TO: Senators and Ex-officio Members to the 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 March 5, 2012, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. *Approval of the Minutes of the February 6, 2012, Meeting

C. Announcements and Communications from the Floor
   Discussion Item – Academic Quality

D. Unfinished Business
   *1. Proposed Amendment to the Constitution, Art. V, 2., 2)

E. New Business
   *1. Curricular Proposals Consent Agenda
   *2. Proposal for Minor in Advertising Mgmt in Communications
   *3. Proposal to Amend Faculty Senate By Laws, Steering Committee Membership

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 Interinstitutional Faculty Senate Meeting at PSU, March 2/3 – Rueter
   *2. Educational Policy Committee Quarterly Report – Anderson
   3. Report on Accreditation – Rose
   5. Univ. Policy Committee Report on Sexual Harassment Policy

H. Adjournment

*The following documents are included in this mailing:
   B  Minutes of the February 6, 2012 Meeting and attm (2)
   E-1 Curricular Proposals Consent Agenda
   E-2 Proposal for Minor in Advertising Management in COMM
   E-3 Proposal to Amend Faculty Senate By Laws, Steering Committee Membership
   G-2 EPC Quarterly Report
   G-3 Report on On Line Learning
### 2011-12 PSU Faculty Senate Roster

#### 2011-12 Steering Committee

- **Presiding Officer:** 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:** 2/10/12 *New Senators in Italics*
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 6, 2012
Presiding Officer: Gwen Shusterman
Secretary: Sarah E. Andrews-Collier


Alternates Present: DuPont for Baccar, Reese for Danielson, Tappan for Lang, Webb for Latiolais, Holmes for Sanchez.

Members Absent: Caskey, Feng, Glaze, Greenstadt, Henning, Johnson, Medovoi, Schechter, Tarabocchia, Vance.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE JANUARY 9, 2011, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes to Senate and Committee memberships since January 9, 2012
TALBOTT and PEREWARDY have been elected to vacant SSW senate seats. Evguenia Davidova replaced Jen Delos Reyes on the Publication Board.
The Second Edition of the Faculty Governance Guide 2011-12 is now posted on line.

KOCH introduced Dr. Sue Beatty, new Dean of Liberal Arts and Sciences.

SHUSTERMANN reminded that Senators are encourage to disseminate Senate business to their districts, and noted that Bob Liebman is conducting a paper survey on governance perceptions during the meeting.

Discussion Item – Institutional Governing Boards

DAASCH presented on the proposal for the PSU institutional governing board and took questions and comments. The OUS has a policy committee to set up guidelines.
and determine needed statutory reforms before the 2013 legislative session. He presented several diagrams of the current and future governance structures, and the some of the differences between PSU’s position, UO’s position, and the remaining campuses (attached). Our questions as faculty have to do with faculty governance, curriculum, subject matter, methods of instruction, research and student life as it relates to instruction.

LIEBMAN urged we seek out examples of other campuses that are governed this way. RUETER queried if OHSU can be used as a model. BERRETTINI queried if we can get a clarification about the hierarchical boards structure. KOCH noted that the Oregon Education Investment Board and the Higher Education Coordinating Commission didn’t exist when this process started, but our position is still based on the original OUS structure. A local board could provide better service to the region and better support for the institution, and the system would still provide a positive coordinating role. At present, OUS doesn’t give us as much independence as we would like and not near as much as UO would like. MAIER stated that the achievement compact is troubling when it could be managed by several degrees of separation. RUETER noted that IFS discussed the impact on curriculum of competition, and the role of OUS in moderating competition between the campuses in the Portland area. WIEWEL noted that the difficulty of this discussion is that it is all up in the air, including our proposals. DAASCH noted the flux is good as it allows us to have input at an early stage. Senate presiding officers will discuss this at their next meeting on 9 March.

D. UNFINISHED BUSINESS

1. The motion was withdrawn from the agenda as it still awaits Advisory Council review.

E. NEW BUSINESS

1. Curricular Consent Agenda

    REESE/FLOWER MOVED THE SENATE APPROVE curricular proposals, as listed in “E-1.”

    THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

    President’s Report

    WIEWEL started with comments on the discussion item. He noted that the project is in flux not only because it was intended to occur after 2012, but also because
Rep. Dembrow has introduced an additional push this session, in particular around Governing Boards and what should they look like. If language is introduced that is more concrete than forming a task force, we need to make sure that it doesn’t apply just for UO. In the meantime, it is good for faculty to think about safeguarding their role.

PSU day at the legislature is 8 February. Key talking points are around preserving the budget (minus the ~3% withheld to date), and bringing budgets back into balance. We will also talk about the Oregon Sustainability Center, although it doesn’t look hopeful at this point. If it isn’t approved, we go back in 2013 or find alternative financing. The urban renewal district would be very good for us, and we are optimistic. President Obama’s remarks last week about funding higher education are reassuring, however much resistance he is experiencing.

