

Portland State University

PDXScholar

Faculty Senate Monthly Packets

University Archives: Faculty Senate

1-5-2015

Faculty Senate Monthly Packet January 2015

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

Let us know how access to this document benefits you.

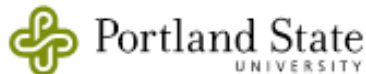
Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet January 2015" (2015). *Faculty Senate Monthly Packets*. 309.

<https://pdxscholar.library.pdx.edu/senateminutes/309>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Faculty Senate, January 2015



In accordance with the Constitution of the PSU Faculty, **Senate Agendas** are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research all action items. In the case of lengthy documents, only a summary will be included with the published agenda. Full curricular proposals are available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com>. If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate. Items may be pulled from the Curricular Consent Agenda for discussion in Senate up through the end of roll call.

*Senators are reminded that the Constitution specifies that the Secretary be provided with **the name of his/her Senate Alternate for the academic year by the beginning of fall term.** An Alternate is another faculty member from the same Senate division as the faculty senator. A faculty member may serve as Alternate for more than one senator, but an alternate may represent only one Senator at any given meeting. A senator who misses more than 3 meetings consecutively, will be dropped from the Senate roll.

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Martha Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **January 5, 2015** at 3:00 p.m. in room **53 CH**

AGENDA

- A. Roll
- B. *Approval of the Minutes of the December 1, 2014 meeting
- C. Announcements and Communications from the Floor*1.r:
 - *1. OAA Response to December Senate actions
 - IFS – Hines
 - Pete Nickerson, Chairman of the PSU Board of Trustees
- Discussion item – Post Tenure Review: Process & Implementation
- D. Unfinished Business
- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2. EPC Motion on the Change of International Studies from a Program to a Department
- F. Question Period
 - 1. Questions for Administrators:
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report (16:00)
 - Provost's Report
 - Progress report on the Provost's Challenge – Jhaj
- H. Adjournment

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

- B Minutes of the Faculty Senate Meeting of December 1, 2014 and attachments
- C-1 OAA Response to December Senate Actions
- E-1 Curricular Consent Agenda
- E-2 EPC Motion on the Change of International Studies

FACULTY SENATE ROSTER

2014-15 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Bob Liebman;

Presiding Officer Elect... Gina Greco; Past Presiding Officer... Leslie McBride

Secretary... Martha W. Hickey

Committee Members: Linda George (2016) and Swapna Mukhopadhyay (2016)

Gary Brodowicz (2015) and Lynn Santelmann (2015)

David Hansen *ex officio*, Chair, Committee on Committees, Maude Hines, *ex officio*, IFS Representative

****2014-15 FACULTY SENATE (62)****

All Others (9)

Hunt, Marcy	SHAC	2015
†Luther, Christina	OIA	2015
Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
Popp, Karen	OGS	2016
Skaruppa, Cindy	EMSA	2016
Arellano, Regina	EMSA	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	EMSA	2017

College of the Arts (4)

†Boas, Pat	ART	2015
Griffin, Corey	ARCH	2016
Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017

CLAS – Arts and Letters (8)

Dolidon, Annabelle	WLL	2015
Mercer, Robert	LAS	2015
†Reese, Susan	ENG	2015
†Santelmann, Lynn	LING	2015
Perlmutter, Jennifer	WLL	2016
Childs, Tucker	LING	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017

CLAS – Sciences (8)

†Bleiler, Steven (for Burns)	GEOL	2015
Eppley, Sarah	BIO	2015
Sanchez, Erik	PHY	2015
Daescu, Dacian	MTH	2016
George, Linda	ESM	2016
†Rueter, John	ESM	2016
Elzanowski, Marek	MATH	2017
Stedman, Ken	BIO	2017

CLAS – Social Sciences (7)

Brower, Barbara	GEOG	2015
†DeAnda, Roberto	CHLT	2015
†Carstens, Sharon	ANTH	2016
Padin, Jose	SOC	2016
Davidova, Evguenia	INTL	2017

Gamburd, Michele	ANTH	2017
Schuler, Friedrich	HST	2017

College of Urban and Public Affairs (6)

†Clucas, Richard	PS	2015
Brodowicz, Gary	CH	2016
Carder, Paula	IA	2016
*Labissiere, Yves (for Farquhar)	CH	2016
Schrock, Greg	USP	2017
Yesilada, Birol	PS	2017

Graduate School of Education (4)

†Smith, Michael	ED	2015
McElhone, Dorothy	ED	2016
De La Vega, Esperanza	ED	2017
Mukhopadhyay, Swapna	ED	2017

Library (1)

†Bowman, Michael	LIB	2017
------------------	-----	------

Maseeh College of Eng. & Comp. Science (5)

†Chrzanowska-Jeske, Malgorzata	ECE	2015
Zurk, Lisa	ECE	2015
*Daim, Tugrul (for Bertini)	ETM	2016
Karavanic, Karen	CS	2016
Maier, David	CS	2017

Other Instructional (2)

†Carpenter, Rowanna	UNST	2015
Lindsay, Susan	IELP	2016

School of Business Administration (4)

†Hansen, David	SBA	2015
Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017

School of Social Work (4)

Holliday, Mindy	SSW	2015
Cotrell, Victoria	SSW	2016
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017

Date: Oct. 17, 2014; New Senators in italics

* Interim appointments

† Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 1, 2014

Presiding Officer: Robert Liebman

Secretary: Martha W. Hickey

Members Present: Babcock, Baccar, Bleiler, Boas, Bowman, Brodowicz, Brower, Carpenter, Carstens, Childs, Chrzanowska-Jeske, Childs, Clark, Clucas, Daescu, Daim, De Anda, De La Vega, Dolidon, Donlan, Elzanowski, Gamburd, George, Greco, Griffin, Hansen (David), Harmon, Holliday, Hunt, Ingersoll, Karavanic, Labissiere, Layzell, Liebman, Lindsay, Loney, Maier, McElhone, Mukhopahyay, Padin, Perlmutter, Popp, Raffo, Reese, Riedlinger, Santelmann, Schrock, Schuler, Smith, Stedman, Taylor, Yeshilada, Zurk

Alternates Present: Messer for Carder, Kapoor for Davidova, Bodegom for Sanchez, Ryder for Skaruppa

Members Absent: Arellano, Cotrell, Eppley, Hansen (Brad), Luther, Mercer, Rueter

Ex-officio Members

Present: Bowman, Everett, Fountain, Greco, Hansen, Hickey, Hines, Labissiere, MacCormack, Marrongelle, Marshall, McBride, Padin, Reynolds, Su, Wiewel

A. ROLL

B. APPROVAL OF THE MINUTES OF THE NOVEMBER 3, 2014 MEETING

The meeting was called to order at 3:04 p.m. The November 3, 2014 minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

LIEBMAN drew attention to handouts from University Counsel David Reese and Provost Andrews available at the door.

LIEBMAN recommended suspension of the normal order of business and a two-minute limit on individual responses, because of the need to devote extra time to discussion of the Campus Safety Resolution and Post Tenure Review. He said his goal would be to operate on the principal of “progressive stack” and to cue up questions with a common focus. Reports itemized in G and an update from APPC would be heard after item E-2, focusing the remainder of the time on safety and post tenure. (See minutes attachment B1.)

The recommended MOTION to suspend the normal order of business and allow for time limits on discussion PASSED, 50 in favor, 1 objection, and 2 abstentions (recorded by clicker).

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Consent Agenda

The curricular proposals listed in “E.1” were ADOPTED as published.

2. Proposal for a Post Baccalaureate Certificate in Comics Studies in the College of Liberal Arts and Sciences

Susan Kirtley, Director of Rhetoric and Composition and author of the proposal, introduced the certificate. KIRTLEY noted the depth of PSU’s current offerings on graphic art, Portland’s recognition as a top “comics city,” and the number of enthusiastic interactions she has had with prospective students. She stated that the Comics Studies Program will offer something truly unique that will serve students and bring together the faculty and the community.

KARAVANEC: Could you comment on the intellectual content or use of the Certificate?

KIRTLEY: Comic art is regarded as a genre, a way of telling stories. We’ll be covering a wide range of graphic narratives, journalism, memoirs and fiction, and have the opportunity to study graphic art from scholarly, historical and international perspectives. We’ll work with the wonderful creators we have in our community and have the opportunity to study writing, editing and the full scope of graphic art production. Some students expressing interest are just fans who want to learn more, others want jobs in the industry and mentoring.

CARSTENS: Why is it a post bac certificate? Can undergraduates take it?

KIRTLEY: A post bac certificate will draw in people from the community, many who already have a degree. Undergraduates can take the classes, but will not qualify automatically for the Certificate. According to the Registrar, after their last undergraduate term, PSU students will be able to apply for post-graduate admission and then, for an additional fee (\$25), apply for the Certificate.

GRECO/REESE MOVED the Post Baccalaureate Certificate in Comics Studies.

The Post Baccalaureate Certificate in Comics Studies PASSED as published in E2, 42 in favor, 5 opposed, with 5 abstentions (recorded by clicker).

[*Secretary’s Note*: E3 & E4 discussions are summarized after item G reports, as adopted.]

