

4-6-2015

## Faculty Senate Monthly Packet April 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.

---

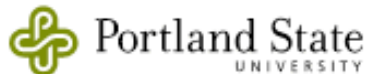
### Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet April 2015" (2015). *Faculty Senate Monthly Packets*. 312.

<https://pdxscholar.library.pdx.edu/senateminutes/312>

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](mailto:pdxscholar@pdx.edu).

# Faculty Senate, April 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](http://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 **April 6, 2015**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. \*Approval of the Minutes of the March 2 & 9, 2015 Meetings
- C. Announcements and Communications from the Floor: APPC & IFS
- D. Unfinished Business
  - \*1. Procedures for *Post-Tenure Review at Portland State University* (as amended 3/2 & 3/9)
  - \*2. Proposal for Implementation of Post-Tenure Review
- E. New Business
  - \*1. Curricular Proposals Consent Agenda
  - \*2. Proposal for a Graduate Certificate in Energy Policy and Management
  - \*3. Proposal for a BS in Quantitative Economics in CLAS
  - \*4. Proposal for a Minor in Systems in CLAS
  - \*5. Proposal for a Minor in Water Resources in CLAS
  - \*6. Proposal for an Undergraduate Certificate in African Studies in CLAS
  - \*7. Proposal for an Online Undergraduate Certificate in Initial Mastery in Music in COTA
  - \*8. Proposals from ARC for Changes in Assignment to Academic Distribution Areas
- 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
    - \*1. Annual Report of the Advising Council (see also link to *Investing in Students Report* below)
    - \*2. Report of the Reduce Student Costs (Textbook Affordability) Task Force
- H. Adjournment
  - \***The following documents are included in this mailing:**
    - B Minutes of the Faculty Senate Meeting of March 2 & 9 and attachments
    - D-1 Procedures for Post-Tenure Review at Portland State University, as amended
    - D-2 Proposal for Implementation of Post-Tenure Review & proposed amendments
    - E-1. Curricular Proposals Consent Agenda
    - E-2. Proposal for a Graduate Certificate in Energy Policy and Management
    - E-3. Proposal for a BS in Quantitative Economics in CLAS
    - E-4. Proposal for a Minor in Systems in CLAS
    - E-5 Proposal for a Minor in Water Resources in CLAS
    - E-6 Proposal for an Undergraduate Certificate in African Studies in CLAS
    - E-7 Proposal for an Undergraduate Certificate in Initial Mastery in Music in COTA
    - E-8 ARC Proposals for Changes in Assignment to Academic Distribution Areas
    - G-1 Annual Report of the Advising Council <https://docs.google.com/a/pdx.edu/file/d/0B4VzGlX-WjlmcYBJV2pBMEdmMGs/edit>
    - G-2 Executive Summary of Reduce Student Costs Report (full report: <http://archives.pdx.edu/ds/psu/14503>)

*Secretary to the Faculty*

[hickeym@pdx.edu](mailto:hickeym@pdx.edu) • 650MCB • (503)725-4416/Fax5-4624

# 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
<i>Arellano, Regina</i>	<i>EMSA</i>	<i>2017</i>
<i>Harmon, Steve</i>	<i>OAA</i>	<i>2017</i>
<i>Riedlinger, Carla</i>	<i>EMSA</i>	<i>2017</i>

#### College of the Arts (4)

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

#### 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
<i>Childs, Tucker</i>	<i>LING</i>	<i>2017</i>
<i>Clark, Michael</i>	<i>ENG</i>	<i>2017</i>
<i>Greco, Gina</i>	<i>WLL</i>	<i>2017</i>

#### 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
<i>Elzanowski, Marek</i>	<i>MATH</i>	<i>2017</i>
<i>Stedman, Ken</i>	<i>BIO</i>	<i>2017</i>

#### CLAS – Social Sciences (7)

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

<i>Gamburd, Michele</i>	<i>ANTH</i>	<i>2017</i>
<i>Schuler, Friedrich</i>	<i>HST</i>	<i>2017</i>

#### College of Urban and Public Affairs (6)

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

#### Graduate School of Education (4)

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

#### Library (1)

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

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

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

#### 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
<i>Raffo, David</i>	<i>SBA</i>	<i>2017</i>

#### School of Social Work (4)

Holliday, Mindy	SSW	2015
Cotrell, Victoria	SSW	2016
†Donlan, Ted	SSW	2017
<i>Taylor, Michael</i>	<i>SSW</i>	<i>2017</i>

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

\* Interim appointments

† Member of Committee on Committees

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, March 2, 2015  
**Presiding Officer:** Robert Liebman  
**Secretary:** Martha W. Hickey

**Members Present:** Arellano, Babcock, Bleiler, Boas, Bowman, Brodowicz, Brower, Carpenter, Carstens, Chrzanowska-Jeske, Childs, Clark, Cotrell, Daescu, Davidova, De Anda, De La Vega, Dolidon, Donlan, Elzanowski, Eppley, Gamburd, Greco, Hansen (Brad), Hansen (David), Harmon, Hunt, Ingersoll, Karavanic, Liebman, Lindsay, Loney, Maier, McElhone, Mercer, Mukhopadhyay, Padin, Perlmutter, Popp, Raffo, Reese, Rueter, Santelmann, Sanchez, Schrock, Schuler, Skaruppa, Smith, Stedman, Taylor, Yeshilada, Zurk

**Alternates Present:** Gabarino for Baccar, Hellerman for Childs, Kinsella for Clucas, Messer for Carder, Wortham-Galvin for Griffin, Yuthas for Layzell, Ryder for Luther, Hines for Reese until 3:50

**Members Absent:** Daim, George, Labissiere, Luther, Holliday, Riedlinger,

### **Ex-officio Members**

**Present:** Andrews, Bowman, Everett, Greco, Hansen, Hickey, Hines, MacCormack, McBride, Mercer, Miller, Padin, Percy, Wiewel

## **A. ROLL**

## **B. APPROVAL OF THE MINUTES OF THE FEBRUARY 2 & 9, 2015 MEETING**

The meeting was called to order at 3:04 p.m. The February 2 & 9, 2015 minutes were approved with a spelling correction for Karavanic.

## **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

LIEBMAN drew attention to the March agenda packet containing the amendments to the Post-Tenure Review (PTR) Procedures that the Steering Committee was bringing forward for a vote [D1]. He also anticipated additional amendments, some of which had arisen as a result of concerns that EPC and AAUP had expressed when they reviewed the PTR document. He stated that if Senate did not finish consideration of items D1 and E2, senators would have to convene again on the second Monday.

LIEBMAN acknowledged that no items had been withdrawn from the Consent Agenda [Secretary's note: signaling its adoption].

## IFS

HINES reported on the January and February IFS meetings. Senators Roblan and Dembrow and representatives from HECC attended. The IFS agenda is now focused on presenting coordinated topical reports, rather than asking for individual updates from each campus. HINES asked senators to suggest topics (mhines@pdx.edu). IFS has offered testimony on legislation affecting tuition waivers and increases (SB81), financial aid, and its current theme of academic quality; it will raise work load and quality issues related to SB 84 (accelerated/dual credit) in April. HINES drew attention to a third Senate Bill (473) that will allow higher-ed staff and students to self-identify gender/sexual orientation.

HINES noted that the Provosts Council has agreed to join IFS in a presentation to HECC on shared governance. HINES and IFS President Jeffrey Dense also take part in HECC Work Group on Evaluation, where they have stressed the importance of designing metrics that do not lead universities to jeopardize academic quality. Dense and MERCER represent IFS in the HECC Textbook Affordability Work Group, an initiative where PSU has a leadership role.

LIEBMAN announced that University committee memberships had been updated in the Faculty Governance Guide (posted on the Senate website) and reminded senators that the Committee Preference Survey to fill committee openings for 2015-16 would take place in March. He also noted the posting of a report from the Corraggio group summarizing the meeting with Senate on the Strategic Plan process here—<http://www.pdx.edu/faculty-senate/resources-for-items-under-discussion>

## D. UNFINISHED BUSINESS

### 1. Proposal for Post Tenure Review -

Thanking the Ad hoc Committee for Post-tenure Review for its contributions, LIEBMAN briefly summarized the efforts of senators and the Steering Committee to find middle ground among many voices. He drew attention to a handout with additional proposed amendments that would be introduced after the amendments proposed by the Steering Committee published in item D1 of the March agenda were moved, discussed, and voted. Adoption of D1 would set the baseline for further discussion.

LIEBMAN noted two corrections to the document published in D1: the substitution of departmental PTR for departmental P&T guidelines in IV. C.2.iii, [consistent with the change proposed in IIIA]; and a change in IV.D.2 of “to not meet” to “do not meet.” He reminded senators that PTR was designed to be an internal review about meeting a standard called “satisfactory” and responding to individuals whose careers were evolving, rather than an external assessment against benchmarks—factors that make designing the evaluation process more complex.

GRECO/SMITH MOVED to APPROVE the AMENDMENTS to the PSU Procedures for Post-Tenure Review published in D1, as corrected.

BLEILER asked for discussion of the amendments. CHRZANOWSKA-JESKE asked which amendments were under discussion. LIEBMAN clarified that it was the changes published in D1 (pp. 1-12) of the March Senate Agenda packet, as corrected. PADIN asked if amendments get considered before voting on the document. LIEBMAN said yes, explaining that there were portions of the February document that had been struck out and additions that were underlined. The vote was to accept the amendments offered in D1 based on the proposals discussed in Senate on February 2. BLEILER reiterated that the vote was to approve amendments made subsequent to the Motion that introduced the document on February 2; a yeah vote does NOT approve the document itself. LIEBMAN confirmed this. HANSEN (David) asked if we were only voting on the amendments discussed at the last meeting. PERLMUTTER noted that the document also reflected changes that she had suggested after the meeting. LIEBMAN clarified that the Steering Committee had acted to synthesize, and in some cases recast, all the suggestions that had come forward prior to February 16.

ZURK noted two changes that jumped out: the elimination of references to “scholarly agenda,” a big component of a faculty career post tenure, and the emphasis given to tactical support of departmental needs and mission. She asked if others thought that these changes reflected the essence of the comments made previously. LIEBMAN responded that many had found it unwieldy to create a process requiring two separate documents, one called a scholarly agenda, and a second called a narrative. The decision had been to blend the two into a single document called the faculty narrative.

ELZANOWSKI observed that there were no set rules for reviewing department chairs and asked who will play the role of the chair for the chair. LIEBMAN said the consensus was that chairs should be treated as working members of the faculty who have temporarily taken on the duties of administration and should not be penalized for this by exclusion from the PTR review. ELZANOWSKI asked for clarification on the procedural question. LIEBMAN said he did not have an answer. SCHULER noted that the omission could be addressed by offering an amendment during the second round to follow. ELZANOWSKI stated that the statements about sanctions in V.B.6 and VI.D.7 potentially contradicted each other; the requiring of a PDP might be a unilateral change of appointment for those without supplemental letters of hire. LIEBMAN commented that letters of hire were outside the province of Faculty Senate. RAFFO noted that the question about who plays the chair role for chairs under review suggested a situation parallel to that of the units without departments. ELZANOWSKI said that this should be clearly stated.

KARAVANIC and DONLAN noted other references to departmental P & T guidelines that needed to be retitled or reconciled.

HANSON (David) raised a point of order: Discussion should properly be limited to those amendments that have been moved. Other areas of the document that

have not been revised should not be discussed until these amendments have passed or failed.

CHRZANOWSKA-JESKE said she was troubled that every statement relating to a faculty member's scholarly activity had been removed; it suggested that this activity would not be reviewed or rewarded. Offering a different characterization of the changes, LIEBMAN noted that many departments do not think of the scholarly agenda as a standalone document; in addition, a requirement to produce a document called the scholarly agenda for PTR becomes problematic, if you don't already have one. SANTELMANN asked if the question was about a lack of standards given the deleted reference to the scholarly agenda. CHRZANOWSKA-JESKE said the question was why remove the reference. SANTELMANN said the scholarly agenda was just being renamed, not removed. LIEBMAN said that an amendment would be offered specifying what the narrative should contain; changing the title should not be regarded as changing the standard.

HINES noted that bulleted references to scholarship in the Preamble were deleted simply to consolidate points and avoid redundancy. ZURK said she appreciated the economies, but felt there should be specific language acknowledging scholarly contributions to balance the explicit reference to departmental activities. SMITH said the Ad Hoc PTR Committee had been looking for language that was broad enough to value all the ways that faculty contribute, many of which do not necessarily result in publication. LIEBMAN said the issue for Steering was not the word or the meaning of scholarship, but the fact that the term "scholarly agenda" proved to be a stumbling block to describing a form of report required for PTR. GRECO suggested the addition of the word "scholarship" to the first bullet, if the word research was not understood to include this. LIEBMAN acknowledged the suggestion, but worried about starting a discussion to amend the amendments.

BLEILER said that the discussion had gotten off track and called the question. He stated that the question before the Senate was whether to substitute the D1 amended version of the previously moved PTR Procedures as the current "working draft" of this process.

The VOTE to CALL the QUESTION PASSED by unanimous voice vote.

BLEIER reiterated that the vote was NOT to approve PTR Procedures, but only the amendments to the document that had been proposed in D1.

The MOTION to APPROVE THE AMENDMENTS PASSED, 45 to accept, 4 to reject, and 4 abstained (recorded by clicker).

LIEBMAN said the next step was to consider amendments to the "working draft" He had items prepared for display that were not available in time to include in the handout circulated.



GRECO previewed a proposal suggested by RAFFO that would describe what the faculty narrative should contain. She had argued for the addition of the word “succinctly.”

HANSEN (David)/REECE MOVED that the following language be ADDED to **IV.D.2.ii** of the PTR Procedures “working draft”:

*The narrative should succinctly describe the faculty member’s activities that demonstrate continuing professional development and contributions to the life of the university and external communities which he or she has served during the review period. The narrative ~~should~~ **may** also inform the review committee of the changes in work or life circumstances that occurred that have affected the faculty member’s work during the review period. In addition, the narrative should speak to future plans.*

KARAVANIC objected to language that seemed to require that faculty disclose information about life circumstances. GRECO echoed the objection. LIEBMAN asked the proposers of the amendment if they would accept substitution of the word “may” for “should” in the second sentence. HANSEN and REECE accepted the change.

HANSON (Brad) wondered what time frame was invoked as the period under review. LIEBMAN noted the five-year requirement for PTR, but acknowledged that the first to be reviewed may not have a ready benchmark. PADIN said that in the spirit of the review, the period should be since last review.

There was unanimous agreement by voice vote to call the question.

The MOTION to APPROVE the ADDITION PASSED: 47 approved, 2 rejected, 0 abstentions, (registered by hand count).

BOWMAN previewed a proposed change to IV.D.1 that would allow units that do not have departments to include supervisors as chair designees.

BOWMAN/SANTELMANN MOVED to AMEND **Article IV.D.1** of the PTR “working document” as follows:

In units that do not have departments, the department chair responsibilities shall be fulfilled by a person or persons specified in unit guidelines; potential chair designees include program directors, area directors, the faculty member’s supervisor, or post-tenure review committee chair as the chair designee, as specified in unit guidelines.

BROWER asked if this were the appropriate place to address circumstances for chairs under review. LIEBMAN thought that it would complicate things.

There was unanimous agreement by voice vote to call the question.

The MOTION to AMEND PASSED: 48 to accept, 0 to reject, 0 abstentions (registered by hand count).

LIEBMAN introduced David Raffo, chair of the Ad Hoc PTR Committee, to preview his amendments.

RAFFO argued that language describing the process for deferral or opting out of post-tenure review previewed in February as part of the Implementation Motion for PTR should be a permanent part of Procedures document and the execution of the PTR process.

RAFFO/DONLAN MOVED to AMEND the PTR Procedures “working draft” to ADD the following statements to **Article II**:

*Tenured faculty who provide a letter stating they will retire within two years shall be allowed to opt out of post-tenure review.*

*With agreement from the Dean, faculty are allowed to defer post-tenure review for sabbatical, personal circumstances, such as illness, injury, pregnancy, adoption, or eldercare, and when returning from special assignments on- or off-campus, such as field research or professional or administrative positions.*

The MOTION to AMEND PASSED: 49 to accept, 0 to reject, 0 abstentions (registered by hand count).

LIEBMAN noted that the next amendments would come to the floor in the order delineated in the handout (see B3 attachment to the March 2 & 9 minutes). He previewed the changes proposed to Article IV to be voted: the first was essentially just a correction of the title of the guidelines in IV.B.1, and the second was a deletion in IV.C.2.

RAFFO noted that the current document’s description of service in IV.C.2 placed an emphasis on leadership roles, but a lot of service work that faculty perform does not necessarily mean taking on a leadership position. He argued for a broad definition of service for post-tenure review.

DONLAN/SMITH MOVED to AMEND **Article IV** with deletions and additions as follows:

**IV.B.1.iii** - Any additional materials required by departmental/unit ~~P&T~~ guidelines *for post-tenure review*.

**IV.C.iii.d** - Service to the department/academic unit, school, university and profession/academic community, ~~with emphasis on~~ ~~with attention to~~ leadership roles and significant contributions to administration, governance, or to professional/academic communities (Service).

LIEBMAN invited comment on the change to the statement describing service.

DONLAN spoke in support of the amendment, noting that service was not always linked to a leadership role and was part of faculty engagement. GAMBURD argued that there was an expectation that more senior faculty take on leadership roles; and while the language did not require it, the extra work and effort should be honored. RAFFO said that he read the language as implying that it was only leadership roles that would count. GRECO pointed out that the language recognized significant contributions as well as leadership positions. BROWER thought that the wording “with attention to” did not make leadership roles mandatory. LIEBMAN said he understood the intent of the language was to recognize the significant service contributions that faculty make that are often undervalued at PSU. RUETER asked if the words to be deleted were “with attention to” or “with emphasis on.” LIEBMAN said that the wording in the “working draft” was now “with attention to.” ZURK asked for confirmation that the vote would eliminate the entire statement beginning with “with attention to.” LIEBMAN and GRECO confirmed. PADIN wondered if the wording “with special recognition for leadership” would be a compromise position. RAFFO thought the MOTION should stand.

The MOTION to AMEND PASSED: 28 to accept, 17 to reject, 0 abstentions (registered by hand count).

LIEBMAN requested a motion to continue the discussion of additional amendments and New Business item E.2 Implementation at the second Monday, March 9 meeting.

PADIN/BRODOWICZ MOVED TO RESUME the PTR discussion on March 9.

The MOTION to RESUME March 9 PASSED by majority voice vote.