DAASCH asked if international students figure into the compact discussions. KOCH noted that the goal is to serve Oregonians. WIEWEL noted that there is a performance measure due to a shortage area, which could encourage international students to come and stay.

**Provost’s Report**

KOCH noted that winter enrollment is up in headcount but flat in credit hours. The proposed achievement compact OUS would have with OEIB is very general and mostly in outcome measures. We are working right now on our compact with OUS that is due at the end of the month.

KOCH yielded to Vice President Rimai, who provided a report on the performance based budgeting similar to that from the symposium, and gave possible scenarios and projections for the next two biennia, after “G-1.” She included several slides indicating the fund balance with and without tuition increases, SCH increases, and cost increases for current salaries and lines (attached). She noted that there is a large “steering committee” and a small working group to collect data and analyze it. She reminded that retention is a key to predictability, and debt service includes the sustainability center.

WIEWEL reminded that the increase PERS debt and decreased state contributions are the major reasons for the imbalance. We must respond to this, which is a major reason to look to increasing the numbers of out of state students.

TRIMBLE asked about the contribution of foundation and capital campaign incomes. WIEWEL noted that it matters, but not in the short run. SMITH asked about our ability to provide out of state student housing. RAMAI reminded that the buildings are not ours but we must remember that the student experience is very important. DAASCH asked if differential tuition has been taken into account? RIMAI noted that notion is set but differential tuition could be important. It is a better model, the more people who participate at the local level. LIEBMAN asked if research finding would improve the picture. RIMAI noted that research is part of the mission, but expensive and restricted.

ROSE noted that there are three key items, the overall timeline, the list of the review committee membership, and the purpose. The purpose is threefold, that activities are sustainable, that programming is integrated into curricular practice, and that programs are unique and don’t duplicate. The first stage was a self-reflection piece, and stage two is the review, including external participation. If there are proposals, they will be forwarded to Senate in September.

MEIER noted that improvements in conference operations would be appreciated. ROSE stated she would make note of it. REYNOLDS stated we have very recently added a software system that will assist in this.

2. Interinstitutional Faculty Senate Meeting of 2 February at PSU

RUETER reported briefly on the meeting.

H. ADJOURNMENT

The meeting was adjourned at 4:58 p.m.
Ad-Hoc Senate PSU Governing Board Review Committee
February Discussion Topic
Portland State Faculty Senate
R Daasch

Background
• Oregon Senate Bill 242 Created a Higher Ed. Coordinating Commission
• Redefined Oregon University System with more authority and independence
• Created process for State Board of Higher Education to enter into performance compact
• (more) Independent management of affairs, operations and obligations when no General Fund or general obligation bonds are used

Time-Line & Next Steps
• OUS Governance and Policy Committee goal
  • Develop recommendation for university-level boards well in advance of 2013
  • Draft legislative concept in Spring 2012
  • Identify institutions wanting university-level boards
  • Develop delegated authorities could be granted to university-level boards
  • Determine needed statutory changes

PSU Senate Committee Goals
• Faculty governance
• Faculty representation
• Campus decision making

Group Photo Ad-Hoc PSU Faculty Senate Governing Board Review Committee
New Governance Layout

Possible Divisions

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Questions for Consideration

1) Board composition and appointment
2) Ownership of property
3) Bonding and debt
4) Tuition setting
5) Admissions standards and enrollment mix
6) Student and financial data requirements,
   partnerships with K-12, C.C.
7) Collaboration for education, research and service
8) Provision of services to reduce cost
9) Presidential selection, retention and evaluation
10) Fulfillment of achievement compact
11) Current role of faculty governance
12) Curriculum & subject matter
13) Methods of instruction
14) Research
15) Faculty status
16) Student life & education process

PSU Faculty Senate Input

Opening question for the Senate discussion

“What institutional boards responsibilities relate to faculty governance?”

• Current role of faculty governance
• Curriculum & subject matter
• Methods of instruction
• Research
• Faculty status
• Student life & education process
### Draft as of 1/10/2012

#### Portland State University

**Revenue and Expenditure Projection - Base Case Scenario - 0, 0, 0, 0**

**Education and General Funds in ($000)**

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| **Expenditures:**            |         |         |         |         |         |
| Personnel Services           | 193,742 | 211,450 | 220,069 | 229,310 | 244,390 |
| University Strategic Reinvestments (recurring) | - | - | - | (1,000) | (1,000) |
| New Capital Projects - Debt Serv./JM, Move 6 | - | 59,400 | (17,712) | (18,937) | (20,180) |
| Supplies and Services & Other | 53,759  | 53,759  | 44,619  | 26,823  | 26,823  |
| **Total Expenditures**       | 252,425 | 257,850 | 257,777 | 256,107 | 256,777 |

| **Net from Operations:**     | 18,864  | 13,468  | 13,541  | 15,211  | 14,541  |
| **Fund Balance % of Revenues** | 17.0%   | 17.0%   | 12.2%   | -7.8%   | -14.8%  |
University Budget Team Report

Long Term Planning & Approach to Managing University Resources - Education & General Funds

Analysis of current E&G revenue and expenditures and potential outcomes for 2013-2015.

