee
- Constitutional committees report to the Faculty Senate Faculty Governance Guide, p. 26
 - Committee Size: Small committees are preferable
 - Chairperson: functions manage meetings, foster consensus, compile and present reports to Senate
- Committee on Committees elected by divisional caucus of their senators
 - Determines all faculty appointments to constitutional committees
 - Makes nominations to the President for faculty appointments to most administrative committees

 **Committee Responsibility and Membership**

- Governance Guide *Section 4* describes each Standing Constitutional Committee, p. 10
 - Committee size
 - Committee composition (Faculty,Admin...)
 - Committee charge and functional abstracts
 - Committee required report(s) to Faculty Senate

Constitutional Report Template

- Reports and proposals included in the Senate mailing are the responsibility of the committee
 - Activities and Recommendations
 - Actions generally in form of motion to Senate
- Chairperson making regular Senate reports must meet with the Senate Steering Committee prior to scheduled report meeting
 - Steering Committee regular meeting, seven calendar days after the prior Senate meeting
 - Final versions electronic copies by the second Thursday after the prior Senate meeting
 - Reports submitted in written form

Constitutional Schedule Template

- Schedule is defined by Senate Meetings (first Monday of each month)
- Written items due date for senate mailing
- Each committee has either Annual, Semi-Annual or Quarterly reports, page 23.

REPORT TIMING	SENATE MEETING	STEERING COMMITTEE MTG	WRITTEN ITEMS DUE FOR SENATE MAILING
Annual Report	November 7, 2011	October 10, 2011	October 13, 2011
Quarterly Report	December 5, 2011	November 14, 2011	November 17, 2011

