The Faculty Senate will hold its regular meeting on **February 6, 2012**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

A. Roll  
B. *Approval of the Minutes of the January 9, 2012, Meeting*  
C. Announcements and Communications from the Floor  
   Discussion Item -  
D. Unfinished Business  
   *1. Proposed Amendment to the Constitution, Art. V, 2, 2)*  
E. New Business  
   *1. Curricular Proposals Consent Agenda*  
F. Question Period  
   1. Questions for Administrators  
   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. Report on Extended Studies Review - Rose*  
H. Adjournment  

*The following documents are included in this mailing:*

B  Minutes of the November 7, 2011 Meeting and attm (1)  
D-1 Proposed Amendment to the Constitution, Art. V, 2, 2)  
E-1 Curricular Proposals Consent Agenda  
G-1 Report on Extended Studies Review
### 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 Darrell Brown (2012)  
Gerardo Lafferriere and Lisa Weasel (2013)  
**Ex officio (Comm on Comm)** Cindy Baccar

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

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*Interim appointments  
†Member of Committee on Committees

**DATE:** 1/23/12  
**New Senators in Italic**
Minutes: Faculty Senate Meeting, January 9, 2012  
Presiding Officer: Gwen Shusterman  
Secretary: Sarah E. Andrews-Collier  


Members Absent: Arante, Caskey, Curry, Elzanowski, Farr, Feng, Johnson, Medovoi, Ryder, Trimble.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE DECEMBER 6, 2011, MEETING

The meeting was called to order at 3:14 p.m. The minutes were approved with the following corrections: The item removed from E.1. Curricular Consent Agenda, “Program Change to MA/MS in Education:Media/Librarianship” was numbered E.1.a.2.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

CHANGES to Committee and Senate memberships since December 6, 2011:
Removed from Senate membership, for non-attendance: OTT, and PULLMAN.

The Presiding Officer introduced Tom Bull, the new director of the Alumni Association. Applause.

Election of Steering Committee Member

SHUSTERMAN noted that Patricia Wetzel can no longer serve in Senate as she is acting Vice Provost for the remainder of the academic year, and opened nominations for her replacement on the Steering Committee. Darrell Brown was nominated and elected by universal acclaim.
Discussion Item – What it is we need in our next Provost?

SHUSTERMAN opened with a thank you to Roy Koch for his service to the faculty. She reviewed the published position description, and stressed that the discussion focus on future goals and outcomes. She moved the meeting to Committee of the Whole for ten minute.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Consent Agenda

WEBB/FLOWER MOVED THE SENATE APPROVE the Curricular Consent Agenda as listed in “E-1.”

2. Proposed Amendment to the Constitution, Art. V., SEC. 2., 2)

JONES introduced the proposal, discussing the rationale.

REESE/DAASCH MOVED THE SENATE APPROVE THE CONSTITUTIONAL AMENDMENT, as listed in “E-2.”

RUTH urged that the new process include notification to chairs, to improve participation.

After no further discussion, the Presiding Officer noted that the proposal would be referred to the Advisory Council and returned next month, as specified in the Constitution.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL noted that his recent trip to Asia made it clear that there is enormous possibility for collaborations that will bring those students to PSU. He continued, we are pleased that the contract is settled, and noted that unrepresented faculty and classified will receive similar adjustments, as is our tradition. He noted that the Oregon Education Investment Board is seeking a chief officer and starting discussions about individual missions and achievement compacts, and urged that several documents from the last OSBHE meeting be posted on the Senate website. It
is clear from the fallout surrounding the UO activities in December that independent governing boards are definitely on the table, perhaps by 2013. It is now more a question of the details. Regarding the budget, 3.5% of our budget was held back and we are pretty sure that it is gone. We are aware that there could be as much as a 10.5% total. For the 2013 session, we are working on proposals for new funding with the Oregon Idea. For this session, we are focusing on protecting the Oregon Opportunity Grant because tuition is such a great burden for our students. Although we are part of the state budget free declared by the Governor, “the student experience” is not been held to the hiring freeze. Lastly, We are following carefully the discussions about the Sustainability Center noting that the costs cited are not unreasonable, and we feel optimistic about the urban renewal proposal.

