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Faculty Senate Monthly Packet November 2, 2015

Portland State University Faculty Senate

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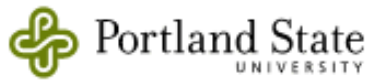
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Faculty Senate, November 2015



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

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

www.pdx.edu/faculty-senate

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



To: Senators and Ex-officio Members of the Senate
From: Richard Beyler, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **2 November 2015**, at 3:00 p.m.
in **Cramer Hall 53**.

AGENDA

- A. Roll
- B. Approval of the Minutes of the 5 October 2015 Meeting *
- C. Announcements and Communications from the Floor
 - 1. OAA Response to October Report of Senate Actions *
 - 2. Announcements from Presiding Office and Secretary:
30 Nov. meeting, districts, Senate communications, Faculty Governance Guide
 - 3. Announcement about on-line registration overrides (C. Baccar)
 - 4. **Discussion Item:** Draft of the PSU Strategic Plan (S. Percy) *
(see also <http://www.pdx.edu/president/stategic-planning>)
- D. Unfinished Business
- E. New Business
 - 1. Curricular Proposals Consent Agenda (UCC, UNST Council) *
- F. Question Period
 - Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees (ca. 4:30)
 - 1. President's Report
 - 2. Provost's Report
- H. Adjournment

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

Minutes of the Faculty Senate Meeting of 5 October 2015 and attachments
C.1. OAA Response to October Report of Senate Actions
C.4. Draft of the PSU Strategic Plan
E.1. Curricular Proposals Consent Agenda (c. UCC; d. UNST Council)

FACULTY SENATE ROSTER

2015-16 OFFICERS AND SENATE STEERING COMMITTEE

Gina Greco, Presiding Officer

Brad Hansen, Presiding Officer Elect • Bob Liebman, Past Presiding Officer

Richard Beyler, Secretary

Committee Members: Linda George (2016) • David Maier (2016)

Paula Carder (2017) • Alan MacCormack (2017)

Ex officio: Sharon Carstens, Chair, Committee on Committees • Maude Hines, IFS Representative.

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

All Others (9)

Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
*O'Banion, Liane (for Skaruppa)	OAA	2016
†Popp, Karen	OGS	2016
Arellano, Regina	EMSA	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	EMSA	2017
Kennedy, Karen	ACS	2018
Running, Nicholas	EMSA	2018

College of the Arts (4)

Griffin, Corey	ARCH	2016
†Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017
Wendl, Nora	ARCH	2018

CLAS – Arts and Letters (7)

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

CLAS – Sciences (8)

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

CLAS – Social Sciences (7)

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

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
Harris, G.L.A.	GOV	2018

Graduate School of Education (4)

†McElhone, Dorothy	ED	2016
De La Vega, Esperanza	ED	2017
Mukhopadhyay, Swapna	ED	2017
Farahmandpur, Ramin	ED	2018

Library (1)

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

*Daim, Tugrul (for Bertini)	ETM	2016
*Siderius, Martin (for Karavanic)	EEN	2016
Maier, David	CS	2017
Monseré, Christopher	CEE	2018
†Tretheway, Derek	MME	2018

Other Instructional (3)

†Lindsay, Susan	IELP	2016
MacCormack, Alan	UNST	2017
Camacho (Reed), Judy	IELP	2018

School of Business Administration (4)

†Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017
Dusschee, Pamela	SBA	2018

School of Social Work (5)

_____ (for Cotrell)		2016
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
Talbott, Maria	SSW	2018
Winters, Katie	RRI	2018

Date: 13 Oct. 2015. New Senators in italics

* **Interim appointment**

† **Member of Committee on Committees**

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, 5 October 2015

Presiding Officer: Gina Greco

Secretary: Richard H. Beyler

Members Present: Babcock, Baccar, Bluffstone, Bowman, Brodowicz, Camacho, Carder, Carstens, Chang, Childs, Clark, Daescu, Daim, Davidova, De La Vega, de Rivera, Donlan, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, George, Greco, Hansen, Harmon, Harris, Ingersoll, Jaén Portillo, Kennedy, Labissiere, Layzell, Loney, MacCormack, McElhone, Monsere, Mukhopadhyay, O'Banion, Padin, Pease, Perlmutter, Popp, Raffo, Riedlinger, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Tretheway, Webb, Yesilada

Alternates Present: Carpenter for Lindsay, Feng for Maier, Gioia for Taylor

Members Absent: Arellano, Griffin, Wendl

Ex-officio Members

Present: Andrews, Beyler, Chabon, Hitz, Kinsella, Liebman, Marrongelle, Marshall, Mercer, Moody, Percy, Su, Toppe

A. ROLL

The meeting was called to order at 3:05 p.m.

B. APPROVAL OF THE MINUTES OF THE 1 JUNE 2015 MEETING

The **1 June 2015 Minutes** were **approved** as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. OAA Response to June Report of Senate Actions (concurrence) was noted [**October Agenda Attachment C.1**].

2. Senate Procedures, Districts and Meeting Schedule

GRECO noted that as there were no objections to the **curricular consent agenda** [**October Agenda Attachment E.1**], it was thereby **approved**.

GRECO then made several announcements regarding Senate procedures:

- Senators were reminded that if they have any objections to the consent agenda they should send them to the Presiding Officer or Secretary in advance or, at the latest, make them known before the end of roll call. That is the regular procedure, and it will not be a subject of regular announcement. If the consent agenda is agreed upon, and if no objections have been received in advance, we don't have to talk about it.

- Cheat sheets for Robert's Rules of Order are available for anyone who wants one.
- Senators were asked to bear with the new Presiding Officer and Secretary. They are new, and filling very large shoes; they have less experience than those who preceded them. If there is an instance of rules being applied incorrectly, if it will have a substantive influence on the proceedings, please let them know right away so that it can be corrected. However, if the procedural error does not have a substantive influence, if it is more a matter of style, please let them know afterward.

BEYLER announced that there were two corrections to the agenda as originally circulated (viz., the addition of item C.3, and a correction to item E.3). Senators had been e-mailed previously about these changes. Updated copies of the agenda were available for anyone who wanted one.

GRECO then made several further announcements:

- Members were reminded that when they speak, they should say their last name and their unit so that the Secretary can record these in the minutes. Do not assume that the Secretary knows your name.
- The accreditation board is visiting. They are meeting with faculty on October 7th, 1:00-2:00 in Library 170.
- Senate districts will be coming soon. We are endeavoring to update the lists for faculty as of September 15th. Each senator will be assigned about twenty people. We hope to provide the e-mail address of those people in the list, but that may or may not happen. To make communication easy, the Presiding Officer and Steering Committee will write and circulate summaries of what is happening in the Senate; you are free to use this material or not, depending on what is of interest to your unit. Feel free to pick and choose; it is often more effective to say less.
- The regularly scheduled December meeting would be during Exam Week. Steering Committee proposes that since November has five Mondays, we meet instead on the fifth Monday of November (the 30th), which is during the last week of classes. It is the Monday after Thanksgiving, but we usually do meet then.

3. Announcement from Graduation Program Board

Sherril GELMON (PA), chair of the Graduation Program Board (GPB), and RUNNING, consultant to GPB and previously coordinator of commencement, reported on re-visioning PSU's commencement ceremonies. [See **Minutes Attachment C.3.**]

GELMON: GPB has the happy role of planning the "party" celebrating the end of the year. Many are not interested in planning, but have opinions about what works well or not. [Laughter.] PSU used to have summer commencement in Park Blocks and commencement in June; then, two ceremonies, morning and afternoon, in what became the Moda Center. We are now outgrowing that.