Goals:
1) Plan for a balanced budget by 2014-15
2) Maintain a fund balance percentage that is within the 5-15% (of revenues) range
3) Plan for a tuition setting policy that will:
   a) provide increased revenue through enhanced SCH generation and student mix
   b) is sensitive to the cost of attendance
4) Identify real operating cost reductions that are manageable over several years

3 Key components in building the various budget scenarios:
   a) SCH generation
   b) Tuition Rate Increases
   c) Budget Cuts

Results from analyses to date (per year for 3 years)
D-1

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 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).
February 9, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

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

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

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

**College of Liberal Arts and Sciences**

**Change to Existing Programs**

E.1.a.1
- Graduate Certificate in Geographic Information Systems – change to existing program; add time limit for program, update revised course titles

E.1.a.2
- PhD in Mathematical Sciences – change to existing program; remove second language requirement

E.1.a.3
- Speech and Hearing Sciences – change to existing program; major program redesign

**New Courses**

E.1.a.4
- SPHR 530 Clinical Management in Communication Disorders, 4 credits
  Focuses on principles of static and dynamic assessment, intervention planning and implementation, goal writing and data collection, and behavior management—including motivation and reinforcement—across diagnostic populations and developmental stages. Considers contextual influences and emphasizes evidence-based practices. Prerequisites: SpHr 370 and SpHr 380; graduate standing.

E.1.a.5
- SPHR 541 Bilingual Topics in Communication Disorders, 2 credits
  Explores current topics within bilingual speech and language development and disorders. Covers typical and atypical development within many areas of speech and language, diagnostic criteria for determining disability, and assessment and intervention topics for children and adults from bilingual language backgrounds. Emphasis on Spanish-English bilingual populations.
E.1.a.6
• SPHR 545 Pathways to Professional Practice, 2 credits
  Overview of topics related to professional practice of speech-language pathology: professional organization membership, certification, licensure, and ethical and legal responsibilities. Career development issues: preparing for national exams; résumé writing, interviewing, and planning for the Clinical Fellowship; team collaboration; supervision; and reimbursement practices. Prerequisites: SpHr 530.

E.1.a.7
• SPHR 546 Professional Ethics, 2 credits
  Enhances student awareness of and knowledge about ethical principles that form the basis for the American Speech-Language-Hearing Association Code of Ethics. Explores complexity of professional practice of SLP that have ethical considerations. Includes weekly group discussion to engage in ethical diagnosis using clinical scenarios based on individuals with communication disorders. Prerequisites: SpHr 530.

E.1.a.8
• SPHR 558 Symbol Systems in Early Communication, 2 credits
  Focuses on communication characteristics of individuals with severe communication disorders and their use of augmentative and alternative communication to meet both pre-intentional and intentional and symbolic communication needs. Emphasis on holistic communication assessment methods and intervention strategies to enhance communication in children. Prerequisites: SpHr 380.

E.1.a.9
• SPHR 562 Cognitive Rehabilitation, 4 credits
  Discusses causes, symptoms, prevention, assessment, and management of cognitive-communication disorders following acquired brain injury across the lifespan. Specific populations to be discussed include traumatic brain injury, stroke, and the dementias. Places emphasis on evidence-based clinical reasoning and applying the World Health Organization model to clinical management in rehabilitation settings. Prerequisites: graduate standing.

E.1.a.10
• SPHR 564 Advanced Medical Speech-Language Pathology, 2 credits
  Addresses current topics related to practice of medical speech-language pathology in a variety of settings. Topics may include management of tracheostomy/ventilator dependence; medical terminology; medical billing, reporting, and appeals; interdisciplinary models; evidence-based practices; common medications and their side effects; and other topics of contemporary interest to learners. Prerequisites: SpHr 461, SpHr 562, SpHr 563, and SpHr 565.

E.1.a.11
• SPHR 586 Autism, 2 credits
  Investigates current issues related to diagnosis and intervention for children and adolescents with autism spectrum disorders (ASD). Focuses on current research related to theories of social, communication, motor, sensory, cognitive, and adaptive behavior development. Emphasizes interdisciplinary nature of serving children with ASD. Prerequisites: graduate standing.
Change to Existing Courses

E.1.a.12
• SPHR 540 Multicultural Topics in Communication Disorders, 2 credits – change credit hours to 4, change prereqs

E.1.a.13
• SPHR 550 Advanced Speech Disorders Practicum, 4 credits – drop course

E.1.a.14
• SPHR 551 Advanced Child Language Disorders Clinic, 4 credits – drop course

E.1.a.15
• SPHR 553 Counseling in Communication Disorders, 2 credits – change course description and prereqs

E.1.a.16
• SPHR 554 Advanced Speech Sound Disorders: Theories and Application, 4 credits – change course description and prereqs

E.1.a.17
• SPHR 558 Computer Applications in Communication Disorders, 2 credits – drop course