**Provost’s Report**

KOCH reported that the new OAR on faculty ranks was passed by the board last week. We have a joint task force to work out the details for this campus, and more will be forthcoming. Essentially, we have a larger framework to work with and will be renaming some positions. KOCH reminded that the annual symposium is 19 January, with topics including the proposed new budget allocation process in the am and research and strategic partnerships in the pm.

KOCH introduced Dana Tasson, MD, Executive Director of Student Health and Counseling Center to discuss the proposed increase to the 2012-13 student health fees as an offshoot of affordable health care legislation (atm). This plan will cover the 40% of our students who would have no plan at all. It will be more costly, but much more comprehensive and possibly a better value for students with access to other possible plans.

**1. Intercollegiate Athletic Board Interim Report**

BURGESS noted that the ICAA charged the IAB to increase interaction with faculty governance, and this interim report is part of that effort.

**H. ADJOURNMENT**

The meeting was adjourned at 16:40.
Portland State University

Student Insurance Update

Current Student Insurance Plan

- Mandatory Basic Plan - $111 per quarter
- Must purchase insurance even if already covered
- Minimal coverage ($7,500 per illness per year)
- Does not meet students' needs
- Affordable Care Act (ACA) requirements
- **Cannot offer this plan next year

Challenges

- PSU plan essential for 40%
- Protect students from financial and health risk
- Affordable Care Act Requirements
- Cost/value
- Some students already covered
New Plan Design

- Required for 5 or more credits
- Comprehensive Coverage (similar to PEBB plan)
- Can “waive out” if already covered
- Estimated Cost $400-$500 per quarter
- Included in financial need calculations

Student Feedback

- 54% of PSU students likely to drop out with sudden medical expense
- 19% considered dropping out due to health problems
- 78% endorse campus-wide access to health care
- Health problems among most common impediments to academic success

Potential Impact

- Financial: higher cost for some, savings for others
- Enrollment: unknown
- Retention: positive
- Student health: positive
Proposal for a Constitutional Amendment, Art. V, Sec. 2, 2)

Summary: This document presents a constitutional amendment that: (1) reflects a change from “opt-out” to “opt-in” elections; and (2) eliminates the nominations phase of the previous election procedures.

Context: In June 2010, the Faculty Senate adopted a package of proposals aiming to produce a faculty senate that is more pro-active, more participative, and more effective as an advocate for PSU’s future. These proposals included in a change in the rules for eligibility; a reduction in the size of the senate; and a switch in the elections process from opt-out to opt-in. The 2011 Senate elections were conducted according to these proposals, but the faculty constitution was not updated to reflect the change from opt-out to opt-in. The 2011 election process also retained a “nominations” phase from the previous version of the constitution. In their review of the 2011 election process, the Faculty Senate’s ad-hoc “Implementation Committee” concluded that the nominations phase was redundant given the switch from opt-out to opt-in; that it unnecessarily reduced the slate for the election; and that it created complexity and confusion for faculty participants and Senate officers. As a result, the Implementation Committee’s report in June 2011 recommended that the nominations phase of the election be eliminated.

Proposed amendment: The essential details of the amendment are in Article V (FACULTY SENATE), Section 2 (Election of the Senate), Part 2 (Nomination). The following text shows additions relative to the Faculty Governance Guide 2011-2012 in italics and underlining while deletions are indicated using strike-through.