RUNNING: Commencement is the single biggest affinity event for over 6000 graduates per year. Enrollment and participation keep increasing; soon, we again be facing a ceremony of nearly four hours (for both of the two ceremonies). Many students also attend a hooding or affinity ceremony on campus. We want to create a meaningful alumni-building experience, celebrate students' achievements, and plan for the future. The new Viking Pavilion could impact what our ceremonies look like.

GELMON: we are looking ahead to 2017-18. We have concerns about students choosing one ceremony over the other. We go back and forth between the buzz and rush, but also size and length of the big ceremony held at the Moda Center vs. the more intimate college, school, or departmental ceremonies, which are lovely but do not build a broader community. Viking Pavilion will have the capacity to do some things, but not really large ceremonies. What do faculty think is best? We sometimes prefer the small events with our people and students, but this misses the buzz of the larger ceremony. What do administrators want? What do students want? Many students and families want something that is personal, but many also love that five seconds when their picture is on the Jumbotron and their name is being read. What about the staff who do most of the physical and intellectual labor leading up to and during the event? The President and Provost have charged GPB to make recommendations over the course of this year. GPB would like to host conversations with a broad community.

RUNNING: GPB will be hosting a series of conversations; we hope Faculty Senate will be involved as well. We are an urban campus that lacks a facility that can hold all students, so we have to be creative. For example, this coming spring OHSU will be holding its commencement on the same day as ours, at the Oregon Convention Center, almost across the street from Moda Center—so please ride your bicycle. [Laughter.] Faculty participation has been increasing, but is still only 150 or 160 faculty and staff. Commencement is what students remember as they go out into the world. GPB hopes to report by mid-winter. Senators should feel free to reach out to GPB members with ideas.

GELMON: Some events will be scheduled later in the day with appropriate refreshments, or over lunch. Please get this information out to constituents. [Applause.]

4. Discussion Item: Academic Program Prioritization

Mark JONES (CS), chair of the Academic Program Prioritization Committee (APPC), gave a presentation about the committee's current work, and offered for to the Senate for discussion the suggestion to repurpose this work to create an "atlas" of the array of programs at PSU, rather than moving forward with the original concept of scoring individual programs using a quantitative rubric. [See slides, **Minutes Attachment C.4.**]

Following JONES's presentation, the Senate moved to a **committee of the whole** (at 3:42), and discussed the progress made by the APPC as well as potential advantages and disadvantages of the "atlas" approach. At the conclusion of the discussion (at 4:11), the Senate returned to **regular session**.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

There having been no objections by the end of roll call, the curricular proposal given in **October Agenda Attachment E.1** was **approved**.

2. Proposal for a Graduate Certificate in Business Intelligence & Analytics (SBA)

KINSELLA, chair of Graduate Council, introduced the proposal from the School of Business Administration, in cooperation with other units, for a Graduate Certificate in Business Intelligence & Analytics [**October Agenda Attachment E.2**]. Four academic units will participate in the certificate: Mathematics & Statistics; Engineering and Technology Management, Systems Science and the School of Business. It targets current degree students, post-baccalaureate students, and industry employees; it anticipates 15 new students per year. The coursework is 21 credits, intended as a year-long curriculum including core math and stats courses, data mining, data warehousing, and business analytics. Business analytics courses listed as new were approved last spring. SBA studied employment trends and comparable programs at other universities, and surveyed potential employers. Administration of the certificate will be in SBA. A steering committee will include faculty from all participating units; an advisory committee will consist of faculty, students, alumni, and industry representatives. Costs are estimated at less than \$10,000 annually, mainly for the new SBA courses.

WEBB noted that STAT 564 has usually been full with thirty students and asked whether a second section will be added.

KINSELLA called on Cliff ALLEN (SBA), who responded that they have been in discussion with faculty about adding a second section of this course, and that the program committee will have to take further steps.

HARMON / RAFFO **moved** to approve the Graduate Certificate in Business Intelligence & Analytics.

The **motion** was **adopted** unanimously by show of hands.

3. Proposal for a Graduate Certificate in Sustainable Food Systems (CUPA)

KINSELLA introduced the proposal from the College of Urban and Public Affairs, in cooperation with other units, for a Graduate Certificate in Sustainable Food Systems [**October Agenda Attachment E.3**]. Five academic units will participate: Public Administration, Community Health, Urban Studies and Planning, School of Business Administration, and Geography. The proposers estimate 21 students in the first year, and 75 by year five. Graduate Council thought his latter number was optimistic, but

nevertheless thought the program is worthwhile. The coursework is 18 to 24 credits, organized around six learning outcomes, with courses from multiple disciplines satisfying each outcome. Students must satisfy all of the learning outcomes, but can choose how they do so. An online survey of graduate, undergraduate, and post-baccalaureate students was conducted to gauge interest in the subject, relevance to career aspirations, and potential enrollment. The Division of Public Administration in CUPA will be responsible for administration and the Institute for Sustainable Solutions will offer staff support for two to three years; thereafter, the certificate program might rotate among participating colleges if that's appropriate. All courses for the program are already offered by current faculty.

HARRIS asked about the inclusion of courses PA 504, 509, and 506 towards the listed outcome #5; she was not familiar with PA 506. KINSELLA called upon Jennifer ALLEN (PA), who responded that these were capstone, community/experiential courses which if done with approved focus would be capable of contributing to the goal. She would check about the usage of PA 506.

DE LA VEGA asked whether there was conversation with the specialization in Leadership for Sustainability Education in the Graduate School of Education, which includes work on food and sustainability in educational settings but also in non-profit organizations. She wondered about the overlap. J. ALLEN responded that, in addition to the units mentioned by KINSELLA, GSE is also one of the units involved and that a MOU [memorandum of understanding] between GSE, CUPA, and CLAS is in place.

SCHROCK / DE RIVERA **moved** to approve the Graduate Certificate in Sustainable Food Systems.

The **motion** was **adopted** by unanimous voice vote.

4. Motion from University Studies Council

BETTRIDGE, chair of University Studies (UNST) Council, brought the **motion** from the Council [**October Agenda Attachment E.4**] to modify the process for adding existing courses to existing upper-division clusters, viz.:

The University Studies (UNST) Council **moves** that existing courses approved by the UNST Council for inclusion in clusters proceed directly to the Faculty Senate curricular consent agenda.

BETTRIDGE noted that these are courses which have already been approved by UCC (Undergraduate Curriculum Committee), so it is primarily a question of the alignment of courses with clusters. UCC is also in favor of this change. CARPENTER, consultant to University Studies (UNST) Council, said that according to UCC, that committee usually does not do anything with the proposals forwarded by UNST Council. The motion eliminates that UCC step. CARPENTER reiterated that both committees are highly in favor. It will save about four weeks in the process, and will help avoid crowding the May and June Senate agenda.

RUETER asked what is the process for making a new cluster—whether that goes through UCC. CARPENTER answered that, yes, new clusters must still go through UCC, especially since there must be a new Sophomore Inquiry course for a new cluster.

The **motion** was **adopted** by unanimous voice vote.

F. QUESTION PERIOD

There were no questions for administrators or questions from the floor for the chair.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's Report

ANDREWS conveyed the President's apologies for his absence; he is chairing the American College and University Climate Commitment meeting in Atlanta today. A couple of points from the President would be included in the Provost's report.