F. QUESTION PERIOD

1. Questions for Administrators

None.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL reported satisfactory budgetary outcomes from fall enrollment and a 50% increase in fund-raising over the previous year. He congratulated the PSU recipients of a 24 million dollar collaborative NIH research and training grant to boost diversity in health sciences. He noted the beginning of bi-monthly meetings of the Strategic Planning Development committee. He also reported that searches for a new Athletic Director, Dean of SBA, and VP for Enrollment and Student Affairs were in the final stages, and that there are significant increases for deferred maintenance in the Governor's recommended biennial budget. While the addition to Higher Ed's operating budget won't cover much beyond PEBB and PERS increases, the Governor has said that he will work with the Legislature to find an additional \$50 million.

Provost's Report

ANDREWS invited faculty to attend open meetings with candidates for dean of the School of Business and welcomed two new appointees: Shelly Chabon as Vice Provost for Academic Personnel and Leadership Development and Margaret Everett, adding the duties of Vice Provost of International Affairs. Her general remarks on post tenure review were included in the printed comments that she distributed. (See minutes attachment B2.) She stated that OAA is committed to implementing the FY 15 salary increases for satisfactory performance for those who will go through the new post-tenure review, but reminded senators that it was worth taking the time needed to put a good process in place. She also noted that PSU-AAUP and the University were exploring the possibility for interest-based bargaining.

Quarterly Report of the Budget Committee

BOWMAN directed senators to the written report distributed (see minutes attachment B3) and the financial data now available on the Budget Committee's website: <http://www.pdx.edu/faculty-senate/budget-committee>. He asked that senators contact him (bowman@pdx.edu) to let him know how useful they think the Committee's role is in reviewing the budgetary impact of new and/or revised programs; do senators read the information?

LAYZELL asked if the Committee was considering not producing expenditure spreadsheets. BOWMAN clarified that the spreadsheets on the website related to the University budget; he was concerned about the Committee's efforts reviewing new or just revised programs. LIEBMAN observed that the availability of the University-level budget data was a watershed event and noted sessions that the Committee has been running, with Jennifer Chambers' assistance, to help individuals learn how to use the data.

Quarterly Report of the Educational Policy Committee

PADIN reviewed the charge of the EPC, noting that its work was a combination of matters referred to it and initiatives that it may undertake. (See minutes attachment B4.) He described three sub-committees that had been formed for the year: one examining educational standards for online courses; one focusing on issues that have an impact on educational quality, and a third drafting a memorandum of understanding with the administration to articulate how units across campus could approach the program change process in a way that lives by the spirit, as well as the letter, of the process.

PADIN listed three program proposals coming forward winter term: a request from the International Studies Program to create a department (under a new name); a proposed merger to form the School of Gender, Race and Nations; and an anticipated proposal for creation of the School of Public Health.

INGERSOL asked about the name change. PADIN said the new department would be called International and Global Studies. CLARK asked how to contact the sub-committee on online standards. PADIN provided his email: padinj@pdx.edu.

APPC Update

JONES announced that an article would be posted on the APPC website responding to feedback from last week's Forum on APP: <http://pdxappc.blogspot.com/>. This site also features a posting on "What is an Academic Program" and a list of programs by college. He encouraged people to review and assess the listing for their own program.

BROWER asked how the Committee would factor in the feedback from the Forum. JONES replied that they would discuss the feedback, and any additional comments received, at their next meeting. PADIN asked what feedback would still be timely. JONES said the Committee's final (fall-term) meeting was in two weeks. LIEBMAN drew senators' attention to the form soliciting comments and volunteers for APP scoring, and asked senators to share the information with their districts.

IFS

HINES agreed to defer her report until January and encouraged senators to forward questions for discussion at the January 23-24 IFS meeting at PSU.

E. NEW BUSINESS [continued after reports, following the adopted order]

3. Resolution on Campus Public Safety

LIEBMAN drew senators' attention to the handout with background information from General Counsel David Reese (minutes attachment B5) and the report from the School of Social Work (E.3a) in the agenda packet. He invited Michael Taylor (SSW) to present the Resolution on behalf of the proposers.

TAYLOR explained that the resolution grew from concerns of members of his faculty, based on their experience and ethics as social workers; it was co-sponsored by 14 senators from 10 departments. He acknowledged both the number of public forums on the administration's proposal and the concerns of campus public safety officers. He invited a fact-based discussion and shared a handout with a series of discussion points (see minutes attachment B6).

HOLLIDAY/DONLAN MOVED the Campus Safety Resolution, as published in E-3.

TAYLOR noted that Reese's memo makes clear that a sworn police force is, essentially, an armed police force. Commenting on the talking points, he stated that crime statistics in the Clery Report don't show rising problems of armed conflict on campus, and noted that it continues to be hard to define campus space and what is shared space with the Portland community on the Park Blocks.

Sponsors of the Resolution offered statements:

GRECO read excerpts from an article in the *Chronicle of Higher Education* (October 8, 2014; see <http://chronicle.com/article/For-Safetys-Sake-Get-Rid-of-/149275/>.) The authors, professors in the School of Criminal Justice at the University of Cincinnati and the College of Criminology at Florida State, raise concerns about inherent conflict of interests and lack of impartiality that arise when campus police forces are under the direct control of university administrators and a dual system of justice is created.

TAYLOR drew attention to the extensive obligations the University would take on with sworn officers and a statement from faculty in the proposed School of Gender, Race and Nations, concerned about how investigation of sexual assault will go forward as a collaborative enterprise.

LAYZELL advocated for raising philosophical and ethical objections to what seemed to be a rush to arm campus police. He expressed the belief that it was a question of what kind of society we want to live in and ultimately, for him, taking a stand in opposition was a question of personal conscience. He argued that we know that, around the country, people who are not guilty of capital offenses are being gunned down by police; and, in reality, if a sworn officer claims to feel under threat, it is nearly impossible for a grand jury to indict. (Applause).

LIEBMAN opened the floor for questions and discussion of the resolution.

HARMON asked what "supervision" in second part of the resolution meant.

TAYLOR said it endorsed a review board that looks at complaints. ZURK noted the duties that only sworn officers could fulfill and asked if Portland police were functioning adequately on our campus as needed. REESE reiterated the broader authority of sworn officers. ZERZAN said that the Portland Police Bureau does what campus security cannot on their timeline, and in some cases things were not getting done.

CHYZANOWSKA-JESKE asked if concerns had been raised with the city and county, and if the situation would change if more money were added to the current security budget? ZERZAN affirmed that the charge to municipal police to provide services to the city doesn't fit well with policing a university; he offered an example of a four-day wait to follow up on a sexual assault in the dorms. REYNOLDS cited Commander Day of the Portland police, who said that they can provide an *emergency* response to the campus. REESE said providing more money to the current campus force would not solve the problem; safety officers would still lack authorization to conduct certain investigations.

KARAVANEC asked to yield to Karen Kennedy. KENNEDY asked if the mayor and police chief had been engaged in the discussion, noting the contribution that the campus makes to the downtown economy, and the cost of duplicating services that are, or could be, provided by the Portland police. REYNOLDS said the cost of an additional Portland Police officer would be three times greater than adding a sworn officer to PSU. ZERZAN reiterated that a municipal police department is not charged with Title 9 or Clery Act compliance. REYNOLDS added that there would be limited control and no oversight committee with service from the Portland Police. PADIN speculated on the public policy implications of the discussion and doubted that other busy neighborhoods would be authorized to have a sworn police force. He asked if the current campus security department was unable to perform the Title 9 and Clery functions. ZERZAN repeated that what they could and could not do had been delineated, and argued that many communities with singular functions and requirements have their own security forces—transit authorities, hospitals, airports.

LONEY asked why trained, sworn officers could not function without carrying firearms. LABISSIERE inquired how having a gun makes a better officer. REESE stated that nothing in the law requires a sworn officer be armed, but sworn officers have a legal obligation to act, for instance, to make an arrest in the face of evidence of domestic violence. To have an unarmed officer in that kind of volatile situation creates new problems. LABISSIERE said that the argument had been made that the campus was a different kind of community; he suggested that more time was needed to figure out collectively what different approaches were needed. ZERZAN said that he could not ask unarmed officers to do police work without being trained and equipped as police officers. REYNOLDS reminded that unarmed campus officers would then have to wait for an armed response.

MESSER (for Carder) noted evidence suggesting that some criminal activities that happen on campuses, like sexual assaults, are better handled by regular police, not university security. SMITH asked if campus safety officers were trained to use some other forms of self-defense; the portrayal seemed to suggest

guns were their only option. ZERZAN said yes, but there were limitations. SANTELMANN asked how many domestic violence calls were received on the PSU campus and what was the danger of waiting. ZERZAN said 12 to 20 a year, from student housing; and the risk was primarily for potential victims.

WIEWEL stated that the campus discussion had convinced him that it would be irresponsible not to move forward with the proposal to arm campus police. He acknowledged the importance of questions of training and oversight, and said they would be part of the resolution brought to the Board of Trustees. He thought continued discussion would only yield continued stress and aggravation. He had heard broad agreement that officers needed the authority of sworn officers; arming them to be able to confront volatile situations that were a reality on campus also seemed a necessity. He rejected the argument for voting for the world we might ideally want to live in and asked senators not to support the resolution

REESE (Susan) asked if police officers were always trained to shoot to kill and gave a moving example of where that outcome ought to have been an avoidable. ZERAN said police officers are not trained to shoot to kill; they train to shoot to stop the threat, and to use a lesser level of force unless they are precluded from doing that.