Portland State University Current Fund Balance Analysis

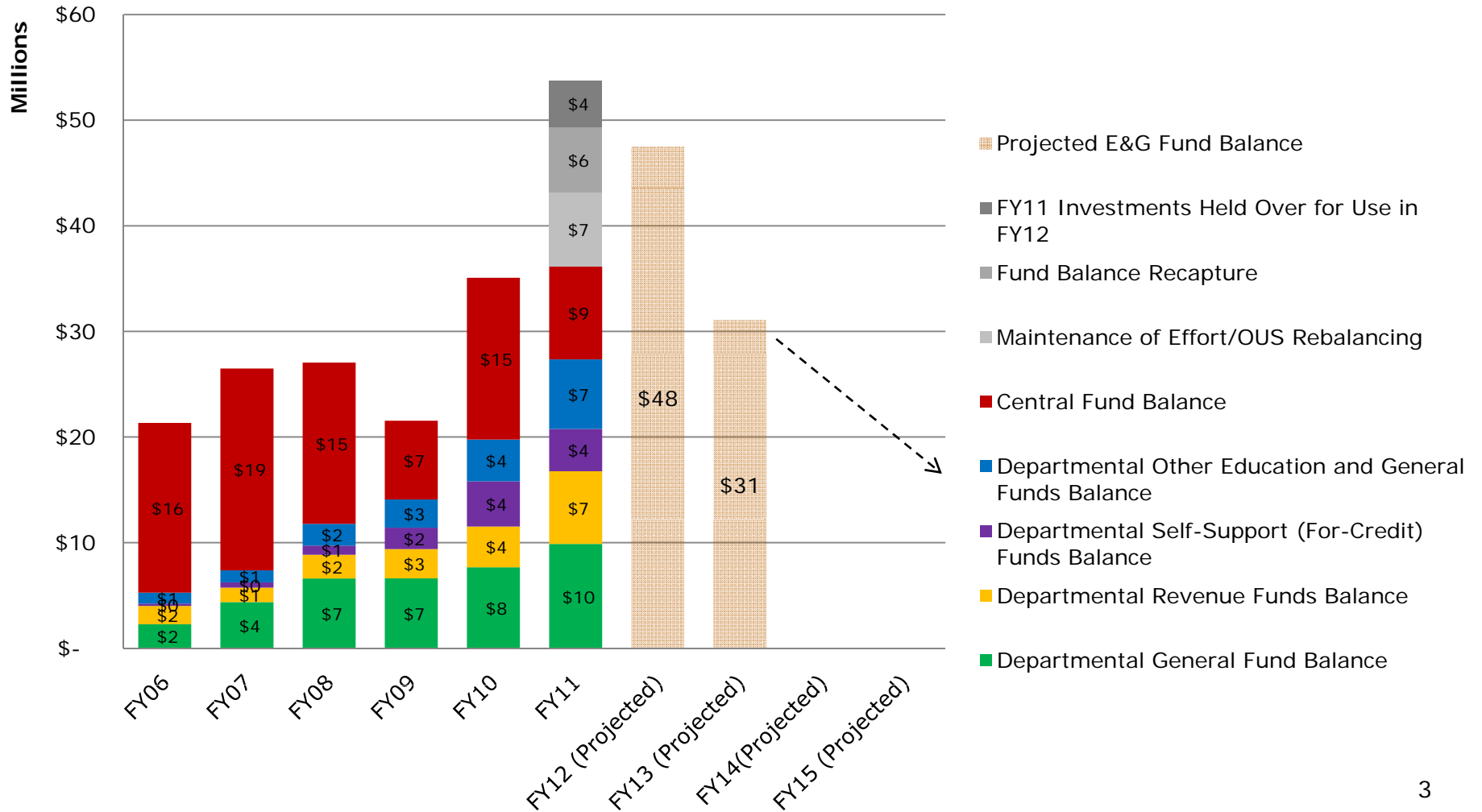


Education & General Fund Balance Analysis

Major Drivers of the Current Fund Balance:

- Mid-biennial budget cuts occurred in fiscal years 2007, 2009, 2010, and 2011.
- The fiscal year 2011 state funding cut of \$9M was absorbed at the University level.
- An Education and General Fund balance recapture of \$6.2M occurred in fiscal year 2011. 30% of Teaching Units and 40% of Non-Teaching Units beginning fund balances were swept for use in the upcoming biennium.
- Although \$6.2M was shifted from the departmental fund balances in 2011, ending departmental fund balances increased by approximately \$8M from fiscal year 2010.
- Multiple budget cuts have impacted campus behavior.
- The University implemented furlough days in fiscal year 2010 which resulted in salary savings for several months.
- At the end of fiscal year 2011, OUS distributed an additional \$7M for Maintenance of Effort and RAM rebalancing. Subsequently, our fiscal year 2012 allocation was reduced by that same amount.

Portland State University Education and General Fund Balance Components \$ in Millions



Comparison of 2010-11 tuition and fee revenue

Institution	Tuition, resource fees (less remissions)	Change from previous year
University of Oregon	\$282,929,000	17%
Portland State University	\$176,543,000	7%
difference	\$106,386,000	

To the President,

Oregon Administrative Rule 580-021-0100 states that "Fixed-term appointments are appointments for a specified period of time" and "may be made and are renewable at the discretion of the president." These appointments "are designed for use at the discretion of the president in such cases as, but not limited to, appointments of visiting faculty (or similar category); academic staff members whose support wholly or principally comes from gift, grant or contract funds, the cessation of which funding would eliminate the budget base for the position in question; part-time faculty; administrative staff with faculty rank; and faculty appointments during an initial probationary period where an institutional policy has been adopted or negotiated that establishes such probationary period." The Rule stipulates that "Fixed-term appointments offered to visiting faculty or similar category shall not exceed a total of seven years."

Currently, many full-time fixed-term instructors are employed in ways not described in this rule. These instructors have become long-term members of our faculty. Although they may have employment contracts of short duration, these contracts are regularly renewed well beyond the seven-year cut-off point. In addition, these faculty are employed as regular members of departments rather than (as the OARs describe) as short-term replacements, grant-related staff, part-time employees, administrative staff, or faculty employed for a probationary period. The OARs do not preclude using fixed-term faculty in other capacities, as they specifically provide that the use of fixed-term faculty is "at the discretion of the President." OAR 580-021-0100 goes on to state that "Institutional staffing plans shall define the characteristics, proper use and appropriate limits on use of visiting faculty or similar category."

First, how have you been defining the "characteristics, proper use and appropriate limits on use of" full-time fixed-term faculty, and what is the rationale behind this definition? And second, how might the new administrative rule, Faculty Rank OAR 580-020-005, which sets up specific job titles for non-tenured faculty above the Instructor rank, affect your policies regarding the employment of fixed-term faculty?

Amy Greenstadt

Associate Professor of English

Final Report (2010-2011)**Advisory Committee on Academic Information Technologies (ACAIT)****EXECUTIVE SUMMARY**

The Advisory Committee on Academic Information Technologies advises the Provost, Vice President for Finance and Administration, and the Council of Academic Deans on the academic use of information technologies. Each year, the committee receives a detailed charge and appointments are made to represent the breadth of the academic units and programs of the institution. A member of the Council of Academic Deans chairs the Committee and provides regular reports to the Provost, Vice President for Finance and Administration, and the Council. Terms are for one academic year.

ACAIT's specific charge for the 2010-2011 academic year arose from the 5-year technology plan published by the committee in 2008, which recommended establishing an initiative to provide the infrastructure to support research computing. To carry out that initiative, ACAIT focused this year on the ways in which PSU currently supports the computing needs of its researchers, and it examined the resources and policies that will be necessary to support the university's goal of reaching \$100 million in total research expenditures. The committee reviewed the results of a faculty survey completed in 2010 which focused specifically on the respondents' priorities related to research functions rather than other academic computing needs. The committee worked with Research and Strategic Partnerships (RSP) to clarify questions regarding direct charging of grants for research computing needs, and the details of this clarification are included herein. Finally, committee members surveyed other institutions in order to identify the predominant methods of managing research computing infrastructure and support functions, with the major findings from these inquiries also included in this report.