2. Provost's Report

The remarks from ANDREWS included the following points. [For a detailed outline of the report by ANDREWS, see **Minutes Attachment G.2.**]

- A draft of the Strategic Plan will go out to campus no later than October 15th. There are plans to discuss it at the November Senate meeting. The planning team will host a Suds & Sliders event for faculty to give feedback; there be an ice-cream social aimed at students; also opportunity to give feedback on the web. The plan represents an amazing amount of work, and none of the ideas generated have been lost, even though the plan has to be written at a strategic level.
- Carmen SUAREZ has been appointed new Chief Diversity Office, after a search which produced about forty applicants with preferred qualifications; Dan CONNOLLY appointed new Dean of the School of Business Administration; and Maurice HAMINGTON appointed new Director of University Studies.
- The NWCCU accreditation team is visiting this week. In the previous cycle, we did not meet standards on three points: measurement of core themes, a process for reviewing tenured faculty members, and a process for reviewing academic programs. For points one and three we have checked off with the Commission through an interim report. This week we will be able to show them the progress we've made on point two, in part thanks to Senate. There will be sessions for faculty, staff, and students. The meeting on Friday is open to everyone; at that meeting, the commission gives us their report. The University will have opportunity later to correct any factual errors. Thanks are due to Robert HALSTEAD (OAA) for his considerable work on the report, as well as to all those who served on the various committees.
- Drop-in conversations will continue this year.

- Reach out to new faculty.
- Nominations for the honorary doctorate are welcome. Recognizing that confidentiality is a concern, nominators should give whatever information they can about the nominee.
- The Provost called for applause for the work on post-tenure review, and thanked AAUP for working with the administration over the summer to develop an MOU. We will find things which need improvement; if anyone finds something which is not working well, please let us know, because the process is supposed to benefit faculty and departments.
- In regard to the budget: we went through a number of years of reducing our budgets in order to get rid of a deficit. For fiscal year 2015 we said that we could not do all balancing through reductions, especially on the academic side. We need to be concerned about both quality of the University and student access. For FY 2015, filling the \$5.4 million deficit included both \$2.4 million in cuts but also \$3 million of growth. This year, going into FY 2016, we are funding all new growth. Our budget process is bottom-up. Departments can tell us, “Here’s where we want to grow, here’s where we think we can grow, here’s where we need to shrink.” This year we were able to provide resources for direct cost of any additional instruction in order to meet increasing demand. The goal is to continue to do that, but also ensure that quality does not erode. The goal is to fund new growth, but also look at disparities in areas of growth, or areas in which faculty are heavily involved in scholarship but still have significant teaching obligations—to be able to fill those holes. Over next several years, strategic enrollment management planning and performance based budgeting will begin to change those things. The process is not easy to understand. Faculty are urged to come to the upcoming November forum to learn how the budget works and become part of the process.
- The Attachment includes OAA’s anticipated plan for collective work with the Senate this academic year; for each issue, there will be contacts in OAA.
- The certificates just approved give evidence that it is possible to do interdisciplinary work with the new budget model. They are two excellent examples. In fact, the new budget model makes this kind of work easier; chairs and deans can provide ways to make it happen in an environment in which we are not just being asked to do more with less.







LIEBMAN asked what happens at the accreditation meeting. ANDREWS replied that one never knows for sure, but that members of the accreditation team will likely just want to hear what faculty have to say. They focus at a high level, but probably do want input from faculty. Look at the self-study to see what kind of questions the accreditation team is interested in. The final session is not interactive: rather, an announcement by the team of their findings. LIEBMAN asked for the relevant website. ANDREWS replied that it is listed in *Currently* and also on the OAA webpage.

ANDREWS expressed thanks for a great start to the academic year. [Applause.]

H. ADJOURNMENT

The meeting was **adjourned** at 4:30 p.m.

October Minutes Attachment C.3

<div data-bbox="203 262 799 409"><h3>Graduation Program Board The Future of Commencement</h3><p>Sherril Gelmon, Nicholas Running 10.5.15</p></div>  <div data-bbox="625 661 779 693"> Portland State UNIVERSITY</div>	<div data-bbox="824 262 1421 315"> Portland State UNIVERSITY</div> <h3>Current State of Commencement</h3> <ul style="list-style-type: none">• 2 large university wide ceremonies at Moda Center in June• Growth in participation each year<ul style="list-style-type: none">• Reaching capacity at Moda• Numerous hooding, affinity, and other celebrations on campus in June<ul style="list-style-type: none">• Impact on university ceremony attendance• Need to plan for the future
<div data-bbox="203 787 799 840"> Portland State UNIVERSITY</div> <h3>Foreseeable Issues</h3> <ul style="list-style-type: none">• 2018 & 2019 ceremonies likely to be larger• Merits and concerns regarding large campus ceremonies vs. smaller college/school ceremonies• New campus facility (Viking Pavilion) will be available in future• What is best for PSU? Various perspectives of faculty, students, staff, administrators	<div data-bbox="824 787 1421 840"> Portland State UNIVERSITY</div> <h3>Future of Commencement Agenda</h3> <ul style="list-style-type: none">• Graduation Program Board charged by President and Provost to deliberate and make recommendations• Will host a series of conversations with faculty, staff and students; times TBD• Invite input for report to President & Provost• Report by late Winter quarter
<div data-bbox="203 1308 799 1360"> Portland State UNIVERSITY</div> <h3>Graduation Program Board Contact Information</h3> <ul style="list-style-type: none">• Sherril Gelmon, CUPA, gelmons@pdx.edu (Chair)• Nicholas Running, EMSA, nrunning@pdx.edu (Lead staff)• Regina Arellano, reginaa@pdx.edu• John Beer, ENG, jbeer@pdx.edu• Alan Cabelly, SBA, alanc@sba.pdx.edu• Suzanne Estes, BIO, estess@pdx.edu• Cynthia Gomez, DMSS, gomezc@pdx.edu• Steve Harmon, OAA, harmons@pdx.edu• Andreen Morris, EMSA, andreen@pdx.edu• Shankar Rananavare, rananavares@pdx.edu	

Update and Discussion on Academic Program Prioritization

October 5, 2015



The Grand Vision

History

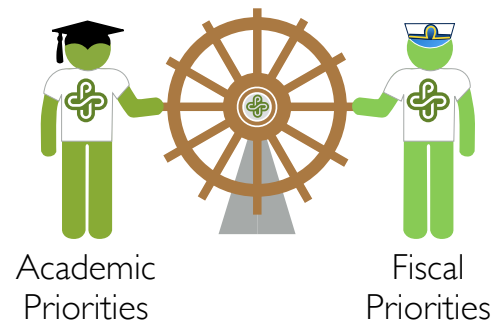
Reality Check

Discussion

The Grand Vision

what are we trying to
accomplish?

Shared Governance



Origins

Provost's remarks to Senate in November 2013

- **Explicit goal:** help PSU (though the shared governance process) to make decisions along the continuum of expansion or phase out of programs
- Envisioned as four stage process, completed June 2014, ready for implementation in FY 15

History

How did we get here?

Development

Dickeson book outlines one approach



For future reference: It probably would have been better to use the name "Program Array Review" instead of "Program Prioritization"

need to address specific questions in a short period of time

APP at PSU

- **Fall 2013, Winter 2014:**
Discussions in Senate
- **Winter 2014:**
Formation of an ad-hoc committee to develop initial plans for APP at PSU
- **June 2014:**
Senate passes a motion to create APPC, the Academic Program Prioritization Committee

APPC, for the past year



- Campus outreach to solicit feedback and participation
- Identification of programs to be included in the review
- Development of criteria and scoring mechanisms

Goals and Roles

APP is about providing a **faculty voice** in planning for a future that aligns with our **academic priorities**

The goal of APPC is to conduct the APP process in a way that maximizes the **benefits** that it will provide, but minimizes the **costs** that it will incur.

