

6-1-2015

Faculty Senate Monthly Packet June 2015

Portland State University Faculty Senate

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THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE IS **JUNE 1, 2015**, AT **3:00 P.M. SHARP**. PLEASE RESERVE TWO HOURS ON YOUR CALENDAR FOR THE MEETING TIME, AND PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT. THIS IS NECESSARY IN ORDER TO COMPLETE THE BUSINESS OF THE 2014-15 ACADEMIC YEAR. IF THE AGENDA IS NOT CONCLUDED, THE SENATE MEETING MUST BE CONTINUED TO MONDAY, JUNE 8, 2015, AT 3:00 P.M.

A RECEPTION WILL FOLLOW THE 6/1 MEETING.

AT THE June 1 MEETING, BUSINESS IS VOTED ON BY THE 2014-15 SENATE, & OFFICERS ARE ELECTED BY THE 2015-16 SENATE.

In accordance with the Constitution of the PSU Faculty, the Senate Agendas is calendared for posting to the Senate website ten working days before Senate meetings, so that all 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 agenda. Full curricular proposals area available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com> or from the Offices of the Vice Provosts for Graduate and Undergraduate Studies. 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 Senate.

The Constitution requires that **members must provide the Secretary with the name of an alternate in writing** who will be empowered to represent the member on occasions of absence and who will have full privileges of membership under those conditions. To facilitate the holding of summer meetings, if needed, Senators are also expected to submit names and addresses of summer alternates (as well as their own summer addresses) to the Secretary by June 15.

SECRETARY TO THE FACULTY
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 **June 1, 2015**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the May 4, 2015 Meeting
- C. Announcements and Communications from the Floor:
 - *1. OAA Response to May Report of Senate Actions
 - 2. Update on Credit for Prior Learning
 - *3. Preview of the draft Policy on Religious Accommodation (see website [Meeting Materials](#))
 - *4. Update from the Task Force on Academic Quality
 - 5. Update on the Transition of OARS

NOMINATIONS / ELECTION OF 2015-2016 PRESIDING OFFICER ELECT NOMINATION OF 2015-2017 STEERING COMMITTEE MEMBERS (2)

- D. Unfinished Business
 - *1. Approval of Revisions to *the Portland State Policies and Procedures for the Evaluation of Tenure, Promotion, Merit Increases and **Post-Tenure Review & related Appendix***
 - *2. Proposal to Amend the Constitution to Eliminate the Teacher Education Committee
 - *3. Proposals to Amend the Constitution (Articles III.1 and V.1 & V.2 & Senate Procedures)
 - *4. Proposal for an Undergraduate Certificate in Initial Mastery of Music, College of the Arts

ELECTION OF 2015-2017 STEERING COMMITTEE MEMBERS
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- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2. EPC motion on the Proposal for a School of Public Health in partnership with OHSU
 - *3. Proposal for a BA/BS in Applied Health and Fitness in CUPA
 - *4. Proposal for a Minor in Child and Family Studies in the School of Social Work
 - *5. ARC Proposal to change post-baccalaureate certificate PSU residency requirement
 - *6. Steering Committee Motion endorsing the work of the Academic Quality Task Force
 - *7. Steering Committee Motion on the Academic Program Prioritization process
 - *8. Steering Committee Resolution on annual reporting to the Board of Trustees
- 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 Academic Requirements Committee
 - *2. Annual Report of the Advisory Council

- *3. Annual Report of the Budget Committee
- 4. Annual Report of the Committee on Committees
- *5. Annual Report of the Educational Policy Committee
- *6. Annual Report of the Faculty Development Committee
- *7. Annual Report of the Graduate Council
- *8. Annual Report of the Honors Council
- *9. Annual Report of the Undergraduate Curriculum Committee
- *10. Annual Report of the University Writing Council

ELECTION OF 2015-17 COMMITTEE ON COMMITTEE MEMBERS:

All Other (1), CLAS-A&L (1), CLAS-SS (2), CLAS-SCI (2),
CUPA (1), GSE (1), MCECS (1), Other Instructional (1)

H. Adjournment

Year-end Celebration and Acknowledgement:

NEW & 'OLD' SENATORS and *EX OFFICIO* MEMBERS
ARE ALL INVITED TO ATTEND A RECEPTION
FOR FACULTY SENATE
IMMEDIATELY FOLLOWING THE MEETING
Office of Academic Innovation
SMITH MEMORIAL UNION MEZZANINE Rm 209

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

- B Minutes of the Faculty Senate Meeting of April 7, 2014 and attachments (1-5)
- C-1 OAA Response to May Report of Senate Actions
- C-3 Preview of the draft Policy on Religious Accommodation (excerpt)
- C-4 Memo from the Task Force on Academic Quality
- D-1 Revised Policy for Post-Tenure Review (& D-1a PSU-AAUP draft MOU)
- D-2 Proposal to Eliminate the Teacher Education Committee
- D-3 Proposals to Amend the Constitution (Articles III and V)
- D-4 Proposal for a Certificate of Initial Mastery of Music in COTA
- E-1 Curricular Consent Agenda
- E-2 EPC-Proposal for a School of Public Health (with Budget Committee Report)
- E-3 Proposal for a BA/BS in Applied Health and Fitness
- E-4 Minor in Child and Family Studies in SSW
- E-5 ARC post-bac certificate residency requirement
- E-6 Steering Committee motion endorsing the AQ Task Force
- E-7 Steering Committee motion on APP Process
- E-8 Steering Committee motion on reporting to BOT
- G-1 Annual Report of the Academic Requirements Committee
- G-2 Annual Report of the Advisory Council
- G-3 Annual Report of the Budget Committee
- G-5 Annual Report of the Educational Policy Committee
- G-6 Annual Report of the Faculty Development Committee
- G-7 Annual Report of the Graduate Council
- G-8 Annual Report of the Honors Council
- G-9 Annual Report of the Teacher Education Committee
- G-10 Annual Report of the Undergraduate Curriculum Committee

Secretary to the Faculty

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
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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

NEW FACULTY SENATE ROSTER

2015-16 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Gina Greco;
 Presiding Officer Elect... _____; Past Presiding Officer... Bob Liebman
 Secretary... _____
 Committee Members: Linda George (2016) and Swapna Mukhopadhyay (2016)
 _____ (2017) and _____ (2017)
 _____ *ex officio*, Chair, Committee on Committees, Maude Hines, *ex officio*, IFS Representative

****2015-16 FACULTY SENATE (62)****

All Others (9)

Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
Popp, Karen	OGS	2016
Skaruppa, Cindy	EMSA	2016
Arellano, Regina	EMSA	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	EMSA	2017
<i>Hatfield, Lisa</i>	<i>OAA</i>	<i>2018</i>
<i>Running, Nicholas</i>	<i>EMSA</i>	<i>2018</i>

College of the Arts (4)

Griffin, Corey	ARCH	2016
Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017
<i>Wendl, Nora</i>	<i>ARCH</i>	<i>2018</i>

CLAS – Arts and Letters (7)

<i>Pease, Jonathan</i>	<i>WLL</i>	<i>2016</i>
Perlmutter, Jennifer	WLL	2016
Childs, Tucker	LING	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017
<i>Epplin, Craig</i>	<i>WLL</i>	<i>2018</i>
<i>Jaén Portillo, Isabel</i>	<i>WLL</i>	<i>2018</i>

CLAS – Sciences (8)

Daescu, Dacian	MTH	2016
George, Linda	ESM	2016
†Rueter, John	ESM	2016
Elzanowski, Marek	MATH	2017
Stedman, Ken	BIO	2017
<i>de Rivera, Catherine</i>	<i>ESM</i>	<i>2018</i>
<i>Flight, Andrew</i>	<i>MATH</i>	<i>2018</i>
<i>Webb, Rachel</i>	<i>MATH</i>	<i>2018</i>

CLAS – Social Sciences (7)

†Carstens, Sharon	ANTH	2016
Padin, Jose	SOC	2016
Davidova, Evguenia	INTL	2017
Gamburd, Michele	ANTH	2017
Schuler, Friedrich	HST	2017
<i>Chang, Heejun</i>	<i>GEOG</i>	<i>2018</i>
<i>Bluffstone, Randy</i>	<i>ECON</i>	<i>2018</i>

College of Urban and Public Affairs (6)

Brodowicz, Gary	CH	2016
Carder, Paula	IA	2016
*Labissiere, Yves (for Farquhar)	CH	2016
Schrock, Greg	USP	2017
Yesilada, Birol	PS	2017
<i>Harris, G.L.A.</i>	<i>GOV</i>	<i>2018</i>

Graduate School of Education (4)

McElhone, Dorothy	ED	2016
De La Vega, Esperanza	ED	2017
Mukhopadhyay, Swapna	ED	2017
<i>Farahmandpur, Ramin</i>	<i>ED</i>	<i>2018</i>

Library (1)

†Bowman, Michael	LIB	2017
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Maseeh College of Eng. & Comp. Science (5)

*Daim, Tugrul (for Bertini)	ETM	2016
Karavanic, Karen	CS	2016
Maier, David	CS	2017
<i>Monsere, Christopher M.</i>	<i>CEE</i>	<i>2018</i>
<i>Tretheway, Derek</i>	<i>MME</i>	<i>2018</i>

Other Instructional (3)

Lindsay, Susan	IELP	2016
<i>MacCormack, Alan</i>	<i>UNST</i>	<i>2017</i>
<i>Camacho (Reed), Judy</i>	<i>IELP</i>	<i>2018</i>

School of Business Administration (4)

Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017

School of Social Work (5)

Cotrell, Victoria	SSW	2016
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
<i>Nash, Jim</i>	<i>SSW</i>	<i>2018</i>
<i>Talbott, Maria</i>	<i>SSW</i>	<i>2018</i>

Date: May 18, 2015; New Senators in italics

* Interim appointments

† Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 4, 2015

Presiding Officer: Robert Liebman

Secretary: Martha W. Hickey

Members Present: Babcock, Bleiler, Boas, Bowman, Brodowicz, Brower, Carpenter, Carstens, Childs, Chrzanowska-Jeske, Clark, Clucas, Cotrell, Daescu, Davidova, De Anda, De La Vega, Dolidon, Elzanowski, Eppley, Gamburd, George, Greco, Griffin, Hansen (Brad), Hansen (David), Harmon, Hunt, Ingersoll, Karavanic, Layzell (4:20), Liebman, Lindsay, Loney, McElhone, Mercer, Mukhopadhyay, Padin, Perlmutter, Popp, Rueter, Sanchez, Santelmann, Schrock, Schuler, Smith, Stedman, Taylor,

Alternates Present: Kennedy for Arellano, Gabarino for Baccar, Messer for Carder, Anderson for Daim, Gioia for Donlan, Krueger for Luther, Hines for Reese, Kinsella for Yeshilada, Daasch for Zurk

Members Absent: Holliday, Labissiere, Maier, Raffo, Riedlinger, Skaruppa

Ex-officio Members

Present: Andrews, Aylmer, Bowman, Dusschee, Everett, Fountain, Greco, Hansen, Hickey, Hines, Kinsella, MacCormack, McBride, Marshall, Mercer, Moody, Padin, Percy, Rueter, Wiewel

A. ROLL

B. APPROVAL OF THE MINUTES OF THE APRIL 6, 2015 MEETING

The meeting was called to order at 3:05 p.m. The April 6 Minutes were approved with the following corrections: Kennedy was present for Arellano; the reference to “Administration of Justice” under item E.8 is to be replaced by “Criminology and Criminal Justice” (p. 66).

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

LIEBMAN noted small changes to the agenda and stated that courses had been withdrawn from the Consent Agenda. He introduced President/CEO of the PSU Foundation and University Advancement Francoise Aylmer.

Presentation of the University Mace

Presenting PSU’s first ceremonial mace to Senate Presiding Officer Robert Liebman, AYLMEER stated that it was a joint gift from the PSU Alumni Association and the

PSU Foundation. It is handmade of walnut and cherry and is to be carried at University commencement as a symbol of PSU's tradition of academic excellence.

Report of the Lower Student Costs (Textbook Affordability) Task Force

MOODY thanked the faculty, staff, and students who were members of the Task Force fall and winter terms and noted the 14 recommendations in the report, along with over 40 strategies for implementation. The full report is available to the public through PDX Scholar, and there is already evidence that it is being reviewed and downloaded by other institutions: http://pdxscholar.library.pdx.edu/oa_reports/1

LEIBMAN: What kind of process is in place to implement the recommendation for a faculty copyright officer?

MOODY: The recommendation talks about the need for additional policies around intellectual property and the plan is to form a working group to think about the issues and possible costs involved.

LIEBMAN invited applause to thank the members of the task force, many of whom have agreed to carry the work forward. [Applause.]

Annual Report of the Academic Advising Council

JHAJ, Vice Provost for Academic Innovation, thanked committee members and highlighted three projects supported by the Council: the implementation of an advising platform that allows for note-taking and analytics; identification of and recommendations for enrolled students who have accumulated more than the 180 credits required for graduation, and collection and analysis of data aimed at improving the persistence of transfer students. The council is also leading efforts to compile an institution-wide Advising Handbook for release next year.

JHAJ stated that the Council believes that student success will improve by improving advising and that investing in advising is a sound fiscal strategy for the University. He noted that the University currently has 35 professional advisers, with an adviser to student ratio of 650 to 1. NACADA (National Association of Academic Advisers) recommends 300 to 1. The Council is suggesting that the University add 25 new advising positions, an investment of 1.8 million dollars, in order to increase student retention, which would also increase tuition revenues to support that activity (see slides, minutes attachment B1).

TAYLOR asked if new advisors would be deployed to departments. JHAJ said the Council would wait to see what funding was available before making recommendations, but that common tools and platforms would be essential to making progress. LONEY asked if the number of PSU advisors included professional advisors assigned to individual schools like business. JHAJ said they had been counted. STEDMAN wondered if the plan factored in increased teaching loads and that impact on advising. JHAJ said the issue was discussed but was outside the scope of the Council's charge.

GEORGE noted that increasing student success is a multi-variable problem and asked if there were evidence that advising was a driver at PSU. JHAI pointed to a case study at Georgia State, where substantial gains in persistence had resulted from improving advising. MERCER reported that after CLAS added area advisers four years ago, its graduation rates had risen 25% even though its enrollments had remained flat. PERLMUTTER agreed that professional advisers were part of the solution, but students seeking to complete a major, and especially those with a large number of accumulated credits, would benefit greatly from dedicated advising positions located in departments.

KARAVANIC asked if raising the bar on admission standards was being considered. JHAJ suggested that this could undermine the University's access mission, adding that if the bar were raised, unless PSU acted to attract more high-caliber students, it would become a smaller university. HANSEN (Brad) asked if the survey accounted for non-degree seeking students. JHAJ acknowledged their presence, but said that data now show that about 80% of entering Freshmen intend to graduate from PSU. Of more concern is the large contingent of transfer students who come to PSU with majors undeclared. [Applause.]

APPC

JONES noted that 42 faculty had attended the APP Forum on Monday, April 27. He reminded senators that APPC's work would end with the delivery a report evaluating the 157 identified programs, based on qualitative and quantitative data to be collected, and confirmed that they had settled on five scoring criteria. (See slides, minutes attachment B2.) According to a revised timeline currently under discussion, scoring would take place in September. He encouraged faculty to volunteer for the scoring teams and directed senators to the APP website: <http://pdxappc.blogspot.com/>

LIEBMAN noted the need for cross-campus representation in the scoring process and that scorers might receive an honorarium. JONES said the current plan anticipated having materials ready for review by mid-summer, with a scoring event at the end of the summer. HANSEN (David) asked how many scorers were needed. JONES said the goal was to have each program scored by 3 people, so approximately 30 scorers reviewing 15 programs each would be needed. GAMBURD noted that most faculty were off contract over the summer. JONES said that was a reason to offer an honorarium.

HINES asked if the proposed timeline and process would be ratified by Senate. JONES said that the Committee was uncertain as to who had approval authority, but APP felt that an extension was required to do a quality job. RUETER said the same question had been raised on April 27. LIEBMAN noted that the Senate had voted to approve the APPC's charge and timeline, but the real test was whether the APPC's members were willing to stick with the process; there was precedent for granting ad hoc committees an extension to complete their work. SMITH asked if there were a description of the expectations for the scorer position. JONES said APPC estimated it would be about two days of work, potentially in a group setting, with time for training. LIEBMAN noted a similar practice for scoring Freshmen Inquiry portfolios; he thanked APP for their work. [Applause.]

LIEBMAN invited interim SPH Dean Elena Andresen and interim Associate Dean for Academic Affairs Leslie McBride to preview the initiative for the School of Public Health, which should come as a proposal to Senate in June for a vote.

Preview of the School of Public Health Proposal (SPH)

MCBRIDE acknowledged interested faculty visiting from OHSU in the audience. She reviewed the proposal process that had begun with a meeting the chairs of EPC and Budget Committees in October 2014 to discuss requirements. After several meetings and exchanges of information, with everyone working hard to get things right, a final proposal had been submitted in January 2015. (See slides, minutes attachment B3.) The Budget Committee has completed its work. EPC's review is nearing conclusion. She emphasized that the proposal for a School emerged from a twenty-one-year history of PSU-OHSU (and OSU) collaboration on a Masters in Public Health that has graduated over 1700 students. The SPH proposal had been triggered by OSU's decision to withdraw from the partnership and form its own School in 2007, the recommendations of a CEPH accreditation site visit, and the successful PSU-OHSU collaboration on the Life Sciences Building. PSU and OHSU have each invested \$400,000 in the project.

ANDRESEN reviewed the size and scope of existing programs: With about 60 faculty, 232 graduate and over 1600 undergraduate students enrolled, the new SPH is poised to become one of the largest in the country. She anticipated that the full process to accreditation could be completed by November 2016 (see B3, slides 5-6). She noted that discussions were in progress for a memorandum of understanding with PSU-AAUP. In addition, the merger would bring in several programs and faculty from CUPA and the School of Community Health, which would follow the new process for change of unit assignment after SPH is formed. She invited questions.

BOWMAN said that the Budget Committee had completed its review of the SPH Proposal, and it would be included the June Senate Agenda packet. It looks at the costs of creating the school, of transferring units, and of the projected growth as a School. He noted that the BC's report last June had addressed the question of where PSU's \$400,000 contribution had come from, i.e. that it could not be tracked to cuts to specific units, having come out of the overall reduction to OAA.

PADIN reported that the Educational Policy Committee (EPC) agreed that the SPH proposers had assembled the necessary evidence and offered a persuasive vision for the School. EPC had also thought it prudent to seek outside review of the proposal. It is waiting for the third of three requested external reviews. He didn't foresee that there was much risk that the SPH proposal would fail their review. He encouraged senators to review the draft Bylaws in the SPH with an eye to how robust its protections for shared governance were and to share any comments concerns with EPC:

<https://psucurriculumtracker.pbworks.com/w/page/83422108/14%202015%20Academic%20Units%20Centers%20Institutes>

LIEBMAN reminded senators that today's look at the proposal was just a preview, not the review, and that creation of the new School would involve moving and reconfiguring several units at PSU, with multiple internal benefits and consequences. He anticipated that Steering Committee would review committee reports and place the SPH proposal on the June Senate Agenda. He thanked faculty for their contributions. [Applause.]

Presiding Officer Elect

LIEBMAN announced the two up-coming positions for Steering Committee, to be elected in June, and the open position of Secretary to the Faculty, beginning in fall 2015. He invited nominations for Presiding Officer Elect for 2015-16. Brad Hansen and Thomas Luckett were nominated.

D. UNFINISHED BUSINESS

1. Proposals from ARC for Changes in Assignment to Academic Distribution Areas

MACCORMACK reminded senators that the proposals had been jointly moved and seconded during the April Senate meeting, but voting had been tabled due to the loss of a quorum. He invited chair of Criminology and Criminal Justice (CCJ) Brian Renauer to review the rationale for approving CCJ as a social science.

RENAUER noted that two of their professional associations belong to the Consortium of Social Science Associations (COSSA), the Library of Congress classifies Criminology as a social science, and their top journals are indexed in that category. He also stated that all of CCJ's faculty have doctoral degrees from programs that self-identify as social science and offered the dictionary definition, which he argued encapsulates the CCJ program and curricular focus.

MACCORMACK displayed the list of undergraduate courses that Criminology and Criminal Justice (CCJ) offered, noting that two of them were already assigned to Social Sciences. UCC had not proposed to reconsider their assignment.

HANSEN/CLUCAS MOVED the proposal to assign Criminology and Criminal Justice undergraduate courses to the Social Science academic distribution area, as published in D1.

GRECO explained that the 2 CCJ courses currently classified as social science had moved there with a faculty member who had changed units and that Sociology had at one point determined that CCJ courses were not designed as general education liberal arts courses. She asked for further discussion of the classification issue. GAMBURD agreed that discussion should consider what the core concerns are for a liberal arts education. INGERSOLL noted that a number of programs contributing courses to the liberal arts degree were located in professional schools (political science, child and family studies and urban studies

and planning) and CCJ had adjusted its focus away from professional preparation over the last decade. MACCORMACK suggested that the philosophical discussion would be a much lengthier discussion than this proposal required. RENAUER reiterated that CCJ faculty were all trained social scientists. PADIN expressed reservations about a blanket approval for courses that was not based on a review of their content. MERCER noted that the majority of students graduate with a BS degree requiring only 12 social science credits and he was concerned about the quality of those 12 credits and what the impact there would be for those CCJ majors who might in the future complete all of their social science coursework in the future in CCJ alone. HANSEN (David) asked what distinguishes CCJ courses from Social Work offering and what the budgetary implications were. MACCORMACK the impact would probably be minimal.

LIEBMAN called the question; it was affirmed by majority voice vote.

The MOTION to approve the Proposal for CCJ's addition to the Social Science distribution area PASSED: 25 to accept, 18 to reject, with 10 abstentions (recorded by clicker).

MACCORMACK displayed the list of undergraduate courses in Physical Geography and GIS to be added to the Sciences distribution area.

BLEILER/TAYLOR MOVED the PROPOSAL to assign the Physical Geography courses published in D1 to the Science distribution area.

MACCORMAK said that the presumption was that in future Geography would specify the distribution assignment for new course proposals. He noted that a majority of universities with physical geography courses now treat them as a physical science and that ARC has in practice accepted these courses for science credit for transfer students when they are designated that way. He also pointed to the confusion that arises when a PSU geography course cross-listed as a science course can be taken by some students for science credit and not by others.

MACCORMACK asked Martin LaFrenz Geography to speak. LAFRENZ noted that the proposal to change the designation from social science had been endorsed by the Director of the School of the Environment and the CLAS Dean and ARC. The status quo is not fair to students and the petition process for requesting science credit is time-consuming. Courses in climatology, hydrology, and soils get a science-based treatment in the PSU department of Geography and are considered STEM disciplines elsewhere. Physical Geography faculty are engaged in collaborative science-based work with peers in PSU science departments.

GAMBURD stated that Anthropology also has a number of science-based courses that should be recognized as such, and recommended that EPC take up the question whether the classification by prefix was a reasonable one. LAFRENZ observed his program had been working its way toward this request for about 15 years. In 2007, EPC had recommended that they take the issue to ARC.

LIEBMAN called the question; it was affirmed by majority voice vote.

The MOTION to APPROVE the additions to the Science distribution area PASSED: 49 to accept, 3 to reject, with 1 abstention (recorded by clicker).