## **E. NEW BUSINESS**

### **1. Curricular Consent Agenda**

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

## **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 said that fundraising continued to outpace last year and that the strategic planning process continued to involve more participants. This meant planning was taking a little longer than anticipated, but the level of interest was a good thing. Topic Teams have been formed and some would be holding their own campus forums. He announced that many PSU faculty, staff, students and alumni would participate in a PSU Day in Salem on March 5. He added that a good budget forecast in May could trigger the kicker and make it less likely that the Legislature would find extra funding for higher ed. He then introduced IAB chair Randy Miller, who introduced PSU's new Director of Athletics from Miami University of Ohio, Mark Rountree.

ROUNTREE, noting that his first job had been as coordinator of academic tutoring and advising for college athletes, said that his first priority was to support student athletes. Responding to questions that the Steering Committee had forwarded, ROUNTREE that he would hold coaches accountable as educators and that concern for academic success was a key selling point in his approach to recruitment. He asserted that PSU Athletics was right where it needed to be, with an appropriate number of sports and level of investment to be competitive in the Big Sky Conference. He argued that aiming for degree completion and fielding winning teams were not mutually exclusive goals, and that training to work to win was part of what they teach. He acknowledged that his success would be measured by attendance and the performance of Athletics as community partners, but felt confident that he had support from passionate alumni and would find ways to work smart to meet goals.

PADIN asked how willing the Athletics Program would be to stand behind athletes in academic difficulty by continuing financial support while they tried to return to standing. ROUNTREE said he was willing, but would want to know that the student was making every effort; there would have to be other factors than academic reasons to discontinue aid. He thanked Faculty Senate for the invitation. (Applause.)

### Provost's Report [offered after the Budget Committee Report]

ANDREWS thanked BOWMAN for his SEM presentation and noted that the link to SEM plans could also be found in her Blog. She drew attention to the ASPSU sponsored event celebrating Cultural Competency immediately following Senate and referred senators to the handout with her additional announcements (see March 2 minutes attachment B1). ANDREWS highlighted the history of PSU's collaboration with OHSU on public health education, noting the twenty-one year joint Masters Program and the initiation of discussion and planning for a joint school as early as 2007. She admitted that the merger was not an easy process, but that the Budget Committee and EPC were doing their due diligence. Stating that nothing was worse

than speculation, she urged faculty who have issues and questions about the process to contact interim Dean Andresen or Assoc. Dean Leslie McBride. She offered warm thanks to the new Second Thursday Social Club's steering committee (Alan MacCormack, John Ott, Joyce O'Halloran, Darrell Brown) for a successful first gathering in the space of the Office of Academic Innovation, 4:00-6:00 pm.

### **Quarterly Report of the Budget Committee**

BOWMAN gave an overview of the Student Enrollment Management (SEM) Plan that all college-level units now prepare. In addition to supplying SCH projections, units must provide an explanation for the numbers that describes trends and plans for the coming year, including recruitment and retention efforts. The plans indicate where units are putting resources. Describing how the SEM plan interacts with the budget process, BOWMAN noted that the current year budget becomes a baseline for the next year that can be modified based on a unit's SEM plan, which is also a revenue commitment. He reviewed the School of SocialWork's plan as an example of a detailed and well-executed plan. (See slides for the process calendar, March 2 attachment to the minutes B2.)

RYDER asked if there were a 'slush fund' to make up the short fall, if a unit's projections did not meet expectations. BOWMAN said this year units were required to have contingency plans, funds which they had had to hold until November. ANDREWS said units were told in November to hold or release funds for investment depending on where they were in terms of their goals. RUETER asked why the CLAS SEM is different. BOWMAN said CLAS had been asked to focus on its slowest and fastest growing programs because of its size. STEDMAN asked if the SEM plans were available on line. BOWMAN said the **Budget Committee web site** has a link to plans posted for the last 3 years: <http://www.pdx.edu/faculty-senate/budget-committee>. MESSER asked if the SEM plan looked at past success in predicting performance. Bowman said yes.

### **Quarterly Report of the Educational Policy Committee (EDC)**

PADIN reviewed the Committee's charge and new programs recently approved. He said that the Committee had been pleased and impressed with the provisions for shared governance in the new Guidelines for departments wishing to transfer to another unit. (These Guidelines have not been officially issued yet.) The biggest item on the agenda has been the proposal for creation of a new School of Public Health received in January. The Committee was waiting for additional details that would address the viability and feasibility of the proposal. He thanked committee members for the extra meetings they had been willing to convene.

### **ADJOURNMENT**

The meeting was adjourned at 5:03.

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, **March 9, 2015**  
**Presiding Officer:** Robert Liebman  
**Secretary:** Martha W. Hickey

**Members Present:** Babcock, Baccar, Bleiler, Boas, Bowman, Brodowicz, Carstens, Chrzanowska-Jeske, Childs, Clark, Clucas, Cotrell, Daescu, Davidova, De Anda, Donlan, Elzanowski, Gamburd, George, Greco, Griffin, Hansen (Brad), Hansen (David), Harmon, Karavanic, Liebman, Loney, Luther, Maier, McElhone, Mercer, Mukhopadhyay, Padin, Perlmutter, Raffo, Reese, Rueter, Santelmann, Schrock, Schuler, Stedman, Taylor, Yeshilada,

**Alternates Present:** Messer for Carder, Beckett for Popp from 4:00 pm.

**Members Absent:** Arellano, Brower, Carpenter, Daim, De La Vega, Dolidon, Eppley, Holliday, Hunt, Ingersoll, Labissiere, Layzell, Lindsay, Riedlinger, Sanchez, Skaruppa, Smith, Zurk

### **Ex-officio Members**

**Present:** Bowman, Greco, Hansen, Hickey, Hines, Mercer, Padin

### **A. ROLL**

The meeting was called to order at 3:04 p.m.

### **D. UNFINISHED BUSINESS**

#### **1. Proposal for Post Tenure Review**

LIEBMAN announced the distribution of clean copies of the new working draft of *Procedures for Post Tenure Review* (PTR), with amendments approved at the March 2 meeting incorporated (published to the Senate website as D1a, added to the packet). A second handout included the text of proposed amendments received prior to the meeting (published to the web as item D2; see March 2 & 9 minutes attachment B3).

LIEBMAN noted some simple corrections needed to D1a (see B3, pp. 5-6). He stated that he planned to begin with amendments to the Procedures distributed at the March 2 meeting and continue through those submitted after the meeting, asking the proposers to give a brief introduction. The final motions would be to approve the full *Procedures for PTR* as amended, to introduce the Implementation proposal and a motion that would incorporate both documents as a package into the PSU P&T Guidelines.

RAFFO proposed that the length of time that a faculty member had to respond to the PTR Committee report and letter from his or her chair be extended from 10 to 20 working days (IV. E. 2). The purpose was to allow for more time in case both letters required a response.

GAMBURD asked if there would be a negative effect as this rippled through the rest of the timeline. RAFFO said not to his knowledge.

LIEBMAN noted the need to MOVE the amendment before discussion and announced that he had asked Steve Blieler to act as Parliamentarian on his behalf during the meeting.

DONLAN/CARSTENS MOVED to AMEND **Article IV. E. 2** as follows:

The supporting materials must be submitted to the post tenure review committee and/or the department chair as appropriate within 20 ~~10~~ working days of the request for reconsideration.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 37 approved, 2 rejected, 2 abstained (recorded by clicker).

LIEBMAN introduced the changes proposed to Articles V and VI.

RAFFO/YESILADE MOVED to AMEND **Article V.A.5** to clarify the timeline for holding the faculty member's conference with the Dean as follows:

The conference must be held before the Dean's recommendations are forwarded to the Provost. After notifying the Dean that the faculty member requests reconsideration, the faculty member has 10 working days to provide additional materials to the Dean in support of the reconsideration.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 42 approved, 0 rejected, 0 abstained (recorded by clicker).

CARSTENS/ DONLAN MOVED to AMEND **Article V.A.6 and V.A.7** as follows:

6. If upon reconsideration, the Dean reverses his or her original decision and finds the faculty member's contributions meet standards, the Dean shall so report in writing and provide a copy of his or her letter to the department chair and faculty member. ~~and~~ The Dean shall send ~~with~~ the original letter and all materials to the Provost.

7. If the Dean finds that the faculty member has met standards when the post tenure review committee's and the department chair's finding disagree, the Dean shall provide a copy of his or her letter to the department chair and faculty member. The Dean's letter to the Provost shall give his or her reasons.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 39 approved, 0 rejected, 1 abstained (recorded by clicker).

GRECO/SCHULER MOVED to AMEND **Article VI. D**, with the addition of the following language to VI.D.5 and VI.D.6, and a new bullet item VI.D.7:

5. If the department chair does not agree, the chair must write a letter to the Dean describing which objectives have not been reached and provide evidence of that finding along with a description of what further work is needed and provide a revised timetable for completion of the PDP. A copy of the letter must be provided to the faculty member. Additional funding may be required.

6. When the chair decides the objectives have not been reached, the faculty member may request in writing a conference for reconsideration by the ~~Dean~~ department chair within 10 working days of the receipt of the chair's letter to the Dean. The faculty member may provide additional materials in writing within 10 working days of his or her request for reconsideration.

7. If the department chair reverses his or her decision, ~~they~~ he or she shall write a revised letter to the Dean. The Dean will wait to make a decision until receiving the reconsideration letter from the department chair.

GAMBURD noted the need for an article after "provide" in item 5 and "he or she" to replace "they" in item 7. HANSEN (Brad) noted that this section posed a problem for chairs being reviewed. RAFFO noted the "chair designee" statement in Article III. BLEILER state that the change was not necessary to the Motion. The proposers of the Motion accepted the change of pronouns and addition of "a." article and pronounced. TAYLOR asked if chair or chair designee option was meant to be consistent for the entire document. LEIBMAN said yes, for the cases described at the beginning of the document [Secretary's note, Articles III.E & IV.D.1.]

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND as corrected PASSED, 40 approved, 1 rejected, 0 abstained (recorded by clicker).

BRODOWICZ proposed striking the description of the PTR Committee evaluation process in the working draft in IV.C.2.iii and replacing it with



language that would assure that criteria for the process were more standard across campus. The language proposed differed from language in the 3/2 the handout.

BOWMAN/HINES MOVED to AMEND **Article IV.C.2** by striking the second sentence of IV.C.2.iii and ADDING language as follows:

~~The Committee will find the faculty member's contributions either *meets the standards* with regard to the criteria set forth by the Department Guidelines for post-tenure review or that they do not meet the standards for post-tenure review set forth in the Department P&T Guidelines.~~

*The Committee will find the faculty member to have met University Standards for post tenure review if:*

- a. the faculty member adequately demonstrates ongoing activity in each of the four areas (above) or the faculty member ~~explains~~ explains adequately demonstrates to the committee how ~~that~~ his or her activities are ~~is~~ consistent with departmental needs and priorities, and*
- b. the effort expended totals the effort expected of a full time (1.0 full time equivalent) faculty member or prorated commensurate to the faculty member's FTE assignment for those parts of the review period when the faculty member's assignment was less than full time.*

KARAVANIC asked what the perceived advantage of the new language was, as opposed to letting departments specify criteria. BRODOWICZ said the provisions clarified what the common expectations were, rather than just assuming that PTR committees would take these elements into account. PADIN said he liked having a checklist of things for committees to be mindful of. KARAVANIC said it appeared to specify that activity had to be demonstrated in all four areas. BLEILER agreed that the language was puzzling because the part after “or,” talked about activity, but really required explanation of *inactivity*. GAMBURD read it as an either/or statement—a faculty member has met standards either explained as activity in four areas, *or* as activity consistent with department needs—but still problematic. HINES suggested the change of “that” to “his or her.” MESSER suggested that an explanation should be evaluated and recommended the qualifier “adequately.” PADIN thought that “demonstrated” had this sense. MAIER suggested adding “demonstrates” to the second clause. BLEILER argued that the committee was being ordered to find a certain way without assessing sufficiency. RAFFO said the intent was to place the faculty member on the hook to explain how their activity meets departmental guidelines. GRECO concurred. BABCOCK suggested demonstrate “successfully,” adding that this must be demonstrated “to the committee.” HANSEN (Brad) concurred, SANTELMANN asked if the added language was an attempt to make clearer what was meant by a finding of “meets” standards. BRODOWICZ said it was to add specificity to what a committee should be mindful of. SCHULER suggested “evaluate,” rather than “find.” MAIER objected that this did not fit in the sentence. DONLAN noted that (a) and (b) must be linked by “and,” for purposes of evaluation. MCELHONE expressed support for the amendment as a way to make expectations clearer and less subjective. KARAVANIC asked for

confirmation that faculty were not being required to demonstrate activity in four areas. SANTELMANN confirmed they were not. HANSEN (Brad) advocated for adding “adequately demonstrates to the committee” after the “or.” CARSTENS noted “activity” should be plural. CLUCAS advocated for an evaluative word. GAMBURD requested the replacing of “explains” with “demonstrate. BRODOWICZ recorded the changes on the document camera text and he and HINES accepted the revisions noted [underlined] above.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 32 approved, 6 rejected, 3 abstained (recorded by clicker).

BRODOWICZ proposed adding more specificity to the factors that the PTR committee must be mindful of in its evaluation, as described in IV.C.2

CARSTENS/MUKHOPADHYAY MOVED to ADD the following language to **Article IV.C.2** as new **item iv**:

*iv. Other factors from the faculty narrative to be considered when determining whether the faculty member has met the standards include but are not limited to:*

*a. The faculty member’s teaching load relative to the customary teaching load and/or added preparation time required for new forms of instruction such as on-line teaching.*

*b. Time and support required to transition successfully to new areas of teaching, research, outreach, or service.*

*c. Increased departmental service as a consequence of the ratio of tenured to non-tenured faculty.*

*d. Departmental circumstances such as deaths, illnesses, or other circumstances that have had an impact on the faculty member’s work situation.*

*e. Personal circumstances such as maternity, paternity, adoption, injuries, illnesses, or other circumstances that have had an impact on the faculty member’s work.*

BLEILER suggested that the list include should be prefaced with “but are not limited to.” MAIER asked whether the author intended “standard” to be plural as above. KARAVANIC expressed concern that a faculty member would be compelled to document family circumstances. ANDREWS asked why (d) and (e) on list were necessary when faculty could choose to defer under Article II. MAIER said it was not about delay but about interpreting one’s case. PERLMUTTER noted the inclusion of departmental circumstances. DONLAN observed that the choice not to defer might be a matter of degree and how much time was in play.

BLIELER suggested “may be considered” in the first sentence. RAFFO said that if circumstances are stated they must be considered. BOWMAN noted that the

choice should be the faculty member's. CLUCAS said, yes, if requested. SANTELMANN suggested "other factors from the faculty narrative to be considered." ANDREWS asked for examples that might explain why a faculty member would choose not to defer. ELZANOWSKI offered the example of a faculty member who may have been ill for part of the time, but was performing satisfactorily when working; he asked why that person would want to defer a pay increase. SANTELMANN described an instance where sudden loss of a faculty member required a huge shift in the workloads and teaching of others in the program for several years; faculty were doing their jobs, but not the ones they had planned for.

PADIN agreed that the impediments could be a matter of degree; committees could still advise the faculty member to defer. CLUCAS agreed there could be gray areas. SCHULER thought there was limit to what circumstance could or should be anticipated by the document. ELZANOWSKI said we should trust our colleagues and not micromanage. GRECO suggested a temporary slowdown within a period of good job performance should not require a deferral; but if you're not caught back up, then you should defer. MERCER said that helped him understand the difference between the two alternatives. CLARK agreed. KARAVANIC wondered if the reviews of the first round of faculty would be career based, or based on five years. PADIN said the goal was not to micromanage but to ensure that the data was available for fair decision-making. RUETER suggested that another reason not to defer would be to realize a professional development plan through the process.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 35 approved, 3 rejected, 2 abstained (recorded by clicker).

HARMON/TAYLOR MOVED to AMEND **Article IV. C.1ii** as follows:

Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. An emeritus tenured faculty may be included. Other exceptions can be made in accordance with department/unit guidelines if warranted

HANSEN (Brad) thought the addition was redundant and suggested it be moved to the end of the agenda. LIEBMAN pointed out that the proposal had been moved. PERLMUTTER objected to the provision, noting that emeritus faculty were not included in promotion and tenure reviews. She wondered how they would be compensated, and was skeptical that the University was that short on qualified tenured faculty. GAMBURD and RUETER agreed and spoke in opposition to the amendment.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND FAILED, 14 approved, 27 rejected, 2 abstained (recorded by clicker).

HANSEN (Brad) said a strong PTR document had emerged, but Article IV.C did not specify how to accomplish faculty input into the committee selection process. He advocated for the direct inclusion of the chair and faculty member under review in the selection process, with a third member who could, if necessary, arbitrate. This would ensure consistency across campus.

YESHILADA/SCHULER MOVED to AMEND **Article IV. C.1i** by ADDING language to specify the PTR committee selection process as follows:

The committee shall be comprised of three people. Departments/units shall specify in their guidelines a clearly-articulated process for constituting committees that is collegial, equitable, and formative, and ensures that the faculty member being reviewed have~~has~~ input into the selection process. Each faculty member under review shall have their own post tenure review committee. The department chair shall select one member of the committee, the faculty member shall select one member of the committee and the two committee members shall choose a third member.

BLEILER asked what would happen if the two selected could not agree on a third member. HANSON said that this might be an issue, but he hoped that having a supportive process would take precedence. RUETER argued against the amendment and for departmental autonomy and flexibility. PADIN said that the absence of University-level guidelines for the committee selection process was an inconsistency, and “collegial” and “equitable” were too open. GAMBURD said that external review guaranteed lack of conflict of interest in the case of P&T; having a PTR committee member chosen by the person under review suggested that the model was advocacy rather than objectivity, and could be awkward for the committee member chosen. ELZANOWSKI wondered if a faculty member asked to serve by a colleague could easily say no; he argued for greater trust in one’s colleagues.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND FAILED 17 approved, 19 rejected, 2 abstained (recorded by clicker).

DONLAN introduced the next amendment, stating that allowing the faculty member under review to draft the Professional Development Plan better embodied the spirit of the post-tenure review process.

RAFFO/PERLMUTTER MOVED to AMEND the first sentence of Article **VI.A.1** as follows:

A faculty member whose contributions have been determined to not meet standards shall develop a Professional Development Plan (PDP) with input from in conjunction with the department/unit chair or chair designee. a Professional Development Plan (PDP).

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 35 approved, 1 rejected, 2 abstained (recorded by clicker).

LIEBMAN previewed the proposed change to extend the time line for the PDP to up to three years.

HINES/KARAVANIC MOVED to AMEND **Article VI.A.2** as follows:

The PDP can be up to two three years in duration. In exceptional circumstances, a third fourth year may be approved.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 34 approved, 5 rejected, 1 abstained (recorded by clicker).