A commitment to **integrity**: we must be prepared to suspend or modify the process if the original goals cannot be fully realized

June 2015

Senate votes on motions:

- to continue APPC work with a pilot over the summer (47-6-1)
- to approve proposed criteria (31-17-5)

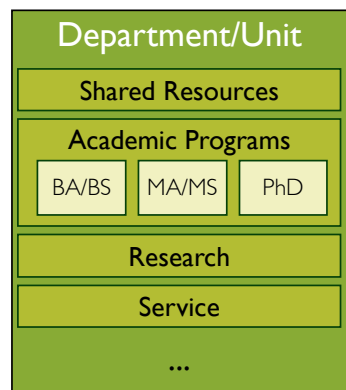
Reality Check

Where are we today and how do we plan to wrap up?

Pilot Outcomes?

We did not conduct a pilot over the summer

- It is hard to conduct a faculty-led process when the faculty are not present
- It is hard to develop and apply a single scoring instrument when there are many potential dimensions of interest
- It is hard to collect data for academic programs in an institution that is organized instead as a collection of departments/units



It is useful to consider academic programs individually

But this does not fit current organizational structure:

- Difficult to apportion shared resources
- Risk of overlooking contributions beyond academic programs

The APP Balance Sheet

APP has real value:

- Planning that is informed, not just by fiscal priorities, but also by academic priorities
- Thoughtful analysis and system-level view of our academic programs and the value that they bring to students

APP has real cost:

- Financial support
- Time to develop, test, train, survey, synthesize
- A need to rethink organizational structures

"Business as Usual"

At this point in time, there is no pressing fiscal opportunity or crisis at PSU *to galvanize the campus community and motivate a focussed and fully resourced APP process*

Localized challenges arise on a daily basis ... but these are already addressed by existing decision making structures within units or departments

Institutional planning continues to evolve through PBB, SEM, Strategic Planning, ...

The need for a Timely Response

With or without APP, decisions are being made every day that impact the future of PSU

We have been invited, in the spirit of shared governance, to participate in and contribute to this process

But our recommendations are only useful if they can be delivered in a timely manner

We need to bring our current instance of APP to a conclusion

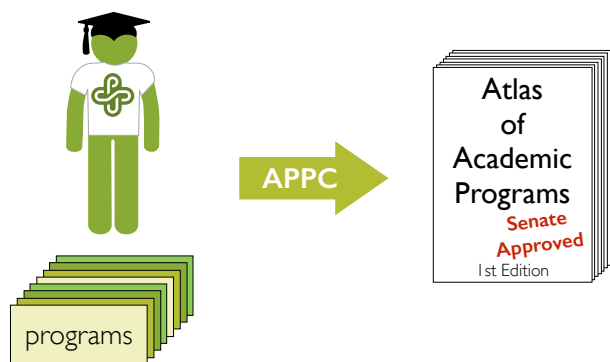
Our Proposed Path to Completion

Maintain the overall goal of "providing a faculty voice in planning for a future that aligns with our academic priorities"

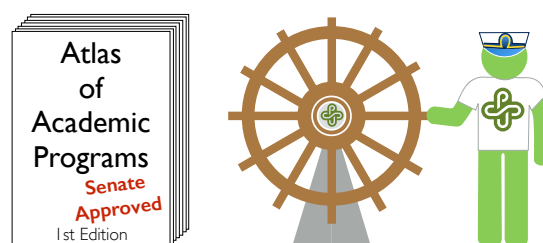
Leverage the work that has already been done

Proceed with best-effort data gathering and information sharing

Do not proceed with the evaluative/scoring component



Informed Governance



Inside the Atlas - Data

- **Department level:** student and faculty demographics; sponsored projects expenditures; etc...
- **Program level:** grouping of credentials in to programs; trends in degrees awarded; etc...
- Atlas presents a *digestible* summary, with the ability to dig deeper via OIRP website
- There will be mechanisms for data validation and other feedback

Inside the Atlas - Context and Opportunities

Optional qualitative feedback from program directors. For example:

- What would you like the campus community to know about your program?
- Where do you dream/hope the program could be in 5 years?
- What resources would it take to get there?

Share useful, digestible information, with a low reporting burden on program directors

Plans for Final Report

Our final report will also document:

- Details about the process, criteria, metrics, rubrics, and other instruments that we have developed, with rationale, for use in future APP efforts at PSU
- A list of specific concerns and challenges that we have identified through our work
- General feedback from the community

Timeline

Work completed by the end of Winter 2016:

- Confirming programs, department affiliations, soliciting input in Fall 2015
- Draft report & atlas to Senate next February
- Approval in March
- Expectation that some components will be available for earlier review

PROVOST ANDREWS' COMMENTS: OCTOBER 5, 2015 FACULTY SENATE MEETING

MESSAGE FROM PRESIDENT WIEWEL.

- President Wiewel is in Atlanta to Chair the American College & University Presidents Climate Commitment meeting.
- Enrollment overall is flat, but growing in some colleges and in non-residents and new students
- Strategic Plan draft will be available no later than October 15th . Senate discussion and Steering Committee preview in November.
- SEIU contract settled. Bargaining with other unions proceeding well using IBB format.

INTRODUCTION OF NEW DIRECTOR OF UNIVERSITY STUDIES

Maurice Hemington

NWCCU SITE VISIT

As listed in the *PSU Currently* (Sept. 28), Portland State will host our NWCCU 7-year comprehensive evaluation team. Please encourage your colleagues, students, and staff members to attend and share their experiences about our great institution.

Open sessions:

- Faculty on **Oct. 7.** 1:00 - 2:00 in LIB 170
- Students on **Oct. 8.** 1:00 - 2:00 in LIB 160
- Staff on **Oct 8.** 10:00 - 10:30 in MCB 651
- Hear findings on **Oct 9.** 9:30 -10:00 AM in MCB 651

DROP-IN CONVERSATIONS WITH THE PROVOST

Drop in conversations with the Provost will continue this year. [Fall dates](http://www.pdx.edu/academic-affairs/drop-in-conversations-wprovost)
(<http://www.pdx.edu/academic-affairs/drop-in-conversations-wprovost>)

- Monday, **October 29**, 2015, 2:30 PM - 3:30 PM. SMSU 258
- Friday, **November 6**, 2015 , 1:30 PM - 2:30 PM. SMSU 258
- Thursday, **December 3**, 2015, 1:00 PM - 2:00 PM. SMSU 326 Pacific Rim

NEW FACULTY:

We welcomed over 70 new full time faculty and many adjunct faculty to PSU a few weeks ago. Please make sure you get to know your new colleagues, make them feel at home and support them in their success.

HONORARY DOCTORATE

The honorary doctorate nomination solicitation will go out to all faculty this week. The deadline for nominations is October 30. Please nominate individuals you think are deserving of this award.

POST-TENURE REVIEW

- The Administration and AAUP [endorsed Post-Tenure Review Guidelines](#) and process this summer.
- First two quintile cohorts will be reviewed in FY16
- Information session has been held
- We will assess process, but in the meantime, do not hesitate to let your dean, chair or Provost Office know if you have questions or suggestions.