REESE/HOLLIDAY called the question.

The Campus Public Safety Resolution as published in E3 PASSED, 38 in favor, 14 opposed, with 3 abstentions (recorded by clicker).

4. Proposal for Post Tenure Review – first reading

LIEBMAN distributed sheets for providing feedback on the post tenure review proposal. He described the draft Post Tenure Review process document as an addendum to the promotion and tenure guidelines outlining a new, independent process. He stated that OAA and AAUP would also be involved in review and discussion of the draft proposal and that a second document would outline implementation of the new process. He introduced David Raffo, chair of the Ad hoc Post Tenure Review Committee.

RAFFO reviewed the Ad hoc Committee's charge and intensive work over the six weeks since it had convened. (See slides, minutes attachment B7). The draft process document, which he acknowledged had not resolved all issues, was delivered to the Steering Committee on November 17 and posted on the Senate web site on November 24 (as E4): <http://www.pdx.edu/faculty-senate/senate-schedules-materials>. He noted that the reviews would satisfy accreditation and contractual requirements. He highlighted the fact that the new process would be both formative *and* summative, as well as collaborative. Its goals would differ from promotion and tenure and merit review. Review would rest on the individual's scholarly agenda, acknowledging all contributions to the University; responsibility for the review would be lodged at department level.

Under the proposed process, RAFFO said review of tenured faculty, including those with administrative appointments under .65 FTE, would take place every five years. Two members of the review committee would be chosen by the individual and one by the chair. The post-tenure process would recognize that faculty members' contributions change as they go through their careers. The review would center on a scholarly agenda that clarifies the emphases a faculty member currently places on research, teaching, outreach and service, and articulates how those activities relate to departmental mission and goals, as part of a collective process of departmental planning and decision-making.

RAFFO said that outcome of the review was to be a finding of satisfactory or unsatisfactory performance. A satisfactory finding would result in a raise to base pay (4% in 2015-16). A faculty member with an unsatisfactory review would be asked for a personal development plan to improve areas of concern identified, which could be funded. Deans and the Provost would have to approve plans; their role was also to insure compliance with guidelines, and hear appeals.

RAFFO also described an implementation document that would outline the more transitory aspects of the new process. It will specify that faculty be phased into the process, 20% at a time, in annual waves based on years in rank. The Committee recommended that the first review consider only full professors. There will be a procedure to allow for opting out. The timeline for the first reviews still needs to be discussed with the Administration, to determine what options might be available if departmental guidelines could not be approved in time for reviews to be conducted in 2014-15.

LIEBMAN thanked the Committee for their work. (Applause.)

MAIER: Did the Committee consider the option of giving a constant increment from the funding pool, instead of a percentage based on salary?

RAFFO: That's something that we could consider. Since the pool was created based on a percentage of salary, we have stayed with that.

DAIM: Will all committees the first year be composed of full professors, because you are evaluating full professors?

RAFFO: Yes. We haven't specified that in the language, but we can.

ZURK: Have you thought about the additional work load for departments, if this is akin to a P & T type evaluation, with extensive document preparation?

RAFFO: This process is not intended to be the extensive kind of review done for promotion and tenure. A minimum list of documents is specified.

PERLMUTTER: It sounds like the only people who can serve on the committees of those on administrative appointments are other chairs or directors.

RAFFO: We tried to exclude those in the reporting chain of the chair; emeritus faculty could serve.

BLEILER: Couldn't former department chairs also serve?

LIEBMAN: Remember that the document still needs more work. Review of chairs was something suggested by the Committee so that people would not be dis-incentivized from serving as chairs.

NARODE: The assumption is that as a colleague a chair would have at least two people on this campus who could be selected to serve on the committee.

RAFFO: Please write me with your suggestions.

GEORGE: I am concerned about the composition of the committees. Isn't it asking for trouble to have faculty select their own committees when the outcome is a 4% raise? I couldn't find any guidelines on line from other universities that have review committees selected by candidates.

RAFFO: We are trying to have this be a peer review by people who are familiar with the faculty member's area of expertise, who can have an honest dialog. (See B7 slides, p. 4, Questions.)

NARODE: This is a process that we hope faculty will look forward to and not be subject to the whim of a particular department chair. We are saying find people who understand your field and what you do, who can contribute to your professional growth. My own preference would be to have the faculty member select all three, with the chair or dean able to opt out of one. If a development plan is needed, from whom is the faculty member more likely to take advice?

LIEBMAN asked senators to participate in a straw poll on three questions related to implementation of post tenure review:

1. Review tenured faculty based on years in rank, in order of full, associate and assistant professors? Year 1: Prioritize long-serving full professors.

Result recorded by clicker: 28 in support, 9 oppose, 5 undecided

2. Allow deferral/expedited review for special circumstances (leave, illness, return from assignment, etc.).

Result recorded by clicker: 42 in support, 0 oppose, 2 undecided

3. A faculty member who announces retirement within 2-3 years may waive post tenure review.

Result recorded by clicker: 39 in support, 2 oppose, 2 undecided

ADJOURNMENT

The meeting was adjourned at 5:05 pm.

Senate Set-up

12/1/14

Roll
Consent Agenda: Courses ? Minutes 11/3 ?
(Comics Studies)
Full Agenda w 1 vote & 1 pre-vote
Floor Rules – Consent required
Time limit 2min
Progressive Stack/Queue
Build threads by theme
Comment sheet – PostTenure (yellow)

Proposed Senate schedule

Post-BA Comics Studies (3m) **Vote**
President (5m)
Provost (5m)
Budget Report (4m)
EPC Report (5m)
APPC Update (4m)
Resolution on Campus Safety (10+30m) **Vote**
Motion Amend P&T - PostTenure (10+40m)
Pre-vote

Motion: Suspend Rules

In general, Senate agenda will be constituted with these elements:

- Roll
- Minutes
- **New Business**
- **Reports from Officers of Administration and Committees**
- Announcements/Communications from Floor
- Discussion Item (optional)
- Unfinished Business
- ~~New Business~~
- Question Period
 - Questions for Administrators
 - Questions from the Floor for the Chair
- ~~Reports from Officers of Administration and Committees~~
- Adjournment

Motion: Suspend Rules

Move: Suspend Order of Meeting for
December 1, 2014

Second:

Vote

PROVOST ANDREWS' COMMENTS: DECEMBER 1, 2014 FACULTY SENATE MEETING

Post-Tenure Review:

I gratefully acknowledge the work accomplished by the Ad Hoc Committee and Faculty Senate on post-tenure review. Individual faculty, academic departments and students will benefit from PSU's adoption of an effective post-tenure review process. As you are aware, our institutional accreditation has mandated that we address this matter. In their **Feb. 8, 2013** letter to PSU, the Northwest Commission on Colleges and Universities (NWCCU) found:

"While the review of tenure-track faculty is conducted through a well-defined process, the review of faculty who have attained tenure is uneven. The evaluation committee recommends that policies and practices regarding post-tenure review be strengthened to make certain that all faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. (2.B.6)."

Basic principles and observations on post-tenure review:

1. **Value in periodic assessments.** Ongoing assessments allow a faculty member under review, through a fair and systematic process, to know that colleagues have determined their performance to be satisfactory and, when necessary, to highlight the need for professional improvement and development.
2. **Re-affirmation of tenure.** Post-tenure review reaffirms a faculty member's contributions as a tenured faculty member. It is not an attack on tenure.
3. **Anticipated outcome:** The assumption is that faculty members have been performing at a satisfactory level. Post-tenure review serves to reaffirm the faculty member's effort and even in cases of satisfactory performance, can point to some areas of continued or additional attention. In those few cases where colleagues have determined that a faculty member's performance is unsatisfactory, post-tenure review outlines what is needed to achieve satisfactory performance through a well-defined professional development plan.
4. **Fair and rigorous process.** The post-tenure review process needs sufficient rigor to be effective in those few cases where performance is unsatisfactory.

The **Faculty Senate Steering Committee** has requested that I identify general areas of questions/comments and *not* provide detailed comments/edits to the current draft.

Main areas of question/comment:

1. **Committee Composition:** The post-tenure review process must be a rigorous and objective one. In the current draft the proposed review committee selection is inconsistent with these objectives.
2. **Extensions:** The policy should make it clear that a faculty member can, under certain circumstances, request an extension (deferral). The current draft does not provide for that option.

3. **Quality Feedback:** A faculty member receiving an unsatisfactory review should be told precisely what is needed to subsequently receive a satisfactory performance assessment. The current draft only includes the committee letting the faculty member know why their performance may not be satisfactory.
4. **Professional Development Plan:** There needs to be provisions for a chair or dean to require a faculty member to improve their performance if it is deemed unsatisfactory. The current draft allows the faculty member to refuse to follow their PDP and the only consequence is they will not receive a salary increase.
5. **Providing Resources:** There are a number of details that need to be agreed on as to how and under what circumstances resources are provided to faculty who have an unsatisfactory review. The current draft lacks clarity on this item.
6. **Final Decisions:** The final decision on a faculty member's satisfactory post-tenure review assessment can reside with the provost and not does not require involvement of the president unless a faculty member wishes to appeal the provost's decision. The current draft has all post-tenure review recommendations going to the president for final determination.
7. **Timelines:** The timelines needs additional attention. The current draft has overlapping deadlines.
8. **Edits:** Although now is not the time for detailed edits, the current draft has redundancies and other details that need correcting.