E.1.a.18
• SPHR 559 Augmentative and Alternative Communication, 2 credits – change course description and prereqs

E.1.a.19
• SPHR 560 Research Methods in Speech-Language Pathology and Audiology, 4 credits – change title to Research Methods in Communication Sciences and Disorders, change course description

E.1.a.20
• SPHR 562 Instrumentation in Speech Sciences, 4 credits – drop course

E.1.a.21
• SPHR 563 Adult Language Disorders, 4 credits – change course description and prereqs

E.1.a.22
• SPHR 565 Dysphagia, 4 credits – change course description and prereqs

E.1.a.23
• SPHR 566 Motor Speech Disorders, 4 credits – change to 2 credits, change course description and prereqs

E.1.a.24
• SPHR 567 Craniofacial Disorders and Speech, 3 credits – change title to Cleft and Craniofacial Disorders, change to 2 credits, change course description and prereqs

E.1.a.25
• SPHR 581 Stuttering, 4 credits – change course description and prereqs

E.1.a.26
• SPHR 582 Voice Disorders, 4 credits – change to 2 credits, change course description and prereqs

E.1.a.27
• SPHR 583 Language Development and Disorders in Children, 4 credits – drop course

E.1.a.28
• SPHR 584 Assessment and Treatment of Language Disorders: Birth to Age Five, 4 credits – change course description and prereqs
E.1.a.29
• SPHR 585 Assessment and Treatment of Language Disorders: School-Aged Children and Adolescents, 4 credits – change course description and prereqs
E.1.a.30
• SPHR 591 Student Teaching: Speech-language Pathology, 10 credits – drop course
E.1.a.31
• SPHR 592 Seminar: Speech-language Pathology in Schools, 2 credits – drop course

School of Business Administration

Change to Existing Programs
E.1.a.32
• MBA in Business Administration: Finance – change to existing program; revise required courses for Finance option

New Courses
E.1.a.33
• MGMT 531 The Entrepreneurial Mindset, 4 credits
  The global economy requires an entrepreneurial mindset. Working on their own idea or with a local entrepreneur, students will: assess their appetite for entrepreneurship; create a venture proposal to effectively attract stakeholders: employees, partners, investors, and customers; understand venture types and their lifecycles to evaluate entrepreneurship as a career option.

Change to Existing Courses
E.1.a.34
• FIN 553 Financial Analysis and Business Valuation, 4 credits – change title to Valuation and Analysis, change description
E.1.a.35
• FIN 565 Cases in Corporate Financial Management, 4 credits – change title to Corporate Financial Strategies, change description

School of Fine and Performing Arts

Change to Existing Programs
E.1.a.36
• MArch in Architecture – change to existing program; revise core requirements

Maseeh College of Engineering and Computer Science

Change to Existing Programs
E.1.a.37
• Graduate Certificate in Management of New Product Development – change to existing program; change required courses
E.1.a.38
• Graduate Certificate in Management of New Product Development – change to existing program; change title to New Product Development Management
E.1.a.39
• Graduate Certificate in Strategic Management of Technology – change to existing program; change required courses
E.1.a.40
• Graduate Certificate in Technological Entrepreneurship – change to existing program; change required courses
E.1.a.41
• Graduate Certificate in Technology Management – change to existing program; change required courses

New Courses
E.1.a.42
• ETM 558  Engineering Financial Management, 4 credits
  Teaches key concepts of financial and cost management and their linkage to overall business strategies for nonfinancial managers. Emphasizes the educational needs and perspective of functional and project managers in engineering and research. Prerequisites: graduate standing.
E.1.a.43
• ETM 568/668  Energy Technology Innovations, 4 credits
  Reviews management of technology and innovation in the energy sector. Specifically focuses on the technology development highlighting the unique differences of the energy sector. Prerequisites: graduate standing.
E.1.a.44
• ETM 575/675  Science and Technology Policy, 4 credits
  Presents concepts and techniques for analyzing and formulating national science & technology policy, explains the process of transforming scientific knowledge into technical knowledge to design innovative products and services, and highlights the organizational interactions of research in science and technology to create national technical capabilities for economic development. Prerequisites: graduate standing.

Change to Existing Courses
E.1.a.45
• CE 535/635  Prestressed Concrete Design, 4 credits – change course number to CE 518/618, change prereqs
E.1.a.46
• ECE 529/629  Advanced VLSI Computer-Aided Design – change course title to CAD for ULSI & Emerging Technologies, change course description and prereqs
February 9, 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 – Consent Agenda

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
• COMM 472/572 Communication and Public Opinion Seminar, 4 credits
  Explores research questions that relate to mass communication and American public opinion. Important normative and philosophical issues are identified and reviewed via early writings (ca. 1900) in social philosophy and social science. These issues are further investigated by examining relevant work from sociology, social psychology, and mass communication. Prerequisites: Comm 316 or graduate standing.