As a result, the committee recommends several steps the university can take to provide additional support to researchers. Primarily, PSU should centrally fund (using a percentage of the Indirect Cost Recovery pool) and maintain a core research computing infrastructure with an efficient, integrated system dedicated to research computing needs. There should be adequate funding to keep this centralized infrastructure current and staffed appropriately for the university's size and level of research activity. Additionally, a mechanism should be developed to provide an ongoing review of research computing priorities to ensure that capacity and support continue to meet and are aligned with faculty research needs.

The committee supports the recommendation of ACAIT Chair Kevin Reynolds, Provost Roy Koch, and Vice President of Research and Strategic Partnership Jon Fink that for 2011-2012 the committee work in conjunction with RSP to select an Electronic Research Administration (ERA) software package for attaining pre- and post-award efficiencies.

OVERVIEW OF ACAIT 2010-2011

In order to accomplish its broad charge of examining the infrastructure necessary to support the substantial growth of annual research expenditures, ACAIT specifically addressed the following questions:

1. What research computing resources do PSU researchers need?
2. How do other universities provide and structure research computing support?
3. What could PSU do to provide better computing support to PSU researchers?

A note on context: The committee found that definitions were challenging as different universities have different names for research computing services. We use “Research Computing” and “Academic Research Computing” interchangeably to describe computing used by faculty researchers in support of their research projects. These services are differentiated from institutional academic computing, which incorporates computer lab and desktop support, application training, Smart/eClassrooms, portal services, video conferencing, video recording, video streaming, and LMS support and training. While these systems may support research, they are not unique to research.

To address the questions outlined above, ACAIT committee members gathered information from a variety of sources including:

- A survey of research faculty that was conducted by ACAIT during the 2009-2010 year, which served to identify some of the priorities specifically related to research computing.
- Nine institutions were contacted to discuss their practices in research computing, with additional data coming from the websites of other institutions, including the following:
 - George Mason University (GMU)
 - San Diego State University (SDSU)
 - Indiana University-Purdue University at Indianapolis (IUPUI)
 - University of Illinois at Chicago (UIC)
 - University of Memphis (Memphis)
 - University of Texas at Arlington (UTA)
 - University of Wisconsin at Milwaukee (UWM)
 - Western Michigan University (WMU)
 - University of Houston (UH)
 - Florida Atlantic University (FAU)
 - University of Delaware (UDEL)

Finally, supplemental information was garnered from people with extensive university IT experience including Nik Simpson who is an analyst with Gartner Group, a national technology consulting firm, and Michael Clegg, a representative of the Dell Higher Education group who works with Northwest regional universities.

ACAIT’s predominant philosophy this year was that researchers should focus on research, not IT. Many institutions indicated that researchers were often forced to address their own IT needs considering their generally limited budgets. If researchers fill the roles of systems administrator as well as storage and back-up manager, they are

taking time from their core research. If a student does this instead, when the student leaves there can be a knowledge gap. A secondary problem with this do-it yourself approach is that faculty often purchase the least expensive systems possible, which can cause problems later.

The rest of the report will examine the specific questions that ACAIT considered and provide some recommendations.

FACULTY SURVEY

During the spring of 2010, ACAIT surveyed 412 principle investigators who had been active during the previous 5-year period. The committee received 127 responses, representing approximately 31% of PSU's active researchers, to the 35-question survey. Though it did not provide a comprehensive analysis of PSU's support for research computing considering the low response rate, it did suggest some broad themes and directions for the ACAIT committee.

Approximately 80% of the respondents develop and maintain websites related to their research, while just 7% use support offered by OIT's Academic Research Computing (ARC) group. The remainder either do this themselves, use graduate or undergraduate students, support staff, or outside vendors, along with using a variety of other resources. However, over half of the respondents said they would like to use OIT to support their website development, integration, and maintenance activities. Similarly, the respondents reported using analytical tools without having extensive or consistent support from OIT. Some of the individual comments expressed some degree of frustration with institutional support in this area: "This is the biggest problem for me as a researcher at PSU. We desperately need to hire and retain professionals with a sophisticated understanding of SAS and Stata." Another reported that, "we have consistently needed to seek out resources outside PSU for this type of work."

Related to the actual physical computing capacity at PSU, the survey did not indicate a widespread demand for additional storage space or high-performance computing (that which requires more capacity than the normal desktop system). However, ACAIT subsequently identified storage needs as a rapidly growing issue given the changing nature of sponsored research and expectations of funding agencies to data archiving. There is some concern about long-term data archiving, off-site backups, and improved software and hardware consulting for faculty.

Considering the survey revealed a general concern about the degree of university-level support for research computing, ACAIT decided that evaluating the support systems of other research-oriented universities would be instructive. The results of this informal research follow.