I look forward to working with the Faculty Senate on revisions of this document to avoid unnecessary delays in going back and forth with drafts. I am prepared to meet with members of the Ad Hoc Committee and Senate Steering Committee to discuss the entire document.

Interest Based Bargaining

The University and AAUP have agreed to consider interest-based bargaining for our next round of negotiations. Please refer to my [blog post](#) on this topic.

Drop-in Conversations with the Provost

I held three monthly drop-in conversation opportunities for faculty and staff members. I was available the following dates of the **fall term** for these non-structured, open sessions:

- Thursday, October 30
- Monday, November 10
- Monday, December 1

Winter term sessions will be announced soon. Please refer to my [blog post](#) outlining further details about the drop-in sessions.

Vice Provost Positions Update

Vice Provost for Academic Personnel and Leadership Development: I am delighted to announce [Shelly Chabon](#) has accepted the position of Vice Provost for Academic Personnel and Leadership Development. Shelly is currently an associate dean in the College of Liberal Arts and Sciences and since 2008 has been a professor of speech and hearing at PSU. She will begin the vice provost position as of December 1.

Shifting the Vice Provost for International Affairs Duties: In consultation with faculty, staff and student groups, I am pleased to announce that effective immediately [Margaret Everett, Dean of Graduate Studies](#), will be adding the Vice Provost for International Affairs to her duties. This position was previously covered by Kevin Reynolds when he was in Academic Affairs.

Vice Provost for Academic and Fiscal Planning: An internal search will begin soon to fill the remaining vice provost position. The vice provost for academic and fiscal planning will cover the duties related to planning and budget previously assigned to Kevin Reynolds. Stay tuned for the announcement.

Budget Committee Fall 2014 Quarterly Report

Ron Babcock, Mirela Blekic, Michael Bowman (chair), Mitchell Cruzan, Michele Gamburd, Jonathen Gates, David Hansen, James Hook, Cheryl Livneh, Krystine McCants, Robert Mercer, Eva Nuñez, José Padin, Jill Rissi, Michael Taylor

FY15 Budget Update

The Committee received an update on FY14 actual expenditures and the [FY15 budget](#). We also received the [FY14 fiscal year-end RCAT](#) and the [FY15 adopted budget RCAT](#).

FY 16 Budget Timeline

We also got a copy of the [budget process timeline for the FY16 budget](#)

Liaison Relationship with the Deans

The Committee has had two discussions (one with the Provost) on the liaison relationship with the Deans. Last year, Divisional representatives served as liaisons from the Budget Committee to their Deans.

As was done last year, Budget Committee members will work with the Educational Policy Committee counterparts. Our goal this year is to increase engagement and start that engagement earlier in the process. The colleges and schools are currently developing their strategic enrollment management plans and we hope to have Committee members talk to their Deans during this process, in the hopes that we can comment on and have some influence on the SEM plans.

We are interested in exploring how the faculty in general can become more involved in the development of strategic enrollment management plans.

Role of the Committee in Program Review

The Committee has discussed its role in regards program review in light of the new budget model. In new model, more financial decision-making has been pushed down to the college or school level. A Dean's signature on the new program proposal sheet indicates they will fund the program.

What does review by the Budget Committee bring to this process? Primarily it informs Senators as to the financial impact of a proposal so they can take that into account when they vote on the proposal. If Deans are going to commit to funding a program, then surely their fiscal officers are doing some sort of analysis of the program. Perhaps that analysis can be sent along with the proposal when it leaves the college or school and goes to a curriculum committee.

The Committee is soliciting input from senators and other faculty as to what the Committee's role should be in program review. Please send any comments to bowman@pdx.edu.

Expenditure Spreadsheets

In mid-September the Budget Office provided all-funds, full expenditure spreadsheets for FY13. This has been helpful in understanding the expenditures for that year. The Committee looks forward to receiving revenue spreadsheets for FY13 and both sets of spreadsheets for additional years, particularly last year.

School of Public Health

The Chair met for an hour with Elena Andresen (Interim Dean) and Leslie McBride (Interim Associate Dean) on the forthcoming new unit proposal. Budget information on the proposal is forthcoming and will be provided in multiple steps.

Website

The Committee's website is at www.pdx.edu/faculty-senate/budget-committee.

November 7, 2014

To: Martha Hickey, Senate Steering Committee

From: José Padín, Educational Policy Committee

Re: EPC Fall 2014 Report (Draft)

The Educational Policy Committee has formulated an agenda for the academic year 2014-15 in light of its charge and responsibilities, as spelled out in Section 4.4(i) of the Faculty Governance Guide. To wit: EPC is an advisory body to the President and the Senate on matters of educational policy and planning. This charge the Faculty Governance Guide breaks down as follows:

1. On its own initiative, take notice of significant developments bearing on educational policy and planning, and make recommendations to the Faculty Senate.
2. By referral from the President, faculty committees, the Faculty Senate, prepare recommendations on educational policy and planning.
3. In consultation with appropriate Faculty committees, recommend long-term University plans and priorities.
4. Evaluate, and make recommendations to the Senate, regarding proposals for the creation, major alteration, or abolition of the educational function or the structure of academic entities (department, programs, schools, colleges, centers, institutes, and other significant academic entities).

On its own initiative, and with input from Senate Steering Committee, EPC has established subcommittees to work on three significant matters:

1. Educational policy regarding the online sector.
2. Evaluating significant administrative initiatives underway which contemplate, or are the preamble to, significant restructuring, to ensure the integrity of core values to the Faculty and the mission of a University.
3. A Faculty memorandum articulating the need for any significant plans contemplating changes to educational policy, planning, or the structure of academic entities, to consult with EPC and Budget Committee from early stages of conception. This subcommittee is addressing a concern that is widely shared about significant plans being presented for review too late for real adherence with our norms of shared governance (This is joint work with Budget Committee).

In addition, in response to mounting Faculty concerns,

4. EPC has met with the principals to make sure the proposal for new joint School of Public Health go through the required review process.

This Fall EPC is also reviewing recommendations for the creation or major alteration of academic units:

5. International Studies Program proposal to become a CLAS Department (and with a name change)
6. Proposal for a new School of Gender, Race, and Nation.

Timeline:

- Agenda items 3 and 5 we expect to complete this fall.
- Initiate review of item 6 this fall, with a proposal to Faculty Senate winter 2015.
- Yearlong work on items 1-2, with the aim of some reports and recommendations by the end of the 2014-15 academic year.



Office of the General Counsel

PO Box 751
Portland, OR 97207-0751
503-725-2640 office tel
503-725-2657 fax

Date: November 26, 2014

To: Professor Bob Liebman
Presiding Officer, Faculty Senate

From: David Reese
General Counsel

Subject: Legal Requirement Regarding Sworn Peace Officers

Issues Presented

The following questions were recently asked of my office:

1. What are the legal authorities and responsibilities of sworn university police officers under Oregon law, and how do such authorities and responsibilities compare to those of current CPSO officers?
2. What are the legal requirements for the certification and training of university police officers?
3. Does Oregon law require university police officers to be armed while on-duty?
4. Assuming the answer to #3 is “no,” could unarmed university police officers safely and effectively exercise the new authorities provided to them as a result of being sworn peace officers?

Discussion

1. What are the legal authorities and responsibilities of sworn university police officers under Oregon law, and how do such authorities and responsibilities compare to those of current CPSO officers?

Oregon law permits public universities with governing boards, such as Portland State University, to employ two types of campus security officers: (1) police officers, with all of the privileges and immunities of municipal police officers, and/or (2) special campus security officers, with limited powers and scope. ORS 352.118. The first authority—to establish a police department and employ police officers—is relatively new. The Legislature provided this authority to the Oregon State Board of Higher Education in 2011 and extended this authority to institutional boards of trustees under SB 270 in 2013. The second authority—to employ special campus security officers—has been in place since 1987. Current CPSO officers fall within the second category, whereas sworn university police officers would fall within the first.

As “special campus security officers,” CPSO officers have very limited legal authority. ORS 352.118(1)(c) provides:

“Commission[ed] special campus security officers . . . , when acting in the scope of their employment, shall have stop and frisk authority as set forth in ORS 131.605 to 131.625 and probable cause arrest authority and the accompanying immunities as set forth in ORS 133.310 and 133.315. Special campus security officers may not be authorized to carry firearms as police officers and, except as provided in subsection (2) of this section, may not be considered police officers for purposes of ORS 181.610, 238.005, 243.005 or 243.736.” (Emphasis added.)

It is clear that campus security officers are not peace officers and possess only those authorities provided by the statute. Only two grants of authority are mentioned: (1) stop and frisk authority under ORS 131.605 et seq.,¹ and (2) probable cause arrest authority under ORS 133.310 et seq.² In addition, the authority of CPSO officers is limited to university-owned or –controlled property, because that is “the scope of employment” of CPSO officers. CPSO officers have none of the other authorities or responsibilities of peace officers and lack the general jurisdictional authority of peace officers.