2) Identification of Candidates Nomination. Six weeks prior to the date of Senate elections, the Secretary to the Faculty shall obtain from each divisional administrative officer an approved list of the faculty members assigned to the division. No later than four weeks before the Senate election, each eligible person on this list will receive an invitation to opt-in as a candidate for a Senate position. This list will be circulated with the directions that any potential candidate may delete his or her name if s/he does not wish to be a candidate for a Senate position. No later than four weeks before the Senate election, the Secretary to the Faculty shall submit a list of eligible candidates to every faculty member in the divisions, and request a nomination of a number of names equal to twice the number of Senate vacancies occurring in that division at the end of the school year. The total number of nominees shall equal twice the number of Senate vacancies in that division. Those persons on this ballot who are named the greatest number of times shall be the nominees. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared final candidates. All persons tied for the final position shall be declared nominees.

Minor administrative changes are also required in Parts 3 and 5 to maintain consistent terminology:
3) Election. On the last Monday in April the Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall mail ballots containing the names of final candidates nominees for Senate election to faculty members of the respective divisions. Each divisional faculty member shall vote for no more than a number of candidates equal to the number of Senate vacancies occurring in his or her division for that year. The person or persons receiving the greatest number of votes shall be elected. In case of ties for the final position, run-off elections shall be held.

5) Interim Vacancies. Interim vacancies that occur in the Senate shall be filled by appointment by the Secretary to the Faculty, who shall designate to fill the unexpired term with the non-elected candidates nominees who in the immediate past Senate election had the greatest number of votes in the division in which the vacancy exists. An interim appointee shall be eligible for election at the end of his or her term.

Notes: (a) As written, the amendment allows a period of two weeks for the Secretary of the Faculty to generate and distribute the opt-in invitations; two weeks for faculty to respond; and two weeks for the Secretary to the Faculty to prepare and distribute the final ballot. Adjustments to this schedule will be required if any of these time periods is considered either too short or too long.

(b) The constitution also describes procedures for election of faculty members to the Advisory Council (Article VI, Section 1) and to the Interinstitutional Faculty Senate (Article VII) that are held at the same time as the main Senate election. In both cases, the constitution specifies that the list of valid nominees will be submitted to every member of the Faculty “no later than four weeks before the Senate election.” This is the same time frame as specified in the revised and original versions of Article V, Section 2. As such, we do not believe that this amendment requires any changes in Articles VI or VII. The only complication is the specification that materials for Advisory Council and Interinstitutional Faculty Senate elections must be sent to all faculty members, while Senate election materials need only be sent to those members who are eligible for election (in particular, this excludes most sitting senators). It would still be possible to send election materials to all faculty, but this might create some confusion (for faculty who are not eligible) and some additional work for the Secretary to the Faculty (to filter out responses from faculty who are not eligible).
January 11, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate Approval

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2011-12 Comprehensive List of Proposals.

**Graduate School of Education**

**Change to Existing Program**
E.1.a.1
- MA/MS in Education: Media/Librarianship – change to existing program; eliminate required course

**School of Social Work**

**Change to Existing Program**
E.1.a.2
- PhD in Social Work and Social Research – change to existing program; revise methods courses

**New Courses**
E.1.a.3
- SW 635 Qualitative Research II: Collecting Data for Interpretive & Constructivist Research, 3 credits
  Second course of a required three-term sequence. Data collection methods with a special emphasis on collecting stories and narratives to explore the individual, group, community, organizational, and national experiences. Prerequisites: SW 630 and SW 633.

**Change to Existing Courses**
E.1.a.4
- SW 633 Introduction to Qualitative Research Methods in Social Work, 2 credits – change title to Qualitative Research I: Critical Research Frames and Beginning Practices, change to 3 credits, change description
E.1.a.5
• SW 635 Qualitative Research Methods in Social Work II, 2 credits – change course number to SW 637, change title to SW 637 Qualitative Research III: Making Sense Of Qualitative Research Findings, change to 3 credits, change description