E. NEW BUSINESS

1. Curricular Consent Agenda

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

2. Proposal for a BFA in Creative Writing in CLAS

FOUNTAIN said that UCC had approved the proposal, noting that it would be based on existing courses and faculty and build on the success of the English department’s MFA in Creative Writing with 75% out-of-state students. He invited the proposal’s author Paul Collins (ENGL) to speak to the proposal.

KARAVANIC/CLARK MOVED the Proposal for a BFA in Creative Writing as published in E2.

COLLINS said that the program would offer the only public BFA west of Nebraska. It would fill a Western region demand.

INGERSOLL asked how many students would be admitted and if the BFA was the standard degree. COLLINS said they were projecting a five-year build up to 72 FTE students. Some programs offer a BA with a creative writing minor or focus track; most of the BFA programs are concentrated in the East. PSU’s would follow AWP (Associated Writing Programs) guidelines. KENNEDY asked how the degree differed from the English BA and if the BFA would eliminate some University BA requirements. COLLINS said AWP guidelines include foreign language and a broader profile of arts-related courses that made the degree significantly different from the BA in English. KARAVANIC asked if there was a math requirement. COLLINS said no, the program will have the general BA requirements. CLARK said that there has been a strong demand among PSU students and from prospective out-of-state students.

LIEBMAN called the question; it was affirmed by majority voice vote.

The MOTION to approve the Proposal PASSED, 49 to accept, 0 to reject, with 2 abstentions (recorded by clicker).

3. Proposal to Eliminate the Teacher Education Committee (TEC)

LIEBMAN explained that the proposal to sunset the TEC had been brought to the floor by Karin Magaldi, chair of the Teacher Education Committee, on behalf of TEC. The functions of TEC have been assumed by other units at PSU.

MAGALDI noted that the name of Pat Boas should be added to the list of 10 senators supporting the proposal to eliminate TEC, as published in E3.

HANSEN (Brad)/HARMON MOVED to APPROVE and REFER the Proposal to eliminate the Teacher Education Committee to Advisory Council.

The MOTION to Eliminate TEC PASSED, 36 to accept, 0 to reject, with 0 abstentions (by hand count).

4. Proposals to Amend the Constitution (added to the agenda 4/30)

[Secretary's note: These proposals were considered before item 3 above)

LIEBMAN explained that after a vote to approve that proposals would be vetted by the Advisory Council for proper form for the Constitution. He previewed the proposed changes to Articles II, III, and V, nos. 1-3 adding the new ranks approved in 2014 and successor language for the new Board of Trustees, and ex officio status for Presiding Officer Elect and Past Presiding Officer. The fourth amendment reconciles the dates of the elections calendar. (See minutes attachment B4.)

BLEILER/HANSEN (David) MOVED to APPROVE and REFER the proposed 4 amendments to the Constitution of item E4, added to the agenda.

KARAVANIC was concerned about the listing of Research Assistants as faculty, as the position does not necessarily require the same qualifications as those for most faculty. LIEBMAN said that they were included under the P&T Guidelines by virtue of their rank, and most worked in RRI, running supervised studies. STEDMAN said that was not true of RAs in Biology and he would not be in favor of including that rank in the definition of faculty. LIEBMAN said that the rank was part of a ladder of steps for Research Assistants and Associates. HICKEY clarified that past practice has treated anyone with a "ranked position" as a member of the faculty under the PSU Constitution; however, some units have, on occasion, chosen not to "certify" as faculty those Research Assistants who only hold BA or BS degrees. LIEBMAN said the amendment included a rank as a category that could be eligible to be consistent with the P&T changes in 2014. KARAVANIC asked if every Research Assistant would automatically be considered faculty. HICKEY said yes, unless they were not certified by the unit's Dean. MACCORMACK asked if certification as faculty meant eligible to serve in the Senate. LIEBMAN said yes, as well as eligible to vote for senators. SANTELMANN clarified that the discussion concerned only full-time employees. LIEBMAN agreed, adding that some would hold BA/BS degrees (as have some BFA instructors). BLEILER thought the language suggested that these

appointments were given to research professors. BOWMAN suggested rewriting amendment 1. LIEBMAN asked if the maker of the motion would approve withdrawing the first of the proposed amendments.

Quorum was verified.

BLIELER accepted the withdrawal of the first of the four proposed amendments, so that the vote would be to accept proposed items 2 through 4.

The MOTION to ACCEPT and refer proposed amendments 2 through 4 to the Advisory Council PASSED by majority voice vote, with 1 abstention.

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 [Secretary's note: Offered after item E2 New Business]

WIEWEL announced that the Princeton Review listed PSU (#11) in the top 50 greenest universities and fourth in the nation for sending students to the Peace Corps. Four Portland State graduate programs--Biology, along with Linguistics, Social Work and Urban and Regional Planning--have been ranked in the top 25 in the nation, according to GraduatePrograms.com. Outcomes-based funding approved by HECC should increase the allocation to PSU in the future, although the recent PERS ruling will make the Legislature more cautious. The Strategic Plan draft will not be ready for Senate review until fall, but it will be discussed at the Annual Leadership Planning Session on May 26. FADM has a web site for input on the introduction of new safety officers and he urged faculty to encourage their students to vote in the annual ASPSU elections.

Provost's Report [Secretary's note: Offered before New Business]

ANDREWS said that the Senate would be voting on whether to move forward with the partnership with OHSU for a School of Public Health. The June vote would create the School, but it would be the accreditation process that would actually determine whether SPH would exist. She affirmed that SPH would be subject to all of PSU's principles and policies on shared governance. She encouraged those with questions to

send them to Elena or Leslie. She also drew attention to the update on the 2015-16 budget for academic units in her written comments and the open forum on the OAA Budget on May 27. (See minutes attachment B5.)

LIEBMAN noted the Provost's Challenge Celebration and showcase on May 19.

The following reports were accepted:

- 1. Annual Report of the General Student Affairs Committee**
- 2. Annual Report of the Intercollegiate Athletics Board**
- 3. Annual Report of the Institutional Assessment Council**
- 4. Annual Report of the Library Committee**
- 5. Annual Report of the Scholastic Standards Committee**
- 6. Annual Report of the University Studies Council**

ADJOURNMENT

The meeting was adjourned at 5:15.

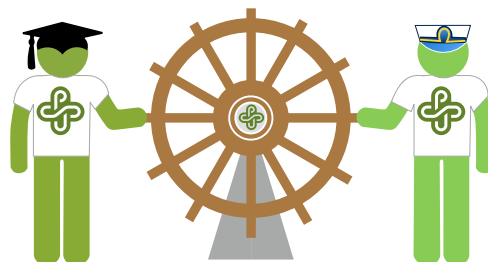
Update on Academic Program Prioritization

May 4, 2015

<http://pdxappc.blogspot.com>



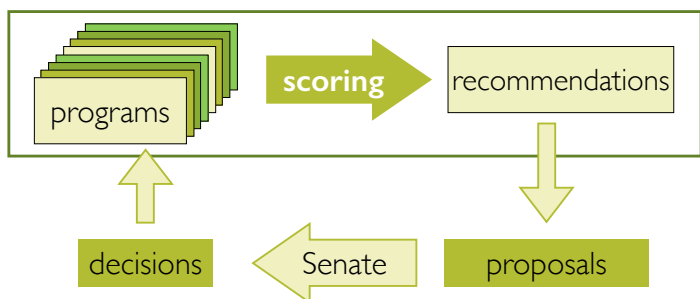
Academic Program Prioritization



Academic
Priorities

Fiscal
Priorities

APP in the Context of Shared Governance

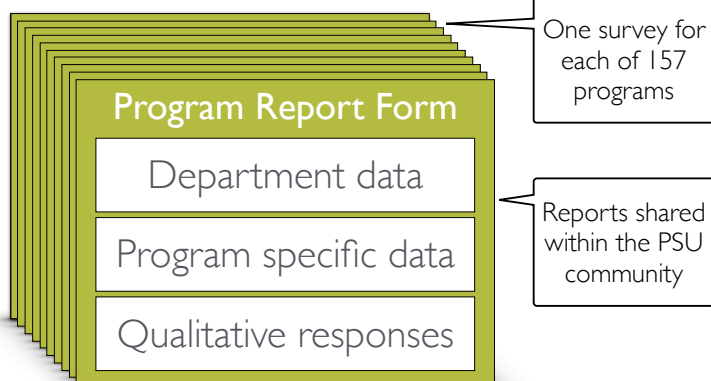


Any proposals prompted by APP recommendations are subject to all of the usual oversight & procedures

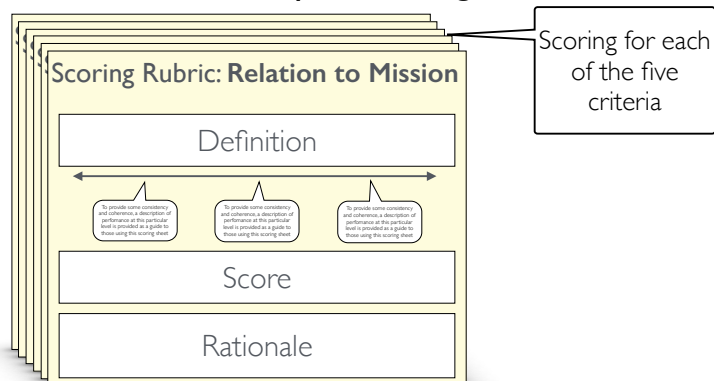
Step 1: Identify the Programs

- An initial draft list was shared at the November forum
- Feedback and revisions were received from across campus
- A “final” list of 157 programs to be included in the review is available from pdxappc.blogspot.com

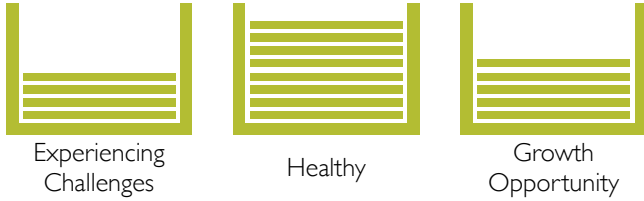
Step 2: Collect Data



Step 3: Scoring



Step 4: Generate Recommendations

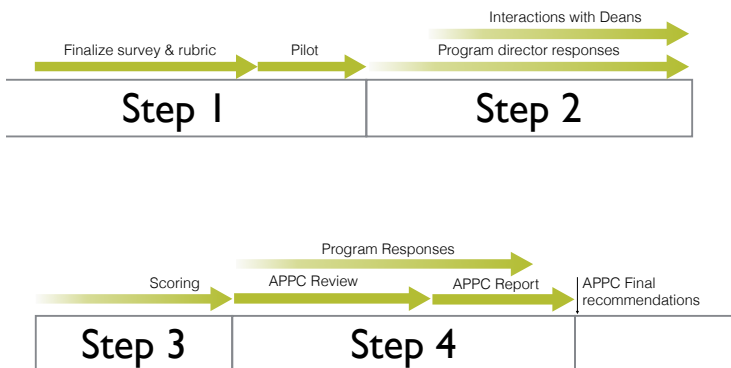


- APPC will use the results of scoring to generate the final list of recommendations
- Each recommendation will be accompanied by a rationale and, if requested, a response from the program

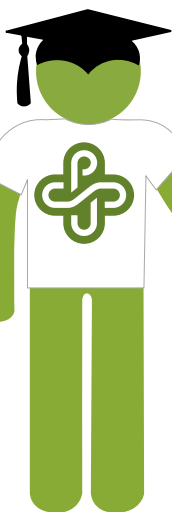
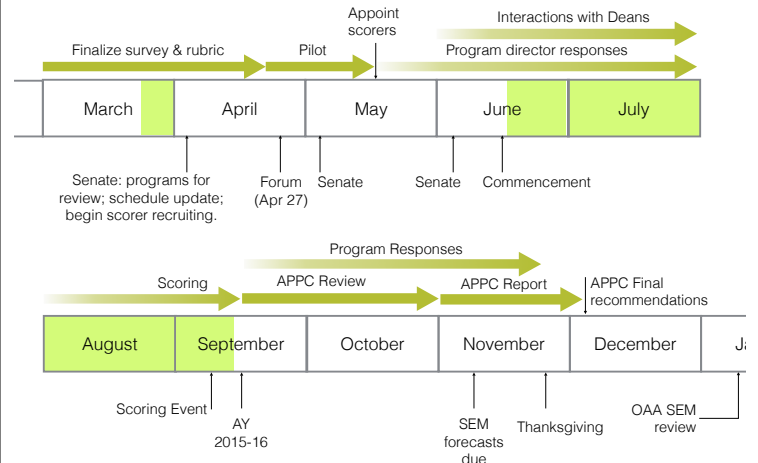
Reality Check

- This was always an ambitious timeline
- We need to complete APP in a timely manner
- But we also need enough time to do APP in a way that produces meaningful, useful results

Revised Timeline



Revised Timeline



APP needs YOU!

- Review the list of programs
- Review the draft report form and rubric
- Give us your feedback
- Volunteer for the scoring team!
- And help us find volunteers within your department, unit, senate division, etc.

Please volunteer for the scoring team!

Questions?

<http://pdxappc.blogspot.com>

Academic Advising Council Faculty Senate Update

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)

Updates

- EAB Student Success Collaborative
- Student Success Projects
 - Students with Excessive Credits Project
 - Undergraduate Student Persistence Project
- Input on Policies
- Academic Advising Handbook
- Academic Advising Proposal

Investing in Students: Improving Student Success by Improving Academic Advising

Why this Proposal?

- Advocate for student success
- Create a collective vision for investment in academic advising and PSU's students
- Position improvement in persistence as a fiscal strategy
- Generate campus discussion
- Inform PSU's strategic planning process
- Inform future legislative requests

Why Advising Matters

- Integral to fulfilling PSU's mission.
- Critical role in development of a coherent educational plan, assist students in goal setting, understanding program requirements, articulating the meaning and value of higher education, career planning, lifelong learning and development of students as citizens who engage in the wider world around them.
- Academic Advisors have a unique opportunity to improve student persistence at PSU through meaningful engagement in institutional initiatives that use data analytics to support delivery of advising services.

Where We Are

- Current Student to Professional Advisor Ratio

Number of Professional Advisors	35	35
Number of Undergraduate Students	22,780 <i>Unique count of students (all undergraduates enrolled at PSU during any quarter, post-bac students not included)</i>	19,666 <i>18,267 students (week 4 data) + 1,399 post-bac students (EOT Fall 2014)</i>
Student to Professional Advisor Ratio	650:1	560:1

Proposal

- Addition of 25 new professional advisor positions to support PSU's student success effort.
- Reduce the Student to Professional Advisor ratio from 560:1 to 330:1.
- Investment of 1.85M (\$1.71M salary + OPE, \$.14M S&S) and a one-time cost of \$.25M for supporting the hiring processes and office setup.
- We believe the revenue opportunities from improvement in student persistence to be in \$7.7M (five years) to \$15.8M (five years) range.



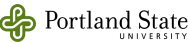
Proposal

- Proposed Student to Professional Advisor Ratio

Number of Professional Advisors	60	60
Number of Undergraduate Students	22,780 <i>Unique count of students (all undergraduates enrolled at PSU during any quarter, post-bac students not included)</i>	19,666 <i>18,267 students (week 4 data) + 1,399 post-bac students (EOT Fall 2014)</i>
Student to Professional Advisor Ratio	380:1	330:1



ROI-Three Scenarios


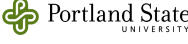
SCENARIO	EAB Projections based on enrollment of 22,780 (distinct count of students) and net revenue per student \$8,652	PSU Adjustment to EAB projection 1 based on an enrollment of 22,780 (distinct count of students) and Net Revenue per Student based on 2012 tuition generated by UG students: \$7,194	PSU Adjustment to EAB projection 2 based on an enrollment of 18,267 (4 th week, post-bac students not included) and Net Revenue per Student based on 2012 tuition generated by UG students: \$7,194
Scenario 1 0-44 credits: 2% total over 3 years 45-89 credits: 2% total over 3 years 135-179 credits: 0% total over 3 years 180+ credits: 0% total over 3 years	\$5 Million (YR 1) \$4.3 Million (YR 5)	\$4.2 Million (YR 1) \$3.6 Million (YR 5)	\$5.36 Million (YR 1) \$2.9 Million (YR 5)
Scenario 2 0-44 credits: 3% total over 3 years 45-89 credits: 3% total over 3 years 135-179 credits: 3% total over 3 years 180+ credits: 3% total over 3 years	\$1.2 Million (YR 1) \$9.2 Million (year 5)	\$1 Million (YR 1) \$7.7 Million (year 5)	\$5.8 Million (YR 1) \$6.1 Million (YR 5)
Scenario 3 0-44 credits: 6% total over 3 years 45-89 credits: 6% total over 3 years 135-179 credits: 6% total over 3 years 180+ credits: 6% total over 3 years	\$2.4 Million (YR 1) \$18.9 Million (YR 5)	\$2 Million (YR 1) \$15.8 Million (YR 5)	\$1.8 Million (YR 1) \$12.7 Million (YR 5)

Portland State Faculty Senate Preview
School of Public Health Initiative
May 4, 2015


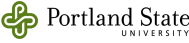
Leslie McBride (lqjm@pdx.edu) Elena Andresen (ea5@pdx.edu)



Main Topics

- Proposal development & review process
- History & background context
 - Oregon MPH history
 - 2007 – 2014
- Current size & scope of programs
- Proposed OHSU-PSU School of Public Health timeline
- Issues being addressed
- Questions

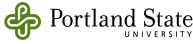
Proposal Development & Review Process

- October meetings with EPC & BC Chairs
 - Provide drafts
 - Invite committee members' input
- EPC & BC Meetings
 - FSBC – January 23; February 6, February 20; March 13
 - **PSU:** Sona Andrews, Kevin Reynolds, Mark Systma, Alan Finn, Alan Kolibaba. **OHSU:** David Robinson
 - EPC -- February 23
 - Initial draft, two substantive responses synthesized in final draft posted to Curriculum Tracker
<https://oscurriculumtracker.abworks.com/aj/page/24602353/Public%20Health%20School%20for%20the%202015%202020>
 - Third EPC response May 1
- Five open forums for PSU faculty & administrators

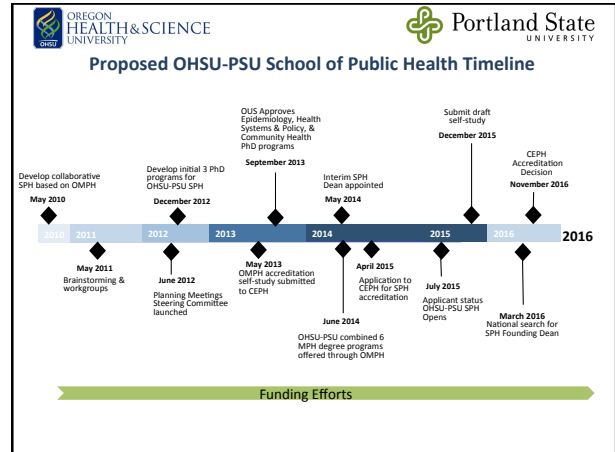
History & Background Context


- 21-year history of the Oregon MPH Program
 - OHSU & PSU, over 1,075 MPH graduates
 - 2013 CEPH self-study, site visit
 - 2014 re-accredited (7 years), OSU separates from OHSU & PSU
- 2007 – 2014
 - 2007 OSU announces intention to develop SPH
 - 2010 [Collaborative report: OSU, OHSU, PSU options for forming a school or schools]
 - 2011 OHSU & PSU Presidents' strategic initiatives investing in training & research capacity
 - Collaborative Life Sciences Building
 - Collaborative school of public health
 - 2014 Investment of \$400K each (PSU & OHSU): costs not already covered in program budgets

OREGON HEALTH & SCIENCE UNIVERSITY 

Current Size & Scope of Programs

- 6 MPH Tracks (2 PSU, 4 OHSU), 232 students enrolled 2013-2014 academic year
 - Three dual degrees: MD, MURP, MSW
- 3 PhD Programs (2 PSU, 1 OHSU), 16 students enrolled during 2013-2015
- UG Program (PSU) current headcount 1,680
- Current research portfolio across public health at both institutions about \$7.9 million FY 2014
- Current headcount primary faculty: 24 @PSU, 32 @OHSU
 - additional active affiliated & adjunct members all programs



OREGON HEALTH & SCIENCE UNIVERSITY 

Issues Being Addressed

- MOU with AAUP
- School of Community Health [Change of Academic Unit]
- Hatfield School of Government [Move Academic Programs -- MPH & PhD; change of tenure home]
- CUPA/PBB & SEM changes

OREGON HEALTH & SCIENCE UNIVERSITY 

Questions & Comments

Amendments to Vote

- #1 – 4 fixes for PSU Board of Trustees as successor to Oregon State Board of Higher Education**
- New faculty ranks added to P & T Guidelines**
- Implementation of a leadership succession (Presiding Officer Elect, Presiding Officer, Past Presiding Officer)**
- #5 for smooth elections**

Amendment 1

ARTICLE II. MEMBERSHIP OF THE FACULTY

The Faculty shall consist of the ~~Chancellor~~, the President of Portland State University, and all persons who hold ~~State Board~~ appointments with the rank of professor, associate professor, assistant professor, or research professors at these ranks, professor, associate or assistant professor of practice (or clinical professor ranks), senior instructor (I & II), or instructor, research assistant and senior research assistant (I&II) or research associate or senior research associate (I&II) and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unranked members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks, whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the ~~Oregon University System~~. Portland State University.

Amendment 2

ARTICLE III. FACULTY POWERS AND AUTHORITY.

Section 1. Faculty Powers. The Faculty shall have power, subject to legal limits, to take action to promote faculty welfare. The Faculty shall have power to act upon matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and to decide upon curricula and new courses of study. This power shall include, but not be confined to, action upon the establishment, abolition, or major alteration of the structure or educational function of departments or of programs which include more than one department or instructional unit of the University. The Faculty will normally exercise this power through its representative, the Senate. The Faculty shall, however, have the appellate power to review all actions by the Senate, whenever an appeal is made from Senate action as hereinafter provided.

In all matters, except those granted to the Senate, the Faculty shall have original jurisdiction. Whenever the Faculty is acting within its province as herein designated, its actions shall be effective unless they involve an increase in the expense of instruction or administration. Whenever such an increase is involved, whether by action of the Faculty or Senate, the President shall report the action to ~~the Chancellor of the Oregon State Systems of Higher Education~~ Board of Trustees with his or her recommendations.

ARTICLE V. FACULTY SENATE.

#3 Section 1. Membership. Ex-officio Members

The President, the Provost, all Vice Presidents; all Deans; the University Librarian; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members....

In the event that they are not serving as elected members, the Presiding Officer Elect and Past Presiding Officer shall serve as ex officio members.

#4

Faculty Constitution Article V (edit)

Steering Committee

After the election of a Presiding Officer and a Presiding Officer ~~Pro-Tem~~ Elect, the Senate shall elect two of its members each year to serve two-year terms, with the Presiding Officer, Presiding Officer ~~Pro-Tem~~ Elect, Past Presiding Officer, and Secretary, as the Steering Committee of the Senate. Following nominations by voice, elections of the two additional members of the Steering Committee shall be by secret ballot.

#5

Art 5 Sec 2. Election of the Senate.