LIEBMAN introduced a sentence proposed as an addition to the opening of Article I that would address a founding principle of post-tenure review.

HARMON/MUKHOPADHYAY MOVED to AMEND **Article I** with the ADDITION of the following sentence at the end of the first paragraph of the Preamble:

*Post-tenure review is founded on the principle that a strong and healthy university is one that supports, recognizes, and rewards faculty members throughout their careers for their contributions to the institution's mission.*

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 37 approved, 1 rejected, 1 abstained (recorded by clicker).

LIEBMAN previewed a proposed concurrent deletion and addition to the paragraph describing PTR in Article I.

ANDREWS observed that the proposed addition, particularly the words “not a punitive attack,” were negatively charged and did not fit with the collegial spirit invoked. The language both repeated and gave more weight to a subset of the following bulleted points in the text that encompassed all stated goals of PTR.

RAFFO/RUETER MOVED to AMEND the fourth paragraph of **Article I** as follows:

The post-tenure review process is fundamentally different from other reviews such as those for the award of tenure, for promotion in rank, and for the award of merit pay. Post tenure review is not a punitive attack on a faculty member's tenure status; it is not a competitive process that ranks faculty members within a department, and it is not a merit system to reward a few star employees. Post-tenure review is a mechanism to support, recognize, and reward faculty for their ongoing contributions to the University's mission. ~~Whereas reviews for tenure and promotion measure a candidate against the norms for his/her field via external review and merit pay implies a ranking of faculty within an institution.~~

The goals of post-tenure review are...

SANTELMANN asked for a rationale from the proposer. PADIN said that the proposal was meant to address the confusion that still existed about what post-tenure review is and is not. RUETER said he thought the shorter unchanged paragraph was cleaner. BLEILER observed that the motion would delete the sentence beginning “Whereas” at the same time that it added two new sentences. LIEBMAN clarified that the bullet points remained.

BLEILER/PADIN MOVED to hold SEPARATE VOTES on the proposed deletion and additions.

GRECO pointed out that a move to vote separately would allow both the substitute text and the text suggested for elimination to be struck.

A motion to call the question passed by a majority voice vote.

The MOTION TO HOLD SEPARATE VOTES PASSED on a majority voice vote (4 rejections, 1 abstention).

BLEILER/YESHILADA MOVED to consider the proposed addition first and the deletion second. The question was called and passed by majority voice vote.

The MOTION TO CONSIDER the ADDITION FIRST passed unanimously (registered by hand count).

BLEILER/YESHILADA MOVED to ADD the following sentences to **Article I**:

*Post tenure review is not a punitive attack on a faculty member's tenure status; it is not a competitive process that ranks faculty members within a department, and it is not a merit system to reward a few star employees. Post-tenure review is a mechanism to support, recognize, and reward faculty for their ongoing contributions to the University's mission.*

CLUCAS said the sentence was an unnecessary addition. CLARK requested a rationale. PADIN said the issue of redundancy seemed to be the motive for the separate vote. RAFFO clarified that the proposers of the addition wanted to address on-going confusion about the differences between PTR and standards for other reviews. HANSON (Brad) said that discussion of the PTR document in his department confirmed that faculty did not know what PTR was supposed to be doing; this spells it out. BLEILER said the first sentence of the paragraph already explicitly states the difference; the proposed addition is all negative. GRECO thought some statement of how the reviews differed was essential; concerned that the deletion, which she had authored, might not be retained, she had decided to support the addition. SCHULER suggested that the next generation of readers might need to have the difference explicitly spelled out. ANDREWS recommended that senators read the entire Preamble before voting on the proposed portion, including the final statement.

MAIER/BRODOWICZ MOVED to call the question, which passed by a majority voice vote.

The MOTION to APPROVE FAILED, 13 to approve, 24 to reject, 3 abstentions, (registered by hand count).

LIEBMAN reminded senators that for the second vote a “yes” vote would be to STRIKE the sentence beginning “Whereas” as preface to the listing of goals for post-tenure in **Article I**; a no vote would retain the language in the document:

~~Whereas reviews for tenure and promotion measure a candidate against the norms for his/her field via external review and merit pay implies a ranking of faculty within an institution,~~

A motion to call the question was unchallenged.

The MOTION to STRIKE FAILED, 8 to approve, 31 to reject, 1 abstention (registered by hand count).

GRIFFIN raised a point of order to ask what the plan for proceeding was, given the lateness of the hour and that parts of the package not yet been considered.

LIEBMAN conceded that the Proposal to Implement Post-Tenure Review would have to be rolled over until the April Senate meeting. He thought there was time to consider the final amendment to the Procedures by 5:00 pm.

BLEILER/HANSON (Brad) MOVED to APPROVE a NEW ARTICLE [to be inserted after current Article IV] as follows:

***V. Procedures for Post Tenure Review of Department Chairs/Unit heads, and Program Directors***

*The procedure of evaluating department chairs/unit heads, and program directors will be the same as those for tenured faculty except that the role of the department chair shall be filled by the immediate supervisor of the individual under review provided the immediate supervisor is not the Dean. If the immediate supervisor of the individual under review is the Dean, the Dean must designate a person to fulfill the role of the immediate supervisor (e.g. an Associate Dean).*

HARMON asked what the amendment addressed. ELZANOWSKI noted that Article II lists chairs and program directors as another category to be reviewed, but the document does not directly specify how the rules are to be adapted in their case. The amendment to clarify the process for chairs was proposed as a separate article to change as little as possible of the rest of the PTR document and to retain its order of steps. LIEBMAN reiterated that the goal was to retain the step between the PTR committee and the Dean in the four-step process.

A motion to call the question passed by a majority voice vote.

The MOTION to AMEND PASSED, 38 approved, 1 rejected, 1 abstained (registered by clicker).

LIEBMAN noted that the MAIER amendment to the Implementation Proposal, which had not been introduced, still remained for consideration. These would be postponed until April. He thanked all who had contributed their time and amendments to the process. [Applause.]

**ADJOURNMENT**

The meeting was adjourned at 4:58 pm.



## **PROVOST ANDREWS' COMMENTS: MARCH 2, 2015 FACULTY SENATE MEETING**

### **First Annual Cultural Competency Celebration**

ASPSU is hosting the [First Annual Cultural Competency Celebration](#) today (March 2), with events throughout the day, culminating with a celebration gathering right after the Senate meeting in SMSU Ballroom (5:00pm – 9:00pm). Thank you to those who attended the day's events and I hope you can attend this evening.

### **SEM (Strategic Enrollment Management) Planning:**

On February 23<sup>rd</sup> I held an open forum to provide an update on the Division of Academic Affairs, FY16 Strategic Enrollment Management (SEM) plans and Performance-Based Budgeting (PBB) process. Over 50 faculty members, deans, associate deans, department chairs and staff attended. The [presentation](#) provided an overview and the status of the FY16 enrollment management and budget planning process, as well as an opportunity for questions, comments and suggestions. There is more information and links to the planning timeline on my [Provost Blog](#) and recent post on [Status of Budget Planning](#).

### **School of Public Health Initiative**

January and February were busy months for the joint School of Public Health Initiative between PSU and OHSU. The Faculty Senate Budget Committee and the Educational Policy Committee have had a number of meetings with representatives from both PSU and OHSU. There have been several open forums and meetings held with the School of Community Health faculty and staff and CUPA faculty and staff. The faculty involved continue to work on logistics associated with a proposed school.

Conversations about a SPH are by no means new. I am told they began in 2007. My first involvement was in 2010 (almost 2 years before my arrival at PSU in July 2012) when I was the Vice Chancellor for Academic Strategies for the Oregon University System. Oregon State University (OSU), Oregon Health and Science University (OHSU), and Portland State University (PSU) were exploring one joint school for the State. Eventually OSU decided it would proceed with its own school of public health. OHSU and PSU decided to continue to explore a collaboration to create a joint school.

Academic partnerships between PSU and OHSU are also not new. We have a 21-year history of offering the joint OMPH (Oregon Masters in Public Health), we have many faculty who collaborate on research, and we now co-occupy the Collaborative Life Sciences Building (CLSB) on the south waterfront.

It is not easy to bring two universities with differences in structure, funding models, personnel, etc. together. It is a challenge to look beyond the immediate present constraints of budgets and imagine a future for PSU that is enhanced by a strong, high quality nationally recognized school of public health. Individual faculty and staff wonder what it means for day-to-day work and the potential impact on careers, governance, curriculum, budget, and organizational structure. Our Faculty Senate committees (the Faculty Senate Budget Committee and the Educational Policy Committee) are looking at the impact of a new school on existing schools and colleges, the viability of a school of public health, how governance will work, etc.

I urge the Faculty Senate to not delay on the opportunity to take action on the proposal to establish a joint school before the end of this academic year. There is a large amount of information available

about this initiative regarding the benefits to students and to PSU. Those involved with the work have been very responsive to any and all questions and requests for information. Many documents can be found on the [School of Public Health joint website](#) currently hosted by OHSU, but soon to move to a joint site.

One of my [blogs this week](#) will also discuss this initiative.

### **Inaugural convening of the Second Thursday Social Club**

The next convening of the Second Thursday Social Club will be held on **March 12<sup>th</sup> from 4-6:30 p.m.** in the Office of Academic Innovation--SMSU 209.

There was a great turnout on February 12<sup>th</sup>. We hope to see those who came in February come again—and this time, bring some colleagues. The Social Club takes place on the **second Thursday** of every month. There is a cash bar with food provided courtesy of the administration. PSU staff and faculty are all welcome. Because alcohol will be served, students cannot be included.

## Strategic Enrollment Management Plans

March 2015 Senate Meeting

## This Year's Process

Colleges & schools develop preliminary plans (Dec. 18th)

Reviewed by enrollment management group (mid- to late-Jan.) &  
Faculty Senate Budget Committee (Jan. 23rd)

Plans revised (Feb. 6th)

Aggregated plans discussed in the Administrative Leadership Team  
(Feb. 18th & Mar. 4th)

Plans approved (Mar.)

Plans available on the Committee's  
home page:  
[pdx.edu/faculty-senate/  
budget-committee](http://pdx.edu/faculty-senate/budget-committee)

**Amendments to PT Review Procedures & Implementation** (published 2/16 and amended on 3/2/15)

For discussion by the PSU Faculty Senate 3/9/15 (corrected 3/9/15)

**Prepared for use at the 3/9/15 Senate meeting, below is a list of 1) amendments voted on or deferred at the 3/2/15 meeting plus 2) additional amendments delivered after 3/2/15 for discussion on 3/9/15.**

**PROCEDURES MOTION, From Senator Raffo:****Article II**

- Page 3, Article II, **Add language for Opt Out and Deferral from the Implementation Motion into the PTR Procedures.** Append at end:  
Tenured faculty who provide a letter stating they will retire within 2 years shall be allowed to opt out of Post-Tenure Review.

With agreement from the Dean, faculty are allowed to defer Post-Tenure Review for sabbatical, personal circumstances, such as illness, injury, pregnancy, adoption, or eldercare, and when returning from special assignments on- or off-campus, such as field research or professional or administrative positions. PASSED

**Article IV**

- Page 5, Article IV B liii **Specify that materials are those required for Post Tenure review**  
Any additional materials required by departmental/unit P&T guidelines for post tenure review. Documentation of teaching accomplishments in keeping with department/unit practice is expected. PASSED
- Page 5, Article IV, C, 2ii. d **Inclusive definition of Service. Not all service takes the form of leadership and administrative positions.**  
  
Service to the department/academic unit, school, university and profession/academic community, with emphasis on (with attention to leadership roles and significant contributions to administration, governance, or to professional/academic communities (Service). PASSED\*\*

TO START 3/9/15

- Page 7, Article IV, E.2. **Give the faculty member enough time to digest and respond to both reports**

The reconsideration may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever additional material is pertinent. The supporting materials must be submitted to the post tenure review committee and/or the department chair as appropriate within 20 ~~40~~ working days of the request for reconsideration. TO VOTE

---

## Article V

- Page 7\*, Article V, A.5 **Clarify the timeline**

If the Dean finds that the faculty member's contributions do not meet standards, the department chair, chair of the committee, and/or the faculty member may request in writing a conference for reconsideration by the Dean within 10 working days of the receipt of the Dean's letter. The conference must be held before the Dean's recommendations are forwarded to the Provost. After notifying the Dean that the faculty member requests reconsideration, the faculty member has 10 working days to provide additional materials to the Dean in support of the reconsideration. TO VOTE

- Page 8\*, Article V, A.6 & 7 **Dean should notify the department chair and faculty member in writing about his/her decision on reconsideration and dispute resolution**

6. If upon reconsideration, the Dean reverses his or her original decision and finds the faculty member's contributions meet standards, the Dean shall so report in writing and provide a copy of his or her letter to the department chair and faculty member. ~~and The Dean shall send with the original letter and all materials to the Provost.~~
7. If the Dean finds that the faculty member has met standards when the post tenure review committee's and the department chair's finding disagree, the Dean shall provide a copy of his or her letter to the department chair and faculty member. The Dean's letter to the Provost shall give his or her reasons. TO VOTE

---

## Article VI

- Page 10\*, Article VI, D.5&6, **Need to clarify these steps**

5. If the department chair does not agree, the chair must write a letter to the Dean describing which objectives have not been reached and provide evidence of that finding along with a description of what further work is needed and provide revised timetable for completion of the PDP. A copy of the letter must be provided to the faculty member. Additional funding may be required.
6. When the chair decides the objectives have not been reached, the faculty member may request in writing a conference for reconsideration by the ~~Dean~~ department chair within 10 working days of the receipt of the chair's letter to the Dean. The faculty member may provide additional materials in writing within 10 working days of his or her request for reconsideration.
7. If the department chair reverses his or her decision, they shall write a revised letter to the Dean. The Dean will wait to make a decision until receiving the reconsideration letter from the department chair. TO VOTE

This adds one bulleted item  
Current Article VI, D.7 becomes D.8

**Article IV**

- Pages 5\*, Article IV, C, 2.iii **Include Faculty Engagement and criteria in the Standard.**

iii. In its evaluation, the committee should be mindful of changing priorities and weights on teaching, research, outreach, and service that occur at different stages of an academic career. The committee will find ~~the faculty member to have met University Standards for post-tenure review if the faculty member demonstrates ongoing activity in each of the four areas (above) consistent with departmental post-tenure review guidelines. The effort expended should total the effort expected of a full time (1.0 full time equivalent) faculty member or prorated commensurate to the faculty member's FTE assignment during the review period.~~ **changed:**

[the faculty member to have met University Standards for post-tenure review if:

- a. the faculty member demonstrates ongoing activity in each of the four areas (above) or the faculty member explains how that activity is consistent with departmental needs and priorities
- b. the effort expended totals the effort expected of a full time (1.0 full time equivalent) faculty member or prorated commensurate to the faculty member's FTE assignment for those parts of the review period when the faculty member's assignment was less than full time.]

~~the faculty member's contributions either meets the standards with regard to the criteria set forth by the Department Guidelines for post-tenure review or that they do not meet the standards for post-tenure review set forth in the Department P&T Guidelines.~~ TO VOTE

- iii. Other factors to be considered when determining whether the faculty member has met the standard include:
- a. The faculty member's teaching load relative to the customary teaching load and/or added preparation time required for new forms of instruction such as on-line teaching.
  - b. Time and support required to transition successfully to new areas of teaching, research, outreach, or service.
  - c. Increased departmental service as a consequence of the ratio of tenured to non-tenured faculty.
  - d. Departmental circumstances such as deaths, illnesses, or other circumstances that have had an impact on the faculty member's work situation.
  - e. Personal circumstances such as maternity, paternity, adoption, injuries, illnesses, or other circumstances that have had an impact on the faculty member's work. TO VOTE

- Page 5, Article IV C 1ii, **Allow Emeritus Professors to Serve on Committees**

Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. An emeritus tenured faculty may be included. Other exceptions can be made in accordance with department/unit guidelines if warranted. TO VOTE

- Page 5, Article IV C 1i, **Committee Composition**

The committee shall be comprised of three people. Departments/units shall specify in their guidelines a clearly-articulated process for constituting committees that is collegial, equitable, and formative, and ensures that the faculty member being reviewed have has input into the selection process. Each faculty member under review shall have their own post tenure review committee. The department chair shall select one member of the committee, the faculty member shall select one member of the committee and the two committee members shall choose a third member. TO VOTE

---

## Article VI

- Page 10, Article VI A.1. **Allow the faculty member to draft the PDP**

A faculty member whose contributions have been determined to not meet standards shall develop a Professional Development Plan (PDP) with input from in conjunction with the department/unit chair or chair designee a Professional Development Plan (PDP). As per Article 16, Section 3 of the PSU-AAUP CBA, an unsatisfactory review shall not be the basis for just cause sanctions pursuant to Article 27, or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.  
TO VOTE

- Page 10, Article VI A.2. **Allow a three year time line for the PDP**

The PDP can be up to ~~two~~ three years in duration. In exceptional circumstances, a third more time changed: [fourth] year may be approved. TO VOTE

---

## Article I

### Page 2, Article I Edits to Preamble

#### **Preamble**

By awarding tenure, Portland State University recognizes its obligation to invest in and support the lifelong careers of its faculty. The purpose of tenure is to support and maintain a vibrant and committed faculty who contribute, in their individual ways, to the mission of the university and the excellence of the institution.

Post-tenure review is founded on the principle that a strong and healthy university is one that supports, recognizes, and rewards faculty members throughout their careers for their contributions to the institution's mission.

The faculty narrative is defined as a document that

- clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, and service
- describes an individual's accomplished and proposed contributions to the above areas;
- articulates the manner in which the individual's activities relate to the departmental needs, mission, and programmatic goals and changes in the department over time.

As tenured faculty progress through their careers, their narratives will change to reflect varying proportions of time dedicated to research, teaching, advising, outreach, departmental, university, and professional service, administration, and academic leadership.