College of Urban and Public Affairs

Change to Existing Programs
E.1.a.6
• Graduate Certificate in Public Management – change title to Nonprofit and Public Management
E.1.a.7
• Graduate Certificate in Public Management – change to existing program; add non-profit courses, add content/skill areas
E.1.a.8
• MPA in Public Administration: Health Administration – change to existing program; revise required courses, combine skill development and specialization courses
E.1.a.9
• MPH in Health Management and Policy – change to existing program; add core courses, revise elective categories
January 11, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

Rachel Cunliffe Hardesty
Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2011-12 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

New Courses
E.1.b.1

• ANTH 477/577 Primatology Field Methods, 4 credits
  Focus on methods for collecting behavioral and ecological data on free-ranging primates through a combination of field exercises and lectures. Curriculum includes development of ethograms, sampling methods and recording rules, mapping, and estimating resource availability. Students learn methods within a natural reserve setting populated by living primates. Prerequisites: Anth 101 or permission of instructor.

Changes to Existing Courses

• ENG 491/591 History of Literary Theory, 4 credits – change title to History of Literary Criticism and Theory I
• ENG 492/592 Modern Literary Theory, 4 credits – change title to History of Literary Criticism and Theory II, change course description
January 20, 2012

TO: Faculty Senate

FROM: Rachel Cunliffe Hardesty, 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 2011-12 Comprehensive List of Proposals.

School of Business Administration

Changes to Existing Programs
E.1.c.1.
• Major in Business Administration: Option in Real Estate Finance – changes to Option in Real Estate; changes list of required courses; changes required credits from 27 to 26.

New Courses
E.1.c.2.
• RE 431 Urban Economics (4)
  Functions of the urban economy: the market sector and the public sector. Economic analysis of issues such as land use, environmental quality, transportation, housing, income distribution, and the organization and financing of urban public services.
  Prerequisites: Junior standing and EC 201, 202. This course is the same as EC 431 and USP 431 and may only be taken once for credit.

Changes to Existing Courses
E.1.c.3.
• Fin 360 Real Estate Finance I (3) – changes course prefix/number to RE 360; changes credits to 4; changes prerequisites.
E.1.c.4.
• Fin 460 Real Estate Finance II (4) – changes course prefix/number to RE 460; changes prerequisites.

School of Fine and Performing Arts

Changes to Existing Programs
E.1.c.5.
• Minor in Dance – changes list of acceptable adviser-approved courses for the minor.
E.1.c.6.
• BM in Music Education: Instrumental – changes course numbers to align with approved course number changes.
College of Liberal Arts and Sciences

Changes to Existing Programs
E.1.c.9.
• Secondary Education Minor – adds a course to the list of core courses required for the minor.

New Courses
E.1.c.10.
• BST 335 The Multi-Racial Experience (4)
  Explores what it means to identify oneself or be identified as multiracial/ethnic. Considers how social class, gender, race and other factors shape the multiracial experience. Explores interracial relationships and the representation of multiracials in the media.

E.1.c.11.
• Comm 336 Metaphors in Communication (4)
  Introduction to the use and understanding of metaphors in conversation, public communication, and mediated communication. Topics include metaphor comprehension, metaphorical framing, patterns of metaphor use in discourse, and interaction of metaphors with communication context. No prior familiarity with the metaphor literature is assumed.

E.1.c.12.
• Ec 321 Fundamentals of Game Theory (4)
  Introduction to the theory of games and their applications in economics. Examines how some broad classes of games can be used to study the strategic choices of economic agents under circumstances of imperfect competition and/or information.

E.1.c.13.
• Hst 323 Modern Korea (4)
  Examines the modern history of Korea, including of the “Two Koreas” (North Korea and South Korea) in the postwar period.

E.1.c.14.
• Intl 390 Foundations of Global Studies (4)
  Exploration of key theories of global, social, and cultural processes including positivism, liberalism, and Marxism through multiple approaches including non-Western and comparative perspectives.

E.1.c.15.
• Phl 365 Atheism (4)
  Examination of atheist philosophy including secularism in ethics and politics, naturalism in epistemology and metaphysics, and contemporary naturalistic accounts of religion and faith-based beliefs.