OAA E&G BUDGET REVIEW, UPDATE, AND FY17 PLANNING

Recap of the past 3 years:

- FY13 reduced OAA budgets to address OAA deficit
- FY14 reduced OAA budgets to continue to address OAA deficit
- FY15 first year of Performance –Based Budgeting. Used a strategy of reductions (\$2.4M) and growth (\$3M) to balance OAA deficit

Moving forward:

- FY16 saw an increase in the OAA budget based on projected revenue and enrollment growth. All new projected growth directly related to instruction was funded (added 32 GA positions, over half a dozen tenure related faculty, made strategic investments in Library and other areas).
- FY17 IPEB (Integrated Planning of Enrollment and Budget) has started.
- We continue to work with the Faculty Senate Budget Committee and their liaisons.

There will be an **Open Forum** on the Academic Affairs E&G FY16 budget and FY17 planning process on Wednesday, **November 18**, 10:00-11:20, SMSU 333.

SENATE WORK PLAN.

Each year I list items for the Faculty Senate Steering Committee that I anticipate we will work on jointly. My Senate Work Plan to-date includes:

- | | |
|-------------------------------------|---|
| • Academic Program Prioritization | • Teaching intensive tenure track faculty |
| • Strategic Planning | • Post Tenure Review Assessment |
| • Task Force on Academic Quality | • Accessibility to course materials |
| • Textbook Affordability | • FRINQ |
| • Pre-bac certificates | • Advising initiatives |
| • Liberal Arts Conversation | • Bachelor of Applied Science |
| • Academic Department/Program moves | |
| • Curricular process | |

BLOG:

I encourage you to sign up and read my [blog](#).

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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>

October 5, 2015

To: Provost Andrews

From: Portland State University Faculty Senate
Gina Greco, Presiding Officer

SUBJ: Notice of Senate Actions

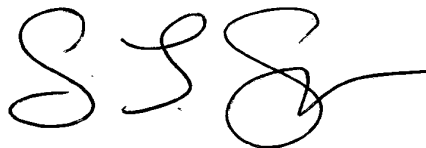
On October 5, 2015 the Senate approved the Curricular Consent Agenda recommending the proposed new undergraduate/graduate course listed in Appendix E.1 of the October 2015 Faculty Senate Agenda.

10-9-15—OAA concurs with the approval of the Curricular Consent agenda.

In addition, Senate voted to approve/recommend the following actions:

1. approval of the proposal for the Graduate Certificate in Business Intelligence and Analytics in the School of Business Administration (in cooperation with other colleges), item E.2;
10-9-15—OAA concurs with the approval of the proposal.
2. approval of the proposal for the Graduate Certificate in Sustainable Food Systems in the College of Urban and Public Affairs (in cooperation with other colleges), item E.3 as revised;
10-9-15—OAA concurs with the approval of the proposal.
3. changing the approval process for the inclusion of existing courses in University Studies upper-division clusters, as specified in motion E.4.
10-9-15—OAA concurs with changing the approval process.

Best regards,

A handwritten signature in black ink, appearing to be 'Gina Greco'.

Gina Greco
Presiding Officer

A handwritten signature in black ink, appearing to be 'Richard Beyler'.

Richard Beyler
Secretary to the Faculty

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

Sona Andrews
Provost and Vice President for Academic Affairs

Let Knowledge Serve the City: The Strategic Goals of Portland State University – 2015-2020

INTRODUCTION

Portland State University occupies a unique position in Oregon and plays a crucial role in the metropolitan region that it serves. As the state's premier urban research university, we have a well-defined mission to positively impact Portland and the broader community through educational access, engagement with local partners and the expertise of our top-quality faculty and staff.

Since our relatively recent start in 1946 as a college for returning World War II veterans, PSU has matured into a comprehensive university that offers more than 200 degrees, and has grown to become the most diverse campus in Oregon and one of its biggest. We serve more than 28,000 students, including a significant number from underrepresented racial and ethnic backgrounds, working parents, first-generation students, international students and returning students. We also attract a large percentage of students who transfer from community colleges or other universities. We are an access institution, and we consider our diversity an integral part of how we define academic excellence.

We also serve as an "anchor institution" for the Portland area, providing thousands of jobs, investing millions of dollars on capital projects and adding an estimated \$1.44 billion in annual economic impact. Portland continues to attract new residents, with projections that the region will grow from the current 2.3 million to 2.9 million over the next 20 years.

Our reputation is on the rise. Because of our curriculum, faculty and dedication to community engagement, PSU is widely perceived as a national model for how universities can partner with their cities to solve problems and improve quality of life. *U.S. News & World Report* in 2015 placed us on an elite list of the nation's "Most Innovative" universities. We are the only Oregon university – public or private – to make this list, which includes Harvard, Stanford, MIT and other great universities. External funding for our research also has increased. In fiscal year 2015, we received sponsored awards totaling \$64.6 million, which represents an average increase of 8 percent per year over the past seven years.

Since July 2014, PSU has been governed by its own Board of Trustees – a change resulting from decentralization of Oregon's public university system and the dissolution of the State Board of Higher Education. The change has given us a much broader

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degree of independence and ability to determine our own future. As part of this new direction, the board charged PSU President Wim Wiewel with drafting a new strategic plan to guide the university for the next five years and serve as a measuring stick for the board.

This plan, developed over the course of 18 months, includes input from thousands of PSU faculty, staff, students, alumni and community members. It represents a broad campus consensus on the course of PSU's future.

FUTURE CHALLENGES

Higher education is experiencing an era of “disruptive innovation.” As educators struggle to keep pace with technological advances, universities no longer can claim a monopoly on knowledge. And as PSU plans for its future, we do so under a national imperative to educate more students with better learning outcomes at a lower cost. We must keep these trends in mind:

Global Competitiveness: PSU graduates will compete in a global economy in which manufacturing jobs are likely to continue to flow to lower labor cost countries, while more living wage jobs in Portland will require higher levels of education. To be successful, students must adjust to lifelong learning, stay connected in their communities, adapt nimbly to change and become adept at working with others in teams.

Regional Competitiveness: With the decentralization of Oregon public university governance, competition among the universities will accelerate, especially among the three biggest institutions. The already fierce competition for students will likely increase with additional offerings in online education and degrees. Meanwhile, efforts by other universities to tap into the Portland-area market and establish satellite campuses or programs are likely to intensify.

Education that leads to employment: College education costs have climbed faster than inflation. Without a significant increase in state aid, more and more students will take on extraordinary levels of debt (the national average for undergraduate students is now \$26,000) making it all the more imperative that PSU degrees are valued by employers.

Changing Demographics: Portland is becoming more diverse. If Portland State is to continue to serve our community, we must capitalize on this fact and plan for the recruitment, retention, education and graduation of students from different racial, ethnic, linguistic, cultural and identity backgrounds. Projections indicate Hispanic high school graduates alone will increase from 20 percent of the total in 2015 to 32 percent by 2027-28.

Individualized education: With the advent of sophisticated and ubiquitous free learning platforms, students can now acquire an articulated education that is tailored to their interests. In this do-it-yourself environment, a PSU education must add tangible value to the quality of a student's life to be considered relevant.

HOW WE PLANNED IT

The 2014-15 strategic planning process was designed to be inclusive, transparent and accessible to the PSU community.