Police officers are granted various broad powers and responsibilities that are specifically denied to CPSO officers. Those powers and responsibilities include:

- the authority to issue criminal citations to persons believed to have committed a misdemeanor or certain felonies (ORS 133.055);
- the authority to issue citations for violations, such as certain traffic offenses (ORS 153.005 et seq.);
- the authority to arrest and detain, with or without a warrant (ORS 133.235 et seq.);
- the authority to seek, obtain and execute a search warrant (ORS 133.525 et seq.);
- the authority to respond to a stalking complaint by issuing a citation requiring a person to appear in court to show cause why the court should not enter a stalking protective order (ORS 163.735);
- the authority of a peace officer to use physical force to the extent necessary to make an arrest, to prevent an escape, for self-defense, or to defend a third person (ORS 161.235 et seq.);
- the authority to perform “community caretaking,” which is any lawful act inherent in the duty of a police officer to serve and protect the public, such as the right to enter and remain on the premises of another, or to stop and redirect traffic, if necessary to prevent

¹ “Stop and frisk” authority is the authority to stop a person that an officer reasonably suspects has committed or is about to commit a crime in order to make a reasonable inquiry and to frisk the person being stopped for dangerous or deadly weapons if the officer reasonably suspects the person to be armed and dangerous. ORS 131.605-131.625.

² “Probably cause arrest” authority is the authority of an officer to arrest a person without a warrant if the officer has probable cause to believe that the person has committed (a) a felony, (b) a misdemeanor, (c) an unclassified offense for which the maximum penalty allowed by law is equal to or greater than the maximum penalty allowed for a Class C misdemeanor, or (d) any other crime committed in the officer’s presence. ORS 133.310(1).

serious harm to persons or property, to render aid to injured or ill persons, or to locate missing persons (ORS 133.055);

- the authority to take into custody and deliver to a hospital a person believed to be dangerous to self or to any other person and in need of immediate care or treatment for mental illness (ORS 426.228);
- the authority to take or send home a person under the influence of controlled substances or, if the person is incapacitated or appears to be in immediate danger, to take such person to a treatment facility (ORS 430.399);
- an obligation, when responding to incidents of domestic violence, to arrest a person believed to have committed an assault between family or household members, or believed to be placing another family or household member in fear of imminent serious physical injury (ORS 133.055);
- the authority to recover a child pursuant to a custody order under the Family Abuse Prevention Act (ORS 107.732);
- the duty to arrest and prosecute violators of animal cruelty laws (ORS 133.379); and
- eligibility for benefits provided to police officers killed in the line of duty under federal and state law, which include financial assistance to surviving spouses and children, education assistance for surviving children, and burial expenses. Some of these benefits may not be currently applicable to CPSO officers because they are not police officers by definition.

In addition, although it is a crime to interfere with, obstruct, resist, impersonate, or give false information to a police officer, those offenses do not apply to, or protect, CPSO officers. ORS 162.225 to ORS 162.385. Although it is a traffic violation to fail to obey the direction or signal of a police officer, it is not a violation to fail to obey a CPSO officer. ORS 811.535. It is also not a crime to escape from or elude a CPSO officer. ORS 162.145; ORS 811.540. In addition, the crime of assaulting a public safety officer, a class C felony, does not apply to assaults of CPSO officers. ORS 163.208.

2. What are the legal requirements for the certification and training of university police officers?

The Oregon Board on Public Safety Standards and Training and the Department of Public Safety Standards and Training (DPSST) are charged with establishing and maintaining standards, certification, accreditation, and training for police officers in Oregon. ORS 181.640. This includes police officers commissioned by the Oregon State Police or by a city, port, school district, mass transit district, county, county service district, tribal government, public university, the Criminal Justice Division of the Department of Justice, the Oregon State Lottery Commission, or the Governor. ORS 181.610(15). All police officers in Oregon must be certified by DPSST. ORS 181.665. DPSST is also charged with suspending or revoking the certification of officers who fail to maintain compliance with the certification requirements. ORS 181.662.

DPSST provides various levels and types of training to law enforcement and fire personnel. Although required for police officers of all types, DPSST training is not available to CPSO officers. DPSST's training and other requirements for certified officers are detailed in the

administrative rules of the agency. OAR 259-008-0010 establishes various minimum standards for police officers (e.g., categories such as citizenship, criminal background, moral fitness, education, academic proficiency, physical fitness, visual acuity, etc.). In addition, before an officer can be certified, the officer must satisfy the requirements of the “Basic Course.” OAR 259-008-0025. The Basic Course requires significant training in the use of firearms, cultural awareness and diversity, use-of-force law and application, less lethal options and concepts, tactical communication and defusing hostility, mental health and disabilities, veteran’s mental health issues, domestic violence, critical incident stress awareness, community policing and problem solving, criminal investigations, sexual assault investigations, vehicle stops, ethics and professionalism, civil liability and civil rights violations, defensive tactics, the simulation of confrontational situations, sexual harassment, patrol procedures, scenario training, and many other topics.

3. Does Oregon law require university police officers to be armed while on-duty?

Oregon law does not explicitly address this point. There is nothing in Oregon statutes mandating that police officers be armed; nor is there anything in Oregon statutes that seem to contemplate unarmed police officers. Rather, the law and the training requirements of DPSST appear to presume that police officers are armed. For instance, the single subject in DPSST’s Basic Course curriculum that receives the longest period of attention is firearms.

Oregon law does, however, explicitly require all peace officers to perform certain tasks that should generally and safely be performed only by armed police officers. For instance, ORS 133.055 requires a police officer, when responding to incidents of domestic violence, to arrest a person believed to have committed an assault between family or household members, or believed to be placing another family or household member in fear of imminent serious physical injury. One might assume that the Legislature would not have mandated that an officer effectuate an arrest in a highly volatile domestic violence situation if the officer were unarmed and unable to defend him or herself.

4. Assuming the answer to #3 is “no,” could unarmed university police officers safely and effectively exercise the new authorities provided to them as a result of being sworn peace officers?

Police officers encounter dangerous situations on a regular basis. According to the FBI, 27 law enforcement officers were feloniously killed in the line of duty in 2013, a marked decrease of more than 44 percent when compared to the 49 officers killed in 2012. By circumstance, in 2013, seven officers were killed as a result of ambushes (four during unprovoked attacks and three due to entrapment/premeditated situations). Five officers died from injuries inflicted as a result of answering disturbance calls (three of which were domestic disturbances), and five officers were engaged in tactical situations. Three officers sustained fatal injuries while they were investigating suspicious persons or circumstances, three were conducting traffic pursuits or stops, and three officers were responding to robberies in progress or pursuing robbery suspects. One officer was killed as a result of an investigative activity. *FBI Releases 2013 Preliminary Statistics for Law Enforcement Officers Killed in the Line of Duty*,

May 12, 2014 (available at <http://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2013-preliminary-statistics-for-law-enforcement-officers-killed-in-the-line-of-duty>).

The authorities provided to police officers that are currently unavailable to CPSO officers—i.e., to conduct investigations, to respond in tactical situations (such as an active shooter situation), to handle domestic violence calls, to conduct traffic stops, etc.—are the very situations that put officer safety most at risk. Due to these risks, according to the Vice President for Finance and Administration and the Chief of Campus Public Safety, unarmed university police officers would not be permitted to perform these high-risk tasks. Unarmed officers would not conduct traffic stops, enter dwellings, engage criminal suspects believed to be armed, or perform other similar tasks, because doing so would create an unacceptable risk of harm to the officer, as well as an unacceptable risk of civil liability to the university. Rather, unarmed university police officers would call and rely on Portland Police to perform such tasks, as is currently the case. In certain domestic violence situations, where Oregon law *requires* a police officer to arrest a person, an unarmed officer would be in a particularly difficult situation.

Although it may be theoretically possible to establish and commission a police force without providing access to firearms, it is doubtful that unarmed police officers could—or would be permitted—to exercise many of the authorities afforded to them by their certified peace officer status. Because these enhanced authorities are significant motivators for the establishment of a sworn police force in the first place, the creation of an unarmed police force does not seem to meet the needs articulated in the Campus Public Safety Task Force report or by the proponents of a sworn and dedicated university police force.

I encourage members of the Faculty Senate to review the FAQs regarding this issue at <http://www.pdx.edu/insidepsu/campus-safety-faq>. The FAQs are updated as additional questions are submitted. In addition, further information, such as the Task Force report, presentations, and materials for the Board of Trustees can be found at <http://www.pdx.edu/fadm/campus-safety>.

Campus Public Safety Resolution and Discussion points

Opposition to arming PSU Campus Public Safety officers;

Support for the creation of a campus committee for oversight and supervision of the PSU CPSO as a necessary condition for implementation of changes in campus policing policies, including alternatives to an armed police force. The campus committee must be comprised of administrators, faculty & students.