RESEARCH COMPUTING SUPPORT AT OTHER UNIVERSITIES

University research computing support services generally incorporate these activities: High Performance Computing (HPC), networking, server hosting and virtualization, data storage and backups, programming/application development, web development, scientific and statistical computing support, IT consulting. Several recurring trends and

issues in the services and structure of computing support arose in conversations with other universities that are outlined here.

Cyberinfrastructure. Many institutions refer to their cyberinfrastructure, typically including networking, data storage, and computing, as a core service. There is a clear move to centralize the key components including high performance computing and networking, data storage and backups.

Many of the institutions contacted offer server hosting, networking and electricity for free as part of the infrastructure. System administration is usually available on a charge basis.

Data Storage. For those institutions that offer central storage, there is generally no charge. It is allocated in small increments for most users, but much larger amounts (1+ TB) are made available for researchers by special request. None of them had a strict charge back model for storage. Researchers are encouraged to include specialized IT requirements into grants.

HPC (High Performance Computing). HPC systems, specifically parallel computer clusters, are a standard part of research institutions. But, the cost of large clusters and the inefficiency of operating many small clusters has led to centralization of resources and a nationally tiered model: central clusters are used for running smaller jobs, and for prototyping and scale testing larger jobs so that users can apply to run their jobs on the larger clusters on TeraGrid and in national labs.

One significant trend is the “community cluster” concept. This establishes a base framework and support for systems while allowing researchers to purchase their own servers from an approved list of vendors. This provides leverage to get better equipment at a lower price and provide economies of scale, while also allowing researchers guaranteed access to their resources in a shared environment.

Cloud Computing and Storage. There are many emerging trends in cloud-computing, some of which will have direct impact on research and academic computing. Many vendors are making their software cloud friendly and readily available in cloud environments. For example, Esri, the maker of ArcGIS, is promoting its server “in the cloud.” Penn State is using the ArcGIS server in the classroom. There are numerous examples of other business applications that offer cloud-based solutions. Related to high-performance computing, cloud-based HPC options could be viable for researchers who require massive computer resources in a limited time frame. And, cloud-based storage may be an option for long-term, low churn archival storage.

General IT Trends. Research computing is subject to the same national IT trends, such as green data centers and virtualization that are leading to changes in commercial data centers and in IT implementation throughout business and higher education.

Models of Organization

Academic computing support services tend to be either centralized or decentralized. The institutions studied for this report cover the range from almost completely

decentralized, except for some specific core academic computing services, to extremely centralized. The core academic computing functions previously mentioned are in most cases centralized. There is a much greater range of difference around research computing.

Two significant trends emerge based on level of centralization. Those institutions that are more centralized tend to be more likely to promote research computing as a feature, they appear to have more robust computer facilities, and they embrace the value of centralization where appropriate.

Those that are highly decentralized tend not to advertise their research computing, seem culturally resistant to centralization even when efficiencies could be achieved, and tend to have silos of computing support.

Primarily Decentralized. San Diego State University (SDSU) represents the most decentralized case of the institutions surveyed. At SDSU, some instructional technology services are centralized: smart classroom design, installation, and support (though each college IT group also supports some of their "local" rooms); graphic design and video production; faculty support for instructional technology use and online learning; and maintenance of the learning management system and associated technologies. There is some site-wide academic software licensing.

Desktop support and computer lab management is decentralized: IT groups within the library and colleges manage their own resources and support their own faculty & staff. Grant-funded projects operate under the auspices of the SDSU Research Foundation, which provides its own IT support, including antivirus and patch management services.

Research computing services are almost entirely decentralized. Some software is centrally acquired (e.g. statistical software). But desktop and server support, specialized software, and programming, system administration, and development, are all handled at a local level.

There is a useful quote from Jim Julius, Associate Director of Instructional Technology Services:

I think the overall culture of the school is very federated/siloized, which actually to me seems more typical than not when looking at other large institutions with high research activity. There's definitely always some lament for the efficiencies and service improvements that might happen if we were to centralize various technology services, but no one really has the will to make that the hill to die on. I think the point where an IT leader is elevated to a dean's council-level leadership position is the point where that could begin to happen, but as long as academic IT all report up to college deans, there isn't going to be any centralization.

Highly Centralized. Indiana University-Purdue University at Indianapolis (IUPUI) is part of the Indiana University system. IT support for some academic computing and most research computing is centralized across the entire system with the IU University Information Technology Services group. There is focused campus IT support at IUPUI; most academic computing is handled centrally at either the campus or system level. Most research computing is centralized at the system level. This pays big dividends in

research computing – IU has the most extensive research computing resources of any of the model institutions studied. According to Craig Stewart, Associate Dean Research Technologies, IUPUI gets more services than it pays for in the shared resource model they have.