Governance: The Strategic Plan Development Team served as the main driver of the plan. This diverse team represented a broad cross-section of students, faculty, staff, alumni, and Board of Trustees and Foundation board members. A project manager and an outside consultant, Coraggio Group, facilitated. Decisions were based on general consensus. Separate “topic teams” provided deeper consideration of strategic themes. These teams made recommendations for the strategic goals and initiatives that form the core elements of the plan.

Outreach: Development of the plan offered an opportunity to foster a new level of engagement and synergy among the PSU community. A separate Communications Team helped ensure substantial participation in the plan. Outreach and feedback channels included town hall meetings, online surveys, a biweekly electronic newsletter, an interactive website and dozens of meetings with smaller interest groups.

Equity: A unique element of PSU strategic planning was the inclusion of equity throughout the process, as well as the use of an equity lens. Much attention was given to ensuring representation and participation from a diverse range of people. The outreach plan also was devised to include as many people from across campus in as many ways as possible.

As part of the process a small group of PSU experts on equity and social justice convened as a panel to help develop an equity lens and establish a process for applying the lens to the plan. Each strategic goal is accompanied by a list of equity considerations that will inform implementation of the plan.

Implementation: A separate implementation process begins with the acceptance of the plan and its five strategic goals. Details of how each initiative will be carried out will be determined by the groups and units charged with the work. Specific ideas, initiatives, and strategies generated during the planning process have been captured and will inform implementation. As the plan moves forward, there will be further refinement and development of key performance indicators to track its progress.

STRATEGIC CLARITY

OUR VISION

Portland State University leads the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all.

OUR MISSION

- › We serve and sustain a vibrant urban region through our creativity, collective knowledge and expertise.
- › We are dedicated to collaborative learning, innovative research, sustainability, and community engagement.
- › We educate a diverse community of lifelong learners.
- › Our research and teaching have global impact.

OUR VALUES

- › We promote access, inclusion, and equity as pillars of excellence.
- › We commit to curiosity, collaboration, stewardship, and sustainability.
- › We strive for excellence and innovation that solves problems.
- › We believe everyone should be treated with integrity and respect.

OUR REPUTATION

Portland State University pursues excellence through:

- › Accessibility
- › Innovation
- › Collaboration
- › Engagement
- › Sustainability
- › Transformation

OUR POSITION

- › We are an anchor institution, providing the Portland region with a highly educated population, substantial economic impact, and distinctive contributions to its culture.
- › We contribute unique scholarship and research that support quality of life through problem solving.
- › We deliver on our access mission, contributing to a highly educated and diverse community.

STRATEGIC GOALS

STRATEGIC GOAL #1: **ELEVATE STUDENT SUCCESS**

As Portland State has grown from its roots as a small commuter college into a comprehensive university with more than 28,000 students and Oregon's most diverse campus, we face challenges and demands that require new solutions. We must be strategic in how we use our limited resources to support students from all backgrounds to succeed.

Improving student success, including raising retention and graduation rates, is our top priority. To meet the state's goal of 40 percent with a bachelor's degree or higher, we must find pathways that ensure more PSU students leave with degrees. We are particularly focused on ensuring all students – graduate and undergraduate – receive a rigorous and enriching academic experience that equips them for success in life and career. We seek to contain education costs. We endeavor to prepare students for a diverse and globally connected world.

PSU has unique metrics to consider: two-thirds of our students transfer here from other institutions; the average age of our undergraduates is 26; a large number are first-generation students; and we serve a high percentage of students from within the region and the state. Although the number of high school graduates is expected to flatten in coming years, an increasing percentage is likely to represent diverse racial, ethnic and linguistic students.

Objective

Provide a quality education and graduate students who are prepared for careers and life in a global context.

Initiative #1: Put Students First

1.1 Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.

1.2 Explore and put in place new strategies to contain the cost of completing a PSU degree.

Initiative #2: Clarify Academic Pathways

2.1 Clarify and simplify university requirements.

2.2 Help students navigate their course work and move effectively and efficiently toward graduation.

2.3 Create programs and services in conjunction with with community colleges to ensure clear pathways and degree maps for transfer students.

Initiative #3: Use Best Practices to Advance Student Retention

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- 3.1 Increase advising capacity and improve the visibility of student support services.
- 3.2 Expand cultural competencies to support students from diverse communities.
- 3.3 Maximize use of advanced analytics to improve student outcomes.

Initiative #4: Design and Offer Academic Programs that Lead to Future Success

- 4.1 Develop an academic plan with programs that prepare students for competitive advantage in life and career.
- 4.2 Provide flexible degrees to accommodate diverse needs of students.
- 4.3 Assess opportunities for innovative academic programs that align with career paths, locally and globally.
- 4.4 Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.

Initiative #5: Prepare for Academic and Career Success While at PSU

- 5.1 Establish orientation programs that address linguistic and cultural needs.
- 5.2 Increase technology training to support student learning.
- 5.3 Increase education about, and access to, scholarship opportunities, particularly for socio-economically disadvantaged students.
- 5.4 Offer additional training for financial literacy.
- 5.5 Improve preparation for career placement and advancement.

Initiative #6: Enhance Graduate Student Success

- 6.1 Grow scholarships to support graduate study.
- 6.2 Create stronger linkages between research centers and institutes that hire graduate students with graduate students seeking financial support.
- 6.3 Strengthen career and professional development services to support post-graduate careers.

Key Performance Indicators:

- › Freshman Retention (% returning after one year) - HECC Indicator 2
- › Transfer Retention (% returning after one year) - HECC Indicator 3
- › Freshman Graduation Rate (% graduating within 6 years) - HECC Indicator 4
- › Transfer Graduation Rate (% graduating within 6 years) - HECC Indicator 4
- › Programs successfully completing academic program review – NWCCU Indicator 2.1.2
- › Total graduated and retained – NWCCU Indicator 2.2.7
- › Student-to-Faculty ratio – HECC Indicator 6
- › Percent of graduate students who receive financial assistance from PSU

Equity Lens Considerations:

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- Include a holistic definition of “our students” in the Strategic Plan that includes all underrepresented groups.
 - Recognize that disparities in the retention and graduation rates of underrepresented students necessitate an investment in culturally responsive advising.
 - Offer Faculty cultural competency training that fosters better relationships with underrepresented students.
 - Provide accommodations to students who may not be able to participate in community-based learning experiences due to accessibility issues.
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STRATEGIC GOAL #2: **ADVANCE EXCELLENCE IN TEACHING AND RESEARCH**

Attracting and retaining the highest quality faculty and entrusting them with academic freedom is the best means of achieving PSU's mission as a top urban research university. Clarification of faculty roles and responsibilities, a renewed emphasis on professional development, strong integration in academic advising and robust shared governance will substantially strengthen the impact and achievement of the faculty and PSU.

Historically a teaching university, PSU's level of sponsored research has climbed in recent years, up more than 50 percent since 2006. Our faculty excels at providing research that enhances and solves problems for the rapidly evolving Portland Metro area. That research has been extended into national and global fields, bringing new and broader attention to PSU.

Our 22:1 faculty-to-student ratio puts us slightly below the national average for U.S. public universities. About 45 percent of our instructional faculty hold doctorates or other terminal degrees. Fourteen percent of our faculty represent diverse racial and ethnic groups, which is close to the state average but below the Portland regional average and below the PSU student body. Seventeen of our graduate programs are ranked among the top 50 in the nation.

Objective:

Support faculty to advance teaching and research, and prioritize investments to ensure relevant and high-quality academic programs.