- Data does not reveal a rising rate of violent crimes at Portland State. (Clery report)
- Confrontations between campus security employees and the public is a concern, but does not justify major policy change. (Task Force Report, 2013)
- Legal/Ethical conflicts of interest exist with in-house supervision of police investigations (Chronicle of Higher Education, 2014)
- Costs of extending policing functions raise concerns about a need for increased collaboration between PSU and Portland Police (SGRN Faculty statement)
- No tally of total cost of sworn officer investigations, and officer time for court appearances.
- These responsibilities and costs are currently a function of the Portland Police.
- Cost for a sworn and armed police force will add 1.5 million/year to current budget (PSU Admin)
- Most sexual assaults are perpetrated by acquaintances in private spaces (White House Council, 2014)
- Inefficiencies and delays in investigations of sexual assaults require mediation with PPB, not introducing weapons (SGRN faculty statement)
- Mandatory arrest and investigation of sexual assaults may place PSU employees in adversarial position with students (Chronicle of Higher Education, 2014)

Armed police increases risk of injury to students of color and other vulnerable groups (SSW Faculty Statement)

Given the disproportionate rates of arrest and deaths in communities of color, now is not the time to escalate armed policing on the PSU campus.

Post Tenure Review Process

Apologies in Advance

- ▶ Working under a tight time line
- ▶ Accommodating as many comments as possible
- ▶ Recognize there are errors in document posted on Senate Site
- ▶ Many have been corrected
- ▶ Send an email to me:

- ▶ David Raffo
- ▶ raffod@pdx.edu

The Charge

- ▶ Recommend to Senate the addition of post-tenure review language that:
 - Defines the evaluation process and the frequency of evaluations
 - States university-wide criteria for evaluation and multiple assessment measures commensurate with the roles & responsibilities of individual tenured faculty
 - Outlines a timeline for departments and school/colleges to adopt guidelines and have them approved
 - Addresses a faculty member's accomplishments, as well as areas of concern, including areas for improvement
 - Establishes guidelines for the allocation of funds for post-tenure review consistent with Article 16 of the 2013-15 CBA.

The Committee



Sy Adler



Michele Gamburd



Leslie McBride
Ex Officio



Ron Narode



David Raffo



Michael Smith



Sue Taylor
Ex Officio

Committee

- ▶ Committee Members
 - Sy Adler, Associate Dean, Urban Studies and Planning
 - Michele Gamburd, Professor and Chair, Anthropology
 - Ron Narode, Associate Professor, School of Education
 - David Raffo, Professor, School of Business
 - Michael Smith, Associate Professor, School of Education
- ▶ Ex Officio
 - Leslie McBride, Associate Dean for Academic Affairs
 - Sue Taylor, Associate Dean, College of the Arts

Status

- ▶ Nov 17 delivered to Steering on schedule
- ▶ Split into Process and Implementation Motions
- ▶ Result is the Process Document: Item E-4
<http://www.pdx.edu/faculty-senate/senate-schedules-materials>

Purpose of today's discussion

- ▶ Introduce the Post Tenure Review process and implementation documents
- ▶ Discuss the process document
- ▶ Focus on larger issues with an attempt to provide clarifications and rationale
- ▶ Ways you can provide feedback
 - Participate in today's discussion
 - Straw polls
 - Feedback form
 - Email: raffod@pdx.edu

Post Tenure Review – Why are we doing this?

- ▶ Satisfy NWCCU accreditation requirements
- ▶ Satisfy language in Article 16
- ▶ What's different?
 - Nature of the review is both formative and summative
 - Incentive/performance pay

What Post Tenure Review is NOT

- ▶ Promotion & Tenure (external reviews)
- ▶ Reevaluation of tenure
- ▶ Merit review (comparative, not individual)
- ▶ **PSU-AAUP CBA Article 16, Section 3.** Results of any post-tenure review shall not be the basis for just cause for sanctions pursuant to Article 27

What the Process Does

- ▶ Satisfies NWCCU accreditation, OARs and PSU-AAUP CBA requirements
- ▶ Lodges primary responsibility with the department for writing guidelines and documenting faculty member's contributions
- ▶ Rests on Scholarly Agenda
- ▶ Motivates and acknowledges contributions to the University
- ▶ Supports faculty development and is supported by institutional resources
- ▶ Provides raises based on satisfactory performance (Not Merit Pay, everyone is eligible)
- ▶ Upholds academic freedom

Post Tenure Review Process Overview

- ▶ Distinctive
 - Exclusively for faculty with tenure
 - Does not customarily involve external reviewers
 - Both summative and formative
 - Is collaborative in keeping with principles of the Scholarly Agenda (the heart of PSU's P&T Guidelines).
- ▶ Frequency and Eligibility
 - Matches NWCCU and eligibility of every 5 years
 - Includes chairs and directors.

Departmental Review is Key

- ▶ Department has primary responsibility for writing guidelines and documenting faculty member's contributions
- ▶ Roles and responsibilities for the review are at the department level (faculty, review committee, department chair)
- ▶ Review committee and department chair have independent levels of review

Key Points

- ▶ Congruent with existing P&T language
- ▶ Composition of committee
 - 3 tenured faculty (past practice, Article 16)
 - Department chair chooses 1, Faculty member chooses 2
- ▶ Review is based on departmental guidelines and scholarly agenda
- ▶ Reflective of changes at different stages of an academic career.

Centered on the Scholarly Agenda

- ▶ Anchor of the 1996 P&T Guidelines
- ▶ Mainly used by tenure-track faculty – 3rd Year Review & Narrative Statement for Tenure
- ▶ The Scholarly Agenda (from the P&T guidelines)
 - Clarifies emphases the faculty member places on teaching, research, outreach, and service (TROS)
 - Articulates how the scholar's activities relate to the departmental mission and goals.
 - Supports a collective process of departmental planning and decision-making which determines the deployment of faculty talent in support of departmental and university missions.

Key Outcomes

- ▶ Satisfactory Performance
 - 4% raise this year (Implementation document)
- ▶ Unsatisfactory Performance
 - Professional Development Plan (PDP) with mentor and funding
- ▶ Opportunity for reconsideration through the levels

Professional Development Plan (PDP)

- ▶ Defined: A plan of investment and mentoring for the purpose of career development, available to a faculty member whose post-tenure review is unsatisfactory
- ▶ How: Committee and faculty design plan and do funding request
- ▶ How long: Depends on the plan
- ▶ Approval needed by Chair, Dean and Provost

Dean and Provost Review

- ▶ Assures compliance with Department, School/College, and University Guidelines
- ▶ Provides for reconsideration

Implementation Overview

- ▶ Post Tenure Review Phase In (Eligibility)
 - Faculty are phased into PTR process in 5 waves – approximately 20% of the tenured faculty each year (80 people per year)
 - First year – Only full professors will be reviewed based on years in rank
 - Following years – All tenured professors considered based on years in rank
 - Why? – intent to address salary inversion
 - No deferrals or opt-out

Implementation Overview

- ▶ Procedure for Distributing the Salary Increase
 - Satisfactory Review = Salary Increase
 - Unsatisfactory review = Professional Development Plan (PDP)
- ▶ Funding the Salary Increase
 - 2013–2105 CBA provides for a 4% increase pool to be distributed
 - Used for raises and to fund PDPs
 - Calls for funding for faculty with administrative appointments
- ▶ Timeline
 - Accelerated for 2014–2015
 - Departments develop guidelines in winter
 - Faculty evaluations in spring
 - Set by OAA following years

Straw Poll

- ▶ Eligibility
 - Full professors only during first year
- ▶ Deferral
 - Circumstances may justify a delayed or accelerated review
- ▶ Opt out
 - Faculty who are within two years of retirement and submit their intent to retire in writing may opt out

Questions?



Frequently Asked Questions

- ▶ *Why are faculty being allowed to select 2 members of the P&T committee? This does not seem like a credible review.*
- ▶ The faculty member's ability to select 2 of the 3 members of the committee who are most familiar with their work supports the intention that the process be developmental and formative, not only summative. This maintains the spirit of the previous career review committee that existed in Article 16, and enables the faculty member to have honest, informal, and open dialog about their scholarly agenda and their work.

Frequently Asked Questions

- ▶ *Why are Post Tenure Reviews not being done by the P&T committee? That would be most efficient.*
- ▶ It is important that the Post Tenure Review not be done by the P&T Committee and the creation of a separate process is deliberate. The criteria and standards for tenure (and promotion) are considerably different than the standards for post tenure review. Having the same committee do both kinds of review has a high risk of conflated standards. A separate committee will work only with the criteria that are important to post tenure review.

Frequently Asked Questions

- ▶ *What if the Department wants 2 members of the P&T Committee on the Post Tenure Review Committee? This approach seems too labor intensive.*
- ▶ This would not be advisable because of the potential for conflated standards. Keeping the committees separate will better protect the disparate standards in each process and reduce the potential for process violations and grievances from criteria conflation.