E.1.b.2
• EC 418/518 Economics Department Seminar, 1 credit
  Economics majors, minors, graduate students and other students currently enrolled in an economics course may enroll in the Economics Department Seminar, which brings academic and professional economists to campus to present research on a wide variety of topics, using the spectrum of methodological approaches. Prerequisites: junior standing.

E.1.b.3
• G 464/564 The Cryosphere, 4 credits
  Investigation of the global cryosphere—the regions on Earth’s surface where water is found in its solid form—in order to develop a systems understanding of ice in the Earth system. Emphasis is placed on modern systems and climate change. Lecture and lab. Lab work uses modern observational data and state-of-the-art climate simulation tools. Prerequisites: upper-division or graduate standing.

E.1.b.4
• Mth 497/597 Mathematics in the Middle School Classroom, 3 credits
  A survey of the mathematics content of the middle school grades, with focus on the recommendations of the National Council of Teachers of Mathematics. Not approved for
major credit. Available for graduate credit toward the graduate certificate program in middle school mathematics. Prerequisites: Mth 111, Mth 212.

E.1.b.5
• PHL 460/560 Contemporary European Philosophy, 4 credits
  In-depth study of a current theme (such as phenomenology, post-modernism, or post-structuralism) or topical figure (such as Habermas, Derrida, or Benjamin) of European, “Continental” Philosophy. Prerequisites: Junior standing or consent of instructor.

Change to Existing Courses

E.1.b.6
• GEOG 480/580 Visual Image Analysis, 4 credits – change title to Remote Sensing and Image Analysis

E.1.b.7
• GEOG 481/581 Satellite Digital Image Analysis, 4 credits – change title to Digital Image Analysis I: Introduction, change description and prereqs

E.1.b.8
• GEOG 482/582 Satellite Image Classification and Change Detection, 4 credits – change title to Digital Image Analysis II: Advanced Remote Sensing, change description and prereqs

E.1.b.9
• HST 412/512 Topics in African/Caribbean History and Culture, 4 credits – change title to Topics in African History and Culture, change course description

E.1.b.10
• MTH 451/551, 452/552, 453/553 Numerical Calculus I, II, III, 3 credits each – change course description and prereqs

E.1.b.11
• PSY 495/595 Introduction to Psychological Measurement, 4 credits – split UG/GR sections and add 600-level to GR section, change title for both sections to Psychological Measurement, change descriptions, change prereqs for GR section

E.1.b.12
• SPHR 470/570 Audiometric Practicum, 2 credits – drop course

E.1.b.13
• SPHR 486/586 Urban Language Clinic, 2 credits – drop course

E.1.b.14
• SPHR 496/596 Introduction to Clinical Management, 4 credits – drop 500-level section

E.1.b.15
• SPHR 498/598 Speech-Language Practicum, 4 credits – drop course

E.1.b.16
• World Languages & Literatures – prefix change from FL to WLL

School of Fine and Performing Arts

Change to Existing Courses

E.1.b.17
• MUEd 422/522 Instrumental Literature and Rehearsal Techniques I, 2 credits – change to 3 credits, change description
E.1.b.18
• MUEd 423/523 Instrumental Literature and Rehearsal Techniques II, 2 credits – change to 3 credits, change description

E.1.b.19
• MUEd 424/524 Instrumental Literature and Rehearsal Techniques III, 2 credits – drop course

Maseeh College of Engineering and Computer Science

New Courses
E.1.b.20
• CS 461/561 Open Source Software Development Laboratory, 4/3 credits
  Explores Open Source software engineering and its methodologies in a laboratory classroom setting. Focuses on the development and delivery of Open Source software projects by teams of 1-3 students. Students prepare and present material, working using email and the web. Prerequisites: CS 300.

E.1.b.21
• CS 462/562 Advanced Open Source Software Engineering, 4/3 credits
  Surveys the growing academic literature describing tools, techniques, community management, project management and collaboration strategies used in open source software development. Emphasis is placed upon tool-driven development, upon open development processes and tools, and upon comparison with processes and practices in proprietary software. Prerequisites: CS 300.

Change to Existing Courses
E.1.b.22
• CE 435 Design of Reinforced Concrete Structures, 4 credits – add 500-level section
February 8, 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 Fine and Performing Arts

New Courses
E.1.c.1.
• TA 366 Dance in Film: Early Years through the 1940s (4)
  Focus on the Hollywood musical genre, early years of film to 40's, including choreographers, performers, dance styles, what role the dance serves in the films, what defines the genre and how it developed, the social cultural connections, industry practices, dance history - popular trends to modern dance. Also cultural context, concurrent historical events, social trends, innovations, politics.

E.1.c.2.
• TA 367 Dance in Film: 1940s to Present (4)
  Focus on dance in popular film, 1948 to present, including choreographers, performers, dance styles, role dance serves in the films, social cultural connections, dance history – popular trends to modern dance. Will consider cultural context -- concurrent historical events, social trends, innovations, politics.

Changes to Existing Courses
E.1.c.3.
• TA 425/525 History of Dress I (4) – separate 425 from 525; change course number TA 425 to TA 322.