Initiative #1: Recognize and Develop Excellence in Teaching

- 1.1 Create opportunities for continuous employment and shared governance for non-tenure eligible, teaching-intensive faculty.
- 1.2 Establish a new adjunct appointment category that recognizes sustained teaching excellence and offers competitive compensation.
- 1.3 Make professional development for all faculty a personal and institutional priority.
- 1.4 Examine and strengthen our teaching evaluations for all faculty.
- 1.5 Adopt high impact strategies for effective teaching and learning.

Initiative #2: Recognize Outstanding Research

- 2.1 Establish a Distinguished Faculty ranking to recognize outstanding research, scholarship and creative work.
- 2.2 Create opportunities for faculty and graduate students to develop and enrich their research efforts.

Initiative #3: Prioritize for Impact

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3.1 Determine and prioritize research investment and academic program development in areas where PSU is known for excellence, that show the greatest potential for collaboration and in which we have a competitive advantage.

3.2 Promote and incentivize faculty research.

Initiative #4: Maintain an array of academic programs that reflects our academic priorities.

4.1 Assess the array of academic program offerings on a regular basis to ensure relevance and quality.

4.2 Provide mechanisms to ensure that academic priorities, informed by faculty expertise and student needs, are appropriately reflected in planning for new programs and growth, and in decisions regarding program reduction and elimination.

Key Performance Indicators:

- › Number of faculty with externally-funded projects each year – NWCCU Indicator 3.1.3
- › Total Sponsored Projects Expenditures – HECC Indicator 10 and NWCUU Indicator 3.1.1.
- › Number of graduate research assistantships on sponsored projects – NWCCU Indicator 3.2.1
- › Faculty Compensation (% mean of peers) - HECC Indicator 9
- › Percentage of teaching-intensive faculty with continuous employment (currently not tracked, but could be via administrative records)

Equity Lens Considerations:

- Strengthen this goal by committing internal resources to support academic, research and creative activities that diversify our scholarly portfolio and the knowledge we generate on campus.
- Consider differentiating PSU in the marketplace by re-branding our scholarly outputs to reflect specific values related to equity, collaboration, and reciprocity -- that are community-based and partnership focused.

STRATEGIC GOAL #3: EXTEND OUR LEADERSHIP IN COMMUNITY ENGAGEMENT

Portland State has developed a reputation as a national model for urban universities that enhance their region by working with partners to solve problems. As the Portland metropolitan region grows and evolves, we can seize the opportunity to be a key partner in that evolution.

After more than 40 years of sustained growth, PSU has become a recognized anchor institution for the entire metropolitan region. Our economic impact is estimated to be \$1.44 billion per year. We are internationally known as an engaged university that combines rigor in the classroom with field-based experience, such as internships and classroom projects with community partners. In 2014, more than 12,000 students provided nearly 1 million service hours to businesses, nonprofits and government organizations.

We have been recognized by the Carnegie Foundation, the Peace Corps and the Corporation for National & Community Service for our civic engagement work. We will build on our reputation for urban engagement and make PSU a hub for the next evolution of scholarship and practice that is committed to solution-oriented partnerships.

Objective:

Enhance engagement opportunities to further strengthen the reciprocal relationship between PSU and the broader community.

Initiative #1: Support Lifelong Community Engagement

1.1 Sustain the community engagement experience throughout the lives and careers of alumni by connecting students and campus initiatives to alumni who wish to remain engaged.

1.2 Commit PSU to ongoing dissemination of knowledge about collaborative practice, community-building and social justice to empower the lifelong engagement of PSU graduates in their communities.

Initiative #2: Make PSU's Engagement More Visible and Accessible

2.1 Organize, communicate and disseminate information on collaborative opportunities, projects and outcomes.

2.2 Facilitate opportunities for partners who wish to join us for community-based learning, applied and collaborative research, internship placement and initiatives that build community.

2.3 Create a research academy to analyze the practice and impact of engagement and inform the world about effective community collaboration through research, data collection and academic writing.

Initiative #3: Enhance Internship Opportunities

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- 3.1 Encourage academic programs to establish an internship program where relevant to their curricular mission.
- 3.2 Expand community-based learning opportunities prior to the senior capstone.
- 3.3 Offer flexible internship opportunities for students who face challenges in balancing family, work and learning responsibilities, or for students who require accommodations.

Initiative #4: Elevate PSU's role as an Anchor Institution in the Portland metropolitan region by advancing PSU's Strategic Partnership agenda.

- 4.1 Strengthen and deepen university-wide, strategic partnerships with key business and civic organizations to deliver on regional goals related to economic and workforce development, innovation and entrepreneurship, urban sustainability and community health.
- 4.2 Align PSU's workforce and career pathway strategy with the Greater Portland 2020 regional economic development plan.
- 4.3 Work in concert with Oregon Health and Science University to establish and develop a Health and Life Sciences Innovation Quadrant
- 4.4 Build university wide infrastructure and capability to coordinate and communicate key components of PSU industry/economic/workforce development agenda – i.e. internships, career pathways, entrepreneurship, and industry cluster support.
- 4.5 Develop a strategy for leveraging our purchasing, employment, and investment priorities to advance equity, sustainability and community wealth-building.

Key Performance Indicators:

- › Percent of Capstone students who agree or strongly agree that they have a better understanding of how to make a difference in the community (in end-of-course survey) - NWCCU Indicator 1.1.3
- › Hours of service to the community each year – NWCCU Indicator 1.2.2
- › Number of internships that offer academic credit.
- › Other metrics as determined by the Strategic Partnership Council.

Equity Lens Considerations:

- Acknowledge that authentic community engagement is reciprocal.
- Commit to collaboration that is mutually beneficial and brings real value to (and does not harm or diminish) PSU's community partners.
- Help PSU and its partners build greater capacity for advancing community well-being by designing partnerships that maximize social justice and racial equity.
- Develop partnerships that take into consideration the full costs of internships, service-learning, and experiential learning pedagogies.
- Accommodate students with limited financial resources who may struggle to balance family and work with the time commitments required by community based learning.

STRATEGIC GOAL #4: **EXPAND OUR COMMITMENT TO EQUITY**

Portland State is an access institution with a history of inclusion and equity. Now that the Portland metro region is in the midst of a demographic shift, diversity is one of the characteristics that differentiate PSU in a crowded higher education market. We must ensure a campus climate that welcomes all students, employees, and community partners.

In academic year 2015, 40 percent of Portland State's incoming freshmen were students of color – a record for the university and nearly double the statewide percentage. The fact represents a trend we must address in all areas, including employee structure and development.

We will demonstrate our commitment to equity by applying an equity lens to campus-wide policy-making, planning and assessment processes. University employees, including faculty and academic advisors, will receive training for culturally responsive education so they are adequately prepared to provide inclusive services. We will regularly assess diversity outcomes and make necessary adjustments to ensure our students are equipped for success in a diverse and rapidly changing world.

Objective: Create an environment at PSU that is open, inclusive and committed to diversity, and ensure that all students and faculty embrace culturally responsive teaching and learning.

Initiative #1: Create a More Inclusive Campus

- 1.1 Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities.
- 1.2 Conduct a campus climate audit to assess and inform safety and inclusion.
- 1.3 Develop and utilize an equity lens in campus decision-making.
- 1.4 Provide linguistically appropriate student services.

Initiative #2: Promote Diversity through Hiring

- 2.1 Adopt best practices for recruitment, retention and advancement of diverse faculty, staff and administrators.