Hybrid Model. Most universities tend to be somewhere between the extremes of centralization and decentralization. One example is University of Wisconsin, Milwaukee, where they have primarily centralized model for many services run through University Information Technology Services, but they actively evaluate services and systems in order to determine whether they are best offered centrally or distributed to colleges or departments.

A primary example is their High Performance Computing support. UWM has built a large central HPC cluster with 1.0 FTE administrator to maintain it. In addition there are three “facilitators,” area experts with strong knowledge of parallel programming, who work directly with faculty to assist them using software on the cluster, developing software, etc. These three positions are in the colleges that require significant HPC support, but coordinate with central IT.

CLARIFICATION OF GRANT EXPECTATIONS

National funding agencies are increasingly requiring universities to have specific plans to make data available over a long period of time. The National Science Foundation now specifically requires data management plans. However, there are complications and limitations as to what can be charged as direct costs in a grant. The Facilities & Administration (F&A) costs, also known as "indirect costs", can be used to support this data storage, but there are increasing draws on this limited resource. As a result, there is increasing pressure on universities to take on the costs and responsibilities associated with research computing and data storage.

The following section of the report provides a summary of the standard restrictions on and the criteria for allowing computers to be charging computers to Federally-funded awards. The requirements are outlined in the PSU Sponsored Award Charging Policy.

Restrictions on Computer Purchases: As computers and electronic devices are generally used for many different activities, such as preparation of instructional materials, email, routine correspondence, and personal use in addition to their use on sponsored projects, these devices typically do not meet the requirements to allow them to be directly charged to a Federally-sponsored project. General purpose equipment such as desktop and laptop computers, printers, etc. are included in the F&A calculation and charged to the sponsored project as F&A costs. Computers for the general purpose use of staff hired to work on the project (i.e. graduate research assistants) are typically considered part of the F&A costs as well.

Exceptions: Exceptions to this general rule can be made when the use of the computer is used primarily or exclusively for the work on the sponsored project. Examples of exceptions include when the computer is attached to a piece of equipment and is required for collection or analysis of data or related to operation of the equipment and when the computer is specifically needed to record data while in the field, such as an

archeological site. The use of a computer to store non-sponsored project information or for use outside of the lab or office where the research is conducted (except for field work) is likely to raise the question of its allowability on a sponsored project.

Criteria for Exceptions: To sustain an auditable justification of the allowability of computers charged directly to a Federal award, the computer or electronic device must be used primarily (at least 95%) for the programmatic conduct of a sponsored project. If a computer is 100% funded from a Federal sponsor, the computer should not be used for non-programmatic purposes on more than an incidental basis. Computers purchased on Federally-funded awards cannot be used for administrative support, such as purchasing, proposal preparation and grant management, since these uses cannot be directly charged to a Federal award. The cost of software and/or upgrades charged to Federal awards must be necessary for the conduct of the research and must also conform to the above requirements regardless of the computer on which they are installed.

Documentation of Exceptions: To provide evidence that the computer or other electronic device meets the criteria for an exception, the Principal Investigator must document in the proposal and on a corresponding CAS Exception Form that accompanies the Proposal Internal Approval Form (PIAF):

- that the use of the computer is beyond the normal and customary use and application of computers in the day-to-day operations of the laboratory or office;
- how the computer directly benefits the project;
- how it is different from similar items provided by the University; and
- a description of how the project will be negatively impacted by not purchasing the computer.

Research and Strategic Partnerships (RSP) must approve the sufficiency of detail in the request by its approval of the CAS Exception Form. If the need for a personal computer or electronic device develops during the project and was not requested in the original budget, the PI must provide documentation of unlike circumstances to RSP for review and approval.

- ACAIT recommends that the PIAF should include a section where research computing needs that cannot be direct charged from the grant or supported from a centralized research computing infrastructure be identified. For these specialized cases the appropriate PSU funding source and signatory authority would need to be obtained prior to grant submission.

RECOMMENDATIONS:

After evaluating the faculty survey and the processes used at other research-oriented universities, ACAIT makes the following recommendations regarding enhancing PSU's support of academic research computing:

1. Establish a core infrastructure:

PSU should centrally fund and maintain a core research computing cyberinfrastructure that will provide an efficient, integrated system for researchers to accomplish their tasks. The key components of this system are:

- Networking
 - Data storage and back-ups
 - File serving
 - Web application serving
 - Database serving
 - Computing, including standard and HPC
2. Identify responsibilities within OIT for research computing and associated services, and make this information available to PSU researchers in a clear fashion.
 3. Keep equipment updated. A percentage of initial acquisition should be set aside to support equipment updates.
 4. Staffing: PSU's size in comparison to its peer universities suggests 4.0 FTE staff as an aspirational goal for central research computing. The current situation where much of central research computing is supported by students does not provide the level of service, expertise, and continuity that faculty need to support their research.
 5. Funding: There should be clarity of how a portion of F&A funds/indirect costs is directed to support a centralized research computing. Preferably this should be a percentage of the IDC pool generated so that funds for centralized research computing increases as the sponsored research and the associated research computing needs grow. This pool of funds would provide the base budget. Additional funds would be obtained by direct charging, where allowable, specific grants and research projects for specialized services.
 6. Research computing priority review: A mechanism to assess research computing needs, internal allocation of resources, review of the definition of core services, etc. should be established to ensure faculty research needs are being adequately addressed given limited resources.