The post-tenure review process is fundamentally different from other reviews such as those for the award of tenure, for promotion in rank, and for the award of merit pay. Post tenure review is not a punitive attack on a faculty member's tenure status; it is not a competitive process that ranks faculty members within a department, and it is not a merit system to reward a few star employees. Post-tenure review is a mechanism to support, recognize, and reward faculty for their ongoing contributions to the University's mission. ~~Whereas reviews for tenure and promotion measure a candidate against the norms for his/her field via external review and merit pay implies a ranking of faculty within an institution,~~

The goals of post-tenure review are... TO VOTE

## From Senator Elzanowski:

**1. To add a new Article** (after Article IV in the working draft)

### **V. Procedures for Post Tenure Review of Department Chairs/Unit heads, and Program Directors**

The procedure of evaluating department chairs/unit heads, and program directors will be the same as those for tenured faculty except that the role of the department chair shall be filled by the immediate supervisor of the individual under review provided the immediate supervisor is not the Dean. If the immediate supervisor of the individual under review is the Dean, the Dean must designate a person to fulfill the role of the immediate supervisor (e.g. an Associate Dean).  
TO VOTE

### **'CORRECTIONS for clarity–**

Vote en bloc Requires 1<sup>st</sup>/2<sup>nd</sup>

1. Submitted by Marek Elzanowski **2. To change Section Heading:**

### **IV. Procedures for Post Tenure Review of Tenured Faculty Member**



**2. Submitted by Senate Steering**

## IV. Procedures for Post Tenure Review

## A. The Post-Tenure Review Committee

## 1. Composition

- i. The committee shall be comprised of three people. Departments/units shall specify in their guidelines a clearly-articulated process for constituting committees that is collegial, equitable, and formative, and ensures that faculty being reviewed have input into the selection process.
- ii. Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. Exceptions can be made in accordance with department/unit guidelines ~~if warranted~~.

**IMPLEMENTATION MOTION**

Page 2, Item 5, **Funding for PDPs should be 4% per year. [RAFFO]**

“In keeping with Article 30 section 6 of the 2013-15 University and AAUP CBA that provides for a salary pool equal to 4% of base salaries of all AAUP represented tenured faculty who are reviewed, those whose review finds that s/he does not meet standards shall be eligible for professional developments funds *not to exceed 4% of their salary per year* to provide appropriate support needed for the completion of the Professional Development Plan.” TO VOTE

**From Senator Maier:****Page 1, Item 4**

Replace

Senate recommends that pool for Post-Tenure Review Salary increases (currently equal to 4% of salaries of reviewed faculty per Article 30, Section 6 of AAUP-PSU CBA 2013-2015) be divided in to equal increments, per the number of faculty under review in a year. A faculty member whose post-tenure review finds that s/he meets standards shall receive a post-tenure salary increase equal to this increment. TO VOTE

**Page 2, Item 5**

Modify the second and third paragraph of Item 5 to read:

Any faculty whose review finds that s/he does not meet standards shall be eligible for professional developments funds not to exceed the increment amount given in Item 4 to provide appropriate support needed for the completion of the Professional Development Plan.

Recognizing that some PDPs will not require funds the full increment in Item 4, the Senate recommends that any unexpended funds be transferred to the Faculty Development Fund.  
TO VOTE

**D-1 Proposal for Procedures for Post Tenure Review at Portland State University:**

- as published on January 26, 2015 (D1 of the February 2, 2015 Senate Agenda), and
- as amended at the March 2, and March 9, 2015 Faculty Senate meetings.

**MOTION:**

*Whereas* the PSU Faculty Senate recognizes the benefits to individuals and the University of equitable, effective, and efficient post tenure review; and

*Whereas* the PSU Faculty Senate recognizes that an equitable, effective and efficient review should weigh the changing priorities and weights on research, teaching, outreach, and service that occur at different stages of an academic career; and departmental and personal circumstances that have had impact on the member's workload or work situation; and

*Whereas* the Faculty Senate recognizes the workload increase imposed upon faculty as both reviewers and reviewees, and proposes this document in the spirit of a process that streamlines the review process and leads to an increase in base pay for faculty who meet standards,

**Faculty Senate approves the adoption of *Procedures for Post Tenure Review at Portland State University*, April 6, 2015.**

**CORRECTIONS and clarifications** to acknowledge in the **PTReview “working draft”** for 4/6  
(as amended March 2 and 9, 2015)

**III. A.** [page 3] The primary responsibility for assessing an individual faculty member’s contributions rests with the faculty of the department or unit. Therefore, each department or unit shall establish procedures and criteria for post-tenure review that are consistent with the procedures and criteria of the PSU Procedures for Post-Tenure Review Guidelines... [consistent with the title of the document]

**IV. Procedures for Post-Tenure Review of Tenured Faculty Members** [page 4]

**IV. C. 1.** [page 5] Committee Composition:

i. The committee shall be comprised of three people. Departments/units shall specify in their guidelines a clearly-articulated process for constituting committees that is collegial, equitable, and formative, and ensures that faculty under review have input into the selection process.

[clarification]

ii. Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member’s career trajectory. Exceptions can be made in accordance with department/unit guidelines ~~if warranted~~. [departmental guidelines articulate the circumstances]

**IV.C.2.**

iii. The committee will find the faculty member to have met ~~University~~ ~~S~~standards for post tenure review if:... [consistent with IV.C.2.iii and elsewhere]

**IV.C.3.** [page 6]... If the committee finds the faculty member’s contributions ~~to~~ meet the standards set forth for post-tenure review, they shall document this in their report. [style]

**IV.D. 2** [page 6] 2. The department chair shall write a letter affirming or challenging the committee’s decision and recommendation based on the criteria in ~~the~~ ~~D~~departmental ~~P~~post-Tenure ~~R~~review ~~G~~guidelines,... [to avoid suggesting a specific document & title]

**IV.E.5** [page 7] 5. Should the committee and/or the department chair reverse their original decisions and find the faculty member’s contributions to meet standards, they shall write a report... [style]

**VI.A.2** [page 8]... 2. The Dean shall review materials submitted by the faculty member and the report of the post-tenure review committee and the chair or chair designee with regard to the dossier submitted by the faculty member.... [to flag the on-going substitution]

**VII. D.1** [page 10] 1. The department chair, or chair designee in schools where there are no department chairs, [as above]

**[Appendix PT-1]. APPRAISAL SIGNATURE SHEET:** note the elimination of a signature line for the President

**As moved February 2, 2015, then published with amendments February 16, 2015 (D1 of the March Agenda) that were adopted at the March 2, 2015 Faculty Senate Meeting, with additional amendments; and amended further on March 9, 2015.**

**PORTLAND STATE UNIVERSITY**

**PROCEDURES FOR POST-TENURE REVIEW AT PORTLAND STATE  
UNIVERSITY**

**Agenda item D1: March 2, 2015 as  
amended & corrected - 3/2/2015  
& amended – 3/9/2015**

- I. Preamble**
- II. Post-Tenure Review Frequency and Eligibility**
- III. Departmental Authority and Responsibility**
- IV. Procedures for Post-Tenure Review**
- V. Procedures for Administrative Review**
- VI. Professional Development Plan**

## **I. Preamble**

By awarding tenure, Portland State University recognizes its obligation to invest in and support the lifelong careers of its faculty. The purpose of tenure is to support and maintain a vibrant and committed faculty who contribute, in their individual ways, to the mission of the university and the excellence of the institution. Post-tenure review is founded on the principle that a strong and healthy university is one that supports, recognizes, and rewards faculty members throughout their careers for their contributions to the institution's mission.

The faculty narrative is defined as a document that

- clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, and service;
- describes an individual's accomplished and proposed contributions to the above areas;
- articulates the manner in which the individual's activities relate to the departmental needs, mission, and programmatic goals and changes in the department over time.

As tenured faculty progress through their careers, their narratives will change to reflect varying proportions of time dedicated to research, teaching, advising, outreach, departmental, university, and professional service, administration, and academic leadership.

The post-tenure review process is fundamentally different from other reviews such as those for the award of tenure, for promotion in rank, and for the award of merit pay. Whereas reviews for tenure and promotion measure a candidate against the norms for his or her field via external review and merit pay implies a ranking of faculty within an institution, the goals of post-tenure review are

- to assure that individual faculty members work responsibly within their units to ensure that unit contributions are shouldered equitably. A key aspect of this program is therefore collaboration in aligning each faculty member's career path with unit missions while upholding academic freedom and a faculty member's proper sphere of professional self-direction;
- to be a collegial, faculty-driven process that supports faculty development;
- to reward and motivate faculty engagement.

Post-tenure review is not a re-evaluation of tenure.

The procedures for post-tenure review herein are a supplement to the PSU *Policies and Procedures for the Evaluation of Faculty for Promotion, Tenure and Merit Increases* 1996, revised and reapproved April 7, 2014.

## **II. Post-Tenure Review Frequency and Eligibility**

Tenured faculty members shall undergo post-tenure review every five years after the award of tenure. Successful reviews for promotions in rank of tenured faculty shall be considered as reviews in lieu of post-tenure review and shall re-commence the countdown to the next post-tenure review.

All AAUP-represented tenured faculty members, department chairs/unit heads, and program directors shall undergo post-tenure review.

In the event of changes in Article 30 Section 6b (Post-Tenure Review Salary Increases) of the University/AAUP CBA, the Faculty Senate shall reopen this document to make adjustments that maintain an appropriate balance between workload and incentives.

OAA shall be responsible for creating a list of tenured faculty who are eligible for post-tenure review with regard to the year of the last review. Faculty members subject to post-tenure review in an academic year shall be notified in accordance with Article IV.

Tenured faculty who provide a letter stating they will retire within 2 years shall be allowed to opt out of post-tenure review.

With agreement from the Dean, faculty are allowed to defer post-tenure review for sabbatical, personal circumstances, such as illness, injury, pregnancy, adoption, or eldercare, and when returning from special assignments on- or off-campus, such as field research or professional or administrative positions.

## **III. Departmental Authority and Responsibility**

A. The primary responsibility for assessing an individual faculty member's contributions rests with the faculty of the department or unit. Therefore, each department or unit shall establish procedures and criteria for post-tenure review that are consistent with the procedures and criteria of the PSU Procedures for Post-Tenure Review Guidelines, which have priority. Guidelines must be ratified by a two-thirds vote of all tenure-line faculty in the department/unit.

B. Approval of departmental/unit procedures and criteria by the Dean and Provost is required. If a Dean disapproves of departmental procedures and criteria, then he or she will submit both the proposed departmental procedures and criteria and his or her objections and recommendations to the Provost for resolution. The final version must be returned by the Provost to the department/unit and ratified by a two-thirds vote of all tenure-line faculty in the department/unit.

- C. After approval by the Provost, the guidelines must be distributed to all members of the department/unit faculty and to the Dean. Department chairs shall distribute these guidelines to new tenure track faculty upon their arrival at Portland State University.
- D. In cases where a faculty member's appointment is equally divided between two or more departments or involves interdisciplinary research or teaching, there shall be a written agreement as to which department is responsible for post-tenure review and how the other department(s) are to contribute to that review, and the faculty member is to be so informed.
- E. In schools that do not have departments or colleges that do not have schools, the faculty in the academic discipline will establish post-tenure-review guidelines that: 1) describe the procedures and criteria to be used, 2) are consistent with the procedures and criteria set forth in the University's post-tenure review guidelines, which have priority, and 3) provide procedures to choose review committee members from academic disciplines closely aligned with the faculty's member's career interests. The proposed unit guidelines must be ratified by a two-thirds vote of all tenure-line faculty in the unit.

#### **IV. Procedures for Post-Tenure Review**

##### **A. Notification**

- 1. OAA shall notify each tenured faculty member eligible for post-tenure review in any given year.
- 2. OAA shall forward the list of eligible faculty to the Dean and chair/head of the appropriate academic unit.

##### **B. Dossier**

- 1. The faculty member shall compile a dossier that includes
  - i. Current curriculum vitae.
  - ii. Narrative of work done since the last review (for tenure, promotion, or post-tenure) in relation to the faculty member's career path. If the career path changed significantly since the last review, the faculty member should explain how and why in the narrative. The narrative should succinctly describe the faculty member's activities that demonstrate continuing professional development and contributions to the life of the university and external communities which he or she has served during the review period. The narrative may also inform the review committee of the changes in work or life circumstances that occurred that have affected the faculty member's work during the review period. In addition, the narrative should speak to future plans.
  - iii. Any additional materials required by departmental/unit guidelines for post-tenure review. Documentation of teaching accomplishments in keeping with department/unit practice is expected.

- iv. Any additional materials the faculty member wishes to submit that are part of the work that he or she feels are relevant for the review.

C. The Post-Tenure Review Committee

1. Composition

- i. The committee shall be comprised of three people. Departments/units shall specify in their guidelines a clearly-articulated process for constituting committees that is collegial, equitable, and formative, and ensures that faculty under review have input into the selection process.
- ii. Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. Exceptions can be made in accordance with department/unit guidelines ~~if warranted~~.

2. Committee Review Procedures and Criteria

- i. When the committee is constituted, its members shall select a chair and arrange a meeting with the faculty member.
- ii. The committee shall use the criteria below for their review, and any other criteria that have been approved for inclusion in department/unit guidelines:

- a. Research, publications, and creative activities including artistic achievements (Research);
- b. Teaching, mentoring, and curricular activities (Teaching);
- c. Community Outreach (Outreach);
- d. Service to the department/academic unit, school, university and profession/academic community (Service).

- iii. In its evaluation, the committee should be mindful of changing priorities and weights on research, teaching, outreach, and service that occur at different stages of an academic career. The committee will find the faculty member to have met ~~U~~university ~~S~~standards for post tenure review if:

- a. the faculty member adequately demonstrates ongoing activity in each of the four areas (above), *or* the faculty member adequately demonstrates to the committee how his or her activities are consistent with departmental needs and priorities, and
- b. the effort expended totals the effort expected of a full time (1.0 full time equivalent) faculty member or prorated commensurate to the faculty member's FTE assignment for those parts of the review period when the faculty member's assignment was less than full time.

- iv. Other factors from the faculty narrative to be considered when determining whether the faculty member has met the standards include but are not limited to:

- a. the faculty member's teaching load relative to the customary



- teaching load and/or added preparation time required for new forms of instruction such as on-line teaching.
  - b. time and support required to transition successfully to new areas of research, teaching, outreach, or service.
  - c. increased departmental service as a consequence of the ratio of tenured to non-tenured faculty.
  - d. departmental circumstances such as deaths, illnesses, or other circumstances that have had an impact on the faculty member's work situation.
  - e. personal circumstances such as maternity, paternity, adoption, injuries, illnesses, or other circumstances that have had an impact on the faculty member's work.
3. The committee shall endeavor to reach consensus before writing its report to the chair. In its report, the committee shall explain its decision and provide evidence to support the decision. If the committee finds the faculty member's contributions to meet the standards set forth for post-tenure review, they shall document this in their report. If the committee finds the faculty member's contributions do not meet standards, the report shall document the areas the committee finds do not meet the standards and provide evidence so that these areas shall be addressed in a Professional Development Plan.
  4. Should a unanimous decision not be reached, the committee report shall include the views of the majority and the minority.

#### D. Role of the Department Chair

1. The department chair must assure that the faculty member's post-tenure review committee has followed department/academic unit and university post-tenure review guidelines, has considered the faculty member's dossier, and that the committee's report is complete and uses the proper forms. In units that do not have departments, the department chair responsibilities shall be fulfilled by a person or persons specified in unit guidelines; potential *chair designees* include program directors, area directors, the faculty member's supervisor, or post-tenure review committee chair.
2. The department chair shall write a letter affirming or challenging the committee's decision and recommendation based on the criteria in the Departmental Post-Tenure Review Guidelines, and explain his or her reasons. If the chair finds the faculty member's contributions do not meet standards, the chair's letter shall document the areas he or she finds do not meet the standards and provide evidence so that these areas shall be addressed in a Professional Development Plan.
3. The department chair's letter and the committee report must be sent to the faculty member within 10 working days of the transmittal of the committee's report.
4. The faculty member must be given the opportunity to review his or her file, including the post-tenure committee report(s) and the department

chair's letter, before it is forwarded to the Dean. The faculty member should indicate he or she has done so by signing the form in Appendix PT-1. If the faculty member disagrees with the recommendation, he or she may request reconsideration, as outlined in Section E.

5. The department chair must discuss with the faculty member, when requested, the reasons for the recommendations by the post-tenure review committee and the department chair.
6. The department chair must provide to the Dean a statement of assurance that all eligible faculty have been reviewed and submit to the Dean for each faculty member reviewed:
  - i. A completed recommendation form (Appendix PT-1) signed by members of the post-tenure review committee and the department chair or chair designee;
  - ii. The post-tenure review committee's report and the department chair's letter;
  - iii. If a reconsideration was requested, a copy of the faculty member's request, the materials submitted, and the reconsideration reviews done by the chair and/or committee.

E. Procedures for Reconsideration of Recommendations by the Post-Tenure Committee and Department Chair

1. If a faculty member questions the post-tenure review committee's recommendation and/or the department chair's recommendation, he or she may call in writing for a reconsideration of the recommendations within 10 working days of receiving them.
2. The reconsideration may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever additional material is pertinent. The supporting materials must be submitted to the post-tenure review committee and/or the department chair as appropriate within 20 working days of the request for reconsideration.
3. If the reconsideration is requested for the committee's decision, the committee chair must report in writing to the faculty member the results of the committee's reconsideration. The faculty member's materials will then be forwarded to the department chair for his or her review.
4. If reconsideration is requested of the chair's decision, the chair must report in writing to the faculty member the results of his or her reconsideration. The faculty member's materials will then be forwarded to the Dean for his or her consideration.
5. Should the committee and/or the department chair reverse their original decisions and find the faculty member's contributions to meet standards, they shall write a report of the new decision and attach it with the original report and the faculty member's submission, and forward all materials to the Dean.

## **V. Procedures for Post-Tenure Review of Department Chairs/Unit Heads, and Program Directors**

The procedure of evaluating department chairs/unit heads, and program directors will be the same as those for tenured faculty except that the role of the department chair shall be filled by the immediate supervisor of the individual under review provided the immediate supervisor is not the Dean. If the immediate supervisor of the individual under review is the Dean, the Dean must designate a person to fulfill the role of the immediate supervisor (e.g. an Associate Dean).

## **VI. Roles and Procedures for Administrative Review**

### **A. Role of Dean or Equivalent Administrator**

1. The Dean shall provide to the Provost a statement of assurance that all eligible faculty have been reviewed.
2. The Dean shall review materials submitted by the faculty member and the report of the post-tenure review committee and the chair or chair designee with regard to the dossier submitted by the faculty member in order to write a letter affirming or challenging the recommendation of the committee and the chair.
3. If the Dean disagrees with the recommendation of the post-tenure committee and/or the chair, he or she must explain his or her decision and document which criteria in the department's post-tenure guidelines were not being met and provide evidence to support the decision.
4. The Dean's letter shall be delivered within 20 working days to the department chair, the post-tenure review committee chair, and the faculty member.
5. If the Dean finds that the faculty member's contributions do not meet standards, the department chair, chair of the committee, and/or the faculty member may request in writing a conference for reconsideration by the Dean within 10 working days of the receipt of the Dean's letter. The conference must be held before the Dean's recommendations are forwarded to the Provost. After notifying the Dean that the faculty member requests reconsideration, the faculty member has 10 working days to provide additional materials to the Dean in support of the reconsideration.
6. If upon reconsideration, the Dean reverses his or her original decision and finds the faculty member's contributions meet standards, the Dean shall so report in writing and provide a copy of his or her letter to the department chair and faculty member. The Dean shall send the original letter and all materials to the Provost.
7. If the Dean finds that the faculty member has met standards when the post-tenure review committee's and the department chair's finding disagree, the Dean shall provide a copy of his or her letter to the department chair and

faculty member. The Dean's letter to the Provost shall give his or her reasons.