E.1.c.16.
• Soc 348 White Identities in the United States (4)
  The social construction of whiteness within various social contexts. Forms of white political consciousness, both progressive and regressive; white supremacy and white privilege across the political spectrum. Challenges related to the construction of anti-racist white identities; white involvement in anti-racist social movements.

E.1.c.17.
• SpHr 475 Introduction to the Professions of Speech-Language Pathology and Audiology (4)
  Overview of topics related to professional development in speech-language pathology and audiology, including professional behavior, ethical responsibility, scope of practice,
interdisciplinary collaboration, professional affiliations, continuum of care, typical work settings, and applying to graduate schools. Prerequisites: seniors or final year of preparation.

E.1.c.18.
• WS 377 Topics in Feminist Spirituality (4)
  Investigation of different forms of feminist spirituality.

Changes to Existing Courses
E.1.c.19.
• Eng 300 Critical Approaches to Literature (4) – changes course title to Introduction to the English Major; changes description.

E.1.c.20.
• Phl 307 Introduction to Philosophy of Social Science (4) – changes course title to Science and Society; changes description.

E.1.c.21.
• Phl 422 American Philosophy (4) – changes course number to Phl 360.

College of Urban and Public Affairs

Changes to Existing Programs
E.1.c.22.
• Minor in Real Estate Development – changes required and elective courses for the minor; aligns course numbering to include RE prefix.
2012 Timeline: January – June

**Key Dates**
- 1/6, committee convenes
- 1/20, Level 1 report released to level 2 committee
- 1/27, mtg. 2: Current SES Directors present level 1 report
- 2/3, mtg. 3: identify questions and scope of work
- 2/6 begin external review process
- 2/17, mtg. 4
- 3/2, mtg. 5
- 3/12, conclude external review process
- 3/16, mtg. 6
- 4/6, mtg. 7
- 4/23, mtg. 8
- 5/4, mtg. 9
- 5/18, mtg. 10
- 6/1, Level 2 Review Committee report presented to the Provost, and Interim Vice Provost for Extended Studies

**Committee Reviews L1 Report and Identifies Initial Questions**

**Begin External Review and Potential Custom Report Study**

**External Reviewers Visit PSU**

**Draft Level 2 Review Committee Report Outlined**

**External Reviewers Report Integrated Into L2 Comm. Report as Appropriate**

**Continue Refining Draft L2 Report**

**Continue Refining Draft L2 Report**

**Continue Refining Draft L2 Report**

**Final Adjustments Made to L2 Comm. Report**

**6/1, Report to Provost and VP for SES**

**Educational Advisory Board Creates Custom Report on PSU SES Best Practices Based on Committee Questions**

**Early February: External Reviewers Secured, Questions Are Forwarded to Them, Two‐Three Day Visit, Report Is Prepared and Shared with Committee by 3/16.**

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<th>Jan</th>
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1/6, Committee convenes
1/27, SES Directors present internal report
2/3, finalize committee questions
2/17, mtg. 4
3/2, mtg. 5
3/16, mtg. 6
4/6, mtg. 7
4/23, mtg. 8
5/4, mtg. 9
5/18, mtg. 10
6/1, Level 2 Review Committee report presented to the Provost, and Interim Vice Provost for Extended Studies
School of Extended Studies Level 2 Review Committee

Melody Rose, Chair, OAA

Tim Anderson, FS Educational Policy Committee
Jackie Balzer, EMSA
Sherwin Davidson, CLAS
Susan Beatty, CLAS
Scott Dawson, SBA
Erin Flynn, RSP
Randy Hitz, GSE
Nancy Koroloff, SSW
Robert Mercer, CLAS
Steve Reder, FS Budget Committee
Gwen Shusterman, FS Steering Committee
Larry Wallack, CUPA

Charles Burck, Committee Staff, OAA
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 though 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.”