CONCLUSION

Research computing is becoming increasingly important at PSU and demands on computing resources will continue to grow at a rapid pace. To support efficient, sustainable growth in this area there must be sufficient funding for both equipment and staffing to provide essential services and support to meet research faculty needs.

It is important to note that the recommendations in this report only address what are currently considered core services. There are significant areas of research computing that will continue to gain in importance and require attention and resources such as high-performance computing, GIS serving, and advanced tools for data mining, modeling, reporting and visualization. As the definition of "core services" changes, the scope of research computing support will need to be reevaluated.

Internationalization Council 2010-2011
Year-end Report
August, 2011

The IC year-end report for 2009-10 offered the following items as a means for directing the activities for the IC during the AY 2010-2011:

- Continue developing of strategic plan for internationalization;
- Continue outreach to campus community, in part by soliciting feedback on strategic plan;
- Oversee implementation of the strategic plan once it is finalized and adopted;
- Assist Assessment Council on implementation of the campus-wide learning outcome of internationalization, to include ideas for faculty about how they might incorporate international content and perspectives into their courses, and explore ways to extend this learning outcome to graduate education;
- Continue to develop partnership with Diversity Action Council, possibly by involving the new Chief Diversity Officer; and
- Begin planning an “International Year.”

As a summary, during summer 2009, several members of the IC analyzed and summarized data collected at several campus ‘mini-retreats’ and developed a draft “Strategy for Comprehensive Internationalization 2010-2015.”¹ The Strategy for Comprehensive Internationalization integrates the President’s themes of engaged learning and global excellence into six new priorities:

1. Students – education abroad, international students, curriculum (an overarching theme)
2. Faculty – research, incentives, travel
3. Institutional Strengthening – assessment and identification of campus support for internationalization
4. Local community – partnerships, grants, funding, business
5. Global community-partnerships
6. International alumni

The IC recognizes the importance of continuing to internationalize Portland State University, but this cannot be done in a vacuum. In order for the “Strategy for Comprehensive

¹ *The draft Strategy for Comprehensive Internationalization 2010 – 2015, was submitted to the Provost in June 2010, with subsequent refining with the leadership of the IC.*

Internationalization 2010-2015” to be successful, campus wide input will continue to be needed and incorporated.

Achievements

We divide the achievements of the AY 2010-11 into three sections, each of which are based on the charge set forth by the members of the AY 2009-10 internationalization council, and as shared with and shaped by discussions with the Provost. Although we recognize that the three achievements highlighted here are just that ‘highlights,’ members of the IC have been continuously engaging in international achievements throughout this year, as noted by the updates provided by members at the beginning of each IC meeting (see meeting minutes for those details).

(1) Strategy for Comprehensive Internationalization 2010-2015

Throughout the 2010-11 academic year, the Internationalization Council (IC) aimed to address goals set forth by the 2009-2010 year-end, and did so by developing an outreach and engagement plan focusing on the Strategy for Comprehensive Internationalization (SCI). One goal of these engagement efforts was to solicit feedback from faculty, staff (including administrators), and students on the SCI. The progress that the IC has made this academic year culminated in Spring 2010 when members of the, having completed a detailed review of the SCI, initiated campus wide discussion of the Strategy by engaging campus units, organizations, and centers in a targeted discussion of the purpose and primary recommendations of the SCI. Several campus administrators were also engaged (full list of the people engaged over the course of the year is provided in Appendix A). Specific attention was given to the strategic priorities, which make up the ‘backbone’ of the plan, and aim to provide guidance for implementing the SCI in the short term, and ensuring its efficacy in the long-term. Members of the IC recognized early in the engagement process the need to develop multiple approaches to engaging the campus community and developed a slideshow presentation, a white paper summarizing its key elements, and a short video.

The success of this engagement effort was measured by the breath of input received from all colleges, center directors, and other administrators; presentations made to faculty and staff; and increased awareness of the IC, its role, and the purpose of the SCI. A summary of the feedback is provided in an addendum report entitled, “Strategy for Comprehensive Internationalization 2010 – 21015: Results from campus-wide engagement efforts.” In summary, the key areas of interest by the campus community includes that need for further strengthening the definition of terms in the SCI (e.g. ‘global excellence,’ ‘campus internationalization,’ ‘international literacy,’ etc.), expansion of financial resources available for researchers and educators for addressing priorities, and a need for systematic coordination of communication about international opportunities, events, and resources. Another notable

observation was that internationalizing the campus is not something that ‘happens to’ PSU, rather it is a process that is to be pursued as a partnership with the metropolitan region in which we reside. These results provide the basis for evaluating, refining, and implementing the SCI in the coming year. In fact, the leadership of the IC is currently developing an agenda for a fall 2011 retreat, which will engage IC members in addressing the concerns raised and suggestions made by the campus community. In addition, these engagement efforts were seen as a first step in an on-going process for ensuring that the broad campus community is part of a region-wide effort to further efforts to internationalize the campus, and the metropolitan region.