**B. Role of the Provost**

1. The Provost shall review the materials forwarded by the Dean for each faculty member.
2. The Provost shall notify each faculty member, the chair, and the Dean in writing of his or her final decision affirming the recommendation of the Dean.
3. The Provost will audit the decisions by the Dean, department chair or chair designee, and post-tenure review committee to ensure that they comply with university guidelines. If the Provost finds that the review does not comply with university guidelines, then he or she must give reasons for his or her decision, addressing evidence provided at earlier levels of review.
4. The faculty member may request in writing a conference for reconsideration by the Provost within 10 working days of the receipt of the Provost's letter and may add additional evidence to the file within 10 working days of receiving the Provost's letter. If requested, the Provost shall meet with the faculty member.
5. Appeals of the Provost's final decision should follow the grievance procedure found in the Oregon Administrative Rules (OAR 577-42-0005).
6. Should a faculty member be deemed not to meet the standards of the post-tenure review, he or she shall not be subject to sanctions pursuant to Article 27 of the PSU-AAUP CBA or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.

**VII. The Professional Development Plan (PDP)**

**A. Purpose and Objective**

1. A faculty member whose contributions have been determined to not meet standards shall develop a Professional Development Plan (PDP) with input from the department chair or chair designee. As per Article 16, Section 3 of the PSU-AAUP CBA, an unsatisfactory review shall not be the basis for just cause sanctions pursuant to Article 27, or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.
2. The PDP can be up to three years in duration. In exceptional circumstances, a fourth year may be approved.
3. The PDP shall contain goals, specific actions to be taken, expected results/benefits, timeline, and proposed budget that is consistent with the faculty member's career. The PDP shall only contain tasks that are substantially within the faculty member's control (e.g. the PDP could specify that the faculty member write a book but not that the book be published).

B. Role of the Department Chair, or Chair Designee, in Developing the PDP

1. Using the information provided in the post-tenure review committee's report and the department chair's letter, the faculty member and his or her chair shall jointly agree on the PDP. The chair will forward the PDP to the Dean.
2. If the faculty member and the department chair cannot agree, or want modifications to the PDP, they will meet with the Dean to discuss modifications to the PDP. If no agreement can be reached, the faculty member and the chair shall write a letter identifying the modifications they recommend for the PDP and the reasons for the modifications. The faculty member's PDP and the department chair's letter are submitted to the Dean for resolution.

C. Role of the Dean in approving the PDP

1. If the Dean agrees with the PDP forwarded by the faculty member and the chair, the Dean shall sign the PDP form (Appendix PT-1).
2. Should the Dean seek modification to the PDP, he or she shall discuss the requested changes with the chair and the faculty member.
3. If the faculty member and the chair agree on the modifications requested by the dean, a revised PDP shall be drafted and signed by both the faculty member and the chair, whereupon the University shall make available the appropriate resources to implement the PDP.
4. The provost will make the final determination if the faculty member, the department chair, and Dean do not agree on the modifications requested by the Dean.

D. Progress and Resolution of the PDP

1. The department chair, or chair designee in schools where there are no department chairs, shall meet with the faculty member every 6 months for the duration of the PDP to discuss progress on the PDP. If the PDP needs to be revised, the faculty member and department chair shall reach agreement on the revisions. Significant revisions shall be approved by the department chair and Dean.
2. If the faculty member wishes to extend the PDP timeline and/or requires additional resources, the faculty member shall make the request in writing to the department chair. The department chair shall review the request and make a determination whether or not to support the faculty member's request within 10 working days. If the department chair supports the faculty member's request, the recommendation shall be forwarded to the Dean who shall reply within 15 working days. If the department chair does not agree with the request, the request shall be forwarded to the Dean and the Dean will make the final determination within 15 working days.
3. When the PDP is completed, the faculty member shall submit a report of completion to the department chair. The faculty member and the

department chair shall meet to discuss whether the objectives of the PDP have been reached.

4. If the department chair agrees that the objectives of the plan have been reached, the chair shall send a letter of completion and the faculty member's report to the Dean.
5. If the department chair does not agree, the chair must write a letter to the Dean describing which objectives have not been reached and provide evidence of that finding along with a description of what further work is needed and provide a revised timetable for completion of the PDP. A copy of the letter must be provided to the faculty member. Additional funding may be required.
6. When the chair decides the objectives have not been reached, the faculty member may request in writing a conference for reconsideration by the department chair within 10 working days of the receipt of the chair's letter to the Dean. The faculty member may provide additional materials in writing within 10 working days of his or her request for reconsideration.
7. If the department chair reverses his or her decision, he or she shall write a revised letter to the Dean. The Dean will wait to make a decision until receiving the reconsideration letter from the department chair.
8. Should a faculty member refuse to create and/or follow the PDP (except due to circumstances that are substantially outside the faculty member's control), he or she shall be notified and subject to sanctions pursuant to Article 27 of the PSU-AAUP CBA.
9. If the department chair and Dean agree that the PDP has been successfully completed, the faculty member will be eligible for the post-tenure review increase that is currently in force effective at the start of the following academic year.
10. The Professional Development Plan, with information on how it was fulfilled, must be signed within 20 working days of completion by the faculty member, the department chair/unit head, and dean and filed with the Provost Office.

3/9/15

[Appendix PT-1]. APPRAISAL SIGNATURE SHEET AND RECOMMENDATION FORM  
 FOR POST-TENURE REVIEW

For implementation in the forthcoming Academic Year, 20\_\_\_\_\_

Name \_\_\_\_\_  
                     Last  First  Middle

College or School/Department \_\_\_\_\_

Date of First Appointment at PSU \_\_\_\_\_ Current Rank \_\_\_\_\_

Date of Tenure, Promotion, or most recent Post-Tenure Review \_\_\_\_\_

**Each voting member of the Departmental Committee and each reviewing Administrator is required to sign and indicate his or her vote or recommendation.** Please use **M** to indicate meets standards and **NM** to does not meet standards.

<b>NAMES</b>	<b>SIGNATURES</b>	<b>Meets/Does not meet standards</b>	<b>DATE</b>	<b>PDP Plan</b>
<b>COMMITTEE RECOMMENDATION:</b>				
<b>COMMITTEE MEMBERS*:</b>				
<b>COMMITTEE CHAIR:</b>				
<b>DEPARTMENT CHAIR:</b>				
<b>DEAN:</b>				
<b>PROVOST/VICE PRESIDENT:</b>				

\*If more space is needed for committee membership, please attach an additional page.  
**I have been apprised of the recommendations indicated on this form and have been given the opportunity to review my file before its submittal to the Dean’s Office.**

\_\_\_\_\_  
*Faculty Signature* *Date*

## **Proposal for Implementation of the Post-Tenure Review process**

### **Proposed by the Faculty Senate Steering Committee for consideration 3/2/15**

Following Senate approval and mutual agreement by OAA and AAUP-PSU, the PSU Faculty Senate recommends the following for the implementation of the planned Post-Tenure Review process:

#### **1. Eligibility**

All AAUP-represented tenured faculty members, department chairs/unit heads, and program directors shall undergo post tenure review during the 5-year period beginning in AY 2014-2015 following the Procedures for Post-Tenure Review adopted by Faculty Senate (date TBA).

Successful reviews for promotions in rank of tenured faculty shall be considered as reviews in lieu of post tenure review and shall re-commence the countdown to the next post tenure review.

OAA shall create a list of all current PSU tenured faculty, ordered by the date of last successful review for tenure or promotion.

A fifth of all eligible tenured faculty will be reviewed in each of the first five years, in order of the year of last review for tenure, promotion, or post-tenure.

#### **2. Opt Out**

Only tenured faculty who provide a letter stating they will retire within 2 years shall be allowed to opt out of Post-Tenure Review.

In these cases, an equal number of faculty will be moved from the immediately following quintile into that quintile.

#### **3. Deferral**

With agreement from the Dean, faculty are allowed to defer Post-Tenure Review for sabbatical, personal circumstances, such as illness, injury, pregnancy, adoption, or eldercare, and when returning from special assignments on- or off-campus, such as field research or professional or administrative positions.

As faculty in a quintile are deferred, an equal number of faculty will be moved from the immediately following quintile into that quintile.

#### **4. Funding Of Post Tenure Review Salary Increases**

Senate recommends that a faculty member whose post-tenure review finds that s/he meets standards shall receive a post-tenure salary increase equivalent to the percentage of salary set aside for post-tenure salary increases in Article 30 Section 6 Post-Tenure Review Salary Increases, currently 4% in the AAUP-PSU CBA 2013-2015.

#### **5. Funding Of PDP**

A faculty member whose post tenure review finds that s/he does not meet standards must develop a Professional Development Plan in consultation with her/his department chair.



**5.** (continued) In keeping with Article 30 section 6 of the 2013-15 University and AAUP CBA that provides for a salary pool equal to 4% of base salaries of all AAUP represented tenured faculty who are reviewed, those whose review finds that s/he does not meet standards shall be eligible for professional developments funds *not to exceed 4% of their salary* to provide appropriate support needed for the completion of the Professional Development Plan.

Recognizing that some PDPs will not require funds equal to the 4% amount set aside under Art 30 Section 7, the Senate recommends that any unexpended funds be transferred to the Faculty Development Fund.

### **6. Training for developing and administering PDPs**

OAA shall design and implement training for Deans, Chairs, and Directors and tenured faculty for developing and administering PDPs.

### **7. Assessment**

Faculty Senate shall convene an ad hoc committee including members from OAA and AAUP-PSU to assess the post tenure review process after the 2nd year of the review process and to make a report to Senate that calls, if needed, for changes in the post tenure review process.

END  
2/16/15

## **Proposed Amendments to the IMPLEMENTATION MOTION**

**Item 5. AMEND** so that funding for PDPs is 4% per year. [RAFFO]: “professional developments funds *not to exceed 4% of their salary per year* to provide appropriate support needed for the completion of the Professional Development Plan.”

---

**Item 4. REPLACE item 4 with the following** [MAIER]: *Senate recommends that pool for Post-Tenure Review Salary increases (currently equal to 4% of salaries of reviewed faculty per Article 30, Section 6 of AAUP-PSU CBA 2013-2015) be divided into equal increments, per the number of faculty under review in a year. A faculty member whose post-tenure review finds that s/he meets standards shall receive a post-tenure salary increase equal to this increment.*

**Item 5. AMEND** the second and third paragraph of Item 5 to read [MAIER]:

~~In keeping with Article 30 section 6 of the 2013-15 University and AAUP CBA that provides for a salary pool equal to 4% of base salaries of all AAUP represented tenured faculty who are reviewed, those~~ Any faculty whose review finds that s/he does not meet standards shall be eligible for professional developments funds *not to exceed 4% of their salary* the increment amount given in Item 4 to provide appropriate support needed for the completion of the Professional Development Plan.

Recognizing that some PDPs will not require ~~funds equal to the 4% amount set aside under Art 30 Section 7~~ the full increment in Item 4, the Senate recommends that any unexpended funds be transferred to the Faculty Development Fund.

March 12, 2015

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/MS Anthropology – change to existing program: applied track must complete a thesis; course requirement change  
FSBC Comments: see wiki

#### E.1.a.2

- MA Communication – eliminate degree program  
FSBC Comments: see wiki

#### E.1.a.3

- MS Communication – change to existing program: remove requirement, increase electives and reduce thesis credits  
FSBC Comments: see wiki

#### E.1.a.4

- MA History – change to existing program: redefining seminar credits  
FSBC Comments: see wiki

#### E.1.a.5

- MA World Languages and Literatures – change to existing program: add/remove courses from requirement lists  
FSBC Comments: see wiki

#### E.1.a.6

- MA/MS Writing – change to existing program: change to final project and update to reflect course number and title changes  
FSBC Comments: see wiki

### **New Courses**

#### E.1.a.7

- SOC 537/637 Qualitative Data Analysis, 4 credits

## E-1a

Introduction to three techniques for analyzing qualitative data: software-based analysis using ATLAS.ti, Grounded Theory, and Thematic Analysis. Practical orientation, emphasizing hands-on experience with these techniques. Most use for students engaged in data collection.

### E.1.a.8

- **SOC 538/638 Integrating Qualitative and Quantitative Methods, 4 credits**  
Research designs for combining qualitative and quantitative methods that have reasonably well-understood benefits, and can be implemented in a relatively straightforward fashion. The value of pragmatism as a philosophical paradigm for doing mixed methods research will also be considered.

### E.1.a.9

- **SOC 539/639 Focus Groups Interviewing, 4 credits**  
A practically oriented course which teaches the methods of conducting research using focus groups. Course will follow the steps involved in conducting a research project that uses focus groups. Related methods, dyadic interviewing, and hands on training are at the center of this course.

### E.1.a.10

- **SPHR 587 Advanced Topics in Literacy in Children with Language Impairments, 2 credits**  
Current topics specific to literacy disorders in children and adolescents with language impairment and other communication disorders. Specific topics may include review of typical literacy development, classification of literacy disorders, perspectives in teaching literacy, and assessment and intervention in areas including decoding, spelling, reading comprehension, digital literacy and written language. Prerequisite: SpHr 585.

### **Change to Existing Courses**

#### E.1.a.11

- **ANTH 520 Policy Paper, 4 credits – drop course**

#### E.1.a.12

- **CH 615 Selected Topics in Inorganic Chemistry, 3 credits – add 500 level**

#### E.1.a.13

- **COMM 532 Critical Methods of Media Inquiry, 4 credits – drop course**

### **Graduate School of Education**

### **Change to Existing Programs**

#### E.1.a.14

- **CRTGR in Addictions Counseling – change to existing programs: increase requirements by one credit and reflect new course names**  
FSBC Comments: see wiki

#### E.1.a.15

- **MA/MS Counselor Education – change to existing program: School Track - increase credits for school track, create two tracks**  
FSBC Comments: see wiki

### **Change to Existing Courses**

#### E.1.a.16

- **COUN 533 Treatment of Substance Abuse I, 3 credits – change course title to Treatment of Substance Use Disorders I; change course description**

## E.1.a.17

- COUN 534 Treatment of Substance Abuse II, 3 credits – change course title to Treatment of Substance Use Disorders II; change course description

## E.1.a.18

- COUN 535 Dual Diagnosis, 3 credits – change course title to Co-Occurring Disorders; change course description

## E.1.a.19

- COUN 536 Addictions Counseling Capstone, 3 credits – change course description

## **College of Urban and Public Affairs**

### **Change to Existing Programs**

#### E.1.a.20

- PhD Public Affairs and Policy – change to existing program: change total credits for the degree, add new track in Economics and Public Policy, drop Criminology and Criminal Justice track  
FSBC Comments: see wiki

#### E.1.a.21

- MURP Urban and Regional Planning – change to existing program: add program requirement  
FSBC Comments: see wiki

#### E.1.a.22

- MPA Public Administration – change to existing program: add diversity requirement  
FSBC Comments: see wiki

#### E.1.a.23

- MPAA Executive Public Administration - change to existing program: add diversity requirement; update course number in core  
FSBC Comments: see wiki

#### E.1.a.24

- MPA Public Administration: Health Administration – change to existing program: add diversity requirement  
FSBC Comments: see wiki

#### E.1.a.25

- MA/MS Health Studies – change to existing program: add project option; increase total credits  
FSBC Comments: see wiki

#### E.1.a.26

- MPH Health Management and Policy – change to existing program; add CPH exam requirement  
FSBC Comments: see wiki

### **New Courses**

#### E.1.a.27

- PA 572 Columbia River Basin Governance, 3 credits  
Uses Columbia River Basin governance as a case study to build an understanding of how organizational interests, culture, institutional identities, and values drive any collaborative

governance framework. Examines the Basin’s governance history and the interests of major institutional actors through reading, writing, and expert panel discussion.

## E.1.a.28

- **PA 573 Smart Grid and Sustainable Communities: Making the Smart Grid Work, 3 credits**  
Provides students with a basic understanding of Smart Grid technology and the conditions that need to be in place for its success as a policy tool for reducing CO2 emissions. Students will be provided with the historical development of the technology and its current status from the standpoint of policy implementation.

## E.1.a.29

- **PA 544 International Field Experience, 3 credits**  
Students are teamed with counterpart public servants and public organizations in a foreign country to understand "what counts for success" in developing and implementing public policy initiatives. Students use this international comparative governance experience to reflect on the consequences for improving public service innovation and practices within their home organizations and jurisdictions in the United States. An additional important learning goal is to provide students with the knowledge and skills to work more effectively in cross-cultural team settings.

## E.1.a.30

- **PA 547 Culture, Values and Leadership, 3 credits**  
Students reflect the role of culture and values in shaping the role responsibilities of public service and nonprofit leaders. Draws from the fields of cultural anthropology, inter-cultural communication, and organizational theory to explore how public and nonprofit servants can become more effective through the integration of cultural diversity into their nonprofit and public service roles.

## E.1.a.31

- **USP 574 Socio-Technical Change in the City, 4 credits**  
At the core of the urban sustainability challenge is how societies build, maintain and reform socio-technical systems—linking actors, institutions and values to the built and natural environment. Drawing from science and technology studies, this course analyzes socio-technical systems and the challenges to navigating them along more sustainable trajectories.

## E.1.a.32

- **USP 576 Feeding the City, 4 credits**  
Introduction to historical and contemporary efforts to foster more just and sustainable urban food systems. Integrates critical social science perspectives, applied planning literature, case studies, and analysis of policy and planning best practices.

## E.1.a.33

- **USP 589 Theorizing Urban Natures, 4 credits**  
This seminar examines various ways of understanding urban “nature”. Students will contrast dominant ecological frameworks with those used in the social sciences (e.g., urban political ecology, actor-network theory), with attention to the social, political, and economic contexts in which they arose, and implications of each for research, practice, and politics.

## **Change to Existing Courses**

### E.1.a.34

- **USP 550 Concepts of Citizen Participation, 4 credits – change course title to Participatory Planning; change credits from 4 to 3; change course description**

March 12, 2015

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**.

### **School of Business Administration**

#### **Change to Existing Courses**

E.1.b.1

- MKTG 437/537 Channel Management in the Athletic and Outdoor Industry, 4 credits – change title to Product Management in the Athletic and Outdoor Industry

### **College of Liberal Arts and Sciences**

#### **New Courses**

E.1.b.2

- AR 490/590 History of the Arabic Language, 4 credits  
Study of the development of classical Arabic language from early times, with emphasis on two major schools of Arabic grammar: al-Kufah and al-Basrah; contribution of major grammarians, evolution of morphology and syntax; development of current Modern Standard Arabic vs colloquial Spoken Arabic. Prerequisite: Ar 303 or consent of instructor.