E.1.c.4.
• TA 426/526 History of Dress II (4) – separate 426 from 526; change course number TA 426 to TA 323.

E.1.c.5.
• TA 469/569 Women, Theater and Society (4) – separate 469 from 569; change course number TA 469 to TA 369.

College of Liberal Arts & Science

Changes to Existing Programs
E.1.c.6.
• BA in International Studies – reduces the overall required credits from 77 to 70; adds and drops specific course requirements; reduces the number of required upper-division interdisciplinary electives for the
regional tracks from six to five (reducing credits from 24 to 20); reduces upper-division interdisciplinary “connected global learning” electives from six to five courses (reducing credits from 24 to 20).

E.1.c.7.
• Minor in World Languages and Literatures – adds Persian to the list of languages in which a minor may be earned.

New Courses
E.1.c.8.
• Phl 370 Philosophy of Work and Leisure (4) 
  Role and nature of work and leisure in theories of the good life and central social and political practices.
E.1.c.9.
• Phl 371 Philosophy and the City (4) 
  Explores the role and nature of the city in the history of philosophy and especially social and political theory and the philosophical bases of contemporary urban theory including political, civic, sustainable, and aesthetic ideas of the city.

Undergraduate Studies

New Courses
E.1.c.10.
• ULib 101 Library Research Skills (2) 
  Introduces library research skills with a focus on information use in the digital environment. Topics include finding, evaluating, and using information ethically. Emphasizes research skills needed for undergraduate research assignments.

College of Urban and Public Affairs

New Courses
E.1.c.11.
• PS 355 Introduction to African Politics (4) 
  Introduction to the policies, institutions, and processes of the politics of Sub-Saharan Africa.

Graduate Studies

New Courses
E.1.c.12.
• SySc 330 Models in Science (4) 
  This interdisciplinary course focuses on the role of models in scientific inquiry. Students explore how scientists from a variety of disciplines use different types of models, including physical (scale), mathematical (analytic and numeric), agent-based, animal, and network. The course has three states of inquiry: definition, analysis, and Synthesis.
E1.c.13.
• SySc 350 Indigenous and Systems Perspectives on Sustainability (4) 
  Course explores sustainability by drawing upon the field of Systems Science and the perspectives of traditional and contemporary indigenous peoples and scholars. Dialogue-oriented format and small group exercises promote a cooperative, student-driven learning environment. Course work calls upon students to apply their developing understanding of sustainability to their own lives.
February 9, 2012

TO: Faculty Senate

FROM: Rachel Cunliffe Hardesty
Chair, Undergraduate Curriculum Committee

RE: Submission of Advertising Management Minor for Communication Majors

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

PROPOSAL FOR ADVERTISING MANAGEMENT MINOR FOR COMMUNICATION MAJORS (Summary)

School of Business Administration

Overview:
Many Communication majors find employment in positions requiring a working knowledge of business plus the application of communication skills in a promotional context. The objective of this minor is to familiarize Communication majors with business practices in general and the marketing communications industry specifically. The undergraduate minor’s focus is interdisciplinary, including courses within the School of Business and the Communication Dept. (Please see below).

This minor is patterned somewhat after the successful Advertising Management minor for Graphic Design majors that has been in place since 2004.

Course of study:
The Advertising Management minor for Communication majors is 24 credit hours. Twenty of these hours will be taken within the School of Business (SBA) and 4 credit hours can be a Communication or SBA elective.

The 20 hours of SBA instruction will come through the following courses:
Five Required Courses (all 4 credit hours):
Mktg. 311 (4) Marketing Management
Mktg. 340 (4) Intro to Advertising (prerequisite for all other SBA courses)
Mktg. 441 (4) Media Strategy
Mktg. 442 (4) Creative Strategy
Mktg. 443 (4) Advertising Campaigns

Plus one COMM or SBA elective from the following:
Mktg. 341(3) + 399(1) Public Relations*
Comm. 399 (4) Introduction to PR (in proposal process for permanent numbering)*
Comm. 489 (4) Media Ethics
Mktg. 410 (4) Digital Media Planning & Design (applying for permanent numbering)

In addition, there is one prerequisite for Communication majors who elect to pursue this minor as part of their degree path: Comm. 212 Mass Communication & Society.
*Students may take either one of the Public Relations courses offered by the two programs but not both as elective credit for this minor credit.

**Evidence of Need:**
Students in both Communication and Business apply for careers in the fields of Public Relations, advertising and media. Using communication methods as a means to promote product, develop funding and/or manage organizational image occurs in non-profit, for profit and social organizations that facilitate the dynamic among individuals and institutions.

**Expected Learning Outcomes:**
The Advertising Mgmt minor hopes to produce even higher quality Communication majors by imparting to them the knowledge and familiarity with the environment they are likely to find in their career path. Knowledge of promotional techniques and combined with communication skills is a potent combination for success.