Identification of Candidates. ~~At least eight~~ ~~Six~~ weeks prior to the date of Senate elections, the Secretary to the Faculty shall obtain from each divisional administrative officer an approved list of the faculty members assigned to the division. No later than four weeks before the Senate election, each eligible person on this list will receive an invitation to opt-in as a candidate for a Senate position. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared final candidates.

PROVOST ANDREWS' COMMENTS: MAY 4, 2015 FACULTY SENATE MEETING

SCHOOL OF PUBLIC HEALTH INITIATIVE

I urge every senator to reach out to the Interim Dean of the School of Public Health Initiative Elena Andresen or to Interim Associate Dean Leslie McBride prior to the June 1st Faculty Senate vote on the School of Public Health.

To keep in mind:

- Our students will benefit greatly from PSU's School of Public Health. Students will graduate from an accredited school—enhancing the stature of their degrees and making them more competitive in seeking jobs in their professions.
- The School will be subject to the shared governance principles and processes as all PSU's colleges. The rights and privileges of PSU faculty and staff will remain the same (with the exception of enhanced privileges offered by OHSU to the PSU faculty affiliated with the School)
- A Senate recommendation is not sufficient to create a school of public health. Schools of public health are required to be accredited by the Council of Education for Public Health (CEPH). This national, rigorous accreditation and review process goes beyond the scrutiny of our internal processes. They will examine the quality, viability, impact and financial plan for the School.
- We are working collaboratively with AAUP on an MOU to formalize the assurances we previously put in writing or expressed verbally relative to AAUP represented employees.

The vote on June 1 is critical to establish the SPH partnership with OHSU and to continue to work on other operational element. Send any questions you have prior to the June 1 meeting to Elena Andresen or Leslie McBride.

STATUS OAA FY16 E&G BUDGET

1. ALT has conducted an aggregate review of all school/college proposed FY16 E&G budget plans.
2. The plans included potential declines and increases in student demand as identified in school/college Strategic Enrollment Management (SEM) plans.
3. The estimated aggregate FY16 growth, taking into account both growth and decline, is 1%.
4. Resources have been allocated to serve demand areas that, at present, have no/or limited capacity.

The provost's Tuesday, May 5th blog will be about [PBB principles](#). Sign up to receive blog posts automatically at <https://psuprovostblog.wordpress.com/>.

I hope you will attend the **open forum** designed to provide an update on the Academic Affairs FY16 Strategic Enrollment Management (SEM) plans and School/College Performance-Based Budgeting (PBB) process on **Wednesday, May 27, 12:30-2:00 p.m. room SMSU 327/8**

Note: Forums were held on October 13 and 17, 2014 and February 23, 2015 to recap the OAA FY 15 budget, to share preliminary information on the FY 16 Strategic Enrollment Management (SEM) and Performance-Based Budgeting (PBB) process, and to listen to concerns and questions.

SPRING TERM DROP-IN CONVERSATION WITH THE PROVOST:

Please join me for the remaining spring term, drop-in session:

Tuesday, May 12, 3-4:00 p.m. in room SMSU 262

PROVOST'S CHALLENGE CELEBRATION

Please join us on [Tuesday, May 19, 2015, from 3 to 5 p.m.](#) for an informal celebratory and interactive event intended to encourage the exchange of ideas and information and to honor the outstanding accomplishments of Provost's Challenge faculty and staff teams, Office of Academic Innovation and the Provost's Challenge project managers.



The Provost's Challenge [supported twenty-four faculty and staff projects](#) beginning in 2013 through full implementation in June 2015, to accelerate online learning, expand the use of innovative technology in educational delivery, and to improve student success and graduation rates. This work was supported by \$3 million in grants, creation of the Office of Academic Innovation and establishment of the project management team to support faculty projects. [RSVP for the celebration!](#)

PROVOST CHALLENGE II: COMMENCEMENT

Faculty participation is needed and required in commencement!! Last year only 150 of our nearly 1000 faculty attended commencement. In my March 9 [commencement blog](#), I announced a new Provost's Challenge—the *Commencement Challenge*. The academic department (or program in the case of colleges without departments) that can achieve the greatest proportion of participation in commencement will be guests at a reception at my home to be scheduled in Fall 2015. The commencement office will track the names of all faculty and staff who participate as volunteers for pre-commencement help on Saturday, June 13, or on commencement day, Sunday, June 14.

Information on participating in commencement can be found at the [commencement website](#). Questions may be directed to commencement@pdx.edu.



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

503-725-4416 tel
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May 7, 2015

To: Provost Andrews

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

SUBJ: Notice of Senate Actions

On May 4, 2015 the Senate approved the Curricular Consent Agenda recommending the proposed new undergraduate and graduate courses and program changes listed in Appendix E.1 of the May 2015 Faculty Senate Agenda.

5-8-15—OAA concurs with the approval of the Curricular Consent Agenda.

In addition, Senate voted to recommend the following actions:

1. to approve the assignment of undergraduate courses in Criminology and Criminal Justice to the Social Sciences academic distribution area;

5-8-15—OAA concurs with the assignment of undergraduate courses in Criminology and Criminal Justice to the Social Sciences academic distribution area. Steve Harmon has confirmed the change with the Registrar's Office.

2. to approve the assignment of the attached list (see below) of undergraduate courses in Physical Geography to the Sciences academic distribution area; (see Senate website for list)

5-8-15—OAA concurs with the assignment of undergraduate courses in Physical Geography to the Sciences academic distribution area. Steve Harmon has confirmed the change with the Registrar's Office.

3. to approve a BFA in Creative Writing in CLAS.

5-8-15—OAA concurs with the approval of the BFA in Creative Writing. Steve Harmon will coordinate the review process with the PSU Board of Trustees, Provost Council and HECC.

Best regards,

Handwritten signature of Robert Liebman in black ink.

Robert Liebman
Presiding Officer of the Senate

Handwritten signature of Martha W. Hickey in black ink.

Martha W. Hickey
Secretary to the Faculty

Handwritten signature of Sona Andrews in blue ink.

Sona Andrews, Provost and Vice President for Academic Affairs



Responsible Officer: Charles (Chas) Lopez
Responsible Office: GDI
DRAFT VERSION XX.XX.XX

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RELIGIOUS ACCOMMODATIONS POLICY

I. Policy Statement

This policy is premised on respect for each individual's right to make personal choices regarding the nature, if any, of his or her religious beliefs and practices. PSU may limit religious practices or behavior that put public safety, health, or the human rights and freedoms of others at risk. PSU may also limit religious practices or behaviors that are in violation of other PSU policies or the law.

II. Reason for Policy/Purpose

All PSU faculty and staff are expected to create and maintain a culture that strives towards deepening respect for and understanding of religious differences within our community. This policy prohibits PSU and its faculty and staff, while at work or representing PSU, from taking action that promotes religion or promotes one particular religion over another. PSU may not create an atmosphere, which in any way suggests it favors one religion over another, or religion over non-religion. As a public university, it is equally important not to inhibit voluntary religious expression. PSU's obligation is to balance these two elements; to refrain from promoting and at the same time refrain from unnecessarily inhibiting religion or voluntary religious expression.

PSU may provide a reasonable accommodation based on a person's sincerely held religious belief. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation, PSU and the faculty or staff. The person requesting the accommodation is obligated to make PSU aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation.

When concerns related to sincerely held religious beliefs and practices arise in PSU, collaboration among students, the University and religious communities is often needed in order to develop reasonable accommodations. Building trust and mutual respect is an important aspect of faith accommodation. It is the role of all employees to ensure fairness and respect for the diverse religious beliefs and practices.

*For the full document, see C3, added to the June 2015 packet posted on the Senate website:
<http://www.pdx.edu/faculty-senate/senate-schedules-materials>

Date: May 15, 2015

To: Senate Steering Committee

From: Task Force on Academic Quality¹

Re: Progress to date

To address concerns raised in Faculty Senate in 2011 that the *quality* of our work life needed to be considered along with the quantifiable markers of achievement (e.g., enrollment numbers, grants obtained, number of community partnerships), a Task Force on Academic Quality was formed in December 2014, through a joint resolution of Faculty Senate and AAUP (See [2], [3], [4]). Our Task Force, which includes seven tenure-line faculty, one AAUP representative, three administrators, and one student [1], first convened in mid-January 2015 and has met almost weekly since then. Senate Steering Committee has recommended **a motion** to endorse the continuing work of the Task Force (See [6] below.)

The Task Force on Academic Quality will have its full Progress Report to Senate prepared by May 28, when it will be posted on the Faculty Senate website as item G11 added to the June 2015 Senate Agenda Packet: <http://www.pdx.edu/faculty-senate/senate-schedules-materials>

Defining Direction. At our initial meetings, we discussed at length our charge—in what ways could we contribute to campus discussions, including direction and new policies regarding “Academic Quality” (AQ)? Presiding Officer of Senate, Bob Liebman, and Executive Director of AAUP, Phil Lesch, came to our meeting to share their suggestions about near and long-term goals. As outlined in the 2014 Senate Resolution [4], one goal of the Task Force was to identify “aspirational comparators” that could be used to address issues of AQ at PSU. The term “comparator” is generally associated with identifying similar institutional characteristics (public/private, urban/rural, etc.) for the purposes of comparing salary structure and student demographics. Our group decided that for the purpose of identifying aspirational comparators of AQ, we were interested in identifying aspirational practices - independent of institution type - that promote AQ. A working definition of an aspirational comparator for our group is an institution that implements aspirational practices.

Our group decided that to identify aspirational comparators, we needed to develop a clearer definition of AQ; and that our task would be helped by soliciting ideas from the campus community at large. Besides particular insights from the community, we thought that if our long-term goal was to improve AQ at PSU, that a participatory, “bottom-up” approach to engaging the university community was essential; and an on-line survey was the most efficient way to get the greatest participation. Our group discussed the value of soliciting ideas about AQ from students; but that for this initial phase of research, our focus was on views of faculty, academic professionals, and administrators. We designed our survey to obtain perceptions about AQ for the three core areas of university activity: research, teaching, and service. The survey [5], created in Qualtrics and administered by OIRP (under Dr. Kathi Ketcheson’s supervision), was e-mailed on March 3, 2015 and open for responses until March 16.

Survey Analysis. The response rate was extremely high. Out of 2597 surveys distributed across campus, 392 individuals provided responses to the questions, which represent an overall return rate of 15%. The highest proportion of respondents was Tenure-line faculty (30%) and Administrators (25%). The high rate of participation indicates the extent the PSU community is concerned about Academic

Quality; and suggests their interest in developing actions/activities to promote quality in our long-term planning and initiatives.

Per the 2014 Senate Resolution, PSU administration (Provost Andrews' office) provided funds to hire one half-time graduate research assistant experienced in qualitative research to synthesize the responses. Our GRA began work the week of April 6, 2015. We are currently conducting qualitative analysis that codes for types of responses, grouped by employee category. We plan to summarize the survey results in our final report to the Faculty Senate.

Future Work. It is the recommendation of TAQ that this work continue throughout the 2015-16 academic year. This will allow for the use of the survey analysis in continuing to explore AQ. More specifically, this work would involve:

- use the survey results to identify schools that exemplify aspirational practices of AQ.
 - with this we can do targeted case studies (purposive sampling) of institutions to examine these practices that engender academic quality.
 - focus is on aspirational practices, rather than aspirational comparator institutions.
- determine an initial set of specific indicators of AQ.
 - we hope to include focus groups for follow-up with survey respondents.
- develop a framework to evaluate how well PSU is able to 'move the needle' or make progress in these indicators.
 - e.g., if internship placements are an indicator of AQ, we would evaluate where we are now and where we might want to be in the future and what it would take to get us there.

[1] Task Force on Academic Quality

Virginia Butler (Anthropology, CLAS)

Annabelle Dolidon (World Languages and Literatures, CLAS)

Linda George (Environmental Sciences and Management, CLAS, ex officio from Senate Steering)

Christian Grand, (Associated Students of PSU, Senator), replaced by Eric Noll (April 2015)

Karen Karavanic (Computer Science, Engineering & Computer Science)

Kathi Ketcheson (Institutional Research & Planning, Presidents Office)

Yves Labissiere (UNST, Acting Director)

Scott Marshall (Vice Provost for Academic and Fiscal Planning, OAA, Interim Dean, School of Business Administration)

Alan MacCormack (UNST, AAUP representative)

Todd Rosenstiel (Biology, CLAS)

Vivek Shandas (Urban Studies & Planning, Urban & Public Affairs)

Angela Strecker (Environmental Sciences and Management, CLAS)

[2] March 7, 2011 PSU Faculty Senate Resolution, available at: **

[3] LOA #4 - PSU and AAUP Task Force on Academic Quality, available at: **

[4] October 6, 2014 PSU Faculty Senate Resolution, available at: **

** <https://www.pdx.edu/faculty-senate/task-force-on-academic-quality>

[5] Campus Survey March 2015

What do you think represents academic quality in:

Teaching/student experience

Research/Scholarly Work:

Service:

Please list up to five colleges or universities that you feel embody or support these characteristics and suggest why.

If we could institute changes at PSU to improve academic quality, say over the next 5 years, what general and specific elements could you recommend, in regards to:

Teaching/student experience:

Research/Scholarly Work:

Service:

Please share any additional comments.

***[6] Recommended Motion of Endorsement:**

Faculty Senate endorses the continuation of the work with which the Task Force on Academic Quality has been charged and requests that next year's Task Force return to Faculty Senate by June of 2016 with a recommendation on whether to establish a standing committee on Academic Quality.

***See New Business: E-6**

PORTLAND STATE UNIVERSITY

*Portland State Policies and Procedures for the Evaluation of Tenure, Promotion,
Merit Increases and*

PROCEDURES FOR POST-TENURE REVIEW AT PORTLAND STATE UNIVERSITY

- I. Preamble
- II. Post-Tenure Review ~~Frequency~~ Guidelines and Eligibility
- III. Funding of Post Tenure Review Salary Increases
- IV. Post Tenure Review Cycle and Timelines
- V. Departmental Authority and Responsibility
- VI. Procedures for Post-Tenure Review
- VII. Procedures for Post-Tenure Review of Department Chairs/Unit Heads and Program Directors
- VIII. Roles and Procedures for Administrative Review
- IX. Professional Development Plan
- X. Assessment of the Post Tenure Review Process

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. Post-tenure review acknowledges and values both the continuing scholarly work of the faculty directed towards research, teaching and outreach, and the many dimensions of service that are often a significant part of the career of tenured faculty members.

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 process is 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 recognize 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 Guidelines and Eligibility (merged with the Implementation Document)**

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. In the event of an unsuccessful promotion review, there is no break in the timeline for post-tenure review.

All AAUP-represented tenured faculty members, tenured department chairs/unit heads, and program directors shall undergo post-tenure review. The reviews shall commence in the AY 2015-2016, as delineated herein.

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, 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, ordered by the date of last successful review for tenure or promotion. Post-tenure reviews done prior to the approval of these guidelines will not be considered in judging eligibility. 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. In these cases, an equal number of faculty will be moved from the immediately following quintile into that quintile during the first five year cycle ~~round~~ of reviews.

With written agreement from the Dean, faculty are allowed to defer post-tenure review if review for promotion occurs within the same year, or 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 during the first five year cycle ~~round~~ of reviews.

III. Funding Of Post Tenure Review Salary Increases

The 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) shall 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. The increase will be added permanently to the faculty member’s base salary, effective at the beginning of the subsequent academic year.

Notwithstanding the above, the first two quintiles of tenured faculty shall be reviewed during the initial post tenure review period of 2015-16. The first cohort shall have their salary increase retroactive to September 16, 2015. The second cohort shall have their salary increase effective September 16, 2016.

IV. Post Tenure Review Cycle and Timelines (effective Sept. 16, 2016)

Task	Due Date	
OAA creates list of eligible faculty and provides to Deans	May 1	
Eligible faculty notified	No later than June 1 prior to the year of eligibility	
Faculty requesting deferment	June 15 prior to the year of eligibility	
Department Committees formed	Per Dept. P & T guidelines	
Faculty dossier		1st Friday in October
Committees complete reviews of eligible faculty and submits report		End of October
Chair completes reviews of eligible faculty and submits report	Within 10 working days from receipt of committee report	Mid November
Faculty member receives chair’s letter and committee report	Within 10 working days of the transmittal of the committee’s report	Mid November
Faculty member requests reconsideration	Within 10 working days of receipt of recommendation	Late November
Faculty member submits supporting materials to committee and/or chair	Within 20 working days of request for reconsideration	Mid December
Committee and/or chair respond to reconsideration request and forward all materials to the Dean.		Early January
Deans complete reviews of eligible faculty and submits report	Within 20 working days of the receipt of the committee and chair reports	Late January
Department chair, chair of the committee or faculty member requests reconsideration conference	Within 10 working days of receipt of Dean’s letter	Mid February
Faculty member submits supporting materials to committee and/or chair	Within 10 working days of request for reconsideration	Late February
Dean completes review, issues report and submits to provost.		Mid March
Faculty member requests	Within 10 working days of the receipt	Early April

reconsideration conference with the Provost	of the Provost letter	
Faculty member submits supporting materials to the Provost Faculty member may request meeting with provost	Within 20 working days of receiving Provost letter	Early May
Provost issues decision		Mid May
Post tenure review PDP developed and jointly agreed to by faculty member and chair	Within 30 working days after Provost's post tenure review decision is issued	Early June*
If faculty member and chair cannot agree they will meet with the Dean	Within 14 business days	Mid June
Final PDP with Dean, Chair and faculty member developing PDP	June 15, year of review	
*May be extended if necessary and approval received.		

V. 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, 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 and approval by the Dean. If the procedures and criteria are not ratified by the tenure-line faculty the department/unit will return to the process in step A to develop modified procedures and criteria. Faculty members will not be eligible for review until procedures and criteria are in place.
- 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.

VI. Procedures for Post-Tenure Review of Tenured Faculty Members

A. Notification

1. OAA shall notify each tenured faculty member eligible for post-tenure review by June 1 of the academic year prior to the year of eligibility. Requests for deferral shall be made by June 15 of the year a faculty member is notified.
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. In order to clearly distinguish the P&T Process from the Post Tenure

Review Procedure, departments/units shall create a Post tenure Review Committee for each faculty member under review.

- ii. Departments/units shall specify in their guidelines that the committee shall be comprised of three people; one of whom will be selected from a list of three faculty members submitted by the faculty member under review; the other two will be selected as specified in department/unit guidelines, which shall be 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.
 - iii. Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. Faculty members from other departments may be utilized as necessary to fill post tenure review committees.
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 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 adequately demonstrates to the committee how his or her activities are consistent with departmental/unit 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, different and/or non-lecture forms of instruction or delivery such as online teaching.
 - b. time and support required to transition successfully to new areas of research, teaching, outreach, or service.
 - c. increased departmental service, research, and/or instruction loads as a consequence of department staffing issues, such as the ratio of tenured to non-tenured faculty, increasing enrollments, absences of other faculty members due to sabbaticals, personal circumstances, or released time, unfilled vacancies, administrative appointments, changes in instructional support, increasing class sizes and/or changes in the physical workspace in the department.
 - d. ~~Departmental~~ Personal circumstances such as maternity, paternity, adoption, injuries, illnesses, or other circumstances that have had an impact on the faculty member's work that did not result in a deferral.
 - e. Increased advising or mentoring duties due to departmental changes or to the role the faculty member plays in the campus community
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 meet the standards set forth for post-tenure review, it 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/designee

1. The department chair/designee 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/designee shall write a letter affirming or challenging the committee's decision and recommendation based on the criteria in

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.

VII. 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).

VIII. 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 only in those cases when a faculty member is found not to have met standards and requests reconsideration.
2. The Provost will review ~~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.
3. The Provost will review the decisions by the Dean, department chair or chair designee, and post-tenure review committee to determine if the faculty member meets or does not meet standards. If the Provost finds that the faculty member does not meet standards, then he or she must give reasons for his or her decision, addressing evidence provided at earlier levels of review.
4. 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.~~
5. The faculty member may request in writing a conference for reconsideration by the Provost within 10 ~~working~~ business days of the receipt of the Provost's letter and may add additional evidence to the file within 20 ~~working~~ business days of receiving the Provost's letter. If requested, the Provost shall meet with the faculty member.
6. After receipt of the Provost's final decision, a step 3 grievance may be filed by or on behalf of the faculty member, as provided in the PSU-AAUP collective bargaining agreement, or through the non-contractual grievance process, as applicable, if the faculty member believes that there has been a violation, misinterpretation or improper application of these guidelines. Appeals of the Provost's final decision should follow the grievance procedure found in the Oregon Administrative Rules (OAR 577-42-0005).

7. 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.

IX. 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 ~~two years~~ in duration; a ~~fourth~~^{third} year will be approved in exceptional circumstances. Upon request to the chair the PDP will be extended due to sabbatical or other approved leave.
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 no later than 30 business days after the post-tenure review. 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 within 14 business days 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. Items 1-4 of this section (C) will be completed no later than June 15 the year of the review.

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~~ PDP, 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.

E. Funding of PDP

Any faculty member whose review finds that s/he does not meet standards shall be eligible for professional development funds for each year of the PDP, in an annual amount not to exceed the annual salary increase that would have been provided to the faculty member had s/he met standards, ~~increment amount given in Item 4 Article III per year~~ to provide appropriate support needed for the completion of the ~~Professional Development Plan~~ PDP.

Recognizing that some PDPs will not require the ~~full increment in item 4 Article III, full dollar~~ amount described above, the Senate recommends that any unexpended funds in the pool established for post-tenure review salary increases shall be transferred to the Faculty Development Fund.

F. 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.

XI. Assessment of the Post Tenure Review Process

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, OAA and AAUP-PSU that calls, if needed, for changes in the post tenure review process.

4-7-2015

[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 YES** to indicate “meets standards” and **NM NO** to indicate “does not meet” standards.

NAMES	SIGNATURES	Meets standards YES or NO	DATE	PDP Plan
COMMITTEE RECOMMENDATION:				
COMMITTEE MEMBERS*:				
COMMITTEE CHAIR:				
DEPARTMENT CHAIR:				
DEAN:				

*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 Member Signature

Date

When Provost Review required as described in Section VIII B.

PROVOST/VICE PRESIDENT:				

All completed forms must be filed with the Provost's office no later than June 15 the year of the review.

DRAFT
Memorandum of Understanding between
Portland State University (University) and
The Portland State Chapter of the
American Association of University Professors (Association)
May 13, 2015

Revision to the Portland State University Promotion and tenure Guidelines to incorporate the
Portland State University Post Tenure Review Guidelines

Recital:

The Portland State University Faculty Senate adopted the Portland State University Post tenure Review Guidelines as part of the University Promotion and Tenure Guidelines on April 6, 2015.

Agreement

- I. In accordance with Article 14 Section 3 of the PSU/PSU-AAUP Collective Bargaining Agreement between the parties, the University Promotion and Tenure guidelines shall be modified by the addition of language attached. The parties agree to collaborate on the proper placement of the Post Tenure Review Procedure in the document.

- II. Pursuant to Article III of the Post-Tenure Review Procedures, the base salary of each tenured faculty member in the first quintile whose post-tenure review finds he/she meet standards in AY 2015-2016 will be increased by \$ _____ effective September 16, 2015. The base salary of tenured faculty members in the second quintile whose post-tenure review finds he/she meet standards in AY 2015-2016 will be increased by \$ _____ effective September 16, 2016. Each tenured faculty member whose post-tenure review finds he/she meets standards in each of the subsequent three quintiles will be awarded a base salary increase equal to the increase provided in AY 2015-16 plus a CPI adjustment. The assignment to quintiles shall be based upon the faculty member's "PTR Date," in reverse order with the earliest PTR dates in the first quintile. The faculty member's "PTR Date" shall be determined by date of last promotion in rank, or the faculty member's tenure date, whichever is most recent. To determine distribution between quintiles, faculty members with the same "PTR Date" will additionally be ordered by tenure date, from earliest to latest.