E.1.b.3

- EC 438/538 Energy Economics, 4 credits  
Economics and structure of energy markets, with a focus on electricity. Examines current policy issues arising from energy production and use. Prerequisites: Ec 311 or Ec 415.

E.1.b.4

- ESM 462/562 Climate Change Impacts, Adaptations and Responses: Geosphere and Anthrosphere, 4 credits  
Examination of the basis for human-influenced global climate change, the interactions and feedbacks, the impact on urban and natural systems, and the management adaptation and solutions to these impacts. Prerequisite: Senior or graduate standing in ESM.

E.1.b.5

- **ESM 464/564 Climate Adaptation: Managing Environmental Risks and Vulnerabilities, 4 credits**  
Contribution to climate risk management will require an understanding of the fundamentals of adaptation planning, climate impacts, risk and vulnerability, and implementation. An adaptation-centered view focuses on the power of local actors to develop strategies that protect and facilitate human and environmental values under threat from global change.  
Prerequisite: ESM 335 or equivalent.

## E.1.b.6

- **HST 491/591 Reading Seminar, 4 credits**  
Provides students with an overview of the scholarship in a specific historical field. The course requires students to read, review, and discuss the significant books and articles in the field. This course is the prerequisite for Hst 492 Research Seminar. Also offered for graduate-level credit as Hst 591. Prerequisites: Hst 300 or consent of instructor for 491; Hst 500 or consent of instructor for 591.

## E.1.b.7

- **HST 492/592 Research Seminar, 4 credits**  
Students will produce a research paper on a specific historical topic. Also offered for graduate-level credit as Hst 592. Prerequisites: Hst 491 or consent of instructor for 492; Hst 500 or consent of instructor for 592.

## E.1.b.8

- **SPAN 495/595 Spanish Dialectology, 4 credits**  
Study of Spanish dialects with attention to geographic regions that differentiate the Spanish speaking world including official and unofficial varieties of Spanish in Europe, the Americas, Africa, and Asia. Prerequisites: Span 325 for Span 495; BA in Spanish for Span 595.

## **Change to Existing Courses**

### E.1.b.9

- **ANTH 446/546 Chinese Culture and Society, 4 credits – change course number to 310, change course description, change course prereqs**

### E.1.b.10

- **AR 412/512 Advanced Arabic Reading and Writing: Essay, 4 credits – change course number to AR 411/511; change course title to Advanced Arabic Reading and Writing; change course description**

### E.1.b.11

- **AR 414/514 Advanced Classical Arabic: Prose, 4 credits – change course number to AR 427/527; change course description; change course prereqs**

### E.1.b.12

- **AR 490/590 Advanced Arabic Syntax, 4 credits – change course number to AR 414/514; change course title to Advanced Arabic Grammar; change course description; change course prereqs**

### E.1.b.13

- **EC 425/525 Economics of Industrial Organization, 4 credits – change course description, change course prereqs**

### E.1.b.14

- **EC 433/533 Advanced Natural Resource Economics, 4 credits – change course description, change course prereqs**

### E.1.b.15

## E-1b

- EC 486/586 Project Evaluation, 4 credits – change course number to EC 428/528; change course description

E.1.b.16

- SOC 414/514 Alcohol and Other Drugs, 4 credits – drop 500 level, change course number from 414 to 314U, change course description

E.1.b.17

- SOC 498/598 Globalization Seminar, 4 credits – drop 400 level, add 600 level; change course prereqs

E.1.b.18

- STAT 451/551, 452/552 Applied Statistics for Engineers and Scientists I, II, 4/3 credits – change course description

E.1.b.19

- WR 460/560 Introduction to Book Publishing, 4 credits – change course prereqs

E.1.b.20

- WR 461/561 Book Editing, 4 credits – change course prereqs

E.1.b.21

- WR 462/562 Book Design and Production, 4 credits – change title to Book Design Software; change course description; change course prereqs

E.1.b.22

- WR 463/563 Book Marketing and Promotion, 4 credits – change title to Book Marketing; change course description; change course prereqs

E.1.b.23

- WR 464/564 Bookselling, 4 credits – change title to Business of Book Publishing; change course description; change course prereqs

E.1.b.24

- WR 470/570 Intellectual Property and Copyright, 4 credits – change course number to 565; change course description

E.1.b.25

- WR 471/571 Publishing Software, 4 credits – change course title to Typography, Layout, and Production; change course description; change course prereqs

E.1.b.26

- WR 472/572 Copyediting, 4 credits – change course prereqs

E.1.b.27

- WR 473/573 Developmental Editing, 4 credits – change course prereqs

E.1.b.28

- WR 474/574 Publishing Studio, 4 credits – change course description; change course prereqs

E.1.b.29

- WR 475/575 Publishing Lab, 4 credits – change course description; change course prereqs; change repeatability

E.1.b.30

- WR 476/576 Publishing for Young Adults, 4 credits – change course prereqs

E.1.b.31

- WR 477/577 Children's Book Publishing, 4 credits – change course prereqs

E.1.b.32

- WR 478/578 Publications Management, 4 credits – drop



## Graduate School of Education

### **Change to Existing Courses**

#### E.1.b.33

- COUN 431/531 Foundations of Substance Abuse Counseling, 3 credits – drop 400-level section; change course title to Foundations of Addictions Counseling; change course description

#### E.1.b.34

- COUN 432/532 Assessment and Diagnosis of Substance Abuse, 3 credits – drop 400-level section; change course title to Assessment and Diagnosis in Addictions Counseling; change course description

## College of Urban and Public Affairs

### **New Courses**

#### E.1.b.35

- PHE 423/523 Business and Aging, 4 credits  
Economic and business implications of population aging, including an exploration of demographic changes, the economic reality faced by today's older adults in work and retirement, and older adults as consumers. Prerequisite: Junior standing.

#### E.1.b.36

- PS 472/572 Democratization and Authoritarianism in the Middle East and North Africa, 4 credits  
Introduction to theoretical, empirical, and methodological debates in the comparative and international relations of the Middle East. Examination of contemporary political, economic, and social topics, including institutions and regimes, political economy, women and politics, Israeli-Palestinian conflict, and regional and international affairs. Prerequisite: Upper-division standing.

#### E.1.b.37

- PS 478/578 Comparative Democratic Institutions, 4 credits  
Examines differences in how democratic governments are structured across the globe and what these differences mean for governing. Explores differences both among and between presidential, parliamentary, and semi-presidential political systems. Examines federal and unitary political structures, and the role of supreme courts. Field trip to observe alternative democratic system. Prerequisite: Upper-division standing.

### **Change to Existing Courses**

#### E.1.b.38

- PHE 414/514 Physical Activity Today, 4 credits – drop 400-level section; change course title to Physical Activity in Public Health; change credits from 4 to 3; change course description

March 16, 2015

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

#### **Change to Existing Programs**

##### E.1.c.1.

- Minor in Theater Arts – course renumbering; replaces outdated courses. (See the wiki for FSBC comments.)

#### **New Courses**

##### E.1.c.2.

- Art 241 Interaction Design Principles (4)  
Studio course dealing in the fundamentals of Interaction Design, incorporating the concepts of sound graphic design principles with user experience processes. Students will examine a series of interfaces—from everyday appliances to websites—learn to analyze their effectiveness and explore designs that better serve real human needs. Topics include user interface design, product design, information architecture and user experience research methods. Prerequisites: Art 118 and Art 120.

##### E.1.c.3

- Mus 274 Introduction to World Music (4)  
Provides an insight into the abundance of trends called World Music. Explains what is considered world music and what is not. With a very broad approach, material samples every corner of the world through representative traditions, performing styles and instruments of different nations.

##### E.1.c.4.

- Mus 377 World Music: Latin America and the Caribbean (4)  
Latin American musical genres and forms: bolero, bossa nova, choro, rumba, salsa, samba, tango, Latin pop. Against the backdrop of each country's historical circumstances, music and social dancing are used as an entry point to understanding political events, cultural trends, and a makeup of Latino cultural identities.

**College of Liberal Arts & Sciences****New Courses**

## E.1.c.5.

- BSt 345 Black Popular Music: Contextualizing the Black Experience (4)  
Explore and contextualize the cultural politics of Black popular music and its implications as a vehicle for interrogating race, class, gender, and sexuality in contemporary U.S. culture. Historical unfolding and developing trends used to demonstrate relevant and associated black experience(s).

## E.1.c.6.

- ESM 333 Methods of Data Collection, Analysis, Representation, and Modeling for Environmental Managers (4)  
The course provides an overview and review of main techniques for collecting, modeling and analyzing both scientific and social data; key activities for environmental managers. Co-requisite: ESM 334. Prerequisites: ESM 220, ESM 221, and ESM 222.

## E.1.c.7.

- ESM 334 Methods of Data Collection, Analysis, Representation, and Modeling for Environmental Managers Laboratory (2)  
The course is the lab accompanying the lecture class: ESM 333, provides practice and review of main techniques for collecting, modeling and analyzing both scientific and social data; key activities for environmental managers. Co-requisite: ESM 333.

## E.1.c.8.

- ESM 351 Environmental Biology Concepts and Connections I (4)  
Two-term course focusing on four main topics: classical Mendelian and current molecular genetics, evolution and predator/prey interactions, growth and metabolism, and biomes and biodiversity. In each topic area students will participate in laboratory and or field components, discussion, and Internet exercises. Includes laboratory and/or fieldwork. This is the first course in a sequence of two: ESM 351 and ESM 352.

**Changes to Existing Courses**

## E.1.c.9.

- Kor 330 Topics in Korean Culture & Civilization: Korean Popular Culture (4) – change title and description.

**School of Social Work****New Courses**

## E.1.c.10.

- CFS 330 American Families in Film and Television (4)  
Examines portrayals of American families in film and television over time, including the effect of film and television portrayals on expectations around such family issues as gender roles, conflict resolution, parenting, and traditions. Exposes students to film and media criticism and highlights issues of inclusion/exclusion in family portrayals.

## E.1.c.11.

- CFS 340 Queer Families (4)  
Explores and investigates issues facing lesbian, gay, bisexual, and transgender (LGBT) families, including all relationships in which primary care-giving responsibilities are

shared by individuals who are interdependent upon each other, including conjugal and non-conjugal relationships. We will consider LGBT families and their cultural, political, gender, racial, and economic dimensions.

E.1.c.12.

- CFS 350 Interpersonal Violence: Impact on Children and Families (4)  
Focuses on interpersonal violence (IPV) and its impacts on children, including developmental implications of witnessing IPV from birth to adulthood, and the behavioral, social, and emotional effects of exposure to violence. Prepares students to identify tactics of violence, assess children's exposure to IPV, and respond through prevention and early intervention.

## **College of Urban and Public Affairs**

### **Change to Existing Program**

E.1.c.13.

- Health Studies BA/BS – change core requirements and requirements for concentrations.  
FSBC – See wiki for comments.

### **New Courses**

E.1.c.14.

- PHE 270 Basic Biomechanics (2)  
Designed to introduce the anatomical and mechanical principles of kinesiology and biomechanics and their influences upon human movement/physical activity to include; Fundamental principles of the anatomy related to the musculoskeletal system to include; basic muscular structure, functional anatomy of joints and basic principles of physics.

E.1.c.15.

- PHE 340 Motor Learning (4)  
Introduction to the principles and practice of motor learning as applied to physical education, physical fitness and sports related activities. Examination of the fundamental process of learning and teaching human movement patterns. the learner, and the process of teaching movement skills

E.1.c.16.

- PHE 369 Public Health Law, Policy, and Ethics (4)  
Introduction to the ways in which the public's health is impacted by public policy, law and ethics through the examination of real-world case studies. What health protections are individuals and communities entitled to, who are the players who determine and enforce public health law and policy, and what are the implications of the conflicts of interest that arise?

E.1.c.17.

- PHE 417 Adapted Physical Education (4)  
Designed to give students a background in how to effectively teach physical activity to individuals with disabilities. Additionally, this course is constructed to facilitate the student's understanding of the specific characteristics of exceptional individuals in order to realize their limitations, and especially to maximize their potential.

E.1.c.18.

- PHE 421 Health Coaching Strategies (4)

## E-1c

Concepts and techniques for work with individuals and groups on improving all areas of wellness including fitness, nutrition, weight, stress, and management of life issues that affect health. Program planning theories and models as well as practices for health education, including developing rapport, nonviolent communication, motivational interviewing and practice management. Students gain practical experience through live coaching demonstrations.

### E.1.c.19.

- PHE 478 Program Planning and Evaluation: Needs Assessment and Interventions (4)  
Examines program planning theories and models for health education. Includes needs assessment; program goals and objectives; interventions; program content and methodologies, measurement, and proposal writing. Students will gain practical experience in program planning through community-based learning. Field work required. Prerequisites: Twelve hours of upper-division coursework in PHE.

### E.1.c.20.

- PHE 479 Program Planning and Evaluation in Health Education: Implementation and Evaluation (4)  
Examines program planning theories and models for health education. Includes implementation strategies and evaluation approaches; resource allocation, budgeting, marketing, evaluation design, data analysis and reporting. Students will gain practical experience in program planning through community-based learning. Field work required. Prerequisite: PHE 478.

### **Changes to Existing Courses**

#### E.1.c.21.

- USP 452 GIS for Community Development – change lab hours.

March 5, 2015

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 Urban and Public Affairs**

**New Program**

- Graduate Certificate in Energy Policy and Management  
(two-page summary attached)

FSBC comments: See the Curriculum Tracker

PROPOSAL SUMMARY FOR  
**GRADUATE CERTIFICATE IN ENERGY POLICY AND MANAGEMENT**

*Overview*

The applied social and management sciences at PSU have significant experience in graduate education related to energy policy and management. Particular areas of strength include: energy policy development, policy analysis, forecasting, systems analysis, program evaluation, and planning. Five units in three colleges offer graduate coursework in these areas. They are Public Administration (CUPA), Urban Studies and Planning (CUPA), Economics (CLAS), Engineering Technology Management (MCECS), and System Science (CLAS).

The energy industry is an important cornerstone of the regional economy, and a number of PSU MA/MS graduates work in the industry. However, despite the university's collective strengths, individual units are able only to offer limited opportunities for depth study and skill development related to energy policy and management. There are few energy courses offered in any specific unit, and units schedule their offerings independently. This makes it difficult for degree students to craft a concentration in energy policy and management, even if they are selecting courses from across campus.

The five units identified above propose to join their efforts and work closely with the regional energy industry to offer a certificate that will meet a range of intellectual, institutional, employee, and industry needs. While new courses are not proposed, the units are requesting permanent status for several key courses that have previously been offered on a temporary basis. Also, with the support of the PSU Institute for Sustainable Solutions (ISS), energy content of existing courses will be strengthened.

The certificate proposal has been reviewed by industry leaders, who have expressed support and offered input on aligning course offerings and the structure of the certificate with industry and employee needs. Engagement with the industry will continue on an ongoing basis to assure the relevance of certificate course offerings to employees and job seekers (many of whom are, or will be, PSU graduates).

*Evidence of Need*

The certificate was crafted by a group of faculty in the five units who have taught energy related graduate courses for a number of years and have strong connections with the regional energy industry. It is the product of extended discussions in that group that have drawn on their observations of student and industry needs to consider different curricular possibilities. To objectively assess market demand for a certificate, ISS sponsored a scoping study that collected information about: industry employment trends, energy certificates and graduate programs at other universities, the experience of former students now working in the industry, and the assessments of need (collected from interviews, surveys and focus groups) offered by energy executives and managers from the major regional energy system employers, both public and private.

The scoping study reported a perceived need for PSU to strengthen its contributions in energy policy and management. For example, employers report increasing rates of retirement in energy-related professions, a need for replacement hires with relevant energy skills, and accelerated hiring of masters level university graduates. Industry employees expressed a desire for formal graduate level training to supplement on-job learning and limited in-service training opportunities. Current PSU graduate students welcomed opportunities for better preparation that might make them more competitive in job searches in the industry. And recent graduates in PA, USP, Econ, ETM, and SysSci who have obtained jobs in the industry reported that they wished that better energy-related training had been available to them while they were students.

*Program Objectives*

If successful, the certificate will improve the fundamental knowledge and applied skills of students in graduate degree programs, enhancing their competitiveness on the job market. It will offer current industry employees an opportunity to enrich their training and advance their careers. It will provide employers with a new option for employee training and workforce development. And it will allow post-baccalaureate students to improve their job prospects and explore PSU graduate degree offerings prior to committing to a program.

### ***Course of study***

The certificate builds on existing courses. Implementing program objectives, the certificate requirements include: (1) one core fundamental concepts course, (2) two substantive focal area courses, and (3) two skills courses selected from a broad array of offerings. Students will be able to tailor a program of study to their individual needs and interests, as well as to the needs and interests of current and prospective employers.

<b>A Total of Five Courses Required (15 credit minimum)</b>	
<b>Core Courses (<i>one required</i>)</b>	
PA 567 Energy Resources Policy and Administration (3) USP 518 Energy and Society (3)	
<b>Focal Area Courses (<i>two required</i>)</b>	
EC 537 Public Utility Economics (4) <i>EC 510(538) Energy Economics (4)*</i> EC 544 Economics of Green Power (4) ETM 568 Energy Technology Innovations (4) <i>PA 510(573) Smart Grid and Sustainable Communities (3)*</i> <i>PA 510(572) Columbia River Governance (3)*</i>	USP 569 Sustainable Cities and Regions (4) USP 582 Sustainable Transportation (3) USP 529 Green Buildings I (3) USP 625 Green Buildings II (3) <i>USP 510(574) Socio-Technical Change in the City (3)*</i> <i>* - courses proposed for permanent numbers</i>
<b>Professional Skills Courses (two required) (not all courses offered every year)</b>	
EC 526 Economics of Regulation (4) EC 530 Resource & Environmental Economics (4) EC 572 Time Series Analysis & Forecasts (4) EC 585 Cost-benefit Analysis (4) EC 586 Project Evaluation (4) EC 583 Impact Assessment (4) ETM 525 Strategic Planning (4) ETM 530 Decision Making (4) ETM 531 Tech Assessment & Acquisition (4) ETM 534 Technology Roadmapping (4) ETM 540 Operations Research (4) ETM 545 Project Management (4) PA 536 Strategic Planning (3) PA 550 Managing Information Systems (3)	PA 554 Policy Analysis Research (3) PA 555 Program Evaluation (3) PA 556 Contract Management (3) PA 557 Operations Research in PA (3) PA 558 Project and Program Management (3) SYSC 514 System Dynamics (4) SYSC 525 Agent Based Simulation (4) USP 532 Data Collection (4) USP 536 Policy Evaluation Methods (3) USP 578 Impact Assessment (3) USP 588 Sustainable Development Practices (3) USP 615 Economic Analysis of Public Policy (4) USP 634 Data Analysis I (4)

### ***Learning Outcomes***

The certificate is designed to provide students with three distinct categories of knowledge and experience. These are (1) fundamental knowledge of the parts played by energy and energy systems in modern society and the public policy landscape, (2) focal knowledge of a subset of energy issues, problems, and policy possibilities tailored to the interests of each student, and (3) specialized skills that enhance the capacities of employees and organizations to address current and future energy problems.