Initiative #3: Broaden International Opportunities

- 3.1 Offer all students the opportunity for international and cross-cultural learning experiences, including study abroad, internships, community-based learning and co-curricular programs.
- 3.2 Increase international and cross-cultural perspectives in the classroom.
- 3.3 Expand financial support to increase the number and demographic diversity of study abroad participants.

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- 3.4 Create opportunities for international and intercultural engagement in existing campus housing, cultural and recreation programs.
- 3.5 Develop innovative language immersion in academic and extracurricular activities.

Initiative #4: Define and Measure Diversity Learning Outcomes

- 4.1 Incorporate assessment of diversity learning outcomes in academic units and the Diversity Action Plan.
- 4.2 Train faculty to incorporate diversity elements in their courses.

Key Indicators of Success:

- › Student diversity (%) - HECC indicator
- › Faculty diversity (%) - HECC Indicator
- › Staff diversity (%)
- › Number of bachelor's degrees awarded to Pell eligible Oregonians – NWCCU Indicator 4b.1.2
- › Graduation (rate and number) of students from specific underrepresented communities.
- › Number of students served by support services designed for under-represented students – NWCCU Indicator 4b.1.3
- › Number of students successfully completing study abroad offerings (including short-term faculty led study abroad) - NWCCU Indicator 4b.2.1
- › Number of international students enrolled at PSU in degree or certificate programs – NWCCU indicator 4b.2.2

Equity Lens Considerations

- Deepen our commitment by looking for opportunities to make PSU policy, programs and practice more equitable.
- Elevate the campuses expectations for greater accountability around equity issues.
- Consider acknowledging equity efforts in promotion and tenure guidelines, performance evaluations and similar assessments.
- Acknowledge that “the international educational experience” can be local, by making valuable cross-cultural experiences available to our students through increased contact with international students and communities in our area.
- Recognize that cultural understanding is a pre-requisite for an engaged education and that we have a responsibility to provide our students with the necessary competencies to be able to work with diverse colleagues and the organizations they serve.

STRATEGIC GOAL #5: **INNOVATE FOR LONG-TERM STABILITY**

For the first time in our history, we are governed by our own Board of Trustees. This change has given us a new level of financial independence and accountability, as well as an unprecedented opportunity to set our own course. An improved economy and intense lobbying effort in 2015 led to a state funding package that reinvests in the state's universities. State spending on higher education remains well below pre-recession levels but continues to be a critical factor in our financial stability, and we will continue to seek improvements both at the state level and on our own. We are expanding our efforts to increase philanthropic giving and exploring the potential for additional local revenue.

We also are looking at innovative and more efficient ways to offer courses and degrees. Our ReTHINK initiative has spawned dozens of projects that help students stay on course and graduate sooner using innovative curriculum, community engagement and effective technology. We are offering more degrees entirely online. To stay ahead of rapid changes in higher education, however, we must continuously innovate and not be satisfied with the status quo.

We will develop innovative operating policies, revenue generation and communication strategies that emphasize student success, simplify internal operations, increase financial stability and keep our PSU community connected.

Objective: Foster innovation and continuous improvement in all areas of the University, including identification of new sources of revenue to advance the PSU mission

Initiative #1: Inspire More Community Support

1.1 Engage the broader metropolitan community, particularly PSU alumni and business partners, to support the University through local revenue generation, scholarships, capital investment, community partnerships and other means.

Initiative #2: Diversify Revenue Streams

2.1 Pursue strategic growth of all of our revenue streams (resident/non-resident students, state funding, philanthropy, research, and auxiliary enterprises) to support our institutional mission.

2.2 Ensure sufficient reserves to manage through the cyclical budgetary nature of higher education funding and to make longer term strategic investments.

2.3 Follow principles of improving quality, performance, efficiency and outcomes, and supporting our core operations.

Initiative #4: Improve University Systems

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4.1 Eliminate or modernize practices or systems that are duplicative, inefficient or add unnecessary costs, taking into account costs incurred by units and paying particular attention to costs incurred by students.

4.2 Improve university infrastructure and systems.

Initiative #5: Advance Campus Communication Systems

5.1 Conduct a comprehensive audit of campus-wide communications to determine and implement the most effective ways to keep our community informed.

Initiative #6: Catalyze New Ideas

6.1 Create conditions for the generation of new ideas that can advance our mission.

6.2 Provide more opportunities for the entire PSU community to come together to communicate and innovate.

Initiative #7: Plan for Resiliency

7.1 Create and implement a comprehensive emergency plan that prepares PSU Prepare for natural disasters and other extraordinary occurrences that require additional safety measures and may result in loss of services to the campus community.

7.2 Provide the necessary infrastructure to ensure rapid response, ensure safety of the PSU community and restore critical services.

Key Indicators of Success:

- › PSU's value of economic impact on the region (in dollars) - NWCCU Indicator 1.2.1
- › Increased philanthropy/gifts to PSU (\$ millions) - HECC Indicator 11
- › Annual net revenue/deficit
- › PSU Fund Balance on 6/30 of each year
- › Number of patents and licenses

Equity Lens Considerations:

- See that PSU stakeholders benefit as equally as possible from its investments and resource allocations.
- Strive to provide a campus environment that is welcoming and accessible.
- Control costs, expand and protect resources so PSU can continue to provide access to higher education and to an attainable degree for all the residents of this region who seek them.
- Leverage University operations and purchases to increase the amount of business we do with under-represented contractors and suppliers.

PSU Strategic Plan 2014-2015

Participants

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Special Thanks to:

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E.1.c

October 20, 2015

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda (revised)

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 **2015-16 Comprehensive List of Proposals**.

College of the Arts

Change to Existing Courses

E.1.c.1

- Arch 280 Design Fundamentals Studio 1 – change prerequisites.

E.1.c.2

- Arch 281 Design Fundamentals Studio 2 – change prerequisites.

E.1.c.3

- ArH 376 Baroque Art: Italy – change title to Italian Baroque Art; change description.

E.1.c.4

- ArH 377 Baroque Art: The Netherlands – change title to Dutch and Flemish Baroque Art; change description.

E.1.c.5

- ArH 378 Baroque Art: Spain and the Americas – change title to Spanish Baroque Art; change description.

E.1.c.6

- Art 261 Color Photography – change title to Digital Photography; change description.

E.1.c.7

- Art 262 Photoimaging I – change course number to Art 362; change title to Photographic Imaging.

Maseeh College of Engineering and Computer Science

Change to Existing Courses

E.1.c.8

- ME 412L Mechanical Engineering Lab – drop.

E.1.c.9

- ME 416 Internal Combustion Engines – drop.

E.1.c.10

- ME 417 Gas Turbines – drop.

E.1.c.11

- ME 418 Analysis of Powerplant Cycles – drop.

E.1.c.12

- ME 431 Pneumatic and Hydraulic Systems – drop.

E.1.c.13

- ME 444 Combustion – drop.

E.1.d

October 7, 2015

TO: Faculty Senate

FROM: Joel Bettridge
Chair, University Studies Council

RE: Consent Agenda

The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

You may read the cluster course proposals at:

<https://unstcouncil.pbworks.com/w/page/89577500/2015-2016%20Cluster%20Course%20Proposals>

New Cluster Courses

	Course		Cluster
E.1.d.1	JST 335	Sex, Love, and Gender in Israel	Gender and Sexualities
E.1.d.2	MUS 365	Film Music	Popular Culture

Cluster Course approved for additional Cluster

E.1.d.3	PH 335	Wacky or Real: Physics Myths	Design Thinking/Innovation/ Entrepreneurship
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