**Costs:**

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<th>Revenue:</th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
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</thead>
<tbody>
<tr>
<td>Tuition in-load, incl. fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Resident</td>
<td>$7,980</td>
<td>$16,920</td>
<td>$26,820</td>
<td>$30,336</td>
<td>$30,060</td>
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<tr>
<td>UG Non-Resident</td>
<td>$5,532</td>
<td>$17,100</td>
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<td>Differential</td>
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<tr>
<td><strong>Subtotal Tuition</strong></td>
<td>$13,512</td>
<td>$34,020</td>
<td>$50,292</td>
<td>$54,528</td>
<td>$61,200</td>
</tr>
<tr>
<td>Other Fees/Misc Revenue</td>
<td></td>
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<tr>
<td>Gifts/Grants/Contracts</td>
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<tr>
<td>Remissions:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue:</strong></td>
<td>$13,512</td>
<td>$34,020</td>
<td>$50,292</td>
<td>$54,528</td>
<td>$61,200</td>
</tr>
</tbody>
</table>

| Expense:                      |       |       |       |       |       |
| Personnel Expense             |       |       |       |       |       |
| Other Expenses                | $3,550| $3,550| $3,550| $10,333| $10,428|
| Physical Facilities Expense   |       |       |       |       |       |
| **Total Expenses**            | $3,550| $3,550| $3,550| $26,483| $26,805|
| **Net Increase/(Deficit)**    | $9,962| $30,470| $46,742| $28,045| $34,395|
Proposal to Amend Senate By-Laws

Added items underlined; deleted items struck through; moved items in italics

A. FUNCTIONS AND PROCEDURES OF THE FACULTY SENATE

Article V of the Faculty Constitution describes Senate membership, election procedures, organization, authority and functions. Within certain limitations, the Senate is empowered to make rules governing its own internal organization and procedures. The following revised statement of "The Functions and Procedures of the Faculty Senate" was approved at the meeting of May 5, 1973: …

Steering Committee

After the election of a Presiding Officer and a Presiding Officer Pro Tem Elect, the Senate shall elect two of its members each year to serve two-year terms, with the Presiding Officer, Presiding Officer Pro Tem Elect, Past Presiding Officer, and Secretary, as the Steering Committee of the Senate. The Committee on Committees Chair and the senior IFS Senator serve as Ex officio members. Following nominations by voice, elections of the four additional members of the Steering Committee shall be by secret ballot. If four candidates do not receive a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until four candidates receive a majority of the votes cast. Etc.

Rationale: Adding the Chair of Committee on Committees to align the bylaws with the constitutional charge. Adding the senior IFS Senator to align more effectively the agendas of the IFS and the Faculty Senate, at the request of IFS.
To: PSU Faculty Senate  
From: Tim Anderson, Educational Policy Committee Chair  
RE: EPC Winter Quarter Report 2011-2012  
Date: February 13, 2012

**Summary**

- Participation on SES Review  
- Participation in University Governance Committee (chaired by Rob Daasch)  
- Participation in the PSU Strategic Plan Review  
- EPC spent a significant amount of discussing courses offered under the IST designation, including the Chiron program, including discussions with the Chair of UCC. EPC recommended the creation of an *ad hoc* task force to review the issue of IST (Interdisciplinary Studies) offered courses from the perspective of faculty governance. This task force includes the following members:
  - Jean Hensheid,  
  - Jeanette Palmiter,  
  - Dan Fortmiller,  
  - Paulette Watanabe,  
  - Lisa Hatfield,  
  - Steve Harmon,  
  - Rob Gould, (Chair)
- EPC has constituted a joint task force with A&A Dean’s on the issues of the new ranks permitted by the recently approved OAR. The formal charge to this subcommittee is still being finalized. The following faculty members are on the joint task force:
  - ChiaYin Hsu  
  - J. R. Jones  
  - Rob Gould  
  - Patricia Schechter  
  - Amy Greenstadt

EPC considered two proposals related to PSU centers in accord with the PSU “Process for Creation, Elimination and Alteration of Academic Units.” The first proposal was for the creation of the *Center for Innovation and Entrepreneurship*. The second proposal called for renaming the *Food Industry Leadership Center* to *Center for Retail Leadership*.

Both of these center proposals were supported but did not require further routing through the University Budget Committee and Faculty Senate. They were sent directly on to CADS and the Provost.
Proposals Regarding Academic Units Considered by EPC

The EPC serves an important role in the “Process for Creation, Elimination and Alteration of Academic Units” and is required by the process approved by the Faculty Senate to participate in all such proposals as illustrated by the following flowchart from http://www.pdx.edu/oaa/academic-units.

The first question, “Is unit a significant academic entity?” is an important filter but essentially asks two separate questions. A “No” answer to either question has the same effect and routing. If the entity is not significant then further time for review by the Faculty Senate and the University Budget Committee are not warranted and the proposal is sent directly to CADS. Also, if the unit is not an academic entity, it is not in the purview of the Faculty Senate and can be sent directly to CADS.