- III. The parties further agree that the timelines for the commencement of the Post Tenure Review Process in 2015 shall follow the following timeline in place of Section IV of the agreement. After AY 2015-2016 Article IV shall apply.

2015

May:	OAA develop list of faculty eligible for post tenure review
June 1:	Revised guidelines pass Faculty Senate
June 2:	Eligible faculty in quintiles 1 & 2 notified
June 8:	Approved guidelines distributed as described in the PTR guidelines
June 10:	Department Chairs notify eligible faculty
June 15:	Deadline for faculty who want to defer or opt-out
June 30:	Any faculty added to the first two quintiles after adjustments made for deferrals and opt-out's notified of eligibility

Summer: Create training modules, FAQs and departmental PTR guidelines template
Sept 25: OAA and AAUP hold joint information sessions
Sept 25: Department Chairs remind eligible faculty of eligibility
Oct 30: Dept. guidelines written
Nov 15: Departments approve procedures
Dec 15: OAA approves all dept. guidelines

2016

Jan 15: Dept. committees formed per guidelines
Jan 15: Faculty dossiers due (1st and 2nd quintiles)
Mar 1: Committees complete reviews and submit report to the chair
Mar 15: Chair completes review and submits report to Dean
Mar 30: Faculty member receives chair and committee reports (Assuming "meets standards" on both)
Apr. 15: Dean completes review and submits report to chair, committee and faculty member (Assuming "meets standards")

IV. This agreement is subject to ratification of the tenure related members of PSU-AAUP.

For the University:

Signature

Print Name

Date

For the Association:

Signature

Print Name

Date

Proposed Motion to Amend the Constitution of the Portland State University Faculty

The Teacher Education Committee recommends a Motion to Amend the *Constitution of the Portland State University Faculty* to sunset the Teacher Education Committee (TEC). **1**

Rationale:

In her 2014 annual report, TEC chair, Maude Hines, wrote,

TEC recommends re-considering the composition of the committee and how to best make use of the value of its membership. Several options have been discussed.

The two options were to 1) Reconstitute itself with membership drawn primarily from the GTEP Content Advisors, or 2) Sunset the committee.

As the TEC Chair for 2014 – 2015, Karin Magaldi met with with William Fischer (TEC co-chair in Fall 2014) and Maude Hines (former chair) to follow up Maude’s suggestion to consider whether the committee was meeting its charge (Article IV, Section 4h, PSU *Constitution*) to

- 1) ensure that the subject matter content and prerequisites address relevant state and national standards
- 2) provide input on admissions requirements,
- 3) facilitate the development of clear pathways to admissions to Graduate School of Education teach preparation programs, and
- 4) assist in the recruitment of teacher candidates.

It became clear from meetings with Associate Dean Caskey and Professor Lenski, that the GSE Content Area Advisors are responsible for and have handled the first two charges and the GSE covers the last two charges. Professor Lenski and Associate Dean Caskey strongly recommended that we sunset the committee since it no longer fulfills its original function and is therefore no longer needed.

The undersigned members of TEC propose the elimination of the Faculty Senate Teacher Education Committee:

Karin Magaldi, Chair
 Lisa Aasheim
 Teresa Bulman
 Lois Delcambre
 Debra Glaze
 Maude Hines
 Randy Hitz

Sheldon Loman
 Susan Lenski
 Jane Meinhold
 Jane Mercer
 Deborah Peterson
 Gwen Shusterman
 Eva Thanheise

The following members of the 2014 – 2015 Faculty Senate, support this Motion to Amend the Constitution of the Portland State University Faculty: Pat Boas, Michael Bowman, Gary Brodowicz, Linda George, Brad Hansen, Yves Labissiere, Robert Mercer, Swapna Mukhopadhyay, John Rueter, Lynn Santelmann

1. Advisory Council has reviewed and approved the proposed change. It notes that with the elimination of subsection h)TEC, the subsequent committees listed in Article IV, Section 4, 4) Standing Committees and Their Functions, will have to be re-labeled.

W

If adopted, amendments 1 - 4 will update the Constitution in keeping with the establishment of the PSU Board of Trustees as the successor authority for the Oregon State Board of Higher Education, with the creation of new ranks by amending the PSU P & T Guidelines (approved April 6, 2014) and with the implementation of a leadership succession (Presiding Officer Elect, Presiding Officer, Past Presiding Officer) (approved June 4, 2012*)

If adopted, amendment 5 will adjust the description of the elections calendar in keeping with the changes in the election process (approved June 4, 2012*)

These amendments are to be reviewed by the Advisory Council

CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY

Adopted May 6, 1964; Last Amended, June 4, 2012

Amendment 1 (was # 2 in the May agenda)

ARTICLE III. FACULTY POWERS AND AUTHORITY.

Section 1. Faculty Powers.

The Faculty shall have power, subject to legal limits, to take action to promote faculty welfare. The Faculty shall have power to act upon matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and to decide upon curricula and new courses of study. This power shall include, but not be confined to, action upon the establishment, abolition, or major alteration of the structure or educational function of departments or of programs which include more than one department or instructional unit of the University. The Faculty will normally exercise this power through its representative, the Senate. The Faculty shall, however, have the appellate power to review all actions by the Senate, whenever an appeal is made from Senate action as hereinafter provided.

In all matters, except those granted to the Senate, the Faculty shall have original jurisdiction. Whenever the Faculty is acting within its province as herein designated, its actions shall be effective unless they involve an increase in the expense of instruction or administration. Whenever such an increase is involved, whether by action of the Faculty or Senate, the President shall report the action to the ~~Chancellor of the Oregon State Systems of Higher Education~~ **Board of Trustees** with his or her recommendations.

Amendment 2 Regarding Presiding Officer Elect and Past Presiding Officer (two references)

ARTICLE V. FACULTY SENATE.

Section 1. Membership.

1) Ex-officio Members

a) The President, the Provost, all Vice Presidents; all Deans; the University Librarian; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.

b) The chairperson of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.

c) **In the event that they are not serving as elected members, the Presiding Officer Elect and Past Presiding Officer shall serve as ex officio members.**

A. FUNCTIONS & PROCEDURES OF THE FACULTY SENATE

Steering Committee

After the election of a Presiding Officer and a Presiding Officer ~~Pro-Tem~~ Elect, the Senate shall elect two of its members each year to serve two-year terms, with the Presiding Officer, Presiding Officer ~~Pro-Tem~~ Elect, Past Presiding Officer, and Secretary, as the Steering Committee of the Senate. [...]

Amendment 3

Section 3. Organization of the Senate.

1) **Officers and Their Duties.** Upon delegation of authority by the President, the Senate should choose a presiding officer and a presiding officer-elect in such manner as shall be prescribed in "Functions and Procedures of the Senate." The Presiding-Officer will serve a one-year term to be succeeded by the Presiding Officer-Elect. The outgoing Presiding Officer shall be considered as Past Presiding Officer during the year following her/his term.

The Secretary to the Faculty shall be the ex-officio Secretary of the Senate and shall keep all records of the deliberations and actions of the Senate for use by the President, members of the Faculty, ~~the Chancellor,~~ and members of the **Board of Trustees** ~~State Board of Higher Education~~. The Secretary shall send to each member of the Faculty within one week of a Senate meeting a summary of all actions taken by the Senate at that meeting.

Amendment 4

Article V of the Faculty Constitution describes Senate membership, election procedures, organization, authority and functions....

Section 2. Election of the Senate.

1) **Determination of Divisional Representation.** By the first Monday in March of each year, the chief administrative officer of each division (see Article V, Section 1, Paragraph 2) shall report to the Secretary to the Faculty the name of each faculty member, and the number of full-time equivalent faculty assigned to each division. [...]

2) **Identification of Candidates.** At least eight ~~Six~~ weeks prior to the date of Senate elections, the Secretary to the Faculty shall obtain from each divisional administrative officer an approved list of the faculty members assigned to the division. No later than four weeks before the Senate election, each eligible person on this list will receive an invitation to opt-in as a candidate for a Senate position. All persons whose positive opt-in is received by the Secretary to the Faculty no later than two weeks before the election will be declared final candidates.

3) **Election.** On the last Monday in April the Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall mail ballots containing the names of final candidates for Senate election to faculty members of the respective divisions. [...]

--- END

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 pathway 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 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.

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 none-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 choose 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
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+ 4 Different Tracks

Musicianship Music Appreciation Musicology Recording Technology

Level I (8 CR)	Level I (8 CR)	Level I (8 CR)	Level I (8 CR)
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
Level II (8 CR)	Level II (8 CR)	Level II (8 CR)	Level II (8 CR)
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
24 CR TOTAL	24 CR TOTAL	24 CR TOTAL	24 CR TOTAL

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.

May 13, 2015

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

RE: Consent Agenda

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

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

College of Liberal Arts and Science

Change to Existing Programs

E.1.a.1

- MA/MS in Psychology – change to existing program; reduce total credits

E.1.a.2

- PhD in Applied Psychology – change to existing program; eliminate internship requirement

E.1.a.3

- MA/MS in Sociology – change to existing program, reduce total credits

E.1.a.4

- PhD in Sociology and Social Inequality – change name to Sociology, add required courses

New Courses

E.1.a.5

- SOC 528/628 Gender Inequality, 4 credits
Explore sociological scholarship on topics related to gender inequality. Emphasis on examining the intersection of gender with race, ethnicity, class, and sexuality. Major focus will be evaluating the theoretical, methodological, and empirical contributions of scholarship in the area of gender inequality.

E.1.a.6

- STAT 572 Bayesian Statistics, 3 credits
Modern applied Bayesian methods including Markov Chain Monte Carlo methods for analyzing multivariate posterior distributions. Computing will be done primarily in R using standard libraries for sampling.

E.1.a.7

- WS 583 Critical Disability Studies Service Learning I, 2 credits
The foci of the 3 quarter sequence are to: prepare students to be culturally responsive change agents working equitably with people with disabilities, provide an opportunity for students to work cooperatively with disability communities, and result in an in-depth study of a policy impacting people with disabilities. This is the first course in a sequence of three: WS 583, WS 584, WS 585 which must be taken in sequence. Prerequisites: WS 580 and WS 581.

E.1.a.8

- WS 584 Critical Disability Studies Service Learning II, 2 credits
The foci of the 3 quarter sequence are to: prepare students to be culturally responsive change agents working equitably with people with disabilities, provide an opportunity for students to work cooperatively with disability communities, and result in an in-depth study of a policy impacting people with disabilities. This is the second course in a sequence of three: WS 583, WS 584, WS 585 which must be taken in sequence. Prerequisites: WS 580, WS 581 and WS 583.

E.1.a.9

- WS 585 Critical Disability Studies Service Learning III, 2 credits
The foci of the 3 quarter sequence are to: prepare students to be culturally responsive change agents working equitably with people with disabilities, provide an opportunity for students to work cooperatively with disability communities, and result in an in-depth study of a policy impacting people with disabilities. This is the third course in a sequence of three: WS 583, WS 584, WS 585 which must be taken in sequence. Prerequisites: WS 584.

Graduate School of Education

Change to Existing Programs

E.1.a.10

- Graduate Certificate in Training and Development – change to existing program; add/drop specialization tracks, drop electives

New Courses

E.1.a.11

- CI 511 Examining Base Ten Numeration and Operations, 3 credits
Explore the base ten structure of the number system and how that structure is used in multi-digit computation. Investigate how basic concepts of whole numbers reappear when working with decimals. Student thinking is at the center of this course through examination of student work and students at work.

E.1.a.12

- CI 512 Examining Operations with Whole Numbers and Fractions, 3 credits
Examine the actions and situations modeled by the four basic operations. Begin with a view of how counting moves toward solving whole number problems and then how whole number operations extend to the context of fractions. Student thinking is at the center of this course through examination of student work.

E.1.a.13

- CI 513 Enhancing Algebraic Thinking: Generalization about Operations, 3 credits
Examine generalizations at the heart of studying operations in the elementary grades. Express generalizations in common language and algebraically, develop representation-based arguments, study what it means to prove, and extend generalizations from whole numbers to integers. Student thinking is at the center of this course through examination of student work.

E.1.a.14

- CI 514 Enhancing Algebraic Thinking: Patterns and Functions, 3 credits
Discover how patterns lead to functions, learn to read tables and graphs to interpret change, and use algebraic notation to write rules. With emphasis on linear functions, explore

nonlinear functions, examine how function features are seen in graphs, tables, or rules. Student thinking is at the center of this course.

E.1.a.15

- CI 515 Developing Geometric Thinking and Concepts, 3 credits
Examine aspects of two- and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. Study angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representations. Student thinking is at the center of this course through examination of student work.

E.1.a.16

- CI 516 Exploring Measurement Concepts, 3 credits
Examine different attributes of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of area and volume formulas. Explore conceptual issues of length, area, and volume, as well as inter-relationships. Student thinking is at the center of this course through examination of student work.

E.1.a.17

- CI 517 Developing Concepts of Data Analysis, 3 credits
Work with data collection, representation, and interpretation. Learn what graphs and statistical measures show about data, study how to summarize data when comparing groups, consider whether data provide insights into questions that led to data collection. Student thinking is at the center of this course through examination of student work.

E.1.a.18

- SPED 588 Foundations of Applied Behavior Analysis, 3 credits
Introduction to the Board Certified Behavior Analyst (BCBA) course sequence designed to prepare students to take the BCBA exam. Specifically designed to provide students with the knowledge of ABA terms as well as the application of positive behavior support and technological methods specific to the needs of your community.

E.1.a.19

- SPED 589 Behavioral Assessment, 3 credits
Designed for students to learn the fundamental elements of behavior assessment, how to identify behaviors appropriate for behavioral assessment, selecting behavior goals and strategies, ethical and professional issues that may arise during the process of behavioral assessment.

E.1.a.20

- SPED 590 Positive Behavior Support, 5 credits
This course is designed for students to learn the positive behavior support method, selecting appropriate and effective strategies to address behavior goals including the use of technology, and responding to ethical and professional issues that may arise during the process of implementing behavior support methods.

E.1.a.21

- SPED 591 Single Subject Design, 5 credits
This course in the single subject research method applies knowledge of applied behavior analytic interventions based on the Behavior Analyst Certification Board (BACB®) Foundational Knowledge List. This is the first of two research courses in the Board Certified Behavior Analyst (BCBA) sequence to prepare students to take the BCBA exam.

E.1.a.22

- SPED 592 Ethics in ABA, 4 credits
This course at PSU is specifically designed to provide students with the knowledge of ethics within the field of ABA as well as ethical application of positive behavior support and technological methods specific to the needs of your local community identified in the technology project for this course.

E.1.a.23

- SPED 593 Advanced Single Subject Design, 4 credits
Designed for students to learn measurement and design considering behavior change, system support, implementation, management, supervision and ethical and professional issues relevant to the practice of behavioral intervention and research design.

Change to Existing Courses

E.1.a.24

- LIB 534 Administration of the School Library Media Center, 3 credits – change title to Administration of the School Library, change course description

E.1.a.25

- LIB 536 Design and Production of Instructional Media, 3 credits – change title to Instructional Design and Technology for Schools & Libraries

E.1.a.26

- LIB 547 Library Media Instructional Programs, K-12, 3 credits – change title to School Library Instructional Programs, K-12, change course description

E.1.a.27

- LIB 548 Organization of Library Media Collections, 3 credits – change Cataloging and Organization of School Library Collections, change course description

E.1.a.28

- LIB 561 Practicum Elementary Library Media Center, 3 credits – change title to School Library Practicum: Elementary, change course description

E.1.a.29

- LIB 562 Practicum Middle or Junior High Library Media Center, 3 credits – change title to School Library Practicum: Secondary, change course description

School of Business Administration

New Courses

E.1.a.30

- FIN 521 New Venture Finance, 4 credits
Learn how early stage companies access capital for their new ventures, how investors evaluate potential investments, and considerations for structuring the financing.

E.1.a.31

- ISQA 520 Introduction to Business Intelligence and Analytics, 4 credits
An overview on leveraging data resources to develop and deploy business strategies to enhance their decision-making capabilities so organizations can gain and sustain a competitive advantage. Specifically, the course shows how to discover subtle patterns and associations from business data and develop and deploy predictive, clustering, and market basket models to optimize decision-making throughout organization. Prerequisite: Mth 261 or equivalent.

E.1.a.32

- ISQA 521 Analytics Communication and Management, 2 credits
Prepares students to access, analyze, manage, and present data to an organization's decision makers. An essential skill within Business Intelligence / Analytics is the ability to effectively communicate analysis, which includes providing a recommendation to decision makers through data visualization. Prerequisite: ISQA 520.

School of Social Work

New Courses

E.1.a.33

- SW 593 Practice and Leadership with Communities and Organizations I, 3 credits
This course anchors the three-quarter advanced concentration for social work practice and leadership in community and organizational contexts, advancing skills in empowering individuals, organizations and communities for just solutions to social problems. This is the first course in a sequence of three: SW 593, SW 594, SW 595 which must be taken in sequence. Prerequisites: SW 511 or SW 589.

E.1.a.34

- SW 594 Practice and Leadership with Communities and Organizations II, 3 credits
The second course of a three-term sequence is focused on group work, organizational and community assessments. This course is designed to look at features of organizational and community action planning including building coalitions, with emphasis on popular education, increasing equity, and reducing disparities. This is the second course in a sequence of three: SW 593, SW 594, SW 595 which must be taken in sequence. Prerequisite: SW 593.

E.1.a.35

- SW 595 Practice and Leadership with Communities and Organizations III, 3 credits
In the third term of this course sequence involves building student skills in social transformation, at both the organizational and community level, with heightened focus on improving public policy. Students will build skills for practicing policy advocacy from inside and outside the system. This is the third course in a sequence of three: SW 593, SW 594, SW 595 which must be taken in sequence. Prerequisite: SW 594.

College of Urban and Public Affairs

New Courses

E.1.a.36

- PA 574 Food and Agriculture Policy, 3 credits
Course explores food- and agriculture policy development and implementation at global, national, and local levels. Examines the social, economic and environmental aspects of food and agricultural systems, including impacts of trade and aid policies, the Farm Bill, food system frameworks, and cross-cutting issues including water resources, toxics, and social equity.

E.1.a.37

- PHE 527 Food Systems and Public Health, 3 credits
Examines public health effects of industrial and alternative food systems. Designed as an introductory course for students interested in exploring issues at the intersection of public health, equity, and the environment. Key course themes include: food consumption patterns, health inequities, food insecurity and hunger, healthy food environments, food animal production.

May 13, 2015

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

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

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

College of Liberal Arts and Sciences

New Prefix

E.1.b.1

- GRN – new course prefix for Gender, Race, and Nations

New Courses

E.1.b.2

- WS 480/580 Introduction to Critical Disability Studies, 4 credits
Introduction to critical disability studies, what it is, and what it is not. Through lectures, readings, guest speakers, assignments and small group discussion, students will engage with each other to encourage application of new concepts in their current and future academic and personal lives. Prerequisite: Senior standing or instructor approval.

E.1.b.3

- WS 481/581 Disability and Intersectionality, 4 credits
Focuses on intersectionality in the context of disability. Explores the historical and current contexts of disability in combination with race, ethnicity, gender, sexuality, and social class. Engages with the application of these new concepts in their current and future studies and personal lives. Prerequisite: WS 480/580 or instructor approval.

Change to Existing Courses

E.1.b.4

- HST 413/513 Topics in Women, Gender, and Transnationalism, 4 credits – change title to Topics in Transnationalism, change course description and prereqs

E.1.b.5

- HST 430/530 U.S. Cultural History, 4 credits – change title to Roots of American Culture, change course description and prereqs

E.1.b.6

- HST 431/531 U.S. Cultural History II, 4 credits – change title to Rise of American Corporate Culture, change course description and prereqs

E.1.b.7

- HST 432/532 532 U.S. Cultural History III, 4 credits – change title to Recent U.S. Political Culture, change course description and prereqs

E.1.b.8

- HST 433/533 Colonial American and U.S. Social and Intellectual History, 4 credits – change title to American Social and Intellectual History, 1600-1865, change course description and prereqs

E.1.b.9

- HST 434/534 Colonial American and U.S. Social and Intellectual History, 4 credits – change title to U.S. Social and Intellectual History, 1865-present, change course description and prereqs

E.1.b.10

- HST 440/540 American Environmental History, 4 credits – change course description

E.1.b.11

- HST 447/547 American Constitutional History I, 4 credits – change title to U.S. Constitutional History: Foundations, change course description and prereqs

E.1.b.12

- HST 448/548 American Constitutional History II, 4 credits – change title to U.S. Constitution: Nineteenth Century, change course description and prereqs

E.1.b.13

- HST 449/549 American Constitutional History III, 4 credits – change title to U.S. Constitution: Twentieth Century, change course description and prereqs

E.1.b.14

- MTH 488/588 Topics in Technology for Mathematics Teachers, 4 credits – change title to Topics in Computing for Mathematics Teachers

E.1.b.15

- SOC 426/526 Women and Mental Illness, 4 credits – change title to Gender and Mental Health, change course description

E.1.b.16

- WR 428/528 Advanced News Writing, 4 credits – change title to Advanced Media Writing, change course description

Graduate School of Education

New Courses

E.1.b.17

- ELP 484/584 Strategies for eLearning, 3 credits
Best practices in eLearning and pedagogical issues related to design, development, and delivery. Application of research in learning and cognition to eLearning for design, analysis and problem solving. Prerequisite: Upper-division standing.

Change to Existing Courses

E.1.b.18

- ELP 440/540 Urban Farm Education: Leveraging Policy and Research to Cultivate Garden-based Education in practice – add 400-level to existing 540

E.1.b.19

- ELP 444/544 Instructional Design for Online Based Training, 3 credits – change title to eLearning Instructional Design, change course description and prereqs

E.1.b.20

- ELP 445/545 Building Online Training, 4 credits – change title to Developing eLearning, change course description and prereqs

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.21

- CE 493/593 Design and Operation of Bicycle and Pedestrian Infrastructure, 4 credits
Design and operational concepts in the engineering design of bicycle and pedestrian infrastructure. Course covers on-road and shared path locations. Specific topics include design details of bikeways, basic geometric design, intersection and signalization considerations, and ADA requirements supporting non-motorized modes. Prerequisite: CE 454.

College of the Arts

New Courses

E.1.b.22

- ART 457/557 Low Tech Cinema, 4 credits
This studio course uses readily accessible technologies and inexpensive techniques to create media artwork. Course topics include cell phones and mobile devices, conceptual and text-based movies, handmade 16mm film techniques, toy cameras, diary videos, consumer-grade analog video equipment including VHS, glitch art, media appropriation, and hacking. Prerequisite: Upper-division standing.

May 15, 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

New Courses

E.1.c.1

- Mus 231 Survey of Popular Music Since 1950 (4)
Informs students of musical, historical and social aspects of American popular music since 1950. Genres explored include rhythm and blues, country and western, rock and roll, punk, heavy metal and hip-hop.

Change to Existing Courses

E.1.c.2

- TA 464/564 Development of Dramatic Art – change course number to TA 363; change title to Development of Dramatic Art I.