### ***Cost and Organization***

There are no new budgetary or other resource (e.g., library) requirements. Expected enrollment is in the 15-20 students per year range, with a 50-50 split between degree students and post-baccalaureate students. Current faculty will offer the courses. Administrative support will be provided by existing staff in USP, which will initially serve as the primary point of student contact. A steering committee made up of faculty from each of the five units will provide governance. An advisory committee will be made up of PSU faculty, students, alumni, and energy industry representatives from public, private, and non-profit employers.



March 5, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by 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 [2014-15 Comprehensive List of Proposals](#).

### College of Liberal Arts and Sciences

#### **New Program**

#### **BS in Quantitative Economics** (Summary attached)

FSBC comments: From KC Hall, CLAS Fiscal Officer: My reading of the proposal is that it splits the current single undergrad degree into two different pipelines in order to better serve the needs of the students. Net impact on enrollment in year one or two of the change (which is all that I can really reflect in an RCAT update) appears to be net zero in terms of additional students or additional SCH. Therefore, I see no need to create an RCAT update to accompany the program proposal. I would hope that my analysis as reflected in this email will be taken in lieu of an RCAT document.

#### PROPOSAL SUMMARY FOR

#### **BS in Quantitative Economics**

#### ***Overview:***

We propose to introduce the BS in Quantitative Economics which will combine a rigorous program of study in Economics with the mathematical and statistical foundations necessary for students to succeed in Masters of Economics programs, including our own, as well as to move directly into careers with employers who express a particular need for students with strong quantitative backgrounds.

Economics has a strong quantitative bias, particularly at the graduate level. Many of our students are surprised to find that upon completing the BS or BA in Economics, they need to complete at least an additional 3 terms of math and statistics before they are in a position to apply to graduate school. Careful advising throughout the student's career can be helpful in steering students who will need additional math, but we do not always catch people in time to warn them to pick up the additional math courses. Mathematics and statistics courses are often sequential so they need to be started early in the college career for students planning to go to graduate school in economics.

One solution to the “distressing gap” in preparedness experienced by some graduate school hopefuls is to offer a BS in Quantitative Economics as a way to more accurately signal the type of preparation needed for graduate school in economics.

Offering a separate degree program in quantitative economics is quite common nationally as well as locally. (For example, OSU offers a BS in Mathematical Economics). The University of Washington makes a distinction between a BS and a BA in Economics in order to accomplish the same goal. Since most of our students are first generation college students, we take seriously the need to provide accurate and transparent information about pathways to graduate school. Additionally, a rigorous course of study in economics, math and statistics will help students gain an edge in the labor market even if they do not decide to go to graduate school immediately or at all.

***Evidence of Need:***

Currently, students have to work out for themselves the requirements of Masters in Economics programs. They do this in conjunction with departmental advisers and we currently have a handful of students who do this. We anticipate that they may well choose to major in Quantitative Economics instead. Other students realize too late that they need this course of study in order to go to graduate school. We hope to better prepare these students when they first arrive at PSU. We also anticipate that the major will be attractive to students for whom the BS in Quantitative Economics will be the terminal degree because it is an excellent signal for potential employers.

We anticipate that initially 15-25 students will be in a position to undertake this course of study. We assume that the presence of the program will be attractive to students seeking a rigorous course of study in economics, and that this number will grow over time. We intend to use the program to attract high-achieving students who might otherwise choose to study elsewhere.

Dr. John Gallup has had discussions with Vietnamese institutions who are interested in a 1 + 2 program leading to a BS + MS in Economics. We expect that these students will pursue the BS in Quantitative Economics for at least 1 year. However, we are not currently in a position to estimate the number of students who are likely to come from Vietnam if the BS + MS program is also approved.

***Course of Study:***

The B.S. in Quantitative Economics requires a total of 79 credit hours, 28 for core courses, 28 for economics electives, and 23 for math/statistics courses. The curriculum is designed to prepare students for entry into a Masters of Economics program but it is also an excellent choice for those wishing to go directly into employment or a graduate program in another field. Specific requirements are as follows:

## A. Required Core Courses (28 credits)

EC 201 Principles of Economics – Microeconomics	4
EC 202 Principles of Economics – Macroeconomics	4
EC 415 Advanced Microeconomic Theory	4
EC 312 Macroeconomic Theory	4
EC 380 Introduction to Mathematical Economics	4
EC 460 History of Economic Thought	4
EC 469 Introduction to Econometrics	4

## B. Required Math/Statistics Courses (23 credits)

MTH 251 Calculus I	4
MTH 252 Calculus II	4
MTH 261 Introduction to Linear Algebra	4
MTH 254 Calculus IV	4
STAT 451 Applied Statistics for Engineers and Scientists I	4
STAT 452 Applied Statistics for Engineers and Scientists II	3

## C. Economics Electives (28 credits)

A minimum total of 28 credits of 300- and 400-level coursework in economics in addition to the required core courses. At least 16 of these credits must be in courses numbered 410 and above. Up to 4 credits of EC 418 may be counted as upper-division credit in the major. EC 311 cannot be used as an economics elective.

Quantitative Economics majors must take a minimum of 24 credits of upper-division coursework (courses numbered 300 and above) in residence from this department and must maintain at least a 3.0 grade point average in work completed in this department. All courses used to satisfy the departmental major requirements, whether economics, mathematics or statistics, must be taken for a letter grade and must be graded C- or better. EC 403 (Honors Thesis) cannot be used to satisfy the requirements for the BS in Quantitative Economics.

Once a student has declared a major in economics at Portland State University, formal written permission must be granted by the undergraduate economics adviser if a student wishes to propose using courses numbered 300 and above from other institutions to fulfill the requirements for the BS in Quantitative Economics. Such permission may be granted in the following cases: the student plans to study abroad, the student has been temporarily transferred to another location, or the department does not offer a required course, or an acceptable substitute for that course (as determined by the undergraduate adviser), during a particular term.

March 5, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by 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 [2014-15 Comprehensive List of Proposals](#).

**College of Liberal Arts and Sciences**  
**School of the Environment/Systems Science**

**New Program**

**Minor in Systems** (Summary attached)  
FSBC comments: No budgetary impact.

PROPOSAL SUMMARY FOR

**Minor in Systems**

***Overview:***

The minor in Systems can be earned by students in various departments, starting with Environmental Science and Management. Courses that would support the minor include seven existing Systems Science cluster courses (SYSC3xxU), six sections of first year Systems Science graduate courses (SYSC4xx) currently in the catalog, plus ESM220, ESM221, UNST239, EAS333U, PHL322U, SCI313U, PHL470.

Overarching learning objectives for the minor include: 1) to learn to think in terms of systems, 2) to appreciate the variety of methods employed in science, many of which are interdisciplinary in nature, 3) to learn specific methods for studying and modeling complex systems to increase understanding, ameliorate problems, and improve performance, 4) to learn how to communicate across disciplines and foster interdisciplinary thinking and collaboration, and 5) to understand the epistemological basis of models in science.

Most students would be able to fulfill several of the requirements for the Systems Minor with courses that also meet UNST requirements. The cluster most closely aligned with the minor is Knowledge, Values and Rationality, with a SING and five cluster courses available that would meet requirements for the minor. Two other clusters contain three cluster courses that would meet requirements for the minor: Environmental Sustainability, and Freedom, Privacy and Technology.

The ESM department and the Philosophy department have expressed interest in this minor, and several other departments in multiple colleges may also want to make this minor available to their students.

***Evidence of Need:***

The evidence of market demand includes the students who have asked us about the possibility of a Systems Science minor. Surveys of students who have taken a Systems Science UG class can be used to generate more compelling evidence. A question was added to the end of the term course evaluation form for the Fall '14 offering of SYSC 336U, Networks and Society, and out of the 18 students who filled out the form, 2 answered Agree and 2 answered Strongly Agree to the question, "Were one available, I would consider a certificate or minor in Systems Science were one available." While this is just one class, and the sample is biased to students who actually registered for a Systems Science cluster class, the fact the 20% of them expressed interest in a certificate or minors is evidence of student interest.

The number of student who would choose the Systems Minor in 2015/16 is difficult to estimate, and would likely be modest, perhaps 10-20. Currently, more than a dozen undergraduates have taken at least two SYSC cluster courses and more students are being added to this list each quarter. Two students have asked about the possibility of earning a minor in Systems Science. It seems very conceivable that the numbers of students choosing the Systems Minor at any given time could increase to 50 or more. However, program success does not depend on rapidly achieving large numbers.

Additional headcount and enrollment is not a key focus of the proposed minor, although it is certainly possible that applications from well qualified individuals could be enhanced in some majors because of the availability of the proposed Systems minor. Our primary value proposition, elaborated under item f below, is that the proposed interdisciplinary Systems Minor could enhance placement opportunities for students in a variety of majors.

***Course of Study:***

The undergraduate minor in Systems would require six courses (24 credits) listed in the table below that lists the courses supporting the Systems Minor, at least two of which must be 400-level. 15 of the courses in the table have the SYSC prefix, 13 of which are currently in the PSU catalog, with two to be developed. The existing SYSC courses include seven 300-level SYSC University Studies cluster courses and six 400-level sections linked associated with first-year graduate courses.

The table also includes seven non-SYSC courses with complementary systems content: ESM 220, ESM 221, UNST 239, EAS 333U, PHL322U, SCI 313U, and PHL470. ESM 220 discusses the structure and function of environmental systems, including the human actions that affect them. ESM221 covers principles and practices of ecology, approaches to solving environmental problems, creating models, and evaluating environmental management options. UNST 239 is the Sophomore Inquiry course for the Knowledge, Values and Rationality (KVR) cluster that would

be highlighted in the proposed minor. EAS 333U, Problem, Solutions and Systems Thinking, is a perfect fit, bringing an engineering lens to the minor. PHL322U, Minds and Machines, emphasizes artificial intelligence, computation, and learning. SCI 313U, Environmental Mathematical Modeling, which uses system dynamics software to teach the mathematics of complex systems, has been taught in recent years by a Systems Science doctoral student. PHL 470/570, Philosophy of Science, is highly interdisciplinary and complements well the perspectives offered in SYSC 421/521.

<b>Course #</b>	<b>Course Title</b>	<b>Cluster/Flow</b>
ESM 220	Intro.to Environmental Systems	
ESM 221	Appl. Envrnmntl Stud. - Prep. for Prblm Slvng	
UNST 239	Soph. Inq.: Knowledge, Values and Rationality	KVR
EAS 333U	Problems, Solutions, and Systems Thinking	EnvSust, KVR
PHL 322U	Minds and Machines	KVR
SCI 313U	Environmental Mathematical Modeling	SLA
SYSC 330U	Models in Science	KVR, SLA
SYSC 332U	Introduction to Agent-Based Modeling	FPT, KVR
SYSC 334U	Modeling Social-Ecological Systems	EnvSust, GEC
SYSC 336U	Networks in Society	CommStud, FPT, LSC
SYSC 338U	Decision Making in Complex Environments	KVR, LSC
CS/SYSC 346U	Complexity in Science and Technology	FPT
SYSC 350U	Indigenous & Systems Perspectives on Sustainability	EnvSust, FamSt, HP/HP, KVR
PHL 470/570	Philosophy of Science	239, 322U, 330U, 338U, 360
SYSC 413/513	Holistic Strategies for Problem Solving	332U, 333U, 336U, 350U, 360
SYSC 416/516	Systems Thinking for Business	333U, 336U, 338U, 360
SYSC 421/521	Systems Philosophy	239, 322U, 338U, 346U, 350U
SYSC 423/523	Systems Ideas & Sustainability	239, 334U, 336U, 338U, 350U
SYSC 431/531	Data Mining with Information Theory	313U, 322U, 330U, 346U, 360
SYSC 452/552	Game Theory	313U, 322U, 330U, 332U, 360

March 5, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by 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 [2014-15 Comprehensive List of Proposals](#).

### **College of Liberal Arts and Sciences**

#### **New Program**

#### **Minor in Water Resources** (Summary attached)

FSBC comments: See the Curriculum Tracking wiki for comments.

#### PROPOSAL SUMMARY FOR

#### **Minor in Water Resources**

##### ***Overview:***

The Water Resources Minor, as part of the Department of Geography within the School of the Environment (SOE) at Portland State University, offers broad training in spatial perspectives of sociopolitical and biophysical dimensions of water resource issues at local, regional, national, and international scales. We have recently witnessed a growing interest in water resource issues as evidenced by a growth in enrollment in our water-related courses. As climate changes and population grows in many parts of the world, water resource sustainability becomes an increasingly urgent issue for our sustainable future. Our proposed minor is designed to broaden and deepen students' knowledge and experience in complex water resource issues. Such integrated learning will better prepare students for timely degree completion and future career development in terms of jobs and entering graduate education. We plan to use existing resources to offer this minor and expect that this minor will draw additional students not only into Geography, but into the other SOE programs of Geology, and Environmental Science and Management.

##### ***Evidence of Need:***

As water resources become increasingly scarce in the face of climate change and land development, and water resource problems become increasingly complex, the next generation of well-rounded individuals working to address these critical issues will require a background in both biophysical and social sciences as well as geospatial skills. The number of students who are taking our water-related courses has been steadily rising in recent years. Our current courses draw students from many CLAS departments including biology, chemistry, psychology, and sociology, among others as

well as drawing students from engineering and business. The new minor will offer those who intend to focus on water resources a further credential. This extra degree minor on their resume will make students in disciplinary majors more marketable in seeking employment or further educational opportunities.

Water resource management becomes increasingly important in the state and the Portland metropolitan area. There exist many local, regional, and state agencies and private organizations that seek people who have expertise in water resources with spatial techniques such as GIS. The proposed minor can fill in such demand.

***Course of Study:***

Undergraduate Minor in Water Resources  
(Department of Geography)

The minor may be earned simultaneously with a BA or BS degree, or post baccalaureate in any major. Requirements for the minor in Water Resources include:

Three of the foundational courses in the following Geography and Environmental Sciences and Management courses (12 credits):

GEOG 210: Physical Geography  
GEOG 230: Environment and Society  
ESM 220: Introduction to Environmental Systems  
GEOG 340U: Global Water Issues and Sustainability

Advisor-approved courses: 16 credits

Students must take at least one 300-level course and two 400-level courses from these current offerings:

GEOG/SCI 310U/333U Climate and Water Resources  
GEOG/G 320/374 Geomorphic Processes  
SCI 335U Water in the Environment  
ESM 424 Wetland Ecology  
ESM 425 Watershed Hydrology  
ESM 426 Ecology of Streams and Rivers  
ESM 475 Limnology & Aquatic Ecology  
G 443 Groundwater Geology  
G 448 Chemical Hydrogeology  
GEOG 414 Hydrology  
GEOG 446 Water Resources Management  
GEOG 447 Urban Streams  
GEOG 494 GIS for Water Resources

Students may use up to four credits of other coursework toward minor requirements.

Students pursuing both the Geography major and the Water Resources Minor: Courses presented for the minor must differ from the major by at least 12 credits.



March 5, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by 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 [2014-15 Comprehensive List of Proposals](#).

### College of Liberal Arts and Sciences

#### **New Program**

**Undergraduate Certificate in African Studies** (Summary attached)

FSBC\_comments: See the Curriculum Tracking wiki for comments.

#### PROPOSAL SUMMARY FOR

#### **Certificate in African Studies**

##### ***Overview:***

The African Studies Certificate, as part of the International Studies program at Portland State University, offers an Africa-focused program that combines language and regional studies for students completing the requirements for a bachelor's degree in any field. The course of study is designed to broaden and deepen the student's understanding of the African continent. (Students interested in the African Diaspora will be directed to take the Black Studies certificate.) This certificate program will parallel other certificate programs currently available in International Studies: Asian Studies, European Studies, Latin American Studies, Middle East Studies, and Contemporary Turkish Studies. The specific courses need for a certificate in each area differ, and adviser pre-approved courses are published on the web site <http://www.pdx.edu/intl/certificate-programs>

With no additional budget, the addition of an African certificate will give students in many majors recognition for their Africa-related work. It is expected the certificate will dovetail well with a number of majors and minors, including those in Black Studies, Anthropology, History, French, International Studies and Political Science. In addition, the certificate will offer a pathway for students completing the UNST global perspectives cluster and wish to be recognized for their work related to Africa.

##### ***Evidence of Need:***

Evidence for this certificate's demand is largely anecdotal. PSU students have expressed an interest in such a certificate to the African Studies advisors for a number of years. There are currently

certificates for other regions (Latin America, Europe, Asia, Middle East, Turkish Studies). The new certificate will give those who choose to focus on Africa a region-based certificate as a further credential. This extra certification on their resume will make students in disciplinary majors more marketable in seeking employment or further educational opportunities. Three specific groups have requested this program on a regular basis; those interested in international business, international development studies and those headed into academic programs in African Studies.

***Course of Study:***

Undergraduate Certificate Program in African Studies  
(International Studies Program)

The certificate may be earned simultaneously with a BA or BS degree, or post baccalaureate in any major. Requirements for the Certificate in African Studies include:

Two years of an Africa-related language (Swahili, Arabic, French, Portuguese) or equivalent proficiency: up to 24 credits. Other language options considered with advisor approval.

Advisor-approved regional-focused courses: 28 credits

No specific courses are required; a student may choose from a wide range of courses, shaping this program to the advantage and interest of the individual student.

While the course selection varies, below is a list of some annual offerings:

ARH 399 Contemporary Issues in African Art  
 BST/INTL 211U Introduction to Africa  
 BST/ANTH 319U Traditional Cultures of Africa  
 BST/ANTH 362U Africa Pre-history  
 BST/ 422 African Fiction  
 or ENG 421 African Fiction  
 BST/ 423 African Fiction II  
 or ENG 422 African Fiction II  
 BST 467 African Development Issues  
 BST 470 African Art  
 GEOG 363U Geography of Africa  
 HST 312U Africa History before 1800  
 HST 313U Africa History: 1800-Present  
 INTL 372U Sociology of Africa  
 MUS 374U World Music: Africa  
 PS 355U Introduction to the Politics of Africa  
 PS 410 Government and Politics of North Africa  
 SWAH 330 East Africa Culture & Civilization

In addition, students will have opportunity to use any other occasional Africa-related upper division courses and PSU-approved Africa-study abroad coursework toward certificate requirements.