(2) International Program External Review

The IC was enjoined to collaborate with an ad hoc International Program External Review Committee to address key issues of internationalization on the PSU campus, including:

- The need for a clear understanding and articulation of the mission of international centers/institutes and, in particular, how these organizations can support faculty research, community engagement and other aspects of the University’s Internationalization Strategy;
- The need for a more well-defined governance structure for centers/institutes that clearly articulates the shared roles of role of faculty and the administration in their activities;
- The strength and coherence of the various area studies curricula in the International Studies Program and how the International Studies Program complements with other academic departments;
- The relationship of the faculty and of the Centers and Institutes to the area studies programs; and
- The organizational structure resulting in the International Studies Program and its academic offerings in a separate unit from some of the Centers and Institutes.

To this end, members of the IC met with external reviewers to discuss the IC’s role in internationalization on campus. A final report to the Provost (to be shared with the campus) has been submitted to the Provost and is available for general review on the Office of Academic Affairs website.

(3) International Learning Outcomes

One part of internationalizing the campus is developing robust measures of success in student learning. The Institutional Assessment Council (IAC) was charged by the Provost to collaborate with the IC to develop learning outcomes relevant to campus internalization. To this end, members of the IC were involved in developing and vetting relevant learning outcomes,

some of which are part of a campus wide strategy for assessing long-term progress in internationalization efforts. We anticipate maintaining a dialog with the IAC in the coming year as the learning outcomes becomes standard practice at PSU.

In a related, but distinct effort, this year also marked the publication of a journal article by members of the IC focusing on an assessment of the internationalization learning outcomes by undergraduate students.² Published in the *Journal of General Education*, the article describes an analysis of student portfolios and the extent to which they met several learning outcomes that were based on measures provided by the American Council on Education (ACE), but tailored by the authors to fit students at PSU. This article also provided the foundation for a presentation at the annual ACE conference, which was held in Washington D.C. (Feb, 2011). The presentation was well received and helped to establish PSU as a national leader in international assessments.

(4) Connecting Campus Diversity and Internationalization Goals

Over the past several years, the IC has been actively engaging members of the Diversity Action Council. With the recent hiring of Jilma Menezes, PSU's Chief Diversity Officer, we have been in continuous discussion about coordinating our efforts between the two groups. As a start, we have solicited feedback from Jilma's office on the SCI, and engaged in a public dialog about the challenges and opportunities for aligning campus diversity goals with interests in internationalizing the campus. Hosted by the Center for Academic Excellence (CAE), the public dialog offered a means for identifying areas on campus where faculty, students, and staff can further integrate these concepts into curriculum, research, and services.³

To further connect the goals of campus diversity and internationalization, members of the IC collaborated with the Office of Diversity and Equity (ODE), and University Studies to submit a grant proposal to ACE during the Spring of 2011.⁴ The aim of the proposal is to develop 'best practices' for integrating campus diversity and internationalization initiatives. If awarded, we will work with ODE and University Studies to examine the opportunities for further linking the goals, plans, and efforts by our two groups. The IC believes that connecting the goals of diversity and internationalization offers a timely, cost-effective, and meaningful approach to addressing many of the global challenges facing the region, campus, and councils.

² Carter D., G. Latz, and P. Thornton. 2010 "Through a New Lens: Assessing International Learning at Portland State University." *The Journal of General Education* 59 (3): 172-81.

³ *Global Citizenship: Engaging Diverse Voices in this New Global Century, Civic Engagement Breakfast, 24 February 2011.*

⁴ *American Council on Education, '2011 At Home in the World Application: Educating for Global Connections and Local Communities'*

Goals for the AY 2011-2012

While many of the primary efforts of the AY 2011-2012 will focus on the implementation of the SCI, the year will also consist of transition for the IC. Gil Latz, Vice Provost of International Affairs, will leave PSU after fall term. As a seminal member of the IC, OIA, and the larger campus community, Gil's departure will require careful consideration of maintaining momentum for ongoing engagement efforts, and formal approval of the SCI by the Provost. As a result, one of the early activities of the AY 2011-12 will be the creation of a pre- and post departure plan that emphasizes the tactical plan for ensuring the continued progress of the SCI. Other priorities for the AY 2011-12 include:

- Identify strategies for addressing questions, concerns, and suggested next steps, as raised by the campus community regarding the SCI over the 2010-11 AY;
- Oversee implementation of the strategic plan once it is finalized and adopted;
- Finalize campus learning outcomes for internationalization, in partnership with the Institutional Assessment Council;
- Continue to develop partnership with Diversity Action Council, by involving the new Chief Diversity Officer and other allies; and
- Evaluate the resources, activities, and planning required to host an "International Year, tentatively planned for 2012-13."