Frequently Asked Questions

- ▶ *Why are we giving money for satisfactory reviews? Why are we not striving for excellence?*
- ▶ Reward for successful completion of post tenure review is required by Article 30 of the collective bargaining agreement. Further, Oregon Administrative Rule 580-021-0140, requires that remuneration be linked to faculty performance as evaluated in post tenure reviews. Lastly, satisfactory MEANS that the faculty member is maintaining high standards of performance and supportive of the institutions continued striving for excellence.
- ▶ Many universities use satisfactory performance as the measure of their post tenure reviews

Frequently Asked Questions

- ▶ *Why are we not seeking external reviews of people since money is involved in the outcome of the reviews?*
- ▶ There is no rule that requires external reviews for the awarding of salary increases. The prime rationale for the use of external reviews in Promotion and Tenure decision is the decision to award tenure. The post tenure review process is a completely separate process and should not, and is not intended to duplicate the promotion and tenure process. Tenured faculty members who are accountable to their peers for their continued high performance need only be reviewed by their peers regardless of the positive (or negative) outcomes that may come from the review.

Frequently Asked Questions

- ▶ *Why is this process so detailed and prescriptive?*
- ▶ The process needed to be developed in its entirety so that it could provide clear and expedient guidance to departments immediately upon adoption so that faculty members could be reviewed this academic year, and then receive the first salary increases in September 2015. The procedure is no more prescriptive than the P&T guidelines, but because the process is different than the P&T guidelines, with different criteria and different outcomes, it needed to be explicit so those differences could be understood.

Frequently Asked Questions

- ▶ *Why are we restricting Deans in doing their level of review?*
- ▶ We are not restricting Deans at all. The Dean's level of review is very similar to the Dean's review in the P&T guidelines. In the post tenure review, the Dean additionally holds the place of arbiter in disagreements between the department chair and the post tenure review committee (similar to the role the Provost plays as arbiter in disagreements between the Dean and the department about the merit pay process)

Frequently Asked Questions

- ▶ *What is satisfactory?*
- ▶ We left for departments to define. That said, many universities use satisfactory as their standard of judgment for Post Tenure Review. Links:
- ▶ U Georgia
<http://provost.uga.edu/index.php/policies-procedures/appt-promotion-tenure/policy-for-review-of-tenured-faculty/>
- ▶ AZ State
<http://www.asu.edu/aad/manuals/acd/acd506-11.html>
- ▶ U of Alaska
<http://www.uaf.edu/provost/promotion-tenure/post-tenure-review-unac-1/>

Current Article 16

Section 1. In the event that post-tenure review guidelines are adopted through the **Faculty Senate process**, nothing therein shall affect or alter the Association's ability to file a grievance, as provided in Article 28 that alleges a violation of such guidelines.

Section 3. **Results of any post-tenure review shall not be the basis for just cause for sanctions pursuant to Article 27** or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.



Office of the Secretary of the Faculty
 Suite 650, Market Center Building (MCB)
 1600 SW 4th Avenue
 Post Office Box 751
 Portland, Oregon 97207-0751
<http://www.pdx.edu/faculty-senate>
 503-725-4416 tel
 fax 503-725-5262

December 4, 2014

To: Provost Andrews

From: Portland State University Faculty Senate
 Robert Liebman, Presiding Officer

SUBJ: Notice of Senate Actions

On December 1, 2014 the Senate approved the Curricular Consent Agenda recommending the proposed new undergraduate and graduate courses and program changes listed in Appendix E.1 of the December 2014 Faculty Senate Agenda.

12-8-14—OAA concurs with the approval of the Curricular Consent Agenda.

In addition, Senate voted to recommend the following actions:

1. to approve the Post Baccalaureate Certificate in Comics Studies in the College of Liberal Arts and Sciences

12-8-14—OAA concurs with the approval of the Post Baccalaureate Certificate in Comics Studies. Steve Harmon will coordinate with the College of Liberal Arts and Sciences.

2. to approve the Resolution on Campus Safety listed in Appendix E.3, to the effect that members of the PSU Faculty Senate express their:

- 1) opposition to arming PSU Campus Public Safety officers;
- 2) support for the creation of a campus committee for oversight and supervision of the PSU Campus Public Safety Office as a necessary condition for implementation of changes in campus policing policies, including alternatives to an armed police force. The campus committee must be comprised of administrators, faculty & students.

12-8-14—OAA notes that the authority to establish a police department rests with the PSU Board of Trustees (BOT). The recommendations of the Faculty Senate will be communicated with the BOT.

Best regards,

A handwritten signature in black ink, appearing to read 'Robert Liebman'.

Robert Liebman
 Presiding Officer of the Senate

A handwritten signature in black ink, appearing to read 'Martha W. Hickey'.

Martha W. Hickey
 Secretary to the Faculty

A handwritten signature in blue ink, appearing to read 'Sona Andrews'.

Sona Andrews
 Provost and Vice President for Academic Affairs

December 4, 2014

E-1a

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2014-15 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- MA in World Languages and Literatures – change to existing program; add Arabic as a secondary language

Change to Existing Courses

E.1.a.2

- ESM 557 Science, Media and the Public: Working with the Media to Create Effective Scientific Messages, 1 credit – change to P/NP only grading option

E.1.a.3

- ESR 657 Science, Media and the Public: Working with the Media to Create Effective Scientific Messages, 1 credit – change to P/NP only grading option

E.1.a.4

- PSY 559 Infant Development, 4 credits – separate 400U and 500-level sections into two distinct courses

E.1.a.5

- PSY 561 Psychology of Adolescence and Early Maturity, 4 credits – separate 400U and 500-level sections into two distinct courses

College of Urban and Public Affairs

New Courses

E.1.a.6

- PHE 515 Introduction to Biostatistics, 4 credits
Quantitative analysis and interpretation of health data including data types, graphical and numerical description, probability distributions, association and correlation, estimation intervals, and statistical inference using both parametric and nonparametric methods, with applied exercises worked both by hand and using statistical software. Prerequisite: Graduate standing in Oregon Master of Public Health programs.

Graduate School of Education

New Courses

E.1.a.7

- SPED 589 Literacy in Early Intervention/Special Education, 3 credits
Knowledge and skill development of early literacy, including early writing and spelling, for children, birth through age 8, with special needs. Focuses on strategies to support early foundations of literacy, language concepts, vocabulary, phonological awareness, alphabetic understanding, letter-sound correspondence, phonics, reading comprehension. Emphasizes collaboration of families and professionals.

December 4, 2014

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

Robert Fountain
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 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 **2014-15 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- ESM 436/536 Environmental Institutions and Management, 4 credits
Fundamental concepts of environmental management with case studies illustrating current management issues regarding human environment interactions. Participants will learn management theory and concepts and apply this knowledge through field work conducting institutional analysis and presenting a group management plan for a local site. Prerequisite: ESM 335.

E.1.b.2

- Hst 446/546 Civil Rights and the Law: The History of Equal Protection, 4 credits
An exploration of the history of the 14th Amendment Equal Protection Clause's impact on the civil rights of Women, African Americans, Mexican Americans, and others. Prerequisite: Upper-division standing.

Change to Existing Courses

E.1.b.3

- BI 462/562 Neurophysiology, 4 credits - change course description and prereqs

E.1.b.4

- BI 487/587 Immunology and Serology, 4 credits - change course description and prereqs

E.1.b.5

- CR 427/527 Nationalism and Ethnic Conflict, 4 credits – add 400-level section and change prereqs.

E.1.b.6

- JPN 411/511, 412/512 - Advanced Japanese: Speaking and Listening, 4 credits each – change course title to Advanced Japanese, change course description

E.1.b.7

- PSY 480/580 Community Psychology, 4 credits – change title to Community Psychology: Empowerment, Action, and Social Change, change course description and prereqs

Graduate School of Education

New Courses

E.1.b.8

- ED 488/588 Inclusive Early Childhood Models, 3 credits
Presents different approaches to early childhood education with a focus on inclusion and consultation in typical early childhood settings. Provides a framework for recommended practices for supporting young children with disabilities in early childhood settings. Discusses the underlying concepts and application of developmentally appropriate practice. Prerequisite: Upper-division standing.

E.1.b.9

- SPED 487/587 Introduction to Infant Toddler Mental Health, 3 credits
Introductory course linking theory, research, and practice with interdisciplinary principles and collaboration. Key concepts of mental health of children (birth through 36 months) and their families including attachment, temperament, social-emotional development, context of family, culture and community, risk and resilience. Practices related to observation, screening, assessment, diagnosis; treatment. Prerequisite: Upper-division standing.

College of the Arts

New Courses

E.1.b.10

- FILM 487/587 Topics in International Film and the Moving Image, 4 credits
Concentrated study of national cinema (non-US) or national cinema movement. Students will consider the cinema in relation to: national context and cinematic history; other national/transnational cinemas; and independence and nationalism, censorship, and political and artistic movements. Examples include Irish Cinema, Italian Neorealism, and New Wave Cinemas. Prerequisite: Film 131 (for undergraduate students only).

Change to Existing Courses

E.1.b.11

- TA 480/580 Film Theory, 4 credits – change prefix to FILM, change title to Contemporary Film Theory, change course description

Maseeh College of Engineering and Computer Science

Change to Existing Courses

E.1.b.12

- CE 432/532 Structural Steel Design - LRFD Method, 4 credits – change title to Structural Steel Design, change description

December 4, 2014

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee 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 **2014-15 Comprehensive List of Proposals**.

College of the Arts

Changes to Existing Programs

E.1.c.1

- BA/BS in Film – changes total required credits from 56 to 72; adds and removes courses from Core requirements; adds courses to lists of approved subject areas.
FSBC comments: The number of faculty in the program has been expanded and new courses have been added or are under review to accommodate the change in the program. There had been an increase in cost leading up to this proposal due to addition of new faculty. There is no evidence of additional cost for this proposal.

New Courses

E.1.c.2

- D 355 Dance Production (4)
Introductory course covering technology for the production of dance. Students will gain a working knowledge of theatre terminology and a familiarity with basic tools and techniques for props, set pieces, costumes, lighting, audio, video, stage management and marketing for a public performance. Students will produce the choreography class concert.

Changes to Existing Courses

E.1.c.3

- Film 358 Digital Video Production II (4) – changes title to Narrative Film Production II; changes description.

E.1.c.4

- Film 359 Digital Video Production II (4) – changes title to Narrative Film Production III; changes description.

E.1.c.5

- Film 360 Topics in Digital Video Production (4) – changes title to Topics in Film Production; changes description.

School of Business Administration

Change to Existing Programs

E.1.c.6

- Certificate in Entrepreneurship – corrects administrative error; changes total credits hours from 20 to 16. FSBC Comments: No budgetary impact.

E.1.c.7

- Certificate in International Business Studies – brings number of credits required into line with other SBA certificates; creates two options of study: 1) Abroad option and 2) Campus option.

College of Liberal Arts & Sciences**Change to Existing Programs**

E.1.c.8

- Minor in Classical Studies – adds one additional course to approved electives in “Area Classes”. FSBC: No budgetary impact.

E.1.c.9

- BA in English – adds two additional upper-division courses in Group A (Theory). FSBC comments: Adds two theoretical courses to "Theory" Group A. Courses have been taught for many years, the curricula is already developed. Several faculty teach these courses. Additions will incur no new costs to department.

E.1.c.10

- BA/BS in Environmental Sciences – adds additional course requirement. FSBC Comments: The budgetary impact of this proposal is to shift revenue from other departments to ESM. Costs will also shift, but not necessarily to the same degree.

E.1.c.11

- BA/BS in Environmental Studies – reorganizes degree requirements to make similar to Environmental Sciences degree; adds new course requirements.

E.1.c.12

- Minor in Medieval Studies – adds additional courses to the approved electives list. FSBC comments: No budgetary impact.

E.1.c.13

- Minor in History – changes course numbering for sequence Hst 405 Reading Colloquium and Hst 407 Seminar to Hst 491 Reading Seminar and Hst 492 Research Seminar respectively. FSBC comments: No budgetary impact.

New Courses

E.1.c.14

- Hst 297 History through Film (4)
Introduction to selected topics of modern history through the viewing and analysis of important documentaries and feature films. The subject matter will vary from term to term.

E.1.c.15

- Hst 324 United States Civil Rights Movements (4)
Surveys the history of post-1945 social movements in the United States that sought equality for racial minorities, ethnic groups, women, gays and lesbians, within the context of US citizenship.

E.1.c.16

- Hst 361 Modern France and the World since 1815 (4)
Examines the France and its role in the world from 1815 to present, including revolutions, restorations, empire, world wars and national identity.

E.1.c.17

- Hst 367 History of Food in Latin America (4)
Examines the history of key foods, both plant and animal, before and since 1492, focusing on how they influenced the social, cultural and political development of societies.
Prerequisite: Upper-division standing.

E.1.c.18

- Hst 370 Eurotopia: Creating and Contesting the European Union (4)
Examines the intellectual, political, and economic challenges to forging European unity, and the paradox that twentieth-century Europe witnessed the triumph of the nation-state at the same time that they developed supranational agencies to contain it.

E.1.c.19

- Intl 343 Commodity Chains in Latin America: From Silver to Cocaine (4)
Explores the politics, economy, culture and environment of Latin America from the point of view of export commodities. Tracing commodity chains, from silver and cocaine to bananas and soy, the course shows how these chains connect places to the world economy, and the ramifications of economic dependence.

E.1.c.20

- Intl 350 The City in Europe (4)
Focus on modern urban life since the eighteenth century and various responses to industrialization, state power, modernity, and globalization. The city provides a lens into debates on imperialism, nationalism, and cosmopolitanism. Through case studies, literature, and film, the course explores cities' roles in shaping European identity and citizenship.

E.1.c.21

- Intl 360 Bollywood: Communicating Contemporary South Asia through Cinema (4)
Bollywood encompasses media industries in India and South Asia that produce entertainment for worldwide consumption. We examine transnational Indian Cinema emphasizing: Globalization and the politics of transnational film production, distribution, and reception. Local-regional-global dynamics. The construction and negotiation of gender, family, nation, religion/communalism, and emerging filmic genres. Filmic representation and diasporic identities.

E.1.c.22

- JSt 335 Sex, Love, and Gender in Israel (4)
Examines intersections of gender and nationalism; the role of masculinity; conceptions of femininity, sex, love, and motherhood; and the impact of gender on the Arab-Israeli conflict. Investigates the history and experiences of a diverse array of women in Israel, including Jewish women, Israeli Arab and Palestinian women, and foreign workers.

E.1.c.23

- JSt 430 Messiahs and Messianism (4)
Messianic ideas in Judaism and other religions. Can focus on specific messiah figures and movements, comparative messianisms, historical and conceptual development of messianic idea, and/or modern manifestations. Repeatable once with departmental approval.
Prerequisites: 8 upper division credits in Judaic Studies, or related courses with permission of instructor.

E.1.c.24

- JSt 435 Jewish and Israeli Dance History (4)
Course examines the development of Jewish and Israeli dance in the twentieth century. Exploring social and concert dance forms, topics include the development of Israeli folk dance; works of American Jewish choreographers such as *Fiddler on the Roof*; the Batsheva Dance Company, Ethiopian and Yemenite Jewish dance companies in Israel. Prerequisite: Upper-division standing.

E.1.c.25

- Phl 351 Philosophy of International Human Rights (4)
Examination of concepts of human rights through classics of political philosophy, international human rights law and its development, and current high-profile cases of alleged violations of human rights

E.1.c.26

- Phl 352 Philosophy of International Law (4)
Analysis of International Law through its philosophical foundations, major historical forms of implementation, and current roles in ameliorating global problems (e.g., war, poverty, and revolutions).

Changes to Existing Courses

E.1.c.27

- Ch 411 Advanced Inorganic Chemistry I – changes prerequisites.

E.1.c.28

- Hst 463 Modern Brazil – changes course number to Hst 364; changes description.

E.1.c.29

- Intl 351 The City in Europe: Social Sciences – drop.

E.1.c.30

- Intl 352 The City in Europe: Humanities – drop.

E.1.c.31

- Intl 407 Seminar (4) – removes prerequisite.

E.1.c.32

- Intl 463 Modern Brazil – changes course number to Intl 364; changes description.

E.1.c.33

- Phl 350 International Ethics (4) – changes title to Morality and World Politics.

E.1.c.34

- Psy 459U Infant Development (4) – delinks Psy 559 from 459U.

E.1.c. 35

- Psy 461U Psychology of Adolescence and Early Maturity (4) – delinks Psy 561 from 461U.

School of Social Work**New Courses**

E.1.c.36

- SW 320 Introduction to Child Welfare (4)
An overview of the child welfare systems. Introduction to the identification, treatment of child abuse and neglect. Present historical and current development of child welfare systems in the United States, discussion of the key practice considerations human service professionals working with maltreated children and their families address.

Motion: *The Educational Policy Committee moves that Faculty Senate approve the proposal to change the International Studies Program into a department, and to rename it Department of International and Global Studies.*

The full proposal is available on PSU's Curriculum Tracker, following the link for Educational Policy Committee, or using this link:

<https://psucurriculumtracker.pbworks.com/w/page/89928569/International%20Studies%20Change%20to%20Dept%20%28201404%29>

BACKGROUND: (Excepted from the proposal)

Regarding the desirability for PSU to have of a Department

Through its multidisciplinary faculty, the International Studies Program creates global and international awareness, builds regional knowledge specializations, and significantly contributes to the University as an internationally-oriented center of higher learning. [...] International Studies is in fact a long-standing major at liberal arts colleges in major public and private universities across the United States. The common thread that unites such majors is its study of major events and trends through an interdisciplinary program of study. This focus on interdisciplinarity distinguishes it from many established departments. [...]

Regarding the proposal to change the name from International to International and Global

[A] common thread that unites [international studies] majors is a focus on globalization. The [...] term "global studies" augments international studies by reaching beyond the nation-state focus and approaching social, political, cultural, and historical change through the prism of global outlooks and approaches to problem solving. [...] Global and International Studies is no longer a secondary field of knowledge but a core interpretive framework of the world we now inhabit. International Studies as a field has a major association (the International Studies Association), which holds an annual conference that draws several thousand people. [...] regional associations [...] In Britain there is the British International Studies Association (BRISA), as well as the Global Studies Association (GSA), both of which also host annual conferences. The field also has many dedicated journals [...].

EPC EVALUATION

The Educational Policy Committee reviewed the International Studies proposal fall term; met with the director to address committee questions and concerns; requested revisions aimed at including information deemed important for making the case to the Faculty regarding the academic value of the proposed changes; and reviewed the revisions.

At its November 26, 2014 meeting the EPC unanimously voted to approve this policy document to be submitted to the Faculty Senate.