The term “significant academic entity” is not formally defined but in footnote 5 of the process map states:

Significant academic entities include, but are not limited to: departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, and institutes.

Similarly, a definition is not given for minor vs. major alteration in the process map.
This report illustrates the EPC discussions on these matters for two proposals that were not controversial to assist in future proposals.

**Proposal for the creation of the “Center for Innovation and Entrepreneurship” (CIE)**

Status: EPC members voted and determined that the center is *not a significant academic entity* and therefore does not require further review by EPC. The proposal was then sent directly to CADS.

The first question that EPC is asked is “Is the unit a significant academic entity?” EPC members voted and determined that the center is *not a significant academic entity* and therefore does not require further review by EPC. While EPC considered Center for Innovation and Entrepreneurship to be a strong proposal that could be of value to the PSU community and the broader Portland community. It was decided that the reasons that it did not necessitate further Faculty Senate review as an *academic* unit were the following:

a. CIE would report to the Associate Vice President for Strategic Partnerships rather than to or through an academic unit

b. CIE will not offer degrees, certificates, or courses

As a proposal for a unit that is not a significant entity, EPC’s role is to forward the proposal directly to CADS. As such, this does proposal does not require a formal review by EPC, but it should be noted that the EPC spent a significant portion of two meetings discussing the proposal in detail and members thought the proposal was sound and beneficial for PSU.
Proposal for the renaming of the "Food Industry Leadership Center" to the "Center for Retail Leadership"

The first question that EPC is asked is “Is the unit a significant academic entity?” EPC members voted and determined that the center is a significant academic entity.

This leads to the next question “Is the proposal only a minor alteration of the unit?” EPC members carefully considered this question. By name, it would appear to be a significant change but many of these broader retail activities are already being conducted by the current center. As such, the proposal is in part a name change to more accurately describe activities and also to position the center to better meet industry needs and interests. There would be no significant structural change, reporting change, or other alteration that would warrant the attention of University Budget Committee or Faculty Senate.

Does the proposal call for a major change in organizational structure?

Does the proposed SAE affect significantly affect units or faculty in addition to those making the proposal?

After careful review, EPC unanimously voted that the proposal qualifies as only a minor alteration and recommended the approval of the name change.

As a “minor alteration” EPC’s role was to forward the proposal directly to CADS.

While a “minor alteration” does not require a formal review by EPC, it should be noted that the EPC members thought the proposal was sound.
PSU Online Vision & Proposed Policy

February 2012

Vision

The Center for Online Learning will oversee the PSU online learning ecology in ways that responsibly serve PSU students in order to provide the quality of learning opportunities delivered to our students and to advance strategic objectives as resources allow.

Goals

1. The Center will collaborate with departments to provide assistance for faculty creating new online courses. Strategies may include course buy-outs, summer stipends and other approaches.
2. COL will establish a quality review framework and a time frame within which all courses will be reviewed.
3. COL will establish a review process for new course and program proposals (PSU Queue).
4. PSU will identify or develop capacity to provide market, resource, and/or impact analysis necessary for all new online and hybrid courses (PSU Queue).
5. All new online and hybrid courses will be developed with a collaborative and formal design process at least one term in advance of delivery.
6. A comprehensive approach to learning outcomes assessment will be implemented by faculty in new online and hybrid courses to guide improvement.
7. Advising, career-counseling, tutoring and additional support for students in online and hybrid courses will be comprehensive.
8. Student support in online and hybrid courses will be coordinated with dynamic and integrated portal/portfolio/assessment management platforms.

Guiding Principle: Focus on PSU’s and Presidential Strategic Initiatives

Comprehensive assistance will align with initiatives that advance PSU’s strategic initiatives and president’s priorities. Resources will be focused on online initiatives designed to:

· Expand access to higher education and facilitate student learning for diverse learning communities
· Expand PSU’s strategic capacity and curricular effectiveness
· Ensure student success in areas such as bottleneck courses
· Expand partnerships, nationally or internationally, with public and private institutions
· Collaborate with Community Colleges & professional partners to explore opportunities to increase efficiencies.
· Support college readiness through partnership with area public schools
· Create international collaborations to increase diversity and bring the world into the classroom

Guiding Principle: Serve PSU Students

PSU policy will engage professionals to provide online learning opportunities that enhance students’ curricular and co-curricular experiences, including recruitment, enrollment, orientation, advising, career counseling, tutoring, writing support and other resources that improve retention and student success. PSU policy will ensure ongoing 7/24 student technical support for all students enrolled in credit and non-credit courses and ongoing assessment of the student experience.

Guiding Principle: Leverage faculty disciplinary expertise; develop progressive teaching expertise.

Faculty who teach in online, hybrid and innovative courses will receive extensive professional assistance in the design, development, delivery and assessment of online and hybrid courses. Faculty will be supported with a combination of release time, funding, and full coordinated assistance from Student Affairs, COL, CAE, and Library partners who will assist with copyright, IP, and the curation of online content in accord with course designs.