March 5, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by 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 [2014-15 Comprehensive List of Proposals](#).

### College of the Arts

#### **New Program**

**Certificate of Initial Mastery in Music** (Summary attached)

FSBC comments: See the Curriculum Tracking wiki for comments.

#### PROPOSAL SUMMARY FOR

#### **Certificate of Initial Mastery in Music (CIMM)**

##### ***Overview:***

The main thrust of this program is to provide a wide array of courses designed for students studying topics in music for the first time. Included will be preliminary and survey courses in music theory, music history, music literature, music technology, and music notation. All courses are designed to address the non-music or pre-music major.

Certificates will be suggested in the concentrations of Music History, Music Technology, Music Appreciation and Musicianship. In each certificate the student will be exposed to beginning music theory, including sight-singing and ear training, preliminary music literature, music notation, both Western and world music and music technology. The certificates will be awarded at the completion of one of the suggested concentrations. Completion of a certificate can help prepare the student for further study in music.

The Certificate of Initial Mastery in Music (CIMM) is designed to meet the specific needs of our pre-majors. Since the topics address the development of music literature and its relationship to world history, the certificates will serve as a valuable resource for students considering music as a major/minor. Students will be exposed to scholarly topics in the field as well as the latest technology advances in music.

For many years the incoming students have shown a decline in their knowledge and appreciation of music literature, music history and music theory. This is due in a large part to the decline of music education at the primary and secondary levels. The goal of the CIMM is to provide universal access to non-admitted and pre-admitted students interested in studying, learning and performing music.

The CIMM will specifically target students who are preparing for college as well as students in locations that prohibit their access to OUS campus-taught courses.

By utilizing the latest technology, the CIMM will create a way students throughout the state can learn about music literature, history, theory, technology and performance.

***Evidence of Need:***

The School of Music currently offers several music courses online. The development and offering of these courses has been faculty-driven and are not part of any larger unit plan. The demand for these courses, as demonstrated through sustained enrollment, has been remarkable. The CIMM is part of the School of Music's strategic plan to address the needs of our growing population of pre- and non-music students interested in learning about music. Given the diminished commitment at the primary and secondary levels to offer a state-wide music curriculum, the CIMM is intended to meet the needs of all students who chose to learn about music.

The program can help all Oregonians attain an awareness of the great cultural legacy represented by music literature, music theory, music history and music technology. By creating an online program we intend to extend our education reach into all corners of our state.

***Course of Study:*****Certificate of Initial Mastery in Music*****Basic Music Certificate, 8 CR (same three courses for all tracks)***

Introduction to Music Theory MUS 105 – 3 credits	Aural Skills MUS 106 – 3 credits	Listening I/II MUS 205/206 – 2 credits
--	----------------------------------	--

+ 4 Different Tracks

***Musicianship Music Appreciation Musicology Recording Technology***

<b>Level I (8 CR)</b>	<b>Level I (8 CR)</b>	<b>Level I (8 CR)</b>	<b>Level I (8 CR)</b>
Music in the Western World MUS 203 4 credits	Music in the Western World MUS 203 4 credits	Music in the Western World MUS 203 4 credits	Recording Live Sound MUS 128 4 credits
Desktop Production MUS 129 4 credits	Musical Instruments MUS 200 4 credits	World Music: Africa MUS 374 4 credits	Desktop Production MUS 129 4 credits
<b>Level II (8 CR)</b>	<b>Level II (8 CR)</b>	<b>Level II (8 CR)</b>	<b>Level II (8 CR)</b>
Music and Style MUS 232 4 credits	Introduction to World Music MUS 274 4 credits	World Music: Latin America + Caribbeans MUS 377 4 credits	Sound Design MUS 228 4 credits
Music Notation MUS 233 4 credits	Survey of Popular Music Since 1950 MUS 231 4 credits	American Music Traditions MUS 376 4 credits	Recording Theory MUS 229 4 credits
<b>24 CR TOTAL</b>	<b>24 CR TOTAL</b>	<b>24 CR TOTAL</b>	<b>24 CR TOTAL</b>

There are three levels, each carrying 8 credits for a total of 24.

There are four tracks, each in three levels of 8 credits for the same total of 24.

The first level is the same for all tracks.

After completing the first level worth 8 credits, students choose the unique track with two new courses for a total of 8 credits in level two, and another two courses worth 8 credits in level three. Thus, the total number of credits for a complete track is 24, or broken down into levels 8+8+8.

**March 17, 2015**

**FROM: Academic Requirements Committee**

Alan MacCormack, chair, and members Virginia Butler, Martha Dyson, Becki Ingersoll, Haley Holmes, Galina Kogan, Celeste Krueger,

**Proposals for Changes in Assignment to Academic Distribution Areas:**

**1. Social Science Classification for Criminology and Criminal Justice Undergraduate Courses**

The Academic Requirements Committee strongly endorses the following motion:

*Undergraduate courses offered by the Department of Criminology and Criminal Justice shall be classified as belonging to the Social Science academic distribution area for the purposes of meeting the Portland State University BA/BS requirements.*

**Rationale.**

Currently only two courses, CCJ 220 Crime Literacy and CCJ 330 Crime Control Strategies, are listed as social sciences. This narrow definition of qualifying courses is a solitary exception to the pattern of departmental assignment of courses to academic distribution areas and does not reflect the nature of courses currently offered by the Department of Criminology and Criminal Justice or the faculty offering them. The CCJ curriculum has an interdisciplinary focus based on the scientific method and incorporates Sociology, Psychology, Political Science, and Statistics. The two major CCJ professional organizations self-identify as social science organizations, their journals are indexed in Social Science Citation Index, and they are members of the Consortium of Social Science Associations.

**2. Shift of Specific Geography Courses from the Social Science to the Science Distribution Area**

The Academic Requirements Committee recommends that Senate approve the following motion:

*Physical geography and geographic information science courses in the Department of Geography that are science-based be reclassified from the Social Science to the Science academic distribution area for purposes of meeting the Portland State University undergraduate BA/BS requirements. Courses currently offered by the Geography Department which would be reclassified are listed below.*

Geog 210 Physical Geography

Geog 310U Climate and Water Resources

Geog 311U Climatology

Geog 312U Climate Variability

Geog 420 Field Methods in Physical Geography

Geog 475 Digital Compilation and Database Design

Geog 480 Remote Sensing and Image Analysis

Geog 481 Digital Image Analysis I

Geog 313U Biogeography	Geog 482 Digital Image Analysis II
Geog 314U Severe Weather	Geog 484 Cartographic Applications of GIS
Geog 320 Geomorphic Processes	Geog 485 Map Design and Production
Geog 322U Alpine Environments	Geog 488 Geographic Information Systems I
Geog 333U Weather	Geog 489 Building a GIS Database with GPS
Geog 340U Global Water Issues & Sustainability	Geog 490 GIS Programming
Geog 380U Maps and Geographic Information	Geog 492 Geographic Information Systems II
Geog 407 Seminar in Physical Geography	Geog 493 Digital Terrain Analysis
Geog 413 Biogeography of the Pacific Northwest	Geog 494 GIS for Water Resources
Geog 414 Hydrology	Geog 495 Maps Models and GIS
Geog 415 Soils and Land Use	Geog 496 Visualization of Spatial Data
Geog 418 Landscape Ecology	Geog 497 Spatial Quantitative Analysis

### **Rationale.**

- The content of these courses clearly falls within the domain of the natural sciences and outside that of the social sciences.
- PSU has a precedent in the Black Studies Courses that are divided between the Arts and Letters and the Social Science designations.
- The Geography Department has over time developed strength and emphasis in physical geography and GIS in faculty, research, and curricula which were not present when the department was originally designated as a social science.
- The majority of colleges and universities with Geography Departments surveyed treat their physical geography courses as natural sciences, including the University of Oregon and Oregon State University. The Academic Requirements Committee already accepts physical geography courses as natural sciences when the transferring institution designates them as such.
- Some of the courses are cross-listed in science departments and are treated as science when registered under the department prefix. This motion would eliminate that inconsistency.
- This proposal has the support of both Karen Marrongelle, the Dean of CLAS, and Drake Mitchell, the Associate CLAS Dean for Natural Sciences.

**Academic Advising Council  
Report to Faculty Senate  
April 2015**

**Council Membership:**

Sukhwant Jhaj, Chair (OAA), Casey Campbell (CUPA), Kate Constable (SSW), Okima Daniels (Student Rep), Abel de la Cruz (COTA), Martha Dyson (CLAS), Darrell Grant (COTA), James Hook (MCECS), Becki Ingersoll (ACS), Christina Luther (OIA), Marlon Marion (DMSS), Laura Marsh (CLAS), Andrew Rice (CLAS), Becky Sanchez (SBA)

**Ex-Officio:**

Cindy Baccar (RO), Mary Ann Barham (ACS), Marcella Flores (NSP), Dan Fortmiller (EMSA), Karen Popp (OGS), Robert Mercer (CLAS)

**Charge of the Academic Advising Council:**

The Academic Advising Council promotes a positive and productive advising environment for advisors and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

**2014-15 Updates:**

The Academic Advising Council's work this year has focused on the following:

1. **EAB Student Success Collaborative:** In December 2014, the Provost and the Academic Leadership Team endorsed the implementation of the Education Advisory Board's Student Success Collaborative (SSC) platform as the common unified advising platform for PSU beginning Winter Term 2015. The common unified advising platform will be fully implemented across the Schools and Colleges by the end of Spring Term 2015. EAB will serve as the note-taking platform for current PSU students. PSU will also use and modify the existing "Advising Portal" (Talisma front end) for accessing the SSC platform and additional advising tools and resources.
2. **Student Success Projects:** The Academic Advising Council developed the following student success projects which have been endorsed by the Provost and the Academic Leadership Team:
  - a. *Students with Excessive Credits Project-* The primary goal of the Students With Excessive Credits Project is to identify what is preventing a significant number of students from graduating and why they are accumulating 25% more credits than needed to graduate, and to implement strategies and initiatives to help these students graduate.

- b. *Undergraduate Student Persistence Project*- The primary goal of the Undergraduate Student Persistence project is to recommend and implement selected interventions and strategies to help transfer students persist from their first year at PSU to the second year. This project emerged from the Academic Advising Council initiative to focus on the transfer student experience at PSU.
- 3. Academic Advising Proposal:** The Council developed a proposal on *Investing in Students: Improving Student Success by Improving Academic Advising*.  
<https://docs.google.com/a/pdx.edu/file/d/0B4VzGlx-WjlmcVBJV2pBMEdmMGs/edit>
- Executive Summary of the Proposal:  
 Academic Advisors have a unique opportunity to influence student success at PSU through meaningful engagement in institutional initiatives that use data analytics to support delivery of advising services. Through effective deployment of academic advising, PSU will be better positioned to support the goals of 40-40-20 by increasing persistence and completion rates of our students. We propose funding of 25 academic advising positions, a permanent investment of \$1.8M, to support significant improvement in student success through enhanced academic advising.
- Advising Council proposes an addition of 25 new professional advisor positions to support PSU's student success effort. Such an initiative will require a permanent investment of 1.85M (\$1.71M salary + OPE, \$.14M in S&S) and a one-time cost of \$.25M for supporting the hiring processes and office setup. Investing in student success makes sound fiscal sense, as an increase in persistence rates will generate new revenue. We believe the revenue opportunities from improvement in student persistence to be in \$7.7M (five years) to \$15.8M (five years) range.
- 4. Input on Policies:** The council members appreciate the collegial dialogue to advance best practices regarding policies and processes related to academic advising campus-wide. The Council provided input on policies related to the Mandatory First Year Advising Hold and its impact on Summer Registration, Electronic Course Overrides, and the adoption of the EAB's Student Success Collaborative platform as a unified advising records system.
- 5. Academic Advising Handbook:** The Council is initiating a multi-year project to develop a common practices and guidelines handbook for academic advisors at PSU. This handbook will outline the role and expectations for advising by professional and faculty advisors.



## Task Force Charge

---

The cost of textbooks and other course materials is a major concern and financial barrier for students. The College Board estimates a 2013-14 cost of \$1207 for textbooks and supplies for the average undergraduate.<sup>1</sup> The Reduce Student Costs Task Force will review models and strategies and make recommendations for lowering course materials costs for PSU students.

One of the most effective strategies to reduce costs is the use of open textbooks and other open educational resources. The Task Force should investigate initiatives in other institutions and recommend ways to create, host, and/or provide access to more open and low-cost textbooks and course materials for our students. The Task Force should also recommend ways to facilitate faculty in identifying and using online library resources and open access resources more effectively.

Questions to be addressed by the Task Force include but are not limited to:

1. What role can open and low-cost textbooks play in reducing student costs?
2. What textbook adoption strategies and policies can be used to reduce student costs?
3. How can access to more open and low-cost textbooks and course materials for PSU students be facilitated? What are the technical and policy barriers?
4. How can pilot projects or projects already in place at PSU (such as the PDX Open project) contribute to this initiative?
5. In what ways might PSU collaborate with external partners including other Oregon universities?

### Task Force Members

Chair	Marilyn K. Moody, Dean of the Library
3 students appointed by ASPSU	Shadi Alkhaledi Chelsey Weinmann Kathleen M. Steppe
3 members appointed by the Faculty Senate	Jill Emery (Library) Kimberly Pendell (Library) Joel Bettridge (English)
2 members appointed by the Library	Karen Bjork (Library) Emily Ford (Library)
1 member appointed by the Office of Academic Innovation	Vince Schreck
3 members appointed from the campus community by the Provost	Berrin Erdogan (School of Business Administration) Gerardo Lafferriere (Mathematics) Ralf Widenhorn (Physics)

---

<sup>1</sup> The College Board (2013), Trends in College Pricing. p. 11, figure 1. Retrieved from <http://trends.collegeboard.org/sites/default/files/college-pricing-2013-full-report-140108.pdf>

## Executive Summary

---

In this report, the Reduce Student Costs Task Force outlines recommendations and strategies for PSU to consider in an attempt to reduce student costs for textbooks and course materials. The Task Force presents the recommendations and strategies under five overarching themes, listed below.

### **Theme 1: Expand on the initial investment of the Task Force**

The current Task Force quickly realized in their initial meetings that, in order to be successful, more time would be needed to fully investigate all of the issues surrounding the costs of student course materials. Reducing student costs is a complex issue and requires a multifaceted approach in order to best address all the needs identified. The most immediate need is a full environmental scan of Portland State University that includes the perspectives of both students and faculty members in multiple disciplines. From this scan, the key areas needing ongoing financial support can be determined.

#### *Recommendations:*

1. In order to carry out work not possible in the limited time frame of the Task Force, and to help implement Task Force recommendations, a Working Group, including interested Task Force members, should continue the Task Force's work through the 2015-2016 academic year.
2. PSU should monitor and actively participate in the development of Higher Education Coordinating Commission (HECC) textbook affordability recommendations.
3. Seek external funding to reduce student costs for textbooks and course materials.

### **Theme 2: Pursue collaboration among all stakeholders**

Stakeholder involvement in the discussion, development, and adoption of policies and procedures for reducing textbook and course materials costs is paramount to the success of any initiative moving forward. During Task Force conversations, it became clear that all potential stakeholders need to be brought to the same table to discuss initiatives to reduce student course materials costs. As such, entities in Oregon including but not limited to the state's Higher Education Coordinating Commission, local commercial entities, the PSU Library, the Office of Academic Innovation (OAI), as well as PSU faculty and students should be involved in all facets of course material cost reduction conversations and proposed strategies.

The recommendations included in this theme outline ways in which stakeholders can engage and meaningfully impact the reduction of student course material costs via coordinated alignment of other initiatives currently underway at PSU, the development of open educational resources, and seeking and engaging in external funding opportunities with partners within our region.

#### *Recommendations:*

4. Support faculty in utilizing and producing OERs.
5. Pursue collaborations for the development of open textbooks and OERs.

### **Theme 3: Develop and incentivize use of open education resources (OERs)<sup>2</sup>**

Portland State University needs to make an investment in the in-house development of OERs. This investment includes time, financial incentives, and the development and implementation of policies on textbooks and course materials used by faculty. The Library can play a vital role in helping to develop OERs and assist in identifying substitutes for purchased texts where appropriate. Professional development and educational opportunities for students and faculty regarding the reduction of student course materials costs will become paramount in this effort.

#### *Recommendations:*

6. Enhance professional development and educational opportunities for faculty to encourage the use of library and OER resources.
7. Build on the pilot PDX Open reTHINK<sup>3</sup> project to enable faculty to author and publish readily accessible textbooks.
8. Pilot a course or group of courses that do not require the purchase of textbooks and course materials by individual students.

### **Theme 4: Investigate other cost-reduction initiatives**

Cost-reduction initiatives require more involvement beyond supplemental financial support for the development of OERs. These tactics can be achieved administratively through departmental management of classes that are taught by late-hire instructors, and developing and implementing policies and procedures that clearly delineate course material requirements for their discipline. Making a greater investment in the Library to support student resources and education on resources that can be used in place of course assignments could be made. Lastly, PSU can develop mechanisms for students to become better aware of more affordable options.

#### *Recommendations:*

9. Promote early adoption of textbooks and other course materials to allow students additional time to seek savings.
10. The Library should continue to support PSU's efforts to reduce student costs for textbooks and course materials.
11. Target high enrollment classes to maximize impact of initiatives.
12. Facilitate student-to-student textbook re-use through student-led initiatives.

---

<sup>2</sup> The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines open educational resources (OERs) as "any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation." UNESCO Communication and Information Sector (2014). What are Open Educational Resources (OERs)? ¶ 1 Retrieved from <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers>

<sup>3</sup> Portland State University launched reTHINK PSU in 2013. The goal of reTHINK is "[t]o deliver an education that serves more students with better outcomes, while containing costs through curricular innovation, community engagement and effective use of technology." reTHINK PSU (2014). Retrieved from <http://www.pdx.edu/academic-affairs/rethinkpsu>.

### **Theme 5: Address challenges of copyright and intellectual property**

The Task Force strongly recommends that Portland State University undertake a review of its current copyright and intellectual property guidelines and policies. Faculty members' intellectual property rights and copyrights do not provide the latitude and incentives needed for the investment in the creation of OERs. For the Library and the OAI, the current copyright guidelines and policies hamper the ability of faculty and students to fully utilize readily available resources for their courses in an online environment.

#### *Recommendations:*

13. Revise the Portland State University copyright and intellectual property guidelines and policies.
14. PSU should appoint a copyright officer.