Finally, the IC membership will change for the AY 2011-12 to reflect those faculty and staff who provided input on the SCI, and those identified by the vice provost to be instrumental in implementing the SCI. A separate memo will be submitted to this end.

Portland State University-School of Extended Studies (PSU-SES)

2011-2012 Review Process

Context

Rapid changes in technology, pedagogy, and the accompanying increase in online learning offerings by non-profit and for-profit institutions have created a much larger array of educational opportunities for students. These changes span the educational spectrum including K-12, postsecondary and continuing education, and raise both opportunities and significant competitive challenges for entities such as the School of Extended Studies (SES) at PSU.

Along with these external forces, there are also many ongoing changes at PSU. In 2008, the move of the Continuing Education (CEED) program from SES to an academic home in the Graduate School of Education was initiated. In the summer of 2011, the SES Online Learning Center (OLC) and online learning support activities in the Center for Academic Excellence were combined in a new Center for Online Learning (COL) within the Office of Academic Affairs (OAA). At a financial level, both of these changes have led to a reduction in the net revenue of SES. In addition, the creation of COL and a growing number of online offerings from academic units at PSU is leading to a continued blurring of the lines with what has become a predominantly online set of courses offered by SES Extended Campus Program (ECP). On the horizon, PSU is looking towards replacing the disparate in-load, self-support, and summer session budget allocation methods with a single budget allocation model. Such a model, which is built upon recommendation of the Financial Futures Task Force (FFTF), would allocate revenues associated with student credit hour generation to the appropriate academic unit and would affect both the ECP and Summer Session Programs within SES. The transfer of Summer Session from SES is notable as the income is used partially to support its other activities, a dependency which is long-standing and was highlighted in a previous 2002 external review.

The combination of these external and internal issues suggests that a thorough review and evaluation of SES in the 2011-12 AY is both timely and necessary.

Objectives

The objectives of this 2011-2012 SES review are 1) to formulate a vision and mission that is congruent with and contributes to the Vision, Mission, and Themes of PSU, 2) to chart a course that adapts to local and national changes in the educational landscape, is practical, and financially sustainable.

Principles

There are four guiding principles for this process: 1) The next iteration of SES must be built upon a unique contribution to the institutional Vision and Mission, and operate in a manner which observes PSU processes and procedures, 2) Maintain and, where appropriate, expand educational opportunities for the diverse groups of Oregonians currently served through SES and the academic units; 3) Enhance the coordination and communication of the offerings and activities in SES and the academic units to leverage the efforts of both and eliminate redundancies; 4) Maintain and, where possible, enhance the quality of individual programs currently within SES, and of the overall PSU reputation and brand.

Specific questions to be addressed in the review:

- 1) What are the key ways in which the SES uniquely can pursue a vision and mission?
- 2) How can each of the existing programs in SES (Professional Development Center, Extended Campus Program and Independent Study), future programs, and their associated support functions (marketing, registration and accounting) be staffed and organized so that they can be most effective and self-sustaining without cross subsidy or dependence upon summer session income? Structural and organizational changes may be necessary to accomplish this goal. The benefits of further centralizing or decentralizing the support functions should be considered. A detailed financial analysis will be provided for the review process.
- 3) What existing programs should remain, and what new programs might be added, to what currently exists in SES?
- 4) Are there any programs that should be discontinued or transferred out of SES? In particular, the process should address the advantages and disadvantages of moving the credit-bearing Extended Campus Programs to their respective academic units.
- 5) Should the SES focus on short term, non-credit certificates and how would it be staffed, organized and named? To what extent should short-term, non-credit classes be transferred to, or developed by, the academic units.

Process and Timeline

September-December

1st Level Review. SES self study with a written report addressing long-term vision and finances. This process will include a detailed financial analysis and a review of best practices of successful programs and entities at comparator institutions.

January-March

2nd Level Review. A committee comprised of faculty (including Presiding Officer of the Faculty Senate, and Chairs of both the Faculty Senate Budget Committee and Educational Policy Committee), deans and administrators will conduct its own independent review and prepare a report. This review would include an analysis of the SES self-study, discussions with or presentations made by SES staff, the results of an external review* to be conducted in February, and potentially consultation with the Educational Advisory Board (EAB).

*A 2-day external review will be conducted by reviewers selected by SES, faculty and administrators. The reviewers will be provided with material from the SES self study and financial analysis in advance of a personal campus visit, and they will be asked to provide a final written report.

April

Proposal. Proposal prepared and processed following the Faculty Senate approved "Process for Creation, Elimination & Alteration of Academic Units."