E.1.c.3

- TA 465/565 Development of Dramatic Art – change course number to TA 364; change title to Development of Dramatic Art II.

School of Business Administration

Changes to Existing Courses

E.1.c.4

- Mgmt 422/522s Money Matters for Social Innovation – change prerequisites.

E.1.c.5

- Mgmt 423/523s Storytelling & Impact Measurements for Social Innovation – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.c.6

- Minor in Sociology – allows Soc 410 courses to be included in requirements for 12 upper-division sociology credits.

E.1.c.7

- BA/BS in Speech and Hearing – changes program course requirements; total number of credits remain the same.

New Courses

E.1.c.8

- Ch 121 Preparatory Chemistry (4)
Introduction to mathematics and science presupposed by the General Chemistry sequence (Ch 221, Ch 222, and Ch 223). Designed for students needing a review of topics from high school chemistry and Mth 111. Successful completion of this course should leave students prepared for Ch 221. Prerequisite: Mth 111 or equivalent.

E.1.c.9

- NAS 334 Topics in Film Genres and Movements (4)
Study of major aesthetic, cultural, and social movements in film. This is the same course as Eng 334 and may be repeated with different topics.

E.1.c.10

- NAS 335 Topics in Literature and Film (4)
Study of the interplay between the textual and cinematic presentation: how these media have treated specific historical, social, and cultural phenomena, as well as the ways literature and film have inspired and influenced each other in terms of content, form, and audience. This is the same course as Eng 335 and may be repeated for credit with different topics.

E.1.c.11

- SpHr 465 Introduction to Research Methods for Clinical Scientists (4)
Covers designs and data interpretation methods used in clinical research. Validity threats are highlighted and discussed in the context of clinical studies. Focus on application of research principles in the evaluation of journal articles, with the goal of enabling students to critically review the literature. Prerequisites: Stat 243, Stat 244 or equivalent.

E.1.c.12

- Stat 351 Probability and Statistics for Electrical and Computer Engineering (4)
An introduction to applied probability, statistics, and data analysis. Sample spaces, probability laws, discrete and continuous probability models, sampling theory, point and interval estimation, hypothesis testing, regression, correlation, experimental design, analysis of variance, computer simulation and computation in Matlab. Applications to problems of current interest to electrical and computer engineers

E.1.c.13

- Stat 353 Exploratory Data Analysis and Stats for Mechanical and Materials Engineering (4)
A statistics course with the main emphasis on understanding data from mechanical engineering applications. Computer-based methods and the R software are used extensively. Descriptive statistics, probability and Bayes' Rule are introduced. Formal inference and hypothesis testing are presented with methods of regression and analysis of variance.

Changes to Existing Courses

E.1.c.14

- G 201 Physical Geology – change title, description.

E.1.c.15

- G 202 Physical Geology – change title, description.

E.1.c.16

- G 435 Stratigraphy and Sedimentation – change title, description, concurrent enrollment.

E.1.c.17

- Hst 415 Topics in Greek History – change prerequisite.

E.1.c.18

- Hst 416 Topics in Roman History – change prerequisite.

E.1.c.19

- Hst 420 Topics in Early Modern Japanese History – change prerequisite.

E.1.c.20

- Hst 421 Topics in Modern Japanese History – change prerequisite.

E.1.c.21

- Hst 422 Topics in Postwar Japanese History, 1945-present – change prerequisite.

E.1.c.22

- Hst 423 Topics in Chinese Social History – change prerequisite.

E.1.c.23

- Hst 424 Topics in Chinese Thought and Religion – change prerequisite.

E.1.c.24

- Hst 425 Modern China – change prerequisite.

E.1.c.25

- Hst 435/535, 436/536, 437/537 American Diplomatic History – drop.

E.1.c.26

- Wr 228 News Writing – change title, description.

E.1.c.27

- Wr328 News Editing – change title, description.

College of Urban & Public Affairs

New Courses

E.1.c.28

- PA 316 Leadership in New Student Programs (3)
Focus on developing an understanding of the transitional needs of students and their families upon entering Portland State University (PSU). Explores the demographics of students and identifies student development theory in relationship to New Student Programs. Key topics include: utilizing the Change Model of Leadership Development, teamwork, communication, student development, leadership development, and diversity.

E.1.c.29

- PHE 314 Research in Health and Fitness (4)
Examines basic aspects of scientific research related to health and fitness. Topics include: reading and critically evaluating scientific research reports; reviewing interpretation of basic statistical analyses; investigating the fundamental skills for developing a research plan, including problem selection, literature review, instrumentation, ethics and sampling.

Changes to Existing Courses

E.1.c.30

- PHE 370 Applied Kinesiology – change prerequisites.

EPC Motion: OHSU-PSU Joint School of Public Health

Motion: The Educational Policy Committee moves that the Faculty Senate approve the creation of a new OHSU-PSU joint School of Public Health.

Scope: This is a proposal for the creation of the School of Public Health as an administrative unit. It is understood that existing units and academic programs at PSU are envisioned as essential parts of this School, but the relocation of those units and programs into the School is not covered under this motion. Those changes will occur in accordance with the process spelled out in the “Guidelines for Proposals to Transfer the Academic Home of Units across Schools and Colleges at PSU.”

The full proposal materials, including appendices, are available on PSU’s Curriculum Tracker, following the link for the Educational Policy Committee, or using either of these links:

<https://psucurriculumtracker.pbworks.com/w/page/94602353/Public%20Health%2C%20School%20of%20%28201502%29>

<https://goo.gl/d7wpaQ>

BACKGROUND

For 21 years, Portland State University, Oregon Health Sciences University, and Oregon State University were partners in a successful, collaborative, Masters of Public Health (MPH) program. In 2010, a Task Force of public health faculty from the 3 universities was charged with exploring and reporting on future possibilities for that collaboration (See SPH proposal, Appendix I. F.). This Task Force identified the promising possibility of establishing two separately accredited Schools of Public Health (SPH) at OSU and OHSU, with cooperation by PSU. By July 2014, this 3-institution collaboration evolved, with OSU establishing an independent, CEPH-accredited College of Public Health & Human Sciences, and PSU and OHSU continuing their partnership through the OMPH program.

RATIONALE

PSU and OHSU, the two remaining partners of the collaborative Oregon MPH program, have all of the pieces required for an attractive, viable School of Public Health. Much of the state’s health infrastructure is clustered in its largest metropolitan area, but there is no School of Public Health serving the region. A joint OHSU-PSU School would fill this void, and an accredited school would deepen collaboration between the two universities, and open access to research funding that is only available to an accredited school. It would also offer students in the region access to an accredited school with a rich combination of options and tracks, from undergraduate through doctoral degrees.

EDUCATIONAL POLICY COMMITTEE EVALUATION

In February 2015, the EPC reviewed an early draft of the proposal for the creation of an OHSU-PSU School of Public Health. At that time, EPC recommended revisions, clarifications, and requested three external review letters from current or past Deans of Public Health Schools who could speak to the viability and promise of the proposal.

At its April 13, 2015, meeting EPC reviewed a complete proposal, and voted to approve a motion recommending to Faculty Senate the creation of a joint OHSU-PSU School of Public Health, conditional on the arrival of a letter from a third external reviewer. The third letter, from the Associate Dean of the School of Public

Health, University of Washington, was received May 14. This removed the final condition for full assessment by EPC for its motion.

Confident of having exercised due diligence on behalf of the Faculty of PSU, the EPC brings forth this motion.

BUDGET COMMITTEE REVIEW OF BUDGETARY IMPACT

The budgetary impact of the School of Public Health proposal can be broken into three parts: the creation of the School, the transfer of units and programs into the School, and the increased growth due to the creation of the School.

Creation of the School

The cost for establishing the administrative structure of the School (Dean, Assistant and Associate Deans, support staff, etc.) is \$800,000 on an ongoing basis. OHSU and PSU each contributed \$400,000 beginning this fiscal year. This increased the size of the FY2015 budget cut in Academic Affairs by \$400,000. PSU's contribution in future years will fluctuate via the PBB process as do the other colleges and schools.

The one-time cost for accrediting the school is approximately \$16,000, which covers application fees and paying for site visits. Additionally, our annual dues to CEPH will increase by \$6,500 annually upon accreditation. These costs would either come out of the \$800,000 above or else be covered equally by OHSU and PSU.

Transfer of Units and Programs to the School

The actual cost of moving a unit (new business cards, signs, letterhead) is insignificant. Other costs can be viewed in three segments: impact on the other schools and colleges; impact on CUPA; and impact on the revenue supporters. These are organizational changes only. No OHSU or PSU units will be physically moving as part of the creation of SPH in the near future.

The combined budget and revenue requirements for the new SPH and the new CUPA will be the same as the current budget and revenue requirement for CUPA (including the \$400,000 budgeted for SPH this year). The budgets and revenue requirements of the other colleges and schools will not be affected by the creation of the school or the transfer of units from CUPA to SPH.

Much work has been undertaken to disentangle the budgets and revenue requirements of programs making up the new SPH and the new CUPA. There will undoubtedly have been some small subsidies that may have been missed (perhaps some Hatfield School staff time spent in support of the PA health degrees or unrecovered indirect costs favoring CUPA over SPH). The effects of these will be small, and it is to be hoped there will be the flexibility to allow for budgetary tweaks to account for them as they arise.

Programs and employees from OHSU and PSU are being combined into a single administrative unit. These programs and employees have received support from their respective universities. In all but one of the known cases, they will continue to receive support from their home institution. The one exception is research administration support. OHSU will provide support (and absorb the cost) for research administration of SPH grants (except for those OHSU is ineligible to receive, such as those regarding undergraduate education). PSU will receive the funds for those grants from PSU faculty. This leads to no change in revenue but slightly reduced expenditures in RSP in support of this revenue. There should be no change in expenditures for other revenue supporter units at PSU.

The Cost of Growth

One of the arguments for the creation of the School is the growth opportunity an accredited school of public health affords. Applications to the related masters and PhD programs this year were significantly higher than last year. Most of that increased interest is from non-resident students. Nationally, undergraduate public

health programs are seeing much stronger growth than graduate programs are experiencing. The BA/BS in Health Studies would be the major tuition driver for SPH.

SPH does not currently have the capacity to grow to meet the anticipated demand, and to meet that demand will require investment in faculty. Some investment can come from growth up to the limits of the School's current capacity and from the increased philanthropic opportunities an accredited school will bring.

Any growth plans the School implements will be proposed through their annual strategic enrollment plan. The Administrative Leadership Team, the enrollment management group, and the Faculty Senate Budget Committee will review these plans. There will be opportunities for questions and feedback on plans prior to their implementation.

There will be enrollment growth in the School and that growth will have effects on other units. Departments offering classes frequently taken by public health majors (such as Biology), as well as the revenue supporters that support the students in SPH (such as the Library) will see increased demand as the School grows. Colleges teaching more students due to SPH growth will generate more revenue; whether that revenue makes its way to the departments offering the specific classes depends on those colleges' internal fiscal allocation mechanisms. Revenue supporters normally do not receive budget increases to cover the cost of increased demand from growth. These problems occur with all growth in the University and the budget model may need modification to take these impacts into account, particularly working through the impact of increased enrollment projected in strategic enrollment management plans on other colleges and schools.

Conclusion

The School of Public Health will cost PSU approximately \$400,000 per year (increasing as personnel costs increase). There will not be an impact on the budgets or revenue requirements of the other colleges and schools in future years.

The Committee was impressed with the cooperation and openness displayed by the School of Public Health Initiative leadership and faculty, and their collaboration with us.

The creation of a joint school with OHSU is a major step, with many inter-institutional decisions being implemented. The Committee recommends that the universities study the result in a few years, with an eye on fixing those decisions that have not worked, and learning from what worked well for future collaborative efforts.

May 7, 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 Urban and Public Affairs

New Program

BA/BS in Applied Health and Fitness (Summary attached)

FSBC comments: See the Curriculum Tracking wiki for comments.

PROPOSAL SUMMARY FOR

BA/BS in Applied Health and Fitness

Overview:

After mapping our curriculum to the Association of Schools and Programs of Public Health (ASPPH) guidelines for all concentrations and updating our curriculum to the Council on Education for Public Health (CEPH) standards, it was determined that public health accreditation requirements are not appropriate for the Physical Activity/Exercise concentration of the Health Studies B.A./B.S. degree. The School of Community Health recommends that the Physical Activity/Exercise concentration be reconfigured as a stand-alone degree program and renamed B.A./B.S. Applied Health and Fitness, which is more appropriate for students pursuing a focus on exercise and fitness. Accreditation requirements for these areas include but are not limited to: certification exams offered by The American College of Sports Medicine (ACSM) and the National Strength & Conditioning Association (NSCA). These organizations represent The National Commission for Certifying Agency's (NCCA) most highly regarded accreditations in the Health and Fitness industry. Under the proposed joint School of Public Health initiative between Portland State University and Oregon Health and Sciences University, a stand-alone B.A./B.S. degree program is necessary in order to satisfy the CEPH accreditation requirements for the joint School of Public Health (the proposed B.A./B.S. degree will not be among the programs in the joint School of Public Health that are required to meet CEPH accreditation requirements, but will instead be a stand-alone program under different accreditation requirements). The proposed degree program will replace the current Physical Activity/Exercise concentration of the Health Studies B.A./B.S. degree and will meet non-CEPH accreditation requirements for students hoping to pursue careers in Personal Training, Strength & Conditioning, Fitness for Special Populations and Health Coaching.

Evidence of Need:

According to a recent survey by the American College of Sports Medicine (ACSM), "educated and experienced fitness professionals" now constitute the most important fitness trend in the world, having jumped from third to first place since last year. "Personal trainers" rose from seventh to third place. Recent SCH survey results support the revision and updates to the curriculum. The School of Community Health has experienced a significant growth in the number of students choosing to major in Physical Activity/Exercise over the last five years.

To be successful in this field, graduating students must obtain a certification from a national organization. While there are numerous certifications one can pursue, several stand out as exemplary, including those from the NSCA and ACSM. The undergraduate curriculum committee in Community Health chose to use the Personal Training Program Education Recognition Program (ERP) as a guide for proposing curriculum revisions and updates. This was accomplished by curriculum mapping to the ERP learning outcomes. (See attached supporting documentation).

Course of Study:

The Applied Health and Fitness degree is designed for the student with interests in physiological and programmatic aspects of exercise, nutrition, fitness, personal health and physical activity. Coursework in practical and applied techniques follows a basic framework in the biological sciences and prepares for professional careers in Personal Fitness, Special Populations and Wellness Coaching.

A grade of C- or better is mandatory in all coursework required for degrees in the School of Community Health. With the exception of internship credits, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling the majors or minors offered within the school. Students must fulfill all general University requirements in addition to specific school requirements.

Requirements

Core requirements

In addition to meeting the general University degree requirements all majors in health studies must take the following core coursework plus select at least one focus area:

Core coursework (50 credits)

PHE 250 Our Community, Our Health	4
PHE 363 Communicable and Chronic Disease	4
PHE 361 Care and Prevention of Injuries	4
PHE 404 Internship	4
PHE 270 Basic Biomechanics	2
PHE 314 Research in Fitness	4
Bi 301 Human Anatomy and Physiology	4
Bi 302 Human Anatomy and Physiology	4
PHE 325 Nutrition for Health	4
PHE 370 Applied Kinesiology	4
PHE 473 Physiology of Exercise	4
PHE 474 Exercise Prescription and Training	4
PHE 475 Exercise Testing Techniques	4

Fitness and Exercise Focus Area

This concentration is designed to provide fitness coaches and personal trainers with the resources and services to be successful. The Fitness and Exercise Concentration is intended to educate and train professionals working with a wide range of clients to improve their fitness levels and overall well-being.

Coursework (26 credits)

PHE 421 Health Coaching Strategies	4
PHE 456 Health Aspects of Aging	4
PE 185 Fitness Conditioning	1
PE 185 Sports Conditioning	1
PE 185 Weight Training.	1
PE 185 Weight Loss Boot Camp	1
PE 195 Fitness Instruction (Personal Training)	2
PHE Electives From the list below	8

Plus one of the following:

BA 306 Working with Money for Business Minors	4
BA 316 Working with Customers for Business Minors	4
BA 326 Working with People for Business Minors	4
BA 336 Working with Information for Business Minors	4
BA 346 Working as an Entrepreneur for Business Minors	4

Total 26

Fitness for Special Populations Focus Area

The Special Population Concentration is designed for fitness professionals who, using an individualized approach, assess, motivate, educate, and train special population clients of all ages regarding their health and fitness needs, preventively, and in collaboration with healthcare professionals. Special populations include those with chronic and temporary health conditions.

Special Population Fitness instructors design safe and effective exercise programs, provide the guidance to help clients achieve their personal health/fitness goals, and recognize and respond to emergency situations. Recognizing their own areas of expertise, Special population specialists receive referrals from and refer clients to other healthcare providers as appropriate.

Coursework (28 credits)

PE 180 Gentle Yoga	1
PE 180 Aqua Conditioning	1
OR	
PE 180 Intro to Tai Chi	1
PE 195 Fitness Instruction (Special Populations)	2
PHE 295 Health Promotion	4
PHE 456 Health Aspects of Aging	4
PHE 340 Motor Learning	4
PHE 417 Adapted Physical Education	4
PHE Electives From the list below	8

Health Coaching Focus Area

The program teaches professionals how to guide clients toward achieving positive health choices through behavior change. The Concentration in Health Coaching program will help professionals cultivate effective and integrative coaching skills while learning to foster a supportive environment for transformation. The program combines a strong coaching emphasis along with competencies in mindfulness, motivational interviewing, nutrition, and chronic health conditions.

Coursework (28 credits)

COMM 218 Interpersonal Communication	4
PHE 275 Stress Management	4
PHE 421 Health Coaching Strategies	4
PHE 295 Health Promotion	4
PHE 466 Mind /Body Health	4
PHE Electives From the list below	8

8 credits from the following elective courses:

PHE 354	Social Gerontology	4
PHE 355	Consumer Health Issues	4
PHE 365	Health Promotion Programs for Children and Youth	4
PHE 410	Selected Topics	4
PHE 444	Global Health	4
PHE 445	Men's Health	4
PHE 446	Community Health Principles and Practices	4
PHE 451	Women and Holistic Health	4
PHE 452	Gender, Race, Class and Health	4
PHE 453	Women's Reproductive Health	4
PHE 456	Health Aspects of Aging	4
PHE 466	Mind/Body Health: Disease Prevention	4

Other electives may be taken with advisor approval.

Health Studies Secondary Education Program

Students who wish to become licensed teachers in health education must complete a required list of courses or their equivalent before applying to the Graduate School of Education for admission into the Graduate Teacher Education Program (see requirements). These courses are required whether the applicant holds a degree in the field or holds a degree in another subject field. Courses in the School of Community Health can be taken to complete the Oregon Continuing Teaching License in Health, and selected courses can be taken to complete the Oregon Continuing Teaching License in Physical Education.

All courses taken for the teaching field requirement must be passed with a C- or better grade and must average a 3.00 GPA. Prospective teachers should contact the School of Community Health for specific requirements.

May 6, 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](#).

School of Social Work

New Program

Minor in Child and Family Studies (Summary attached)

FSBC comments: See the Curriculum Tracking wiki for comments.

PROPOSAL SUMMARY FOR

Minor in Child and Family Studies

Overview:

Building on our footprint in UNST, the proposed minor in Child and Family Studies will integrate the central goal of the Families & Society Cluster with the CFS Program learning outcomes. From the cluster, the minor will provide students with the skills to examine historical and contemporary experiences of multiple family forms in the United States, their intersections with social environments, and the effect of public policy on diverse contemporary families. We highlight theoretical models rooted in ecological systems, social justice, and social responsibility, as well as individual and micro-level experiences of children, youth, and families. Drawing from the Child and Family Studies Program learning outcomes (see 3a, below), the minor will provide professional application of theory in the lives of children, youth, and families for students in the academic disciplines (e.g., Social Sciences, Psychology, Sociology, and Communications), while offering students in our fellow professional programs the opportunity to apply a specific population or topical focus to the professional preparation they receive in their majors (e.g., BSW, Speech & Hearing, and Public Health Education).

The proposed minor in Child and Family Studies responds to expressed student interest in pursuing professional and/or population-focused application to their existing majors, as well as recognition from departmental partners across campus that CFS coursework aligns with and supports their students' interests, needs, and course-taking patterns. We are proposing the minor at the present time largely due to our recently-increased capacity to offer significant courses online (particularly appealing for minor courses), and in response to the university's expressed interest – indicated by the recent Provost's Flexible Degrees RFP – in providing expanded options for flexible degrees to facilitate students' academic success and future marketability. Indeed, CFS is a partner in the UNST Flexible Degree proposal, which has been selected for funding, pending approval of this proposal for creation of our minor.

Evidence of Need:

Although it is difficult to forecast the specific demand for a CFS minor among PSU students, it is nevertheless clear that the Families & Society Cluster remains the most- completed cluster on campus (a

trend stretching back more than 10 years) and that students from other disciplines and departments account for roughly 40% of SCH generated in CFS (based on 2013-14 data). This indicates significant student interest in the cluster courses CFS offers, mostly serving CFS majors fulfilling their electives and non-majors completing cluster requirements:

Department/Major	2013-14 SCH taken in CFS
Social Science (CLAS)	1062
Psychology	689
Public Health Education	663
Social Work	383
Speech & Hearing Sciences	203
Criminology & Criminal Justice	195
Management (SBA)	189
Sociology	172
Communications	157

Anecdotally, CFS faculty and advisors have for years fielded requests for students to pursue a minor in the program, and most recently, departmental partners across campus have indicated that their majors are interested in and would benefit from access to the professional and/or topical focus of a possible CFS minor (see attached letters of support).

Offering students who are already taking significant numbers of CFS credits to fulfill their UNST cluster requirements with a minor in Child & Family Studies with a professional application and/or population focus to round out their academic preparation. For students in academic disciplines such as sociology or psychology, a CFS minor provides professional application to support students' major disciplinary training. Students in applied fields such as BSW or Speech and Hearing Sciences gain targeted emphasis on applying their course of study to specific populations of children and families.

Course of Study:

4 credits: Lower Division

UNST 228 Families in Society Sophomore Inquiry (4)

16 credits: Choose four of the following CFS classes:

CFS 312U Human Development in the Family Setting (4) (in-person or online)

CFS 320U ABCs of ECE (4) (in-person only)

CFS 330U American Families in Film and Television (4) (pending permanent number; in-person or online)

CFS 340U Queer Families (4) (pending permanent number; in-person only)

CFS 350U Interpersonal Violence: Impact on Children & Families (4) (pending permanent number; in-person or online)

CFS 382U Mental Disorders: Issues for Families and Communities (4) (in-person or online)

CFS 385U Working with Diverse Families (4) (in-person or online)

CFS 390U Sex & the Family (4) (in-person only)

CFS 393U Community Resources and Family Support (4) (in-person or online)

CFS 450 Youth and Youth Work (4) (in-person only)

CFS 481U Family Health Issues (4) (in-person or online)

CFS 486 Parent and Family Education (4) (in-person or online)

6 credits: Community-based learning (arranged in consultation with advisor; may be Capstone or Practicum)

CFS Minor Total Credits: 26

Grading: courses must be passed with a C or better; no P/NP without approval from the department/minor adviser.

May 14, 2015

FROM: Academic Requirements Committee

Alan MacCormack, chair, and members Virginia Butler, Martha Dyson, Rebecca Ingersoll, Galina Kogan, Celeste Krueger, Debra Lindberg

Motion

Post-baccalaureate Certificate Residency Requirement

The PSU residency requirement for course credits applied towards post-baccalaureate certificates shall be changed from a minimum of 30 credits to 16 credits or three quarters of the course credits required by the certificate, whichever is higher.

- The requirement will apply to all post-baccalaureate certificate students, whether or not their bachelors degree was from PSU.
- Certificate specific coursework taken before graduation at Portland State University could be applied to the certificate residency requirement.
- The credits to meet the requirement must come from coursework in the certificate.

Rationale: This makes the post-baccalaureate residency more consistent with the graduate certificate residency requirement and removes the incongruity of having a residency requirement that mandated more credits than some of the certificates to which it applied.

The PSU Faculty Senate Steering Committee recommends the following motions:

E.6. Steering Committee Motion endorsing the work of the Academic Quality Task Force

Faculty Senate endorses the continuation of the work with which the Task Force on Academic Quality has been charged and requests that next year's Task Force return to Faculty Senate by June of 2016 with a recommendation on whether to establish a standing committee on Academic Quality.

--

E7. Steering Committee Motion on the Academic Program Prioritization process

Faculty Senate recommends that a pilot study of the use of the scoring metrics and rubrics take place prior to fall term 2016 and the results be shared with Senate at its October 2016 meeting, for its consideration.

Rationale:

The purpose is to inform Senators how the process worked with a selected sample of programs before rolling it out for all 157 programs. It should help with the large-scale implementation of scoring fall term 2016 to fine-tune the scoring process and test whether some data collected in June is biased, incomplete, etc.

--

E8. Steering Committee Resolution on annual reporting to the Board of Trustees

Be it resolved:

Each June the PSU Faculty Senate shall communicate all annual committee reports submitted to it by the end of the academic year to the Portland State University Board of Trustees.

Academics Requirements Committee (ARC) Annual Report

Date: May 8, 2015

Members 2014-15

Alan MacCormack UNST Chair
Virginia Butler ANTH
Martha Dyson LAS
Haley Holmes SBA
Rebecca Ingersoll ACS
Galina Kogan WLL
Celeste Krueger EMSA
Debra Lindberg CCJ

Consultants:

Angela Gabarino RO
Sukhwant Jhaj OAA

Student Representatives

Bogdan Shevchuk

The Responsibilities of the Academic Requirements Committee are:

- 1) Develop and recommend policies regarding the admission of entering freshmen.
- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
- 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
- 4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
- 5) Report to the Senate at least once each year.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) from September 2014 through May 2015. We reviewed 164 petitions, of which 107 were approved (through 4/16/2015). The number of petitions continues to gradually decline. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 17 days, a reduction from previous years.

Significant issues that we worked on:

Provost's ReThink Challenge- A Digital ARC Petition

The ARC has collaborated with Project #107 members from OIT; the Registrar's Office; University Studies and the Vice-Provost's Office for Academic Innovation and Student Success to develop a digital ARC petition. The electronic petition has been fully implemented

Undergraduate and Post-Baccalaureate Certificate Requirements

The ARC has been approached to consider a change in policy regarding the awarding of undergraduate certificates. Currently, transcribed undergraduate certificates are only awarded upon the completion of an undergraduate degree. It has been suggested that removing this

requirement might allow for more flexibility and possible expansion of undergraduate certificate offerings. The committee has prepared a motion for Senate consideration that would allow the development of transcribed undergraduate certificate programs that could be earned by both degree-seeking and non-degree-seeking students and which could be awarded at the time of the certificate completion. A second motion to modify the residency requirement for post-bacc certificates accompanies this motion. The residency credits required currently exceed the number of credits required by some certificates.

Criminology and Criminal Justice

Following a request from CCJ, the Academic Requirements Committee brought a motion to the Senate to have all of CCJ's undergraduate courses included in the Social Science Distribution Area. The motion was passed by Senate.

Physical Geography and Geographic Information Systems Coursework

Following a request from the Geography Department, the ARC brought a proposal to Senate to have specific physical geography and GIS courses shifted from the Social Science to the Natural Science Distribution Area. The motion was passed by Senate.

Foreign Language Admissions Requirement for Transfer Students

The ARC drafted a proposal to eliminate the foreign language admissions requirement for transfer students. Unlike other admissions requirements, the foreign language admissions requirement becomes a graduation requirement for students who enter the university without having satisfactorily completed two high school units of foreign language. Following consultation with Senate Steering, the World Languages and Literature Steering Committee, and the Admissions Office, the ARC elected not to move forward with the motion this year.

Bachelor of Applied Science

The ARC responded to multiple drafts of a proposal for a Bachelors of Applied Science developed by the School of Business. The proposal has not been finalized or approved to date.

The committee wishes to thank Angela Garbarino and Anna Pittioni for their excellent support in our work

To: Portland State University Faculty Senate
From: Alan MacCormack
Re: Annual Report of the Advisory Council
Date: May 8, 2015

Members, 2014-2015

Gina Greco WLL
Yves Labissiere SCH
Alan MacCormack UNST, Chair
Leslie McBride SCH
Robert Mercer CLAS
John Rueter ESM

According to Article VI. Section 4., the Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and minority report.

This year the Council addressed a number of issues of interest to the President and/or the faculty. Among these were the following:

- Campus Public Safety
- Performance Based Budget Model
- School of Public Health Initiative
- Fostering University Community
- Academic Program Prioritization
- New PSU Board
- State Higher Education Funding
- Student Access and Education Affordability

Traditionally, minutes are not kept and meeting details are kept confidential in order to enhance open and frank discussions. Council meetings are typically held the fourth Monday of each month. We encourage Presiding Officers to ensure that an announcement is made at least once per year encouraging senators to remind their constituencies that confidential items that can be addressed no other way be forwarded through them to the Advisory Council Chair.

Sincerely, Alan MacCormack, Advisory Council Chair

Budget Committee Annual Report

Faculty Senate Budget Committee

17 May 2015

Over the last two years, the Budget Committee has reported to Faculty Senate quarterly, instead of the Constitution-mandated annually. Senate Steering Committee felt that information about the University's fiscal situation was important enough that it would be helpful for the Senate to be kept informed on a quarterly basis.

This annual report is the three quarterly reports brought together into a single PDF file.

Budget Committee Fall 2014 Quarterly Report

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

FY15 Budget Update

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

FY 16 Budget Timeline

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

Liaison Relationship with the Deans

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

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

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

Role of the Committee in Program Review

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

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

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

Expenditure Spreadsheets

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

School of Public Health

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

Website

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

Budget Committee Winter Report 2015

Members

Members: Ron Babcock (Music), Mirela Blekic (University Studies), Todd Bodner (Psychology), Michael Bowman (Library, chair) Mitchell Cruzan (Biology), Michele Gamburd (Anthropology), Jonathen Gates (student), David Hansen (SBA), Courtney Hanson (Graduate Studies), James Hook (MCECS), Gerardo Lafferriere (Mathematics & Statistics), Krystine McCants (student), Robert Mercer (CLAS), Eva Nuñez (World Languages & Literatures), José Padin (Sociology, EPC chair, ex-officio), Candyce Reynolds (Educational Leadership & Policy), Jill Rissi (Public Administration), Michael Taylor (SSW)

Consultants: Sona Andrews (OAA), David Burgess (OIRP), Alan Finn (Budget Office) Gina Greco (World Languages & Literatures), Kathi Ketcheson (OIRP), Kevin Reynolds (FADM)

Strategic Enrollment Management Plans

Committee members read the college and schools' draft strategic enrollment management plans. Feedback on specific plans was presented to the Provost and Deans. The "final" version of the plans are available to read at <https://sites.google.com/a/pdx.edu/academic-enrollment-management-plan/home> and the Committee highly recommends all faculty read their college/school's plan.

Proposals

School of Public Health

The Committee received a draft of the School of Public Health proposal the first week in February, and the draft budget in the second week. The Committee has discussed the proposal twice (as of February 7) and is continuing discussions to develop a budget impact statement.

Process Change

We have made a change in the process by which we review proposals. The two-person review panels post their comments into a shared Google doc for the rest of the Committee to review before they go to Steve Harmon for posting to the curriculum tracker.

College/School Liaison Program

Budget Committee members serve as liaisons to their college/school deans. Members are also designated to serve as liaisons to Honors, IELP, and University Studies. The goal is to keep the Committee informed about planning at the college/school level and also to attempt to get some faculty input into planning at the early stages, where it has the highest potential impact. We are also working with divisional members of the Educational Policy Committee on this. Engagement has varied from unit to unit, and this is an ongoing process.

Committee Role

The Committee is engaging in periodic discussions on the Committee's role in the new budget process.

VP for Academic & Fiscal Planning Search

Members of the Committee participated with members of Senate Steering Committee and the Faculty Advisory Committee in interviewing the candidates for the Vice Provost for Academic and Fiscal Planning position. Members provided feedback to the Provost.

Updated Budget Forecast

The Committee received an updated budget forecast from Kevin Reynolds in February. Details to be presented at the Senate meeting.

Chair's Activities

The Chair has served on the Fee Advisory Committee this quarter. This Committee provides recommendations on non-mandatory fee changes to the Vice President for Finance and Administration. The Committee has had good discussions on what tuition should cover and what students should take away from an activity or which they are being charged a fee. The Committee has a guiding principle of trying to reduce the students' cost.

The Chair also observes the Board of Trustees' Finance and Administration Committee monthly meetings. The goal is to learn what the Board is asking about the budget. To date, the focus has primarily been on determining what authority they have, particularly regarding authorizing bonds. Minutes of the Finance and Administration Committee meetings are available online at www.pdx.edu/board/finance-and-administration-committee.

Budget Committee Spring Quarter Report

Faculty Senate Budget Committee

17 May 2015

Members: Ron Babcock (MUS), Mirela Blekic (UNST), Todd Bodner (PSYC), Michael Bowman (LIB, chair), Mitch Cruzan (BIO), Michele Gamburd (ANTH), Jonathen Gates (student), David Hansen (SBA), Courtney Hanson (OGS), Jim Hook (MCECS), Gerardo Lafferriere (MTH), Krystine McCants (student), Robert Mercer (CLAS), Eva Nuñez (WLL), José Padín (SOC, chair of EPC) Candyce Reynolds (ELP), Jill Rissi (PA), Michael Taylor (SSW)

Consultants: Sona Andrews (OAA), David Burgess (OIRP), Alan Finn (BO), Gina Greco (WLL), Kathi Ketcheson (OIRP), Scott Marshall (OAA), Gil Miller (OAA), Kevin Reynolds (FADM)

SPH Review

The Committee spent considerable time reviewing the proposal for the creation of the School of Public Health. The Committee's statement is in this Senate packet.

FY16 Budget

Units are receiving a 3% budget increase, but have to pay for personnel cost increases (PERS and PEBB cost increases and pay raises). Additional money was allocated to revenue supporters, based on their strategic enrollment management plans. The Committee has just received the Academic Affairs budget as this report was being written and will be hearing about the University's overall budget, and a budget forecast for next year the following week.

There are two uncertainties in the budget for next year: will the Supreme Court decision on PERS make the Legislature wary about spending money, and will the Legislature approve the new outcomes-based allocation formula that HECC approved this spring.

Budget Analysis Model

The Committee talked with the team members of the Budget Model Analysis Project. Its goal is to develop tools to improve scenario analysis (like the RCAT Planner). The Committee provided information about what it wanted to see in these tools.

Liaison Relationships with the Colleges and Schools

Divisional representatives continue to meet with their Deans. Uptake has been variable, depending on the specific deans and the specific faculty members involved. The Committee will continue to work to make these relationships robust.

New Vice Provost

Scott Marshall was hired as the new Vice Provost for Academic and Fiscal Planning in March and is doing this half-time while still serving as Interim Dean of the School of Business Administration half-time. The Committee has begun a discussion with him regarding how he and the Committee can work together. We anticipate discussions on how PBB can be further refined and how the Committee can help surface academic questions in the budget process.

Program Reviews

The Committee has focused on reviewing new programs and has not reviewed program revisions this quarter. We will be looking at ways to streamline and improve the Budget Committee's review process for next year.

Other Reviews

The Committee is reviewing proposals for the creation of the STEM Institute and the transfer of the Department of Economics from CLAS to CUPA.

Plans for Next Year

Next year the Committee will focus on: working with the new Vice Provost on refining PBB; streamlining the Budget Committee's program review process; and improving the liaison relationships to the colleges and schools.

The Committee will continue to work with the Budget Office to find ways of compiling prior years' expenditures and revenues in a way that will inform the faculty and is deliverable by the Budget Office. The Committee will be working to improve transparency of budget, expenditures, and revenues.

The Committee has recommended to the Committee on Committees that Michael Bowman and Gerardo Lafferriere serve as co-chairs of this Committee next year.

Educational Policy Committee

Annual Report 2014-15

Members: Michael Bowman (LIB, BC chair), Barbara Brower (GEO), Robert Daasch (MCECS), J.R Estes (UNST), Andrea Goforth (CHEM), Rob Gould (CR), Steve Harmon (OAA), Arthur Hendriks (LIB), Michael Hulshof-Schmidt (SSW), Alastair Hunt (ENG), Matt Jones (PA), Paul Latiolais (MATH), Jennifer Loney (SBA), José Padín (SOC, chair), Candyce Reynolds (EPFA), Richard Wattenberg (TA)

The Constitutional Charge of the Educational Policy Committee

The charge and responsibilities of the Educational Policy Committee (EPC) are spelled out in Section 4.4(i) of the Faculty Governance Guide. EPC is an advisory body to the President and the Senate on matters of educational policy and planning. The Faculty Governance Guide breaks down the charge of the EPC as follows:

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

Work Completed During the 2014-15 Academic Year

1. School of Gender, Race, and Nations

EPC reviewed a proposal for the creation of a new School of Gender, Race, and Nation within the College of Arts and Sciences, submitted by the departments of Black Studies, Gender, Women and Sexuality, Indigenous Nations Studies, and Chicano-Latino Studies. EPC met with the principals, and worked to refine the proposal. EPC presented a motion to the Faculty Senate supporting this proposal, and Faculty Senate voted to approve the creation of a new School of Gender, Race, and Nations.

2. Department of International and Global Studies

EPC reviewed a proposal from the International Studies Program to become a Department of International and Global Studies within the College of Arts and Sciences. EPC met with the principals, and worked to refine the proposal. The committee introduced motion to the Faculty Senate supporting the proposal, and

Faculty Senate voted to approve the creation of a new Department of International and Global Studies.

3. School of Public Health (OHSU-PSU)

Groundwork towards joint PSU-OHSU School of Public Health has been under way since 2010. A formal proposal to create this school came before the Faculty Senate fairly late in this process, but over the course of this academic year EPC members consulted with the principals several times—prior, during, and after the submission of the final full draft—to assist and ensure the final proposal meets the expectations of the Faculty regarding documentation and external review. A final proposal was received in late March, reviewed by the EPC in April, and the final external review letter was received in May. EPC has prepared a motion recommending the creation of a new joint School of Public Health that will be considered by the Faculty Senate at its June 2015 meeting.

4. Proposal to Create a Graduate College in place of the current Office of Graduate Studies

EPC reviewed this proposal and unanimously recommended against the change. EPC determined that the academic merits of such a change are lacking.

5. Post-Tenure Review Guidelines

On the request of Faculty Senate Steering Committee, EPC reviewed drafts and offered comments on the new Post-Tenure Review guidelines approved this year.

6. Guidelines for Proposals to Transfer the Academic Home of Units across Schools and Colleges at PSU

On the request of the Provost, EPC reviewed a draft of these guidelines and offered feedback. Some recommendations that EPC considered important were not adopted, and the committee has decided to recommend they be adopted a suggested steps.

7. Faculty Senate Policy on Online Education

At the start of this academic year EPC heard many concerns about the need for (and a perceived paucity of) Faculty shared governance in the direction of de facto policy directions in relation to the expansion of online course offerings. This was not a matter EPC had much time to work on. We reviewed the 2011 “Report to the PSU Faculty Senate” from the Ad Hoc Committee on Online Learning, and it is clear that many issues and questions raised by that report required Faculty Senate follow-through. To this end, EPC is recommending the creation of standing Faculty Senate committee working alongside, and augmenting the capacity of EPC.

8. *Memorandum on Early Consultation with Faculty and EPC*

At the start of this academic year EPC heard many faculty concerns about policies and program moving to fairly advanced stages without formal Faculty Senate consultation. In response, the committee has a memorandum to Faculty Senate and the Office of Academic Affairs, spelling out the desirability and an expectation of early EPC and Senate consultation. (This expectation has informally circulated across campus, and this spirit is clearly reflected in the “Guidelines for Proposals to Transfer the Academic Home...” referenced above, item 6).

Work Initiated and Continuing into the Next Academic Year

9. *Pre-Baccalaureate Certificates*

The Academic Requirements Committee (ARC) brought to the attention of EPC an interest in some quarters to begin offering pre-baccalaureate certificates not connected to a course of study leading to a B.A. or B.S. There was a very early discussion. The matter carries to next year’s agenda.

10. *STEM Institute*

EPC reviewed a proposal for the creation of a new STEM Institute and has feedback for the principals. Owing to the committee’s work load, review of this proposal did not allow enough time to present a motion to the Faculty Senate before the last meeting of the year. A motion for the creation of a STEM Institute will be prepared and submitted the Faculty Senate Steering Committee before the end of this academic year for a vote at the first Senate meeting of fall 2015.

11. *Economics Department Move from College of Liberal Arts and Sciences (CLAS) to the College of Urban and Public Affairs (CUPA)*

Per the “Guidelines for Proposals to Move...” (6, above), EPC received and has reviewed a proposal from the Economics Department to move from CLAS to CUPA. The proposal needs some additional work and will not be ready for a vote this academic year, but it seems possible it will be ready for an early vote in the fall.

12. *School of Community Health Move from CUPA into a New School of Public Health*

Per the “Guidelines for Proposals to Move...” (6, above), EPC received notification from the School of Community Health that it is starting work on, and intends to prepare a proposal for a move into a new School of Public Health, pending the creation of that School.

Note: This is a unique situation, as there are two separate matters here—the elimination of a school, and the move of its programs. PSU has a separate process for each, and EPC will work with the School of Community Health to help make sure both are prepared simultaneously in the interest of time.

Spring Report: Faculty Development Committee (FDC), May 15, 2015

Members: David Peyton (Chair, CHEM), Andrew Black (CMP), Berrin Erdogan (SBA), Georgia Harris (PAD), Barbara Heilmair (MUS), Betty Izumi (UNST), Anoop Mirpuri (ENG), Mary Kristen Kern (LIB), Kathi Ketcheson (OIRP), Tom Kindermann (PSY), Tom Larsen (LIB), Peter Moeck (PHY), Sarah Tinker (CLAS-SS), Angela Zagarella-Chodosh (ITAL)

1. Travel Awards (annual allocation is \$500,000) Statistical breakdown:

Summer: \$123,466, Fall: \$123,628, Winter: \$75,573, Spring: 167,337
 Requests for the Year: \$731,570; Funded: \$495,004 (w/adjustments)
 Funding Rate: 246 awarded/345 requested = 71% (weighted lottery (date since last & if present'n) *Graphs on Next Page.*

The increase in available funds into this budget has allowed the Professional Travel of Faculty to more approach more closely the appropriate level for a Research University. It is the opinion of the Committee that a minimum of one trip per research active faculty member per year should be attained.

2. Faculty Enhancement Awards (\$650,000):

A summary sheet was requested as part of the application packet to give specifics on:

A. Contribution to Career Development:

The expected number & character of outcomes related to the development of your career. E.g., publications (number and in what venues), grant applications (number, and to what agencies), recital performances (how many, where), recording opportunities, conference presentations, or invitations to exhibit.

B. Broader Impacts

How many student research assistants will be involved in this research (whether or not they are funded through this proposal)?

C. How else will this research impact the community & the university's standing in it?

D. Prior Funding: I was last funded through the Faculty Development program in: ____.

Statistics:

Total applications: 112

Total amount considered: \$1.47M

Annual allocation for FY16: \$0.65M

Therefore, our funding rate, by dollars, projects to ~ 44%. (Reviews are in progress.)

Graphs are presented on next page.

The Committee established criteria, published to the FEG solicitation website.**Items requested (from the cover page):**

Title; <201 word abstract; itemized Budget & Justification; S of other funding; Summary Sheet (see above (Point A)); Proposal Body; Dept Head Authorization; 2 page Vita; Bibliography.

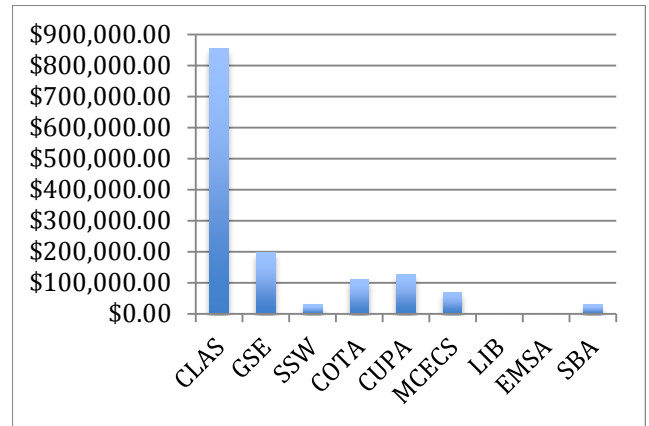
The review process included 3 changes:

- 1) increasing the Committee size by about 3 members,
- 2) using a hosted website (EasyChair) to allow for tracking reviews and allowing on-line discussions by the Committee members, and
- 3) including both explicit review criteria on the proposal call, and a questionnaire for the proposers to make clear their goals.

The combination of these 3 steps has enhanced both the quality of the submissions (in the Committee's opinion), and also helped to make the review process more fair and comprehensive.

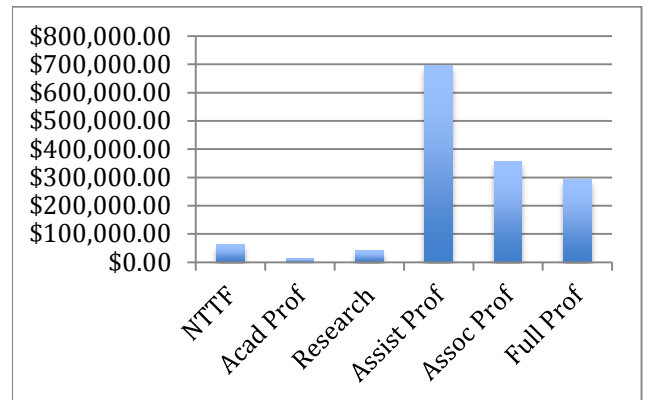
Faculty Enhancement Grant submissions (\$):

College	No.	amt	Avg
CLAS	67	\$854,766.00	\$12,757.70
GSE	14	\$196,678.00	\$14,048.43
SSW	2	\$29,106.00	\$14,553.00
COTA	9	\$111,036.00	\$12,337.33
CUPA	9	\$127,377.00	\$14,153.00
MCECS	5	\$68,684.00	\$13,736.80
LIB	0	\$0.00	\$0.00
EMSA	0	\$0.00	\$0.00
SBA	2	\$28,880.00	\$14,440.00



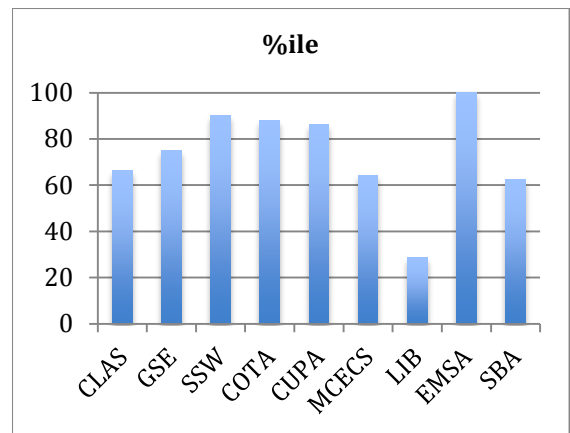
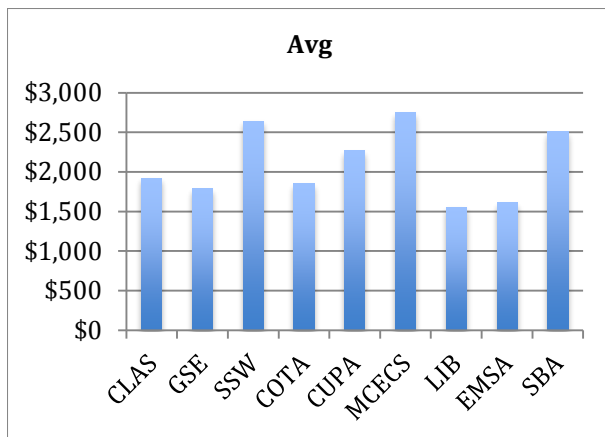
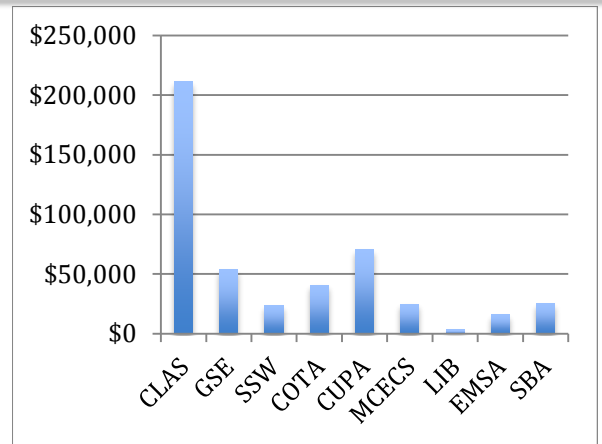
Faculty Enhancement Grant submissions (rank):

Appt	No.	amt	Avg
NTTF	5	\$61,565.00	\$12,313.00
Acad Prof	1	\$14,000.00	\$14,000.00
Research	3	\$42,793.00	\$14,264.33
Assist Prof	50	\$696,254.00	\$13,925.08
Assoc Prof	30	\$356,497.00	\$11,883.23
Full Prof	23	\$294,035.00	\$12,784.13



Travel grants

College	ask	awd	amt	Avg	%ile
CLAS	166	110	\$211,333	\$1,921	66
GSE	40	30	\$53,616	\$1,787	75
SSW	10	9	\$23,787	\$2,643	90
COTA	25	22	\$40,710	\$1,850	88
CUPA	36	31	\$70,365	\$2,270	86
MCECS	14	9	\$24,769	\$2,752	64
LIB	7	2	\$3,106	\$1,553	29
EMSA	10	10	\$16,127	\$1,613	100
SBA	16	10	\$25,034	\$2,503	63



MEMORANDUM

Date: May 7, 2015

To: Faculty Senate

From: David Kinsella, Graduate Council Chair

Re: Report of the Graduate Council for the 2014-2015 Academic Year

Per the Faculty Governance Guide, the Graduate Council's charge is to:

- 1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.
- 2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies suitable policies and standards for graduate courses and programs.
- 3) Coordinate with the Undergraduate Curriculum Committee to bring forward recommendations to the Senate regarding new proposals for and changes to 400/500-level courses so that decisions regarding both undergraduate and graduate credits can be made at the same Senate meeting.
- 4) Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing graduate programs and courses with regard to quality and emphasis. Suggest needed graduate program and course changes to the various divisions and departments.
- 5) Advise the Senate concerning credit values of graduate courses.
- 6) Act in liaison with appropriate committees.
- 7) Report at least once a year to the Senate, including a list of programs and courses reviewed and approved.

The Graduate Council has been composed of the following members during the past year:

Member	Years Served	Academic Unit
Tim Anderson	13-15	MCECS
Mirela Blekic	14-15	OIF
Mitch Cruzan	13-15	CLAS
Lisa Hatfield	14-15	AOF
David Kinsella - Chair	13-15	CUPA
Gerard Mildner	10-15	SBA
Swapna Mukhopadhyay	12-15	GSE
Julie Nelson	14-15	student
Jennifer Perlmutter	13-15	CLAS
Joan Petit	14-15	LIB
Melissa Robinson	13-15	COTA
Robert Scheller	13-15	CLAS
Friedrich Schuler	13-15	CLAS
Suwako Watanabe	13-15	CLAS

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Office of Graduate Studies and from the Office of Academic Affairs: Margret Everett, Courtney Ann Hanson, Steve Harmon, Beth Holmes, and Roxanne Treece. The staff support for the Council is truly first rate.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

- *Curriculum review retreat.* The Chair of the Council organized a retreat at the start of the 2014-15 academic year, the purpose of which was to discuss the review process for new academic program and course proposals, among other matters, at both the graduate and undergraduate levels. In attendance were the UCC Chair, OGS Dean, OGS staff, and most of those who chair curriculum committees at the College and School levels. Topics included impediments to timely proposal reviews; proposal forms and the curriculum tracker; changes in the administrative approval process; distribution of responsibilities between the Council, UCC, and departmental and College School-level curriculum committees; and curriculum committee leadership.
- *Doctoral residency requirement.* The Council heard and supported a proposed change in the doctoral residency requirement from three consecutive terms of full-time study to either (a) three terms of full-time enrollment during the first two years in the program, or (b) six terms of part-time enrollment during first two years in the program. The rationale for this change was that the previous policy did not accommodate the needs of working professionals, and that the new policy remained consistent with the purpose of residency requirement, which is to ensure that students “acquire the habits, attitudes, skills, and insights necessary for attaining the Ph.D.; and to find opportunities to work closely with the professors and other students” (Council of Graduate Schools).
- *Revised proposal form.* The Council discussed and supported a proposal to remove section 10f from the new course proposal form. That section was used to report budgetary information, and the Council felt that it was rarely in possession of sufficient information to make informed judgments about the budgetary implications of new course offerings. The Council concluded that it is best to assume that budgetary matters were properly vetted at the College- and School-level at the time that Deans review and approve proposals from their departments and programs.
- *Migration of graduate admissions.* The Council discussed and supported the migration of the graduate admission process from the Office of Admissions to the Office of Graduate Studies, which will occur in conjunction with a move to a single online graduate application process.
- *“Graduate College”.* The Council heard and supported a proposal to change the name of the Office of Graduate Studies to the Graduate College. The rationale for this change was grounded mainly on the wide range of duties assumed by OGS and the infrequency with which “office” is used to designate similar administrative units at other universities. Graduate

“School” is the most common designation for units like OGS, but the Council recognized that using this name might cause confusion with Graduate School of Education. (The Education Policy Committee has not acted on the proposed name change.)

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
Graduate Certificate in Gender, Race and Nations	CLAS/SGRN
Graduate Certificate in Public Interest Design	COTA/ARCH
Graduate Certificate in Energy Policy and Management	CUPA/USP and PA
Graduate Certificate in Deepening Understanding of Elementary Mathematics for Teachers (pending at June FS)	GSE/EDCI

Table 2. Program Changes

Program	Change	Unit
MA in World Languages and Literatures	Add Arabic as a secondary language	WLL
MA in World Languages and Literatures	Change list of required courses	WLL
MS in Electrical and Computer Engineering	Add 10th track in Analog, RF and Microwave	ECE
MA/MS in Anthropology	Change in culminating activity for applied track students; course requirement change	ANTH
MA in Communication	Eliminate program	COMM
MS in Communication	Reduce total credits and revise course and culminating activity requirements	COMM
MA in History	Revise course numbers	HST
MA/MS in Writing	Change culminating activity	ENG

Graduate Certificate in Addictions Counseling	Increase total credits	COUN
MA/MS in Counseling	Increase credit total for school counseling track	COUN
Master of Urban and Regional Planning	Add required course	USP
Master of Public Administration	Add diversity requirement	SOG
Master of Public Administration: Health Administration	Add diversity requirement	SOG
Executive Master of Public Administration	Add diversity requirement	SOG
MA/MS in Health Studies	Add project option; increase total credits	SCH
MPH in Health Management and Policy	Add CPH exam requirement	SOG
Graduate Certificate in Training and Development (pending)	Add/drop specialization tracks; drop electives	ELP
MA/MS in Psychology (pending)	Reduce total credits	PSY
MA/MS in Sociology (pending)	Reduce total credits	SOC
PhD in Applied Psychology (pending)	Eliminate internship requirement	PSY
PhD in Sociology (pending)	Add required courses	SOC

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 51 new course proposals were reviewed and recommended to the Senate for approval, along with 60 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Course Proposals	Course Change Proposals
CLAS	16	36
GSE	7	6
SBA	0	1
COTA	1	1
SSW	15	13

MCECS	1	1
UPA	11	2

IV. Petitions

Teams of three to four Council members reviewed 94 petitions for exceptions to PSU rules pertaining to graduate studies and issued 97 decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2014 to May 2015

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one year deadline for Incompletes	15	14	1	15%	93%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	12	12†	0	12%	100%
D	DISQUALIFICATION					
D2	Extend probation	6	6	0	6%	100%
D3	Readmission after disqualification	1	0	1	1%	0%
D5	Re-enrollment while on probation	1	1	0	1%	100%
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	10	10†	0	10%	100%
F4	Accept non-graded transfer or pre-admission credits	7	7†	0	7%	100%
F6	Waive limit on reserve credits	1	1†	0	1%	100%
H	REGISTRATION PROBLEMS					
H3	Retroactive withdrawal	1	1	0	1%	100%
H6	Late grade change	1	1	0	1%	100%
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	12	11	1	12%	83%
J5	Extend 3 years from comps to advancement	21	21	0	21%	100%
J6	Extend 5 years from advancement to graduation	4	4	0	4%	100%
J7	Waive residency requirement	1	1	0	1%	100%
	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive limit on 505 credits	2	2	0	2%	100%
N	MISCELLANEOUS					
N1	Late approval for dual degree program	1	1	0	1%	100%

N6	Waive credit limit between degrees	1	1	0	1%	100%
Total		97	94	3		97%
† indicates more than one request category on a single petition; total reflects 97 decisions on 94 petitions						

While there was a slight decrease from last year, Table 5 shows that the total number of petitions remains higher compared to the past several years. This increase is due almost exclusively to two policies related to doctoral student timelines: the time limit from admission to passing comprehensive exams, and the time limit from passing comprehensive exams to advancement to candidacy. These are relatively new policies; students began to exceed the latter for the first time at the end of Fall 2012 and the former for the first time at the end of Fall 2014. The Council hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion and in full compliance of University policies so that fewer students will need to petition these issues.

A third of all graduate petitions were for these two timeline issues. Excluding such petitions, the total number of petitions and their distribution among the various categories is consistent with the lower petition numbers we have seen over the past several years. The Council interprets this as a sign of careful graduate advising in the respective academic units as well as close scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 5. Historical Overview: Petitions, Approvals, and Degrees

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Ratio of Approved Petitions to Grad Degrees
2014-15	97	97%	[N.A.]	[N.A.]
2013-14	106	95%	1627	6.5%
2012-13	69	90%	1820	3.7%
2011-12	56	91%	1642	3.4%
2010-11	43	93%	1812	2.0%
2009-10	50	100%	1674	3.0%
2008-09	51	80%	1645	2.5%
2007-08	54	71%	1550	2.5%
2006-07	75	69%	1675	3.1%
2005-06	86	71%	1494	4.1%
2004-05	71	72%	1565	3.3%
2002-03	56	93%	1331	3.9%
2001-02	78	81%	1218	5.2%
2000-01	79	78%	1217	5.1%
1999-00	102	92%	1119	8.4%
1998-99	84	77%	1088	6.0%
1997-98	70	80%	998	5.6%
1996-97	75	91%	1019	6.7%
1995-96	61	87%	936	5.7%
1994-95	66	87%	884	6.4%

V. Program Proposals in Progress

- The Council expects to review proposals for two new Graduate Certificates in late May or early June: Sustainable Food Systems and Business Intelligence and Analytics. If approved, these would be forwarded to Faculty Senate in the fall.

VI. Future Graduate Policy

- *Course overlap guidelines.* Proposals for new courses must include some evidence that the proposer considered possible subject-matter overlap with other courses taught in the department and elsewhere at PSU. Yet this requirement is not always attended to with due diligence, is not enforced consistently, and raises difficult questions about the extent of overlap that ought to be allowed in general and for particular types of courses (e.g., research methods). The topic came up frequently in Council discussion, and the Council charged the Chair with drafting some guidelines for both proposers and the Council, after exploring the matter further with the Chair of UCC. That process is under way and those guidelines should be in place by the start of the 2015-16 academic year.
- *Course cross-listing.* PSU policy prohibits cross-listing regular courses in one program with omnibus courses in other programs. On its face, this rule seems to discourage cross-disciplinary collaborative teaching and limits the course options available to students. The Council intends to discuss this issue, understand the rationale for the current rule, and, if appropriate, recommend changes.
- *Online proposal submission.* A process is under way to evaluate and implement an online process for submitting program and course proposals, one that would interface with the online program and course Bulletin. The Council anticipates that it may be asked to review aspects of this process as it moves forward.
- *Curriculum review retreat.* Participants in the 2014 retreat generally considered it to have been a useful exercise. While a similar retreat may not be necessary every year, the Council, along with the UCC, probably ought to consider holding such a retreat once every two or three years.

Honors Council: 2014-2015 Annual Report to the PSU Faculty Senate

Betsy Natter, chair

Honors Council Members

Anderson-Nathe, Ben (Child & Family Studies)

Atkinson, Dean (Chemistry)

Bartlett, Michael (Biology)

Bell, Travis (Architecture)

Hall, John (Economics)

Hatfield, Lisa (Learning Center)

Fost, Joshua (Philosophy)

Gibson, Karen (Urban and Public Affairs)

Jiang, Bin (Math)

Loney, Jennifer (Business Administration)

Robinson, Melissa (School of Music)

Robert Schroeder (Library)

Alexandra Shulte (Student Representative)

Nina Spiegel (Judaic Studies)

Alex Turner (Student Representative)

Lawrence Wheeler (Honors College)

Ann Marie Fallon (Honors College, Ex-Officio)

Executive Summary

The Honors College has continued to grow and thrive, which is well demonstrated in the status report below. This year, the Council has primarily been focused on identifying and addressing the obstacles that make it difficult for students to navigate the path to graduation. One of those challenges arises from the competing requirements between departmental capstones and honors thesis, which increases the work load of honors students in those majors. We've made good progress in identifying a path forward for electrical engineering, and should be able to formalize the details early next year. The same model may work well in the other engineering majors and in business. The second challenge is in finding faculty members in the disciplines to advise or consult on the senior thesis. These both highlight the fact that opportunities exist for partnerships between majors and the Honors College which will help attract, retain, and support high achieving students

Honors College Status and Accomplishments

Since the formation of the Honors Council in 2010 a number of major changes have been implemented, resulting in an increasingly vibrant, growing, and successful community. While the Council can claim little credit for most of these achievements, it is helpful to review the status of the program and highlight the successes. One of the largest changes was the official transition from an Honors program to an Honors College in 2014.

- Curriculum: Major reforms to the lower division required courses were implemented in 2012. At that time the degree requirements were clarified, and a transfer admission process was initiated to open the Honors program to students who did not start as Freshman. In the past year, curricular grants have been used to expand the sophomore options. Partnerships are also being developed with departments to offer honors sections of certain courses, or to open upper division seminars to honors students.
- Community life continues to develop outside of the classroom. Incoming students share a common reading in the summer and come together for book discussions and a lunch

prior to the start of classes. Many students choose to live together in Stephen Epler hall, and the Rose E. Tucker Commons in Epler, which was completed in 2014, provides a gathering space which includes computer labs, study space, and a lounge. Other community building events vary from kayak trips on the Willamette River to study abroad in places like Nicaragua, Malaysia, and Borneo. The Honors College also had a very valuable two-week seminar in Vietnam during which they were hosted by, and developed further our cooperative relationship with Eastern International University (a new university in Binh Duong province, the co-president of which is Michael Reardon, provost emeritus and longtime member of the PSU faculty.)

- Recruitment in local high schools has expanded, resulting in a higher application rate. Particular emphasis has been placed on recruiting and partnerships with schools that are not as well represented in the applicant pool, such as Grant, Franklin, and De La Salle. In addition, letters and postcards are now being sent to high achieving students informing them about the Honors College and inviting them to visiting days.
- Financial support: The 2013 grant from Rose E. Tucker memorial trust of \$1 million has provided strong support of student scholarships, which has helped recruit strong applicants and improve the yield rate. In addition there are five four-year sustainability scholarships awarded. This year's incoming class included our first National Merit Scholar.
- Population: In 2010 there were 57 students in honors; now there are 850 students. The average age is 22 and 87% of the students are full time. Non-residents represent 33% of the incoming freshman and 22% of the overall population.
- Retention and Graduation: Retention has improved to 87% overall. The graduation rate is now up to 77%.
- Honors Theses can be found at <http://pdxscholar.library.pdx.edu/honorsthesis/>. In March there were 2,597 downloads of Honors Theses. We encourage you to look at the great work the students are doing.

Honors Council Activities for 2014-2015

As the status report above demonstrates, the Honors College is flourishing. One of the primary goals of the Honors Council for this year and the next is to remove or minimize those obstacles that make it difficult for students to satisfy the requirements of both Honors and their individual majors. The thesis or culminating experience is one of the areas that can be most challenging. The first difficulty is for engineering and business students who must simultaneously satisfy capstone and thesis requirements. The second difficulty is finding a faculty partner in the major to help define and/or support the thesis.

Capstone and Thesis Challenges

To understand the challenges for business and engineering majors we must compare the requirements for the Honors Thesis and the departmental capstone. We'll use Electrical Engineering as an illustrative example of a capstone.

The 2013-2014 Council defined the Honors thesis, or terminal experience, as requiring:

- A written prospectus that provides background and motivation for the project that is to be undertaken and outlines the proposed approach and outcome(s) expected from the work.
- A substantial (six-month or two-term seems to be a reasonable *minimum*) time investment in the project that includes regular supervision by a PSU faculty member.
- A final product that should include an individually written document, but can be expected to take many other forms beside a written thesis, as explored below.
- An oral presentation of the final status of the project that is open to the public including at least two faculty evaluators.

Most PSU students take a UNST capstone in their senior year, which completes their general education requirements. Engineering and business students who are not in the Honors College fulfill their UNST capstone requirements through their departmental capstone project. Honors students in most majors do a thesis in lieu of the capstone. The above requirements for the thesis are, of course, challenging and time consuming, but do not require them to take more credit hours than other students in their major. The difficulty arises for those engineering and business students who are in the Honors College and therefore must do both a thesis and a capstone.

For business and engineering the capstone requirements are defined by the department, rather than UNST, and are integral to the program. The Council has been exploring,, therefore, whether either the thesis or capstone requirements could be waived, or whether they could be integrated in some fashion.

We explored this topic in detail with Electrical and Computer Engineering, and found that many of the conclusions are likely to be the same for Civil and Mechanical Engineering. The Capstone is a mandatory part of ABET certification. That certification requires a team project with a substantial design component. In practice, the topics are proposed by industry partners in the community, require them to apply their engineering expertise to real-world problems, and are team based. The students are assigned to teams late in fall term, work through winter and spring, and complete the project the first week in June. Documentation is required both during the process and as part of completing the project and the results are presented to the industry partners by the team. These capstones not only result in impressive engineering results, but also help students practice professional level design processes, goal management, and communication.

By comparing these requirements, we can see that an Honors thesis would not meet the ABET requirements of having a team-based project with a substantial design component. Similarly, an engineering capstone would not easily fulfill the Honors requirements of having an individual research project with a substantial written component. The idea of integrating the two requirements by allowing the student to delve into research related to the capstone sounds

appealing in theory, and may occasionally work out in practice. The nature of the projects and the timeline make that idea unlikely to be successful, though. The practical nature of the projects means they may not have an aspect which lends itself to research of the type envisioned in a thesis. In addition, if the research and writing of the thesis is tied to the capstone, it would have to be done either in parallel with the capstone, which could make the last two terms of senior year exceedingly difficult, or be done after the capstone, which could delay graduation.

It appears that the solution to this problem in engineering lies very close to practices which are already in place. It currently is possible for an honors track student in ECE to receive senior elective credit for completing a capstone, and that could naturally be extended to Honors College students who are not in the departmental honors track. In addition, the student could receive honors credit, such as for a junior seminar, for completing the capstone. By planning in advance it is probably possible for the student to at least start the thesis during junior year, so that there is little to no overlap with the capstone project. Both requirements are still quite challenging and time intensive, however it seems like a fair solution.

Thesis Advising

As described above, a good thesis or culminating project would ideally involve close involvement with a faculty partner. Finding faculty within the students' majors who were willing to supervise thesis projects has always been difficult, although in some departments the support has been strong. As the Honors College has grown, this problem has, of course, grown as well. During this same period faculty are seeing greater demands on their time, exacerbating the situation. A partial solution has been implemented of having thesis courses within Honors which help the students define their projects, do the research, and write the thesis. While it is possible for students to complete this process with only support from within Honors, it is far from ideal. We need to figure out how to get more involvement from faculty in the majors, at least with defining projects and suggesting methods of research. If they were willing to also supervise the research it would be an even more enriching experience. We also need a better way to match up interested faculty and students. Currently students contact individual faculty serially, and are often rejected. Not only do the students find this dispiriting, but it is quite ineffective. One solution that is being explored is using <http://www.scholarbridge.com/>, which would allow faculty to express a general interest in participating, students to ask for support, possible matches to be identified, and faculty to quickly respond to student requests. The other possibility would be to define a less automated way to accomplish the same goals.

Conclusion and Plans

The Council is very impressed with the strong growth and continuous improvement seen in the Honors College. The focus of the council should be broader than just the College, though. To attract, retain, and support all high achieving students at PSU, including those who are not in the Honors College, requires teamwork and participation from all disciplines. The issues highlighted here also point the way to opportunities in the future. For example, departments now have the opportunity to encourage their strong students, who might be interested in completing a thesis, to transfer to the Honors College. By taking advantage of the classes offered within the Honors

College for thesis writing, it would be much easier for departments, even those without active honors tracks, to support thesis projects for their students. The Honors Council has broad representation from members across the campus, so is in a good position to improve to facilitate these opportunities for partnership.

From the PSU Faculty Constitution, the Honors Council shall:

- 1) Develop and recommend University policies and establish general procedures and regulations for the University Honors Program and departmental honors tracks.
- 2) Recommend to the Faculty Senate or its appropriate committees and to the Dean of Undergraduate Studies suitable policies and standards for Honors courses, programs, and tracks.
- 3) Coordinate with the Undergraduate Curriculum Committee to review recommendations to the Senate for new courses in the University Honors Program and for substantive changes to the Honors Program with regard to quality and emphasis.
- 4) Coordinate with the Undergraduate Curriculum Committee to review recommendations to the Senate regarding the creation of new honors tracks or for changes in the requirements of existing tracks.
- 5) Review, at its own initiative or at the request of appropriate individuals or faculty committees, campus-wide resources, practices, and services for and practices in regard to high-achieving students, and suggest needed changes to the appropriate administrators or faculty committee.
- 6) Act in liaison with appropriate committees.
- 7) Report at least once a year to the Senate, including a list of courses and program changes reviewed and approved.

May 2015

To: Faculty Senate

From: Bob Fountain, Chair, Undergraduate Curriculum Committee

RE: 2014-2015 Annual Report to Faculty Senate

Chair: Bob Fountain (MTH)

Members: Elyse Cogburn (Student), Donald Duncan (ECE), Joe Ediger (MTH), Brian Elliott (PHL), Jennifer Hamlow (OIA), Jarek Hunger (Student), Wynn Kiyama (MUS), Amy Petti (ED), Tom Potiowsky (ECON), Rob Sanders (WLL), Shung Jae Shin (SBA), Leslie Siebert (IELP), Kerry Wu (LIBW)

Consultants: Sukhwant Jhaj (OAA), Pam Wagner (DARS), Steve Harmon (OAA)

Committee Charge:

1. Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2. Convey to the Senate recommendations from the Undergraduate Curriculum Committee concerning the approval of all new undergraduate programs and undergraduate courses.
3. Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4. Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5. Develop and recommend policies concerning curriculum at the University.
6. Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
7. Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
8. Advise the Senate concerning credit values of undergraduate courses.
9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Participation in the committee work

This year, the members of the UCC have shown high levels of dedication to the work of the committee. There were several new members, and they quickly adjusted to the proposal review workload and contributed immensely to the discussions at our twice-monthly meetings. The wiki continues to be a busy discussion site where we raise issues and offer comments which drive the discussions in our meetings. Steve Harmon has continued to provide a tremendous amount of support to the committee.

We look forward to welcoming new members next year. Bob Fountain has agreed to continue another year as chair of the committee.

Curricular Proposal Review

The UCC continues to function efficiently with proposals rarely remaining on the wiki more than a month if there are concerns or errors on the proposal, and more often only 2 weeks.

We were grateful for the illumination provided by thoughtful authors of some of the proposals who visited us at our meetings.

In 2013–14 the Committee will have convened 14 times, on the dates shown below, to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee.

Meeting dates

10/13/2014	12/08/2014	02/23/2015	05/11/2015
10/27/2014	01/12/2015	03/09/2015	05/25/2015
11/10/2014	01/26/2015	04/13/2015	
11/24/2014	02/09/2015	04/27/2015	

The lists of approved courses and programs are shown in the following tables.

Changed Courses (152)	
ACTG 335	Accounting Information Systems
ACTG 360	Management Accounting
ACTG 381	Financial Accounting & Reporting I
ACTG 485	Business Law
ANTH 446/546	Chinese Culture & Society
AR 330	Arabic Calligraphy
AR 412/512	Adv Arabic Reading & Writing
AR 414/514	Adv Classical Arabic: Prose
AR 490/590	Adv Arabic Syntax
ART 118	Intro To Typography & Communication Design
ART 262	Photoimaging I
ART 360	Photographic Exploration I
ART 455	Time Arts Studio
ART 485	Studio Art Seminar
BA 306	Working with Money for Business Minors
BA 316	Working with Customers for Business Minors
BA 326	Working with People for Business Minors
BA 336	Working with Information for Business Minors
BA 346	Working as an Entrepreneur for Business Minor
BI 251, 252, 253	Principles of Biology
BI 251, 252, 253	Principles of Biology I, II, III
BI 301, 302, 303	Human Anatomy & Physiology
BI 326	Comparative Vertebrate Embryology
BI 328	Comparative Vertebrate Anatomy
BI 330	Intro to Plant Biology
BI 334	Molecular Biology
BI 336	Cell Biology
BI 341	Intro to Genetics
BI 357	General Ecology
BI 358	Evolution
BI 360	Intro to Marine Biology
BI 386	Invertebrate Zoology
BI 387	Vertebrate Zoology
BI 412/512	Animal Behavior
BI 413/513	Herpetology
BI 414/514	Ornithology
BI 415/515	Mammalogy
BI 417/517	Mammalian Physiology
BI 418/518	Comp Animal Physiology
BI 419/519	Animal Physiology Lab
BI 421/521	Virology
BI 424/524	Molecular Genetics
BI 425/525	Natural History of Antarctica
BI 432/532	Plant Diversity & Evolution
BI 433/533	Morphology of Vascular Plants
BI 434/534	Plant Anatomy
BI 435/535	Plant Systematics
BI 436/536	Behavioral Endocrinology
BI 441/541	Plant Physiology
BI 450/550	Phylogenetic Biology
BI 455/555	Histology
BI 462/562	Neurophysiology
BI 463/563	Sensory Physiology
BI 472/572	Natural History

Changed Courses (152)	
BI 473/573	Field Sampling
BI 481/581	Microbial Physiology
BI 487/587	Immunology and Serology
CH 337	Organic Chem Lab I
CH 338	Organic Chem Lab II Non-majors
CH 339	Organic Chem Lab II Majors
CH 411/511	Adv Inorganic I
CH 427/527	WIC: Instrumental Analysis Lab
COMM 341	Intro to Public Relations
EC 312	Macroeconomic Theory
EC 425/525	Economics of Industrial Organizations
EC 432/532	Adv Environmental Economics
EC 433/533	Adv Natural Resource Economics
EC 440/540	International Trade Theory & Policy
EC 465/565	Labor Economics
EC 480/580	Mathematical Economics
EC 486/586	Project Evaluation
ELP 440/540	Urban Farm Education
ELP 444/544	Instructional Design for Online Based Training
ELP 445/545	Building Online Training
FILM 257	Digital Video Production
FILM 358	Digital Video Production II
FILM 359	Digital Video Production III
FILM 360	Topics in Digital Video Production
G 201	Physical Geology
G 202	Physical Geology
G 435	Stratigraphy & Sedimentation
HST 413/513	Topics in Women, Gender, & Transnationalism
HST 415/515	Topics in Greek History
HST 416/516	Topics in Roman History
HST 420/520	Topics in Early Modern Japanese History
HST 421/521	Topics in Modern Japanese History
HST 422/522	Topics in Postwar Japanese History
HST 423/523	Topics in Chinese Social History
HST 424/524	Topics in Chinese Thought and Religion
HST 425/525	Modern China
HST 430/530	US Cultural History I
HST 431/531	US Cultural History II
HST 432/532	US Cultural History III
HST 433/533	Colonial American & US Social & Intellectual History
HST 434/534	Colonial American & US Social & Intellectual History
HST 440/540	American Environmental History
HST 447/547	American Constitutional History I
HST 448/548	American Constitutional History II
HST 449/549	American Constitutional History III
HST 463	Modern Brazil
INTL 407	Seminar
INTL 463	Modern Brazil
IT 341	Intro to Italian Lit
JPN 411/511, 412/512	Adv Japanese: Speaking and Listening
KOR 330	Topics in Korean Culture & Civ
MGMT 422/522S	Money Matters for Social Innovation

Changed Courses (152)	
MGMT 423/523S	Storytelling & Impact Measurement for Social Innovation
MKTG 437/537	Channel Management in the A&O Industry
MTH 211	Foundations of Elementary Math I
MTH 212	Foundations of Elementary Math II
MTH 213	Foundations of Elementary Math III
MTH 261	Intro to Linear Algebra
MTH 356	Discrete Mathematics
MTH 488/588	Topics in Technology for Math Teachers
PHE 370	Applied Kinesiology
PHE 414/514	Physical Activity Today
PHE 471	Program Planning and Evaluation
PHL 350	International Ethics
PSY 459/559	Infant Development
PSY 461/561	Psychology of Adolescence & Early Maturity
PSY 480/580	Community Psychology
SOC 426/526	Women & Mental Illness
SPAN 301	Third Year Spanish
SPAN 302	Third Year Spanish
SPAN 303	Third Year Spanish
SPAN 345	Present-Day Cultural & Literary Expression
STAT 451/551, 452/552	Applied Statistics for Engineers & Scientists
TA 111	Technical Theater 1
TA 248	Acting 1: Process

Changed Courses (152)	
TA 301	Script Analysis
TA 334	Workshop Theater: Scenery and Lighting Production
TA 464/564	Development of Dramatic Art
TA 465/565	Development of Dramatic Art
TA 480/580	Film Theory
USP 452	GIS for Community Development
WR 228	News Writing
WR 328	News Editing
WR 428/528	Adv News Writing
WR 460/560	Intro to Book Publishing
WR 461/561	Book Editing
WR 462/562	Book Design & Production
WR 463/563	Book Marketing & Promotion
WR 464/564	Bookselling
WR 470/570	Intellectual Property and Copyright
WR 471/571	Publishing Software
WR 472/572	Copyediting
WR 473/573	Developmental Editing
WR 474/574	Publishing Studio
WR 475/575	Publishing Lab
WR 476/576	Publishing for Young Adults
WR 477/577	Children's Book Publishing
WS 305	Women of Color Feminisms

Dropped Courses (18)	
COUN 431/531	Foundations of Substance Abuse Counseling
COUN 432/532	Assessment and Diagnosis of Substance Abuse
EC 338	Political Economy of Latin American Development
EC 339	Political Economy of Japanese Development
EC 348	The Globalization Debate
EC 451/551	Microenterprises in Developing Areas
EC 461/561	The Economics of Empire and War
EC 466/566	The Political Economy of Mexican Migration
EC 487/587	Economic Planning
HST 435/525, 436/536, 437/537	American Diplomatic History
INTL 351	The City in Europe: Social Sciences
INTL 352	The City in Europe: Humanities
SOC 348	White Identities in the US
TA 112	Technical Theater 2
TA 114	Technical Theater Production
TA 115	Technical Theater Production
TA 336	Workshop Theater: Costume Production
WR 478/578	Publications Management

New Courses (100)	
AR 330	Topics in Arab Culture & Civilization
AR 490/590	History of the Arabic Language
ARH 110	Visual Literacy
ART 241	Interaction Design Principles
ART 333	Friendtorship
ART 353	Typeface Design
ART 358	Video Design & Community
ART 425	A+D Projects
ART 441	Interface Design
ART 457/557	Low Tech Cinema
ASL 330	Deaf Culture
BI 214, 215, 216	Principles of Biology Labs I, II, III
BST 345	Black Popular Music: Contextualizing the Black Experience
CE 493/593	Design & Operation of Bicycle & Pedestrian Infrastructure
CFS 330	American Families in Film & TV
CFS 340	Queer Families
CFS 350	Interpersonal Violence: Impact on Children & Families
CH 121	Preparatory Chemistry
D 355	Dance Production
EC 438/538	Energy Economics
ELP 484/584	Strategies for eLearning
ELP 490/590	Permaculture and Whole Systems Design I
ELP 491/591	Permaculture and Whole Systems Design II
ESM 333	Methods of Data Collection
ESM 334	Methods of Data Collection Lab
ESM 357	Business Solutions for Environmental Problems
ESM 462/562	Climate Change Impacts
ESM 464/564	Climate Adaptation: Managing Environmental Risks and Vulnerabilities
ESM 493/593	Advanced Environmental Science Lab & Field Methods
FILM 231	Adv Film Analysis
FILM 258	Documentary Film Production I
FILM 280	Classical Film Theory
FILM 361	Documentary Film Production II
FILM 362	Documentary Film Production III
FILM 487/587	Topics in International Film and the Moving Image
GEOG 412/512	Climate Change Impacts
HST 297	Film & History
HST 324	US Civil Rights Movements
HST 361	Modern France & the World since 1815
HST 367	History of Food in Latin America
HST 370	Eurotopia: Creating & Contesting the European Union
HST 446/546	Civil Rights and the Law-The History of Equal Protection

New Courses (100)	
HST 491/591	Reading Seminar
HST 492/592	Research Seminar
INTL 343	Commodity Chains in Latin America
INTL 350	The City in Europe
INTL 360	Bollywood Cinema
INTL 445	Cities and Third World Development
INTL 470	Intercultural Leadership and Change
JPN 344	Japanese Lit in Translation: Manga
JST 335	Sex Love and Gender in Israel
JST 430	Messiahs and Messianism
JST 435	Jewish and Israeli Dance History
KOR 361	Korean Culture & Society through Film
MKTG 449	Portfolio Workshop
MUS 105	Intro to Music Theory
MUS 106	Practical Musicianship
MUS 128	Recording Live Sound
MUS 129	Desktop Music Production
MUS 200	Musical Instruments
MUS 228	Sound Design
MUS 229	Recording Theory
MUS 231	Survey of Popular Music Since 1950
MUS 232	Music and Style
MUS 233	Music Notation
MUS 274	Intro to World Music
MUS 377	World Music: Latin America & the Caribbean
NAS 334	Topics in Film Genres and Movements
NAS 335	Topics in Literature and Film
PA 316	Leadership in New Student Programs
PHE 270	Basic Biomechanics
PHE 314	Research in Health & Fitness
PHE 340	Motor Learning
PHE 369	Public Health Law, Policy, and Ethics
PHE 417	Adapted Physical Ed
PHE 421	Health Coaching Strategies
PHE 423/523	Business and Aging
PHE 470	Program Planning and Evaluation
PHL 351	Philosophy of International Human Rights
PHL 352	Philosophy of International Law
PS 472/572	Democratization & Authoritarianism in the Middle East & North Africa
PS 478/578	Comparative Democratic Institutions
SOC 250	Intro to Sociology for the Health Sciences
SOC 380	Sports in Society
SPAN 395	Spanish in the World
SPAN 495/595	Spanish Dialectology
SPED 487/587	Intro to Infant Toddler Mental Health
SPHR 385	Autism Spectrum Disorders
SPHR 465	Intro to Research Methods of Clinical Scientists
STAT 241	Applied Stats for Business
STAT 351	Probability & Statistics for Electrical & Computer Engineering

New Courses (100)	
STAT 353	Exploratory Data Analysis & Stats for Mechanical & Materials Engineering
SW 320	Intro to Child Welfare
TA 121	Intro to Design for Theater
TA 134	Workshop Theater: Scenery Costume & Lighting Prod I
TA 151	Intro to Theater Arts & Practice

New Courses (100)	
TA 234	Workshop Theater: Scenery Costume & Lighting Prod 2
WS 480/580	Intro to Critical Disability Studies
WS 481/581	Disability & Intersectionality
WS 482/582	Lived Experiences of Disability

Changed Programs (25)
Classical Studies Minor
DTIE Cluster course additions
Economics BA/BS
Economics, BA/BS
English BA
Entrepreneurship, UG Cert
Environmental Sciences, BS/BA
Environmental Studies, BA/BS
Environmental Studies, Minor
Environmental Sustainability Minor
Film, BA/BS
Graphic Design Minor
Health and Fitness Specialist BA BS
Health Studies BA/BS
History BA BS
History Minor
International Business Studies Certificate
International Studies BA
Medieval Studies Minor
Photography Minor
Science in Social Context
Sociology Minor
Speech & Hearing BA BS
Theater Arts BA/BS
Theater Arts Minor

New Programs (11)
2015-16 Cluster Courses
African Studies Certificate
Child & Family Studies Minor
Comics Studies, PB Certificate
Creative Writing BFA
GRN Prefix
Initial Mastery of Music Certificate
Quantitative Economics BS
Systems, Minor in
Viet - new prefix
Water Resources Minor

Summary of proposal reviews

		Type		
		Course	Program	Total
Action	Change	152	25	177
	Drop	18	0	18
	New	100	11	111
	Total	270	36	306

The details of the specific courses and programs can be found on the University's wiki at:

<http://psucurriculumtracker.pbworks.com/>.

Other Business:

The current proposal process for new programs does not specifically request a letter or comments from the Dean of the Library. Kerry Wu reported that the Library Curriculum Committee has been discussing this issue and the UCC will consider their suggestions.

Bob Fountain (current chair of UCC) and Rachel Cunliffe (past chair of UCC) participated in the curriculum workshop and retreat on September 25, 2014. The workshop was organized by David Kinsella, chair of the Graduate Council. It was well-attended, with representatives of various college curriculum committees present. Issues surrounding the timing of proposals and the signature processes in the various units were discussed. It was an extremely productive workshop, and it will hopefully continue as an annual event.

Steve Harmon and Bob Fountain met with Rowanna Carpenter (UNST) to discuss streamlining the process of approving the assignment of courses to clusters. She indicated that a motion will be forthcoming, for the University Studies Council to report its cluster assignments directly to the Faculty Senate, without the need for UCC approval, except in the case of new or modified courses. The UCC voted to endorse this motion when it reaches the Senate.

**University Writing Council
2014-2015 Annual Report to the PSU Faculty Senate**

Committee chair:

Kirtley, Susan (English)

Committee members:

Atkinson, Dean (Biology)

DeWeese, Dan (English)

Klein, Charles (Anthropology)

Knepler, Annie (University Studies)

Leon, Kendall (English)

McClanan, Anne (Art)

Mercer, Robert (CLAS)

Pickard, Elizabeth (Library)

Smith, Darby (IELP)

Wolf, David (Honors)

From the PSU Faculty Constitution Article 4 Section 4
University Writing Council.

This Committee shall consist of seven faculty members from across the University of whom no more than four would come from CLAS. The Committee shall also have four voting standing members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, the Director of the Writing Center, and a representative from IELP. Members will serve for two- year terms, with the possibility of continuing. The Committee shall:

- 1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses.
- 2) Offer recommendations for improving writing instruction across the university.
- 3) Initiate assessment of the teaching and learning of writing at PSU.
- 4) Support training of faculty, mentors, and WIC Assistants teaching writing.
- 5) Advise on budgeting writing instruction.
- 6) Act in liaison with appropriate committees.
- 7) Report at least once a year to the Senate, outlining committee activities.

Completed business:

1. The University Writing Committee was populated in the winter 2015 term and immediately began discussing the Writing Program Administrators' Evaluator Service Report from the previous year.
2. The UWC drafted a response to the WPA report (attached below) and shared our findings with Associate Dean Veronica Dujon and Dean Marrongelle on May 6th. (The WPA report was funded by the English Department, as part of CLAS.) Associate Dean Veronica Dujon and Dean Marrongelle will draft a summary of the conversation and will discuss next steps with the Provost.

Ongoing business:

1. The UWC hopes to meet with additional stakeholders, including the Strategic Planning committee, ALT, and the Provost in Fall 2015 to continue a dialogue about how to improve writing instruction at PSU, in response to the report from the WPA.
2. Based on these discussions, the UWC hopes to help implement changes as agreed upon by various stakeholders in the coming year.

University Writing Committee

**Response to WPA Consultant Evaluator Report
April 2015**

Today more than ever, writing is an essential component of professional and personal success. Rather than ushering in the death of the word, new communication technologies have generated new genres and dramatically expanded the reach of the written word. To be effective in the Internet age, contemporary writers must not only communicate clearly and persuasively, but also know how to select appropriate styles for diverse target audiences and integrate writing into multimedia content. Such skills require serious attention on the part of universities to teach real-world writing across the curriculum. From an institutional perspective, investing in systematic, curriculum-wide writing instruction at different levels and across disciplines has been identified by the Association of American Colleges and Universities as one of the key “high-impact educational practices” that facilitates other learning outcomes such as reasoning and information literacy. Students’ ability to develop these abilities directly impacts both retention rates and students’ cumulative learning. Therefore, it is vital that the university support high impact educational practices like writing that directly influence student success in and outside of the university.

The University Writing Committee has carefully reviewed the WPA Consultant Evaluator Report from July 2014, and in response, we have identified several areas that we are unable to address with our current resources. Based on the report as well as our own findings, we offer the following suggestions:

1. We agree, as per Recommendation #1, that PSU should include **a clear commitment and statement on written communication in our guiding documents**, whether it be the mission statement or other statements guiding PSU’s vision.
2. The UWC recommends that the university must **invest in writing-across-the curriculum** if decentralized writing is to be truly successful. Writing-Across-the-Curriculum is considered a best practice in writing and allows students to develop essential and transferable skills. To that end, we support the WPA Consultants’ recommendations for a true writing-across-the curriculum program, including hiring a **Writing-Across-the Curriculum Director** (WPA Rec #7), and reinstating **Writing Intensive Courses** (WPA Recs #3 & 6) with an expanded list of courses. The WIC program offers a key element for students and faculty across the university.
 - a. A WAC director would coordinate writing endeavors across disciplines, think creatively about interdepartmental collaborations, and assist with placement.
 - b. To be successful, the WIC program will need funding for WIC Assistants, faculty to train and monitor WIC Assistants, clearly articulated learning objectives, and incentives, as well as required training for WIC faculty.
3. **Writing Placement**—Our current Directed Self-Placement process is not funded or supported with staffing or resources, and therefore students are unable to identify the appropriate writing classes they need to receive at PSU; the university must invest in research to identify the best

placement process and allocate resources to develop and maintain a placement system (WPA Rec #8).

4. **Writing Center**—The Writing Center serves an essential role in writing instruction, but its tutors are often fully booked, leaving the Center unable to serve the growing population requiring writing support. The Writing Center needs additional staff, support, and space.
5. **Class Size**—Class sizes in University Studies courses and composition courses are higher than is suggested by all national organizations, including the Conference on College Composition (CCC), National Council of Teachers of English (NCTE), Modern Language Association (MLA), and American Association of University Professors (AAUP). In order for these courses to be effective, class caps and enrollment must be lowered.
6. **Writing Inventory** (WPA Rec #5)—We agree that it is important to assess what types of writing are being done at PSU, and such a study requires participation throughout the university, as well as time and support to undertake such a large-scale project.
7. **Shared Learning Outcomes**—Faculty across PSU must come together to collaborate on shared learning outcomes for writing across classes. We need a shared sense of commitment to written communication and a common understanding of our students needs and interests. This will guide our thinking moving forward.
8. **Hiring of Composition specialists**—Additional tenure line faculty members specializing in rhetoric and composition are needed to carry out these many tasks.

We recognize that fulfilling these goals in a meaningful way requires an increased and significant investment in resources, training, and research on the part of the university.

With our current resources, we have already implemented measures to address some of the issues that the WPA consultants noted. For example, the University Writing Committee is now an official Faculty Senate committee. The IELP and University Studies have been collaborating to better serve our students for whom English is not their first language. The Rhetoric and Composition committee in the English department is developing new goals and learning outcomes for WR 115, 121, 222, and 323. University Studies has developed a new written communication rubric based on outcomes developed last year. Interdisciplinary initiatives such as the Comics Studies certificate work together to engage multimodal literacy across the disciplines.

However, we recognize that there are still many measures that we must undertake to effectively implement writing instruction at PSU in a more collaborative and systematic way. More importantly, we want to make sure they are implemented in a way that ensures Portland State University graduates are recognized as effective and ethical communicators in today's global economy.

Teaching writing is labor-intensive work, but it is work that has a powerful impact on students and their ability to succeed. We value students' ability to actively engage with their communities, their cities, and their workplaces, and to make valuable contributions. Written communication is an essential component of this engagement.

We look forward to further conversation about the report, and to working together to support our students' success.