

11-30-2015

## Faculty Senate Monthly Packet November 30, 2015

Portland State University Faculty Senate

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# Faculty Senate, 30 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 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 of curricular proposals are available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com>. If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the 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 three meetings consecutively will be dropped from the Senate roster.

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Senators and Ex-officio Members of the Senate

**From:** Richard H. Beyler, Secretary to the Faculty

The Faculty Senate will meet on **30 November 2015** at 3:00 p.m. in **Cramer Hall 53**.

**AGENDA**

- A. Roll
- B. \* Approval of the Minutes of the 2 November 2015 Meeting
- C. Announcements and Communications from the Floor
  - \* 1. OAA response to November notice of Senate actions
  - 2. Announcements from Presiding Officer and Secretary
  - 3. Update on collective bargaining (P. Miller & S. Chabon)
  - 4. Announcement on enrollment and resource planning (M. Bowman)
- D. Unfinished Business
- E. New Business
  - \* 1. Curricular proposals consent agenda (Graduate Council, UCC)
  - \* 2. Resolution on task force on review of NTTF for continuous appointments
  - \* 3. Resolution on task force on emeritus rank for NTTF
  - \* 4. Resolution regarding continuation of task force on academic quality
  - \* 5. Resolution regarding Strategic Plan
- F. Question Period: Communications from the Floor to the Chair
- G. Reports from Officers of the Administration and Committees (ca. 4:20)
  - >>> *order of reports is subject to change* <<<
  - 1. President's Report
  - 2. Provost's Report
  - \* 3. Annual Report of the Internationalization Council
  - \* 4. Quarterly Report of the Educational Policy Committee
- H. Adjournment

**\*See the following attachments:**

- B. Minutes of the Faculty Senate meeting of 2 November 2015 and appendices
- C.1. OAA response to November notice of Senate actions
- E.1. Curricular proposals consent agenda
- E.2. Resolution on task force for review of NTTF for continuous appointments
- E.3. Resolution on task force of emeritus rank for NTTF
- E.4. Resolution regarding continuation of task force on academic quality
- E.5. Resolution regarding Strategic Plan
- G.3. Annual Report of IC
- G.4. Quarterly Report of EPC

## 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
†Trettheway, 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, 2 November 2015  
**Presiding Officer:** Gina Greco  
**Secretary:** Richard H. Beyler

**Members Present:** Arellano, Babcock, Baccar, Bluffstone, Bowman, Brodowicz, Camacho, Carder, Carstens, Chang, Childs, Clark, Daescu, Daim, Davidova, Donlan, Dusschee, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, George, Greco, Griffin, B. Hansen, Harris, Ingersoll, Jaén Portillo, Kennedy, Labissiere, Layzell, Lindsay, Loney, MacCormack, Maier, McElhone, Monsere, Mukhopadhyay, O'Banion, Padin, Pease, Perlmutter, Popp, Raffo, Riedlinger, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Tretheway, Webb, Wendl, Winters, Yesilada

**Alternates Present:** Weber for Daim, Thieman for De La Vega, Strecker for de Rivera, C. Hanson for Harmon, Daasch for Siderius, Gioia for Taylor

**Members Absent:** Brodowicz, George

### Ex-officio Members

**Present:** Andrews, Beyler, Chabon, Everett, Fountain, Hines, Liebman, Marrongelle, Marshall, Moody, Natter, Percy, Su, Wiewel

### A. ROLL

The meeting was called to order at 3:02 p.m.

### B. APPROVAL OF THE MINUTES

The **5 October 2015 Minutes** were **approved** as published.

### C. ANNOUNCEMENTS

1. **OAA Response to October Report of Senate Actions** (concurrence) was noted [November Agenda Attachment C.1].
2. **Announcements by the Presiding Officer and Secretary**

BEYLER announced that Senate district assignments, including a list of e-mail addresses for faculty in each district, had been circulated to senators. Any questions about the assignments should be directed to the Secretary.

E-mail communication to the Secretary should be sent to his individual account, [r.beyler@pdx.edu](mailto:r.beyler@pdx.edu). The address [secretary@pdx.edu](mailto:secretary@pdx.edu) as well as the Faculty Senate e-mail list were used for outgoing communications, but it would be best for individual messages to use the former address.

BEYLER reminded senators that the next meeting would take place on **30 November** in lieu of the regular December schedule because of exam week and several other considerations. Neither a quorum nor an agenda was anticipated for 7 December.

GRECO introduced Carolina GONZALEZ-PRATS, student trustee on the PSU Board of Trustees. GONZALEZ-PRATS announced the opening of the application and search process, from November 2<sup>nd</sup> through November 25<sup>th</sup>, for the next student trustee for the term 2016-18. She asked senators to disseminate this news, identify students with service and leadership potential, and encourage well qualified students to apply. Faculty with questions could contact her at [mgonza2@pdx.edu](mailto:mgonza2@pdx.edu).

BEYLER reminded senators that item E.2 had been added to the agenda that had been originally circulated. This addition had been disseminated by e-mail; hard copies were now also available.

### **3. Announcement about on-line registration overrides**

BACCAR (in her capacity as Registrar) announced a change in certain course registration procedures. The goldenrod special registration form had served its purpose and was now (tearing the form in two) being replaced by a new procedure. [Laughter and applause.] The form has been used for faculty to make exceptions to restrictions on course registration including prerequisites, class level, major or college. Several years ago an electronic version of this form was released to department chairs and department staff. This functionality is now being extended so that any primary instructor for a course (the primary instructor associated with a CRN) can go on-line, as with submitting grades, and make one of these overrides. Overrides may be specific or general. This will also allow students to add up through week two without physically submitting a paper form. After the first day of class, when the automated wait list is turned off, instructors will also then be able to override course capacity using this procedure. Note, however, that lifting the restriction does not automatically enroll the student in the course: the student still needs to take that step using the course registration process. This new system will be launched in December or January; the Registrar's office will be doing outreach to departments and offering training sessions.

In answer to a question, BACCAR clarified that this system cannot be used to drop a student from a course: only to lift restrictions.

In answer to another question, BACCAR stated that if departments still want to manage this centrally (rather than leaving it to individual instructors), that would be a matter of training faculty about how to use the process.

### **4. Discussion Item: Draft of the PSU Strategic Plan**

In preparation for the discussion item, GRECO reviewed the calendar of relevant events and outlined some procedures for the discussion. On the previous Monday (26 October) there was a forum with a panel of faculty and staff who had participated in writing the plan. In the present Senate meeting, PERCY, Chair of the Strategic Plan Development Team (SPDT), would give a presentation, followed by questions and comments. The

drafting committee will be meeting on 6 November to revise the plan, so any suggestions for them to consider must be in by 5 November. GRECO said that she would collate any responses she received, or responses could be sent directly to PERCY. Faculty Senate had been asked to give feedback to the Board of Trustees. That would take the form a motion to be discussed and voted on at the next meeting on 30 November. Discussion today would inform that motion. GRECO envisioned the motion as including a brief statement that summarizes the general sense of the Senate about the Strategic Plan, and then going through the various initiatives and indicating how they align with faculty governance. The aim would be to show where the faculty voice can and should play a role in implementation, and find ways to constructively make the plan ours.

GRECO asked senators to state their name and unit in the discussion today, even though it will be taking place in committee of the whole, since it helps in answering questions to know where the question is coming from. She also urged senators to begin their remarks with “My question is ...” or “My comment is ....” The first formulation introduces a question that seeks a response. [Laughter.] The second formulation includes rhetorical questions for which no response is necessarily expected, though one may still be offered. The aim was to keep the discussion moving and to allow as many voices as possible to be heard. GRECO asked senators to avoid wordsmithing; any small edits of this sort could be sent to directly to the committee. The discussion in Senate should be at a general level. She reiterated that the Senate response would include a brief statement of the general feeling of Senate regarding the plan and then, regardless of that feeling, an indication of what Senate thought we (faculty) should then do.

PERCY prefaced his remarks by noting that as chair of the SPDT he was speaking on behalf of many voices and many types of participation. He thanked Holly MORAES, office manager and executive support in CUPA, for assisting him with the presentation. He also thanked GRECO and the Faculty Senate for the preliminary discussion last Monday, as well as a prior meeting with the Steering Committee, from which there had been useful feedback; he hoped for more of the same today.

PERCY reviewed the process of writing the plan and outlined the strategic goals. [See slides, **November Minutes Appendix C.4.**]

He emphasized that many different people have part of the process. SPDT is a group of thirty faculty, staff, students, alumni, and community people who began thinking about how to move the plan forward, provided guidance on process, did preliminary listening and screening of ideas and their impact. The goal was an open process; the task then was to sort through and organize the information received. The SPDT developed eight topic teams as a logical way to organize the array of ideas and concerns. Topic teams comprised faculty, staff, students, alumni, and administrators. Input was sought from many quarters.

PERCY noted that while issues of diversity and inclusion were important all along, the late Charlotte GOODLUCK (SSW) called for the plan to look explicitly at equity. The process was modified to include two equity lens panels, one focusing on issues of racial justice, and the other looking at issue of justice for a variety of other stakeholders. It was

desired to examine racial equity separately out of the sense that those questions are sometimes lost amidst everything else, while racial injustice and discrimination have so long been a part of our society and thus need to be called out specifically. The work of these panels definitely influenced the plan.

PERCY asserted that the outreach for input was the broadest in strategic planning that he had ever seen. Two strategic ice cream events generated over 800 items of input from a diverse range of students. Over 400 faculty and over 400 staff and administrators were involved, along with over 100 alumni and community members. Over 1800 comments came from unknown sources.

At end of 2014-15 academic year, seven people volunteered to organize this input and the contributions of the topic teams: Carlos CRESPO (SCH), Rob FULLMER (CLAS / HECC), PERCY (CUPA), Rayleen MCMILLAN (student/alumna), CeCe RIDDER (DMSS), Ethan SELTZER (USP), and THIEMAN (GSE). Aiming for a statement that was short and yet contained key values, they emphasized equity, sustainability, academic excellence, urban engagement, and expanding outreach. The vision talks about creativity, collective knowledge, sustainability, excellence in research and teaching, and fostering lifelong learners. The bulleted format was used on purpose for clarity to express these values for PSU: We achieve excellence through access, inclusion and equity. We have a commitment to curiosity, collaboration, and stewardship. We are problem solvers. We seek to treat people with integrity and respect.

PERCY described the next step as moving to substance. Multiple outlining and drafting exercises (THIEMAN still has all the drafts) resulted in defining five strategic goals, viz.:

- 1) "Elevate student success" should not be a surprise. Over the last ten years, it has received yet more attention at PSU, e.g., through recognizing needs to students from disadvantaged backgrounds, efforts to improve retention, concern with quality of teaching and teaching modalities. Pathways should be clarified and programs designed with student success in mind. Students should be prepared also for career success. The graduate student representative made the point that graduate student success also needed explicit recognition.

- 2) "Advance excellence in teaching and research," recognizes central work in this area and seeks to develop it yet more. New modalities and methodologies of teaching are being investigated, including ways to teach more effectively on-line. We want to recognize outstanding research and creativity; we want to celebrate outstanding research and reward it more. We want to make investments that advance our cause, reflect our plan, and seize opportunities. We want an array of programs that reflects our academic priorities.

- 3) "Extend our leadership in community engagement." PSU is nationally and internationally recognized as a leader in community engagement. PERCY noted that this was how he first became acquainted with PSU; while working on this issue at another institution, he was directed to PSU as the gold standard in this area. Can we take this tradition and history and build on it yet more, and even enhance our reputation? We



ought to grow PSU's status as an anchor institution in the community. We ought to make partnerships more visible and accessible.

4) "Expand our commitment to equity" aims at a bolder statement of elements that were there before. It is exciting, challenging, and will take a lot of work to make this happen. We will have to push ourselves. How can we make hiring more effective and attractive? How can we broaden international opportunities? How can we better define and measure our outcomes?

5) "Innovate for long-term stability" talks about ways to inspire more community support. PERCY referred to the recent Simon Benson event, which was inspirational in revealing interest in and support for PSU. Work on philanthropic support is needed. We need to diversify types of support, and minimize reliance on any single source. Communication is critical; we need to overcome the common sense that "I don't know enough about what is going on around here."

PERCY concluded that it is important to keep in mind the long, thoughtful discussions that lay behind the document. One example was discussion about the question of geographical reach or perspective. Some people emphasize the connection to and embeddedness in Portland and the region, and advocate that we stay true to this part of our identity. Others, however, emphasize that they are doing international work and that their research goes beyond the region, and look to study abroad opportunities and international students at PSU. This is all legitimate but shows a tension we have amongst ourselves. The team sought to craft a language and approach that was inclusive. He asserted that while we may not achieve an ideal plan, this is an effective real plan. Performance indicators are necessary to measure progress, and also very important for the Higher Education Coordinating Committee (HECC). But this is still a work in progress; key elements are missing, and we need to commit to work together in implementation to find a better and broader set of indicators. He stated that input is still valuable and needed; e.g., a recent comment about advising capacity is not simply measured in numbers.

In implementation, PERCY stated, faculty participation will be important to the much work still needed. Specific ideas have been captured and will be shared with those people and organizations charged with implementation.

PERCY called for recognition of those present who had worked on various aspects of the plan. [Applause.]

TALBOTT / RAFFO **moved** that the Senate resolve itself into a **committee of the whole**; the motion **carried** by unanimous voice vote (at 3:46).

During the discussion, various senators offered comments on the draft of the Strategic Plan and asked questions which were answered by members of the SPDT who were present, including PERCY, THIEMAN, and MCMILLAN.

At the conclusion of the discussion, B. HANSEN / CLARK **moved** that the Senate return to **regular session**; the motion **carried** by unanimous voice vote (at 4:34).

PERCY again thanked the Senate for taking the time to help the SPDT in its work.  
[Applause.]

#### **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 proposals from the Undergraduate Curriculum Committee and UNST Council listed in **November Agenda Attachment E.1** were **approved**.

##### **2. Resolution from the Interinstitutional Faculty Senate: Addressing Violence in Our Schools**

HINES as lead representative from PSU to Interinstitutional Faculty Senate (IFS) reported that after the shootings at Umpqua Community College, IFS decided as a group that violence in schools is a teaching and learning issue, that it is an academic issue. Together with Ben CANNON, chair of HECC, IFS talked about initiating a state-wide conversation, involving faculty to think about solutions. The result was a short resolution along with a statement of rationale beyond the resolution itself. [See **November Agenda Attachment E.2.**] IFS is hoping for unanimous ratification by the faculty senates of the member institutions. The proposed resolution has three parts, viz.:

1. **BE IT RESOLVED** that the Portland State University Senate offers its deepest sympathy and condolences to the families of the victims and to the survivors of the Umpqua Community College (UCC) shooting, and to all those whose lives have been directly affected by this tragedy;
2. **BE IT RESOLVED** that the Portland State University Senate agrees to work with the IFS to address the threat of violence in our schools through means appropriate to our campus;
3. **BE IT RESOLVED** that the Portland State University Senate supports the efforts of IFS to collaborate with the Higher Education Coordinating Commission (HECC) to convene a statewide conversation regarding violence in our schools, including gun violence, which will lead to meaningful action.

HINES stated that it was important to the faculty members of IFS that the conversation be grounded in evidence and lead to effective action. She acknowledged also the presence at IFS of PSU representatives PADIN and Robert MERCER.

RUETER asked why reference to evidence-based studies was not included in the resolution. HINES answered that this question definitely did come up in the discussion at IFS. She believed that the writers of the resolution aimed at a concise statement containing language acceptable to all of the faculty senates, and that they saw faculty

participation as the route to ensure discussion based on evidence. PADIN agreed that faculty participation was key. GAMBURD was reminded of last year's conversation about arming campus security guards. Making our university safer might mean different things to different people, echoing the previous discussion of diversity in connection with the Strategic Plan. Might this not lead to a privileging of one particular point of view in such discussions? HINES asserted that the intent was not to favor one particular reading, but rather to open the door to a statewide conversation in which faculty from the IFS institutions are deeply represented.

MACCORMACK / B. HANSEN **moved** the above resolution proposed by IFS.

LAYZELL asked if it the resolution was worth it: we are against violence, and so ... ? HINES answered that IFS wants to do is engage faculty senates at all the public institutions in continuing conversations with IFS and HECC. LAYZELL asked again if we needed a resolution to do that. HINES responded that it doesn't hurt, and the goal is to show unanimity of support for this process across the state. JAÉN PORTILLO asked how we would move from conversation to action. HINES said the point is to push faculty participation, and that IFS would be tracking this and looking for participation and input from the faculty senates. Informed conversations would generate research; to wait for research results was putting the cart before the horse.

The resolution was **adopted** by majority voice vote (two nays, one abstention).

## F. QUESTION PERIOD

There were no questions for administrators nor questions from the floor for the chair.

## G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

### 1. President's Report

WIEWEL conveyed some of his key goals. [See **November Minutes Appendix G.1.**] He expressed appreciation for the good discussion of the Strategic Plan, and for the enormous time and effort spent by those who had been working on the plan. Many of the comments heard today can be accommodated; some merit further discussion. His own goals would be adjusted as the plan is finalized.

Another key goal was finalizing the accreditation process. We received some commendations and also some recommendations, but nothing that we can't deal with.

We would work hard in the February [legislative] session to get approval of additional funding in the state budget. Current word about views in the legislature is not encouraging: they are nervous about revenues and PERS costs in the next biennium. Therefore we need to scale down expectations about state funding coming out of the February session.

WIEWEL pointed out PSU's new marketing campaign.

WIEWEL stated that he is pleased with the progress in negotiations with the three PSU unions. The bargaining process is slow and sometimes painful, but productive.

The Board of Trustees has asked for key performance indicators. WIEWEL welcomed suggestions for these, but asked all to bear in mind the cost and effort required to collect certain kinds of data.

PSU continues to work with HECC, and is concerned that HECC not become simply another version of OUS (Oregon University System). WIEWEL suggested that nature abhors an organization vacuum, and that with the disappearance of the previous organization, the respective roles of individual institutions and their boards and of HECC entails something of a tug-of-war, albeit a friendly and collegial one.

According to WIEWEL the situation is as good as it has been during his time at PSU. Last year was PSU's best fundraising year ever: \$48 million was four times as much as was raised during his first year. It was the best year in the legislature that higher education had ever had, with 25% more funding and a change in the funding allocation model that will benefit us. It was his first year at PSU that budget cuts were not necessary. Non-resident enrollment continues to go up, which is good for the fiscal bottom line but also says something about perceived quality. PERCY already referred to Simon Benson Award event last Thursday. 1500 civic, business, and political leaders celebrated PSU; the students' speeches had people in tears, moved by these stories of adversity overcome. WIEWEL also noted that while he did not grow up to be a football fan, the presence of over 11,000 people in the rain—PSU's biggest event—and the story being on the front page of the sports section does matter.

WIEWEL then showed three advertisements for the marketing campaign mentioned earlier: <http://www.pdx.edu/fearless/let-knowledge-serve>. He pointed out that the ads include not actors, but rather PSU faculty and students showing examples of the excellence that goes on every day. [Applause.]

## 2. Provost's Report

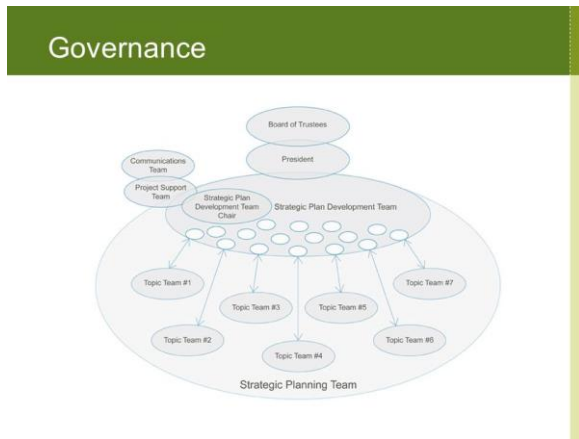
ANDREWS ceded her time to the President's Report, but circulated written comments. [See **November Minutes Appendix G.2.**]

## H. ADJOURNMENT

The meeting was **adjourned** at 4:55 p.m.

## PSU's New Strategic Plan Presentation to PSU Faculty Senate

# Let Knowledge Serve the City

## Strategic Plan Development Team

<b>Sona Andrews, Provost &amp; Vice President, OAA</b>	<b>Rayleen McMillan, Student</b>
<b>Kate Bingham-Burt, Assistant Professor, COTA</b>	<b>Kiana Miller, Associate Dean, SSW</b>
<b>Michael Bowman, Associate Professor, Library</b>	<b>Pam Miller, Professor, SSW</b>
<b>Darrell Brown, Professor, SBA</b>	<b>Nicola Morris, Administrative Program Assistant, Student Affairs</b>
<b>Kim Cooper, Foundation Board Member</b>	<b>Steve Percy, Dean, CUPA - Chair</b>
<b>Kelly Cowan, Instructor, MCECS</b>	<b>CeCe Riddler, Director, Diversity &amp; Multicultural Student Services</b>
<b>Carlos Crespo, Professor, CUPA</b>	<b>Jennifer Ruth, Associate Professor, CLAS</b>
<b>Noor Delaugh, Assistant Director, Budget</b>	<b>Ethan Seltzer, Professor, CUPA</b>
<b>Rob Fulmer, IT specialist, CLAS</b>	<b>Sonja Taylor, Instructor, CLAS (added 2/19/15)</b>
<b>Erin Flynn, Associate Vice President, Research &amp; Strategic Partnerships</b>	<b>Gayle Thieman, Associate Professor, GSE</b>
<b>Jamaal Green, Graduate Student</b>	<b>Nora Wendi, Assistant Professor, COTA (added 3/3/15)</b>
<b>Matt Johnson, PSU Alumni Association Board of Directors</b>	<b>Pat Wetzel, Professor, CLAS</b>
<b>Mark Jones, Professor, MCECS</b>	<b>Ralf Widenhorn, Assistant Professor, CLAS</b>
<b>Iving Levin, Board of Trustees</b>	<b>Dialruz Williams, Professor, GSE</b>
<b>Susan Lindsay, Senior Instructor II, CLAS/SSW</b>	<b>Lisa Zurk, Professor, MCECS</b>
<b>Chas Lopez, Interim Chief Diversity Officer, GDI</b>	

## Topic Teams Titles

- Community Partnerships, Engagement and Civic Leadership
- Student Learning and Academic Success
- Innovative Research, Scholarship and Creative Activities
- Equity, Opportunity and Access
- Organizational Excellence and Financial Stability
- Campus Climate
- Faculty Roles and Structure
- Global Excellence

## Topic Teams

<b>Community Partnerships, Engagement and Civic Leadership</b>	<b>Innovative Research, Scholarship and Creative Activities</b>
Ann Mestreich (admin, OAA)	Lisa Zurk (faculty, MCECS) –co-chair
Seanna Kerrigan (admin, UNIST)	Jamaal Green (grad student, CUPA)
Dil Denny (admin, SSW)	Dialruz Williams (faculty, GSE)
Kevin Keckes (faculty, CUPA)	Iving Levin (BOT)
Amy Spring (admin, RSP)	Jennifer Allen (faculty, CUPA) –co-chair
Erin Flynn (admin, RSP) –co-chair	Kiana Miller (admin, SSW)
Steve Percy (admin, Dean of CUPA) –co-chair	Jon Fink (admin, FADM)
Jessica Dul (CUPA graduate student)	Robert Strongin (faculty, CLAS)
Chris Sweeney (admissions, SEU)	Todd Rosenstiel (faculty, CLAS)
Staff: Mark Wubbold (POF)	Mackenzie Morris (staff, CHPS, SSW, SEU)
<b>Student Learning and Academic Success</b>	Erik Sanchez (faculty, MCECS)
CeCe Riddler (admin, EMSA)	Nora Wendi (faculty, COTA)
Darrell Brown (faculty, SBA)	Staff: Shaun McGillis (RSP)
Mark Jones (faculty, MCECS)	<b>Equity, Opportunity and Access</b>
Matt Johnson (alum, alumni, BOT)	Gayle Thieman (faculty, GSE) –co-chair
Aimee Shattuck (admin, EISA) –co-chair	Chas Lopez (admin, GDI)
Sukhwant Jha (academic admin, OAA)	Daniil Bikman (staff, GSE, SEU) –co-chair
Laura Hickman (faculty, COB, CUPA)	Jan Dugger (admin, Disability Resource Center)
Zapoura Newton Calvert (faculty, UNIST)	Kristen Keith (admin, DAC, Queer Resource Center)
John Ruetter (faculty, CLAS) –co-chair	Roberto de Aed (faculty, CLAS, Chicano/Latino studies)
Johannes De Gruyter (admin, OAA)	Ann Marie Fallon (faculty, Honors Dean)
Tom Bull (Alumni Association)	Roberta Henne (faculty, CLAS)
Betsy Sanchez (admin, SBA, advising)	Natalie Vasey (faculty, CLAS)
Dannelle Stevens (faculty, OAL, GSE)	Judy Bluehorse Shakon (faculty, CLAS) –co-chair
Ember Stevens (staff, GS, SEU)	Christian Anicete (admin, Co-chair DAC)
Rosanna Carpenter (admin, OAA)	Galen Russell (student, ASPSU) –co-chair
Staff: Karl St. Peters (SP Project Manager)	Staff: John Kikland (UCOMM)

## Topic Teams

<b>Organizational Excellence and Financial Stability</b>	<b>Faculty Roles and Structure</b>
Noor Delaugh (admin FADM) –co-chair	Kelly Cowan (faculty/AFT, MCECS)
Rob Fulmer (staff/SEU, CLAS)	Steve Percy (admin, Dean of CUPA)
Ralf Widenhorn (faculty, CLAS)	Pam Miller (faculty/AUP, SSW)
Kimberly Cooper (Foundation Board)	Jennifer Ruth (faculty, CLAS) –co-chair
Michael Bowman (faculty/Library) –co-chair	Kiana Miller (admin, Associate Dean of SSW)
Ten Gertsema (faculty, CLAS)	Susan Lindsay (faculty, CUPA)
Yves Lablancere (faculty/admin UNIST)	John Eckroth (faculty, SBA)
Cindy Cooper (faculty, SBA)	Patricia Schuchter (faculty, CLAS)
Lisa Gray (Foundation)	Abel de la Cruz (admin, COTA)
Cindy Skaruppa (admin/EMSA)	Rob Deasch (faculty, MCECS)
Pam Hutchins (admin HR)	Cardi Hawkins (admin, OAA)
Alan Finn (admin FADM)	Ursula Squire (student, SPOD member)
Dave Kinneale (faculty, CUPA)	Staff: Mary Miller (PDF), Michelle Janta (Cottage)
Staff: Harry Estevé (UCOMM)	<b>Global Excellence</b>
<b>Campus Climate</b>	Carlos Crespo (faculty, CUPA)
Nicola Morris (staff/SEU, EMSA)	Pat Wetzel (faculty, CLAS)
Marcella Flores (admin, EMSA) –co-chair	Bilal Youssif (faculty, CUPA)
Michelle Wiley (student) –co-chair	Joyce Hamill (admin, OAA)
Michele Toppe (admin, Dean of Student Life)	Vivek Shandee (faculty, CUPA)
Shelly Chason (admin, OAA)	Kara Crawford (staff, CIT, SEU)
Peter Stuart Ward (staff, CPSC)	Alex Accetta (admin, EMSA)
Tyga Howland (admin, athletics)	Evan Thomas (faculty, MCECS) –co-chair
Michael Clark (faculty, CLAS)	Shawn Smallman (faculty, CLAS)
Lisa Bates (faculty, CUPA)	Scott Marshall (admin, SBA)
Jeffrey Robinson (faculty, CLAS)	Margaret Everett (admin, OAA) –co-chair
Shawin Davidson (faculty, CLAS)	Harry Anastasiou (faculty, CLAS)
Sue Taylor (faculty, COTA)	Staff: Jason Getter (ORP)
Ellen West (faculty, SBA)	
Ramon Diaz (admin, HS)	
Staff: Rachel Martinez (PDF)	

### Equity Lens Panels

**Racial Equity Lens Panel:**

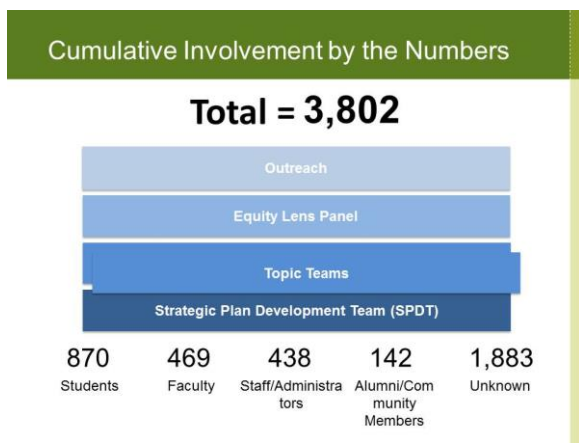
- Ann Curry-Stevens** - Assistant Professor, Social Work - Chair
- Chas Lopez** - Interim Chief Diversity Officer, Global Diversity & Inclusion
- Cornel Pevewardy** - Professor, Native American Studies
- Veronica Dujon** - Associate Dean, Curriculum Development & Enrollment Management, Liberal Arts & Sciences
- Yves Labissiere** - Interim Director, University Studies, Community Health - Urban & Public Affairs
- Ann Marie Fallon** - Director, Professor, University Honors
- Marie Lo** - Associate Professor, English - Liberal Arts & Sciences
- Marissa Zapata** - Assistant Professor, Urban Studies and Planning

**Marginalized Groups Equity Lens Panel:**

- Ben Anderson-Nathe** - Associate Professor at the School of Social Work - Chair
- Lisa Hawash** - MSW Online Option Coordinator & Instructor
- Craig Leets** - Coordinator, Queer Student Services, Queer Resource Center - Student Affairs
- Ashley Home** - City of Portland Office of Neighborhood Involvement
- Jen Dugger** - Director, Disability Resource Center - Student Affairs
- Jessica Almo** - Director, Womens Resource Center - Student Affairs
- Marjorie McGee** - Research Associate, Education, Graduate School of
- Ray Facundo** - Coordinator of Student Veterans Services
- Christina Tubb** - Equity and Compliance Investigator, Global Diversity & Inclusion

### Listening Sessions

- 1:1 Interviews (22)
- ALPS
- ALT
- ASPSU Executive Committee
- Alumni (survey)
- Alumni Board of Directors
- Associate & Assistant Deans
- Board of Trustees
- Chair Leadership Series
- CLAS Advisory Board
- CLAS Lead Staff
- COTA Advisory Board
- CUPA Advisory Board
- Department, Geography
- Department, UNST Faculty
- EMSA Alignment Leadership
- EXCOM
- Equity Lens Advisory Groups
- Faculty Senate (**second session in May**)
- Faculty (survey)
- GSE Advisory Council
- Honors College Advisory Board
- Judith Ramaley's Class
- Maskeeh College Deans Advisory
- President's Faculty Advisory Council
- President's Faculty Breakfasts
- President's Open Office Hours
- PSU Foundation Board
- Research Advisory Council
- SP Website: Strategic Questions/Vision/Mission
- SPDT
- Staff (survey)
- Student Senate (**544**)
- Students (survey)
- Students/Party in the Ballroom
- Topic Teams
- Town Hall: PSU Values/Reputation/Position
- Town Hall: Strategic Ice Cream
- UNST Council
- Writer, Symposium/Topic Teams




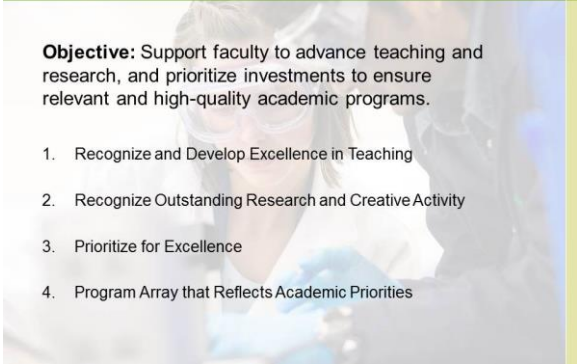
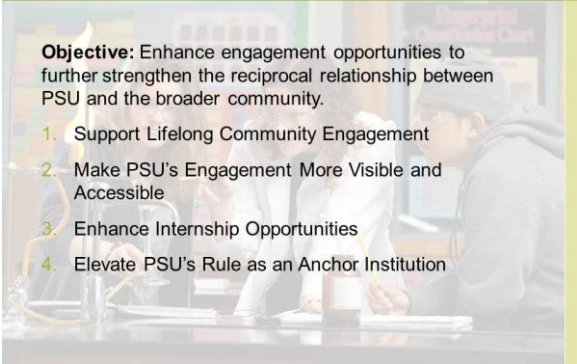
### Summer Drafting Team

Volunteers from the Strategic Planning Development Team

- Carlos Crespo
- Rob Fullmer
- Stephen Percy
- Rayleen McMillan
- CeCe Ridder
- Ethan Selzer
- Gayle Theiman

### Vision

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

<p><b>Mission</b></p> <p>We serve and enhance a vibrant region through our creativity, collective knowledge and expertise.</p> <p>We are dedicated to collaborative learning, innovative research, sustainability and community engagement.</p> <p>Our research and teaching have global impact.</p> <p>We educate a diverse community of lifelong learners.</p>	<p><b>Values</b></p> <p><b>We promote</b> access, inclusion and equity as pillars of excellence.</p> <p><b>We commit</b> to curiosity, collaboration, stewardship and sustainability.</p> <p><b>We strive</b> for excellence and innovation that solves problems.</p> <p><b>We believe</b> everyone should be treated with integrity and respect.</p>
<p><b>Strategic Goals</b></p> <ol style="list-style-type: none"> <li>1. Elevate student success</li> <li>2. Advance excellence in teaching and research</li> <li>3. Strengthen leadership in engagement</li> <li>4. Commit to equity</li> <li>5. Innovate for long-term sustainability</li> </ol>	<p><b>Strategic Goal 1: Elevate Student Success</b></p> <p><b>Objective:</b> Provide a quality education, and graduate students who are prepared for careers and life in a global context.</p> <ol style="list-style-type: none"> <li>1. Put Students First</li> <li>2. Clarify Academic Pathways</li> <li>3. Advance Student Retention</li> <li>4. Design/Offer Programs to Lead Future Success</li> <li>5. Prepare for Academic and Career Success</li> <li>6. Enhance Graduate Student Success</li> </ol> 
<p><b>Strategic Goal 2: Advance Excellence In Teaching And Research</b></p> <p><b>Objective:</b> Support faculty to advance teaching and research, and prioritize investments to ensure relevant and high-quality academic programs.</p> <ol style="list-style-type: none"> <li>1. Recognize and Develop Excellence in Teaching</li> <li>2. Recognize Outstanding Research and Creative Activity</li> <li>3. Prioritize for Excellence</li> <li>4. Program Array that Reflects Academic Priorities</li> </ol> 	<p><b>Strategic Goal 3: Extend Our Leadership In Community Engagement</b></p> <p><b>Objective:</b> Enhance engagement opportunities to further strengthen the reciprocal relationship between PSU and the broader community.</p> <ol style="list-style-type: none"> <li>1. Support Lifelong Community Engagement</li> <li>2. Make PSU's Engagement More Visible and Accessible</li> <li>3. Enhance Internship Opportunities</li> <li>4. Elevate PSU's Role as an Anchor Institution</li> </ol> 

### Strategic Goal 4: Expand Our Commitment to Equity

**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.

1. Create a More Inclusive Campus
2. Promote Diversity through Hiring
3. Broaden International Opportunities
4. Define and Measure Diversity Learning Outcomes

### Strategic Goal 5: Innovate For Long-term Stability

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

1. Inspire More Community Support
2. Diversify Revenue Streams
3. Improve University Systems
4. Advance Campus Communication
5. Catalyze New Ideas
6. Plan for Resiliency



### Closing Thoughts

- Perspectives to Keep in Mind
  - Real Discussion Behind This Work
- Idea versus Real
- A Word on Key Performance Indicators (Work in Progress)
- Input Still is Important, It Matters

### Implementation

- Much work will follow the plan
- Faculty participation and governance will be important elements of moving forward
- There will be opportunities to refine ideas and clarify specific outcomes
- We have captured specific ideas that will be shared with those charged with implementation

### Questions?

Sliders and Suds, November 5<sup>th</sup>, 3-6 PM  
Shattuck Hall Annex

Website: [pdx.edu/president](http://pdx.edu/president)

Deadline: November 5, 2015



# November Minutes Appendix G.1

## **PRESIDENT'S GOALS 2015-2016**

With the adoption of the new Strategic Plan (hopefully in December), PSU will have a new roadmap to help guide our development over the next five years. Specific initiatives in the plan align with many existing priorities. Thus, we already know that there are a number of new and ongoing efforts that will continue over the next several years. Below are the key goals for the institution; these may be adjusted once the strategic plan is finalized.

### One year goals

- Complete the year-seven NWCCU re-accreditation process.
- Advocate for an additional \$55 million in biennial funds for Oregon's public universities in the February session.
- Conduct marketing and advocacy campaign to improve PSU's image leading to increased student recruitment, philanthropy, and possible public financial support.
- Successfully conclude union contract negotiations.
- Develop Key Performance Indicators to measure progress and comparison with peers.
- Complete the year on budget.

### One-two year goals

- Increase advocacy with the HECC and legislature to clarify HECC's role vis-à-vis university administrations and boards.
- Enhance faculty roles through changes in the status and experience of Non-Tenure Track Faculty and implementation of Post-Tenure review.

### One-five year goals

- Improve first-year and transfer student persistence and success.
- Fully implement the five-year comprehensive fundraising campaign.
- Continue growth in research expenditures and in philanthropy.
- Continue to foster a positive campus atmosphere.
- Rebuild University reserves in line with standards being developed by Finance and Audit Committee.
- Implement other components of the Strategic Plan.

9/10/15

# November Minutes Appendix G.2

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

### **NWCCU SITE VISIT**

Our NWCCU 7-year comprehensive site visit took place on Oct 7-9<sup>th</sup>. Thank you to all that helped with the self-study and participated in the visit. Special thank you to Professor Matt Carlson for serving as chair and Robert Halstead, our NWCCU liaison, for all their work. We anticipate receiving the draft report this week.

### **DROP-IN CONVERSATIONS WITH THE PROVOST**

Drop in conversations with the Provost will continue this year. The first one took place on Monday, **October 29**.

Remaining [Fall dates](http://www.pdx.edu/academic-affairs/drop-in-conversations-wprovost) (<http://www.pdx.edu/academic-affairs/drop-in-conversations-wprovost>)

- 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

### **OPEN OAA BUDGET FORUM**

The open OAA Budget Forum on the Academic Affairs E&G FY16 budget and FY17 planning process will be held on Wednesday, **November 18**, 10:00-11:20, SMSU 333.

### **WINTER SYMPOSIUM**

Working title: What does it mean to be educated in the 21<sup>st</sup> century?

Date: Wednesday, January 20, 2016. Mark your calendars

More details to follow

## C.1

Secretary to the Faculty

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207-0751



To: Provost Andrews  
From: Portland State University Faculty Senate  
Gina Greco, Presiding Officer  
Date: 4 November 2015  
Re: **Notice of Senate Actions**

On **2 November 2015, the Senate approved** the Curricular Consent Agenda recommending the proposed new undergraduate courses and the inclusion of courses in UNST clusters listed in Appendix E.1 of the November 2015 Faculty Senate Agenda.

**11-4-15—OAA concurs with the approval of the Curricular Consent agenda.**

In addition, **the Senate voted to approve:**

The resolution brought by the Interinstitutional Faculty Senate addressing violence in our schools (addition E.2 to November 2015 Faculty Senate Agenda).

**11-4-15—No action needed by OAA on Senate resolutions.**

Best regards,

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

Gina Greco  
Presiding Officer

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

Richard H. Beyler  
Secretary to the Faculty

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

Sona Andrews, Provost and Vice President for Academic Affairs

# E.1.a

November 9, 2015

TO: Faculty Senate

FROM: David Kinsella  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2015-16 Comprehensive List of Proposals**.

## **College of the Arts**

### **Change to Existing Programs**

E.1.a.1

- CRTGR Public Interest Design – change to existing program: change requirement course list  
FSBC Comments: see wiki

## **Maseeh College of Engineering and Computer Science**

### **Change to Existing Programs**

E.1.a.2

- CRTGR Computer Security – change to existing program: change core and optional course requirements  
FSBC Comments: see wiki

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

### **Change to Existing Programs**

E.1.a.3

- MA/MS Political Science – change to existing program: remove non-thesis option  
FSBC Comments: see wiki

## E.1.b

November 9, 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 **2015-16 Comprehensive List of Proposals**.

### **Graduate School of Education**

#### **New Courses**

##### E.1.b.1

- SPED 411/511 Foundations of Special Education, 3 credits  
Introduces research, theory and data as foundation for guiding decision making and professional practice in special education guided by the “Critical Concepts” of Special Education” as identified by department faculty including Individualization; Inclusion and Diversity; Scaffolding Instruction; Data-based Decision Making; Collaboration and Teaming; and Leadership and Advocacy. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

##### E.1.b.2

- SPED 414/514 Legal and Ethical Foundations of Special Education, 3 credits  
Overview of state and federal laws, rules and regulations, including analysis of the Individuals with Disabilities Education Act (2004), and their impact on service provision for students with disabilities. Issues of ethics, inclusion, and diversity are integrated within this course. Application of Oregon Administrative Rules will be highlighted. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

##### E.1.b.3

- SPED 415/515 Classroom Assessment, Instruction, and Behavior Management (Elementary), 4 credits  
Focus on establishing effective instructional environments through research-based techniques of behavior management, assessment, and instructional delivery in elementary settings.

Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.4

- SPED 416/516 Classroom Assessment, Instruction, and Behavior Management (Secondary), 4 credits  
Establishing effective instructional environments through research-based techniques of behavior management, assessment, and instructional delivery. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.5

- SPED 422/522 Comprehensive Individualized Assessment and Curriculum I, 3-4 credits  
Develop philosophical and social foundations for services to individuals with significant and multiple disabilities. Emphasize ecological and functional assessment strategies for daily living skills, communication, social, motor, and academic domains. Address strategies for including students with significant and multiple disabilities in system-wide, standards-based assessment. This is the first course in a sequence of two: SpEd 422/522, SpEd 423/523. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.6

- SPED 423/523 Comprehensive Individualized Assessment and Curriculum II, 3-4 credits  
Apply knowledge and skills for functional assessment and applied behavior analysis in the design and implementation of an individualized, functional curriculum for students with significant and multiple disabilities, early childhood through adulthood. Emphasize curricular content for life skills, communication, social, motor, and cognitive/functional academic domains. This is the second course in a sequence of two: SpEd 422/522, SpEd 423/523. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.7

- SPED 426/526 IEP and Collaborative Teaming (Elementary), 3 credits  
Increase your understanding of the processes and skills involved in collaborative teaming. Study practices and techniques that enhance collaboration and consultation among teaching professionals, students, families, paraprofessionals, administrators and service personnel. Carefully examine the IEP process to help define necessary case management skills and effective facilitation of team meetings. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.8

- SPED 427/527 IEP and Collaborative Teaming (Secondary), 3 credits  
This course examines collaborative teaming and consultation among teaching professionals, students, families, paraprofessionals, administrators and service personnel in the context of culturally diverse schools and communities. Careful examination of the IEP process will help define requisite case management skills and effective meeting facilitation skills that promote

productive teaming processes. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.9

- SPED 428/528 Reading Assessment and Instruction (Elementary), 3 credits  
Teacher candidates will develop a foundation in research-based instruction for reading to children pre-kindergarten through eighth grade with a broad range of skills and needs in special and regular education. Course provides an overview of language and reading development, instructional practices for teaching, and assessing core early literacy skills. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

## E.1.b.10

- SPED 429/529 Reading Assessment and Instruction (Secondary), 3 credits  
Develop the knowledge base and skills for effectively teaching reading skills to students with high incidence disabilities in schools. Address instructional methods for students who are emergent, developing, and more fluent readers and writers. Explore the use of research-based reading programs and other literacy materials in grades 6 - 12. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

**Change to Existing Courses**

## E.1.b.11

- LIB 429/529 Young Adult Literature, 3 credits – change course description

**College of the Arts****Change to Existing Courses**

## E.1.b.12

- ART 461/561 Photographic Exploration II, 4 credits – change course title to Advanced Photography Studio; change course description; change prereqs

**Maseeh College of Engineering and Computer Science****New Courses**

## E.1.b.13

- CS 498/598 Introduction to Multimedia Computing and Networking, 4/3 credits  
Introductory course in multimedia computing and networking intended for senior undergraduate or graduate level students. The objective of this course is to introduce many of the fundamental concepts involved with handling multimedia data and applications. The course will cover (i) basic representation and compression of multimedia data types including H.261, JPEG, and MPEG, (ii) techniques to support multimedia quality-of-service in computing and networked systems, and (iii) networked streaming media techniques such as buffering and adaptation. Prerequisite: CS 333 or consent of instructor.

## E.1.c

November 15, 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

#### **New Courses**

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

- Arch 198 Metal Shop Skills Workshop (1)  
Basic metal working skills, including cutting, welding, blacksmithing and safety protocols

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

- ArH 379 Latin American Baroque Art (4)  
Examination of the rich artistic tradition that developed in several Latin American countries during the Spanish colonial period (1492-1821). Emphasis on Mexico and Peru, where the Aztec and Inca empires were located. Survey of the major trends in Spanish colonial painting, sculpture, and architecture.

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

- ArH 474 Art and the Early Modern City (4)  
Each iteration of this course explores the art, architecture, and urban development of a different renaissance or baroque city. Contact instructor for details. Prerequisite: ArH 205.

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

- D 395 Dance Topics (2)  
Intermediate dance techniques in selected topics, for example, Tap, Musical Theater, Hip Hop, African etc.

##### E.1.c.5

- TA 347 Mainstage Production (4)  
Through rehearsal and the stage production, students are challenged to pursue a commitment to individual excellence and collaboration, discover a passion for their discipline, and develop a firm grounding in the core components of live performance.

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

##### E.1.c.6



- Art 230 Drawing Concepts I - change title to Introduction to Drawing II; change description.

## E.1.c.7

- Art 360 Photographic Exploration I – change title to Special Topics in Photography; change description and prerequisites.

## E.1.c.8

- Art 391 Drawing Concepts II – change title to Drawing Concepts; change description and prerequisites.

**School of Business Administration****New Courses**

## E.1.c.9

- Mgmt 398 Managing the Innovation Process (4)  
Experience innovation leadership via hands-on development of prototypes. Goals of this course are: to shift from the idea of resource and social compromise to a generative, innovative value creation that considers long-term goals for sustainable profitability and to train students in cross-functional innovation process leadership.

**Graduate School of Education****Change to Existing Course**

## E.1.c.10

- SpEd 425 Student Teaching - add 425 to existing SpEd 525.

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

## E.1.c.11

- Ec 415 Microeconomic Theory with Calculus (4)  
Mathematical analysis of consumers, firms and markets. Uncertainty, Game Theory, Partial Equilibrium Analysis, General Equilibrium Analysis and Welfare. Economics majors take *either* Ec 311 *or* Ec 415. Ec 415 cannot be used as an elective in the economics major. Prerequisites: Ec 201, and Ec 380 *or* Mth 251.

## E.1.c.12

- ESM 493 Advanced Environmental Science Lab and Field Methods (2)  
Trains seniors and graduate students in skills that can be used in field and laboratory research. The specific application and topics will rotate from term to term allowing students to learn skills necessary to their own research but also to learn methods employed by other research groups in ESM. Prerequisite: Senior or graduate standing.

## E.2

### **RESOLUTION**

**PSU Faculty Senate**

**November 30, 2015**

Whereas the University administration and PSU-AAUP have signed a tentative agreement to create contracts with continuous appointments for NTT instructional faculty,

Whereas review of NTT instructional faculty is currently inconsistent across campus,

Whereas in the attached Letter of Agreement the University and PSU-AAUP have asked the Faculty Senate to revise the University Guidelines for Promotion and Tenure to provide for a process for regular developmental review of NTT instructional faculty and for a separate process of review for the awarding of continuous appointments,

Whereas the Senate supports the creation of continuous contracts for NTTF that will provide faculty with the assurance of academic freedom concurrent with job security,

#### **Be it resolved that the members of the Portland State University Faculty Senate:**

Establish a task force to amend the University Guidelines for Promotion and Tenure by adding language for Developmental and Milestone Reviews of NTT instructional faculty at different phases of their careers. The task force shall consist of at least 7 members (the University and PSU-AAUP will each name two, the Senate will appoint the rest).

#### **The task force is charged to create clear and consistent procedures for:**

1. Annual Departmental Developmental Reviews during the probationary period of NTT instructional faculty that serve to document and evaluate faculty contributions and provide developmental feedback and guidance in preparation for the continuous appointment review,
2. A Milestone Review for the granting of continuous appointments,
3. Departmental reviews on a 3-year cycle of faculty who have continuous appointments.

In so doing, the task force shall create language in keeping with contractual expectations for teaching and service and consistent with the goals of promoting student learning, supporting best pedagogical practice and protecting academic freedom.

#### **Expected date of completion:**

The task force should aim to complete its proposal to amend the P&T Guidelines in time for discussion at the May 2 Senate meeting and a vote at the June 6 Senate Meeting.

#### **Suggested Timeline:**

- By January 15, members of the committee will be appointed.

- By February 5, members will meet to choose a chair and set a calendar of meetings in order to complete its draft language for a vote in Spring 2016.
- At the March 14 Steering Committee meeting, representatives of the task force will give an informal update on their progress.
- At the April 11 Steering Committee meeting, representatives of the task force will present a full draft for review prior to publication in the packet of materials for the May 2 Senate Meeting.

LOA- Reviews for NTTF  
Page 1 of 2

1

**Letter of Agreement between  
Portland State University (University)  
and the Portland State University Chapter  
of the American Association of University Professors (PSU-AAUP)  
October 13, 2015**

**Subject: The University and PSU-AAUP joint proposal to the Faculty Senate to revise the P&T guidelines to provide for a process for regular developmental review of NTT instructional faculty and for a separate process of review for reward of continuous appointment.**

The University and PSU-AAUP are mutually dedicated to the vision of Portland State University as an internationally recognized urban university known for, amongst other things, excellence in teaching and student learning. Both parties recognize the positive role that regular review of all instructors can play in supporting best pedagogical practice when said review is clear, consistent and, above all, developmental. Both parties also recognize the importance of job security in creating an environment of academic freedom and quality, and consequently the need for a consistent and clear pathway for the awarding of continuous appointment.

Developmental Review is a reflective and evaluative quality assurance and quality enhancement process, allowing for the opportunity to improve the quality of student learning opportunities and the teaching and learning experience as a whole. It also provides an opportunity to identify student successes and disseminate good practice. While the review process of instructional faculty in tenure line positions is clearly defined and, with recent changes in post tenure review, will be implemented consistently and regularly, review of NTT instructional faculty currently varies across campus.

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. Clear guidelines exist at the university-wide level for cumulative review of NTT accomplishments when considered for promotion in rank. A milestone review that looks both backward and forward is appropriate when considering the award of a continuous appointment. When said review is clear and consistent, it supports academic freedom and contributes to academic quality.

The parties agree to jointly propose to the Faculty Senate the creation of a joint taskforce to revise the Promotion and Tenure Guidelines to provide for clear and consistent processes for:

- annual developmental review of NTT instructional faculty during the probationary period, which serves to document and evaluate faculty contributions, provide developmental feedback and guidance in preparation for the continuous appointment review;
- a milestone review for the granting of continuous appointment;
- regular developmental review, on a 3 year cycle, of faculty post-continuous appointment.

If the Faculty Senate creates and charges such a taskforce, the parties agree to participate with their own appointees. We suggest that the University and PSU-AAUP each name 2 people to the taskforce, and the senate name 3 people. It is understood that the task force will include a substantial representation of both TTF and NTTF.

The parties encourage the senate steering committee to provide the task force with a clear charge, road map and timeline. Significant elements that the parties agree upon are:

- The goal of review is to promote student learning, support best pedagogical practice and foster academic freedom.
- Review shall be regular and consistent, with annual developmental review for all NTTF during their probationary period and at three-year cycles once on continuous appointments.
- Developmental reviews will follow clear guidelines developed by departments in accordance with university Promotion and Tenure Guidelines.
- Review for continuous appointment will be implemented consistently and follow clear guidelines developed by departments in accordance with university Promotion and Tenure Guidelines.

For Administration:

Shelly Chabon  
Signed

Shelly Chabon  
Print name  
13  
10-13-15  
date

For Association:

Leanne Serbilo  
Signed

Leanne Serbilo  
Print name  
10/13/15  
date

## E.3

### **RESOLUTION**

**PSU Faculty Senate**

**November 30, 2015**

Whereas, through the attached Letter of Understanding (LOA, 12 October 2015) the University administration and PSU-AAUP have asked the Faculty Senate to explore the use of emeritus ranks for NTTF,

Whereas the Faculty Senate recognizes the value of clear procedures that can be applied consistently,

**Be it resolved that the members of the Portland State University Faculty Senate create a task force on Emeritus Ranks for NTTF, with the following charge:**

- Examine the current use of emeritus ranks for NTTF.
- Create a clear procedure that can be consistently applied to all NTTF, and explore the benefits that can be conferred sustainably to an expanded number of emeriti NTTF.

The task force will be composed of at least 7 members: the University and AAUP will each name 2, the Faculty Senate at least 3. Ex officio consultants will attend the meetings to inform discussion about the impact on campus resources that will result from the new process. Consultants will be invited to provide input regarding parking, technology, library resources and athletics.

**The task force report should be submitted to the Faculty Senate Steering Committee by May 9, 2016.**

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**Letter of Agreement between  
Portland State University (University)  
and the Portland State University Chapter  
of the American Association of University Professors (PSU-AAUP)  
October 12, 2015**

**Subject: PSU and AAUP joint proposal to the Faculty Senate to explore the development of emeritus ranks for NTTF**

The University and PSU-AAUP are mutually committed to recognizing the contributions that non-tenure track instructional and research faculty make to the university and our greater communities throughout their careers. PSU already acknowledges a tenured faculty member's service and accomplishments through availability of emeritus rank upon retirement. The University and PSU-AAUP share an interest in exploring the development of emeritus ranks for our NTTF.

We also share an awareness that an expansion to emeriti NTTF of some of the current benefits of emeritus status enjoyed by emeriti TTF may not be sustainable. Current benefits include free parking, PSU email address, access to library and continued faculty borrowing privileges, Rec Center access at employee rates, and free athletic events. Limitations of space and technology are constant challenges on campus. We agree that any discussion of the creation of new ranks must consider the potential impact on campus resources.

The parties agree to jointly propose to the Faculty Senate the creation of a joint task force to explore the development of emeritus ranks for our NTTF. If the Faculty Senate creates and charges such a task force, the parties agree to participate with their own appointees. The Association and the Administration suggest the task force be made of 7 members: 2 appointed by each party and 3 by the Faculty Senate. In addition, we request that 4 consultants regularly attend the meetings to provide input regarding parking, technology, library resources and athletics. These consultants should be appointed, 1 each, from the units best prepared to aid the task force: Facilities, IT the Library and Athletics.

The parties encourage the Senate steering committee to provide the task force with a clear charge and timeline. The charge should be focused on clarifying the use of emeritus ranks for NTTF and should not be construed as an opportunity to redefine the benefits of emeritus status for TTF. Significant elements that the parties agree should be developed are:

- Creation of clear definitions for any new emeritus ranks.
- A clear procedure for conferring any new ranks.

LOA Emeritus Faculty  
Page 2 of 2

2

- Articulation of sustainable benefits to be associated with any new emeritus ranks.

For Administration:

Shelly Chabon  
Signed

Shelly Chabon  
Print name

10-13-15  
date

For Association:

Lenne Serbato  
Signed

Lenne Serbato  
Print name

10/13/15  
date



## E.4

### **RESOLUTION**

**PSU Faculty Senate**

**November 30, 2015**

Whereas on June 1, 2015, the Faculty Senate approved a Steering Committee motion that endorsed the continuation of the work with which the Task Force on Academic Quality (TAQ) had been charged and asked the Task Force to return to Faculty Senate by June 2016 with a recommendation on whether or not to establish a standing committee on academic quality,

Whereas in a Letter of Agreement (LOA #1, July 2015, see attached) the University administration and PSU-AAUP agree to propose jointly to the Faculty Senate the continuation of the joint task force to examine academic quality at PSU, and to continue their participation on the task force,

Whereas in the same LOA, the University agrees to provide support, at the same level as 2014-15, to fund the continued work of the Task Force on Academic Quality,

**Be it resolved that TAQ continue its work as a joint Senate, University and AAUP working group.**

Current members may stay on the Task Force. If members need to be replaced, the respective parties may name replacements for their representatives.

The charge remains the same as stated in the motion approved at the June 1, 2015 Faculty Senate meeting.

**LETTER OF AGREEMENT:**

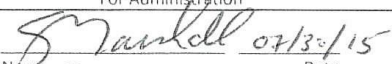
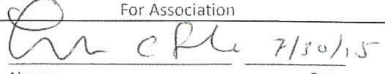







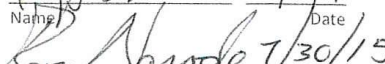
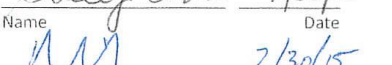
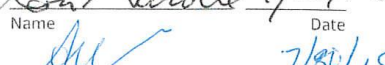
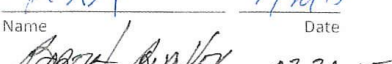


**LOA #1: PSU and AAUP Task Force on Academic Quality**

**Vision:** The PSU Administration and PSU-AAUP are mutually dedicated to the vision of Portland State University as an internationally recognized urban university known for excellence in student learning and retention, path-breaking research and community engagement that contributes to the economic vitality, environmental sustainability and a high quality of life in the Portland metropolitan area and beyond.

The parties agree to jointly endorse the continuation of the work of the Task Force on Academic Quality created by the Faculty Senate, and to continue their participation on the task force. Faculty Senate, PSU-AAUP, PSU Administration will have representation. Task force members able to continue will remain on the team, replacement for non-continuing members will be named by the represented groups. Other participants may include ASPSU, PSUFA and any other party determined appropriate by the Faculty Senate. ✓

The University agrees to provide support, at the same level as 2014-15, to fund the continued work of the task force to identify aspirational practices that promote Academic Quality and to support their progress on the roadmap presented to and approved by the Faculty Senate Steering Committee in May 2015.

A working definition of an aspirational comparator that the task force has developed is an institution that implements aspirational practices. The roadmap approved by the Faculty Senate can be found in the supplement to the Faculty Senate agenda packet of June 1, 2015.

For Administration		For Association	
	07/30/15		7/30/15
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**MOTION: Faculty Senate Resolution in Response to the Strategic Plan  
November 30, 2015**

Whereas the Faculty Senate is committed to the future of Portland State University;

Whereas the Faculty Senate has pledged “to operate in a strategic fashion to address institution-wide issues as a working partner with the administration in shared governance”;

Whereas the President of the university and Presiding Officer of the Senate agreed that the Faculty Senate would review and respond to the Strategic Plan before it is sent to the Board of Trustees;

After seeking a sense of the faculty at an open forum on October 26 and at a Senate meeting on November 2, and by inviting comments by email, we propose the following response:

**FACULTY SENATE RESPONSE TO THE DRAFT STRATEGIC PLAN<sup>1</sup>**

In keeping with its responsibilities under the PSU Faculty Constitution for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, the Faculty Senate has reviewed the draft Strategic Plan.

The PSU Faculty Senate recognizes that the draft Strategic Plan is a work-in-progress. To move the University forward, the plan must establish a foundation for fruitful collaboration across a diverse community whose members differ in principles and priorities. The success of these next steps will require the Senate’s participation as a partner in shared governance to establish priorities that will guide our efforts and set benchmarks to mark our progress.

Therefore, the Faculty Senate resolves to coordinate its committees and current and future task forces with the aim of prioritizing the strategies which best serve PSU's commitments to instruction, research, scholarship, outreach and service. Their work should be informed by best practices demonstrated at other universities.

\* \* \* \*

Our report consists of three general comments that Faculty Senate has expressed to the Strategic Planning Committee, followed by more specific examples, listed goal by goal, of how Faculty Senate should be involved in implementation of the plan.

**General Comments:**

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<sup>1</sup> NOTE: The Strategic Planning Committee was invited and attended all meetings where these opinions were expressed so it is possible that their final draft has addressed some of the comments provided below.

- **Prioritize Academic Quality:** The Senate understands that the plan is designed to be a high level document; nonetheless, faculty raised issues about the lack of quality indicators. While senators recognize the difficulty in measuring quality, Faculty Senate maintains that the document should state explicitly that Key Performance Indicators (KPIs) related to academic quality will be added to the current quantitative KPIs as the plan is implemented .
- **Disentangle Equity and Diversity:** Faculty members were pleased by the decision to apply an equity lens throughout the plan, but would like to see more clarity in goal 4. They specifically noted the slippage between the terms “equity” and “diversity” and asked that the two notions not be conflated. Celebrating diversity without addressing real structural problems of equity is counterproductive. The university should seize the opportunity to develop and implement practices that address equity, and Senate looks forward to participating in the elaboration of strategies to reach this goal.
- **Prioritize Global Education:** It was also noted that, while it is an important equity issue that we support scholarships so that economically disadvantaged students have the opportunity to “Broaden International Opportunities,” currently an initiative under goal 4, this topic deserves to be a goal in its own right. The five initiatives under goal 4 currently numbered 3.1-3.5 could fall under this new goal. Since these are all student-focused, Faculty Senate suggests adding a 6th initiative that is faculty-focused: Expand opportunities for faculty-led short-term study abroad programs, faculty research abroad and international research partnerships.

#### Proposed Senate Steps Toward Implementation:

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

- **Put Students First:** In allocation of financial resources, priority should be given to instructional services and student support. The Senate could lead creative thinking about how to prioritize investment in student success. For example, Senate could explore how to overcome such obstacles as PSU’s under-utilization of Summer Quarter to ensure that every student has offerings every summer that would help him or her advance through his or her degree requirements.
- **Clarify Academic Pathways:** Faculty Senate will continue the discussion planned for the January 20, 2016 Winter Symposium, “What does it mean to be educated in the 21<sup>st</sup> century?” The campus-wide conversation will study not only what it should mean to be a PSU graduate, but also how to best articulate outcomes so that students understand what we are asking of them and why. When the pedagogical goals of requirements are transparent, students are more confident academically and better able to succeed.
- **Use Best Practices to Advance Student Retention:** Success of this initiative will require a campus-wide solution and, to get there, we need action not only by the current Academic Advising Committee, but through a robust campus-wide conversation with all stakeholders. Such involvement would allow us to align advising with recent research on best practice for developmental advising.

#### STRATEGIC GOAL #2: ADVANCE EXCELLENCE IN TEACHING AND RESEARCH

- **Recognize and Develop Excellence in Teaching:** Senate members expressed support for this topic, as it supports Senate goals. For example, Faculty Senate Steering has on the November 30 agenda a motion to establish clear and consistent review of Non-Tenure-Track Faculty (NTTF) that will lead to continuous appointments. The goal is to promote student learning, support best pedagogical practice and foster academic freedom. In addition, the Faculty Senate Steering Committee is working on a motion to explore the creation of teaching-intensive tenure positions.
- **Recognize Outstanding Scholarship:** Senate will explore the creation of a Distinguished Faculty rank that does not identify one specific type of scholarship. We are committed to recognizing PSU faculty who have achieved national and/or international stature as a result of their contributions to scholarship/creative activity, research, education and service, and whose work has been notably influential in their fields of specialization.
- **Prioritize for Impact:** After the Academic Program Prioritization Committee completes its Atlas of PSU Programs, the Faculty Senate will create a task force to analyze the data and identify academic programs most deserving of increased investment and development.
- **Key Performance Indicators:** Faculty Senate notes that the performance indicators for scholarly activity focus exclusively on sponsored research. We would like to see KPIs that track publications in peer-reviewed journals, academic presses, significant creative performances and activities.

### STRATEGIC GOAL #3: EXTEND OUR LEADERSHIP IN COMMUNITY ENGAGEMENT

- **Include Local and Global Communities:** Senators are interested in participating in implementation of this goal. In particular, many want to ensure that this emphasis, while a natural expansion of PSU's hallmark successes in local and regional service, not result in a neglect of our obligation to prepare our students to participate fully in the global community.

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

This goal provoked the most discussion at the faculty forum and Senate meeting, so we hope that changes have already been made to the draft. The comments below indicate a strong desire among senators to be involved in implementation work on this goal:

- **Focus on Equity:** The Senate could participate in the identification of the campus inequities that must be ameliorated or eliminated. Next, the magnitude of these "gaps" or inequities can be measured and targets set to close these gaps.
- **Promote Equity Through the Curriculum:** A specific example of inequity given was the lack of support for a heritage language program in Spanish, which would provide courses in advanced grammar, reading and writing designed to meet the specific needs of those Latino/a students who have grown up speaking Spanish at home while going to school in English.
- **Evaluate Equity in Underrepresented Faculty Groups:** Given the importance of building and retaining faculty from underrepresented groups, the Senate suggests that the university begin tracking not only the numbers of faculty from underrepresented groups, but in particular the retention rate of individuals from those groups.

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

- **Invest in Our Educational Mission:** Faculty Senate, through the Faculty Budget Committee, should be a part of these discussions to ensure that instructional support is prioritized in the budget and that our educational mission remains a guiding principle in budgetary and financial decisions.

## G.3

### **Internationalization Council Report for Academic Year 2014-2015**

Submitted October 12, 2015 | Chair of committee, Steven Thorne

Late in the spring of 2014, Kevin Reynolds (now Vice President of Finance and Administration) suggested that the Internationalization Council focus its efforts primarily on matters of internationalization that could augment or ameliorate PSU curricula, student learning opportunities, and faculty research engagement and/or dissemination. Guided by this directive, two concrete projects were conceptualized and completed during AY 2014-2015 (in addition to considerable discussion and generation of other ideas and smaller projects):

1. The conceptualization and develop of a proposal for a Certificate in Global Studies that would build largely upon PSU's extant courses and international relationships
2. The management of a PSU-internal Internationalization Grants request for proposals, vetting of applications, and awards of funding.

#### Proposal for a Certificate in Global Studies

The Internationalization Council (hereafter IC) and faculty from various campus units explored mechanisms to highlight existing curricular offerings at PSU that have international themes and content with the goal of both formally acknowledging as well as enhancing students' international awareness and ability to professionally succeed in a globalizing world. To this end, we worked to develop a proposal for a Certificate in Global Studies. The core idea is that a Certificate in Global Studies endorsement would appear on students' transcripts in tandem with existing information such as major, minor, and other certificates. In addition to the putative learning benefits, the hope was that this official recognition would strengthen students' credentials in support of future employment and/or graduate study.

The IC began this process in the Summer of 2014 with the development of a survey, distributed to Department Chairs across the PSU campus, that asked for responses to five questions. 16 complete responses were returned.

1. Do you feel that documentation of global competencies or expertise would be of benefit to undergraduate students in your department or program? [80% = yes; 20% = no]
2. If so, how? [Specifics were listed in text fields – see Appendix 1]
3. Please describe any courses, programs, or extra-curricular activities in your department that could be used to document undergraduate students' global competencies. [Specifics were listed in text fields – see Appendix 1]

## G.3

4. Are you interested in creating or enhancing pathways to global competencies in your department? [85% = yes; 15% = no]
5. What campus resources would you need to develop pathways for your undergraduate students to document their global expertise? [Specifics were listed in text fields – see Appendix 1]

Informed by this survey and building from internationalization efforts at other universities (e.g., Florida International University, San Jose State University), the IC developed a working definition of what we hoped a Certificate in Global Studies would achieve in terms of students learning outcomes, namely the development of a broad-based and flexible disposition that prepares students for global citizenship, participation and responsible decision making in intercultural professional and social contexts, factual, functional and conceptual knowledge regarding diverse world languages and cultures, and a critical understanding of histories of colonialism and imperialism as they have influenced unequal global development. This broad-based vision statement then informed the IC's development of 'curricular scenarios' for three types of students: 1) incoming freshman and sophomores; 2) 3<sup>rd</sup> and 4<sup>th</sup> year transfer or returning students; and 3) international students (see Appendix 2).

With guidance from IC members and Margaret Everett (Dean of Graduate Studies and Vice Provost for International Affairs), late in the Spring of 2015 we searched for an academic home for the Certificate in Global Studies and began discussions with the Department of International and Global Studies. They have developed a proposal for a new certificate in Global Studies, which is currently being reviewed within CLAS.

### Internationalization Grants competition, Spring 2015

The purpose of the Internationalization Grants competition is to further the IC's goal to increase opportunities for PSU faculty, academic professionals, staff and students to incorporate international dimensions into their teaching, scholarly agendas, programs, and professional development. The IC was particularly interested in proposals that connected faculty, staff and students to international partners.

The total funds allocated were \$30,000. Proposals were assessed based on the criteria listed in the RFP:

- Project soundness and design
- Project's enhancement of internationalization at PSU
- Contribution to partnerships with international organizations, universities and/or scholars
- Feasibility of completion within proposed time frame

A total of 58 applications were received, requesting a total of \$207,122.50, illustrating the strong interest on campus for internationally oriented projects, educational



## G.3

experiences, research, and professional development. Proposals were funded for a wide array of PSU constituents, including graduate students, fixed term instructors, and tenure-stream faculty. Funded projects included:

- Initiating or deepening international research programs
- Developing international internship and study abroad opportunities
- Presentation and dissemination of scholarship at international conferences and events
- International venues included Central and South America, Europe, Asia, and Africa.

### IC Goals for AY 2015-2016

Review and comment on draft PSU Strategic Plan regarding international programming and goals in the plan.

Develop RFPs for the campus to further internationalization of degree programs (supported by the Office of International Affairs), internationalization with a focus on China (in partnership with the Confucius Institute), and internationalization through technology (in partnership with the Office of Academic Innovation).

Create Faculty-in-Residence for Internationalization in partnership with the Office of Academic Innovation.

Develop recommendations regarding “internationalization at home” programming, including co-curricular opportunities.

## G.4

# Educational Policy Committee Fall Quarter Report 2015

Members: Barbara Brower (GEO), Rowana Carpenter (UNST), Ramin Farahmandpour (GSE), Steve Harmon (OAA), G.L.A. Harris (CUPA), Arthur Hendriks (LIB), Alison Heryer (COTA), Michael Hulshof-Schmidt (SSW), Alastair Hunt (ENG), Paul Latiolais (MATH), José Padín (SOC, chair), Stephanie Roulon (WLL), David Raffo (SBA), Ken Stedman (BIO), Michael Bowman (ex-officio, BC co-chair), Gerardo Lafferriere (ex officio, BC co-chair)

## 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).

## Fall 2015 Activity

### 1. Proposal for the Creation of a STEM Institute

EPC first reviewed a proposal for the creation of STEM Institute last spring. Questions and recommendations were passed to the proposal principal in June, and a revised proposal was resubmitted to EPC on September 28.

- EPC voted to approve the proposal in October, 2015
- Budget Committee reviewed the proposal and issued a final budgetary impact memo.

**Concern:** EPC and Budget Committee (BC) usually consider “educational policy” and “budgetary impact” as separate matters. EPC reviewed this proposal, and voted to recommend it, prior to having the final evaluation from Budget Committee ready. BC evaluation, however, shows that the cost associated with the proposed STEM Institute is not inconsequential. As one reviews the cost, it is evident that most, if not all, of the expense is for a layer of administration over existing programs, and not faculty and student support (boots on the ground). Critically important educational policy questions therefore remain to be considered: Is the expenditure a good policy idea (if it involves significant “opportunity costs”)? Is the administration-heavy expenditure the only or best way to accomplish the educational goals of the proposal? Faculty Senate needs to ponder this question.

## 2. Recommendation to Faculty Senate about Online Education at PSU

In academic year 2014-15 Steering Committee (at the retreat) asked EPC to include in its agenda discussion of campus-wide faculty concerns with online education.

A Faculty Senate Ad Hoc Committee on Online Learning was established in 2010-11, which presented a report to Faculty Senate, May, 20, 2011.

Given the loaded EPC agenda, the subcommittee was only able to review the 2011 report, and on the basis of that review, EPC makes the following observation and recommendation:

### Observations:

1. The 2011 Ad Hoc Committee Report is an overview of a variety of issues (educational quality, curricular review, revenue generation, fees, support, workload, rights of ownership, faculty and departmental authority, the danger of perverse incentives, and others besides). Because a lot of ground is covered, no area is studied in depth. But the report served the purpose of flagging these areas for further investigation.
2. Educational Quality: On the critically important question of educational quality (Can online learning, and under what conditions, be of equivalent quality?), the 2011 report only goes as far as expressing faith that online education can be of high quality and comparable to face-to-face education.

Recommendation: EPC recommends that Steering Committee establish an Ad Hoc Faculty Committee on Online Education. The committee is charged with preparing a report on online education that summarizes state of the art research, and goes to this research to answer critically important questions bearing on *educational quality*: Under what conditions is online education comparable to face to face education? For what level and what profile of student? And most importantly, propose a framework to assess PSU online offerings on the basis of this research; an objective assessment to parse through PSU online education offerings and determine which are properly focused on the right students. The overriding goal is to ensure quality by ensuring a proper match between what we offer, to whom, and the *educational* needs of the types of students we serve. "Access," measured as "SCH" has been a guiding mantra to date. This Ad Hoc committee would focus on quality in relation to student needs.

## 3. Bachelor in Applied Science discussions

Conversations are occurring (last year in the School of Business, and most recently, in CLAS), about developing a new degree, a Bachelors in Applied Science. Last winter, and again this fall, EPC has looked at and discussed preliminary ideas. Each time very serious concerns have been raised about the appearance of a degree that is of significantly less academic value than our B.S. and BA. Three concerns stand out:

- Proposed "block transfers" of up to 90 credits of (what have historically been considered) *vocational* training towards a PSU diploma (*academic* community college credits have always been accepted).
- The degree would not be housed in departments (which is our distinctive method at the university for ensuring quality through peer review and faculty governance), but rather run by a college or a university-wide administration.
- Where is the science in these degrees? If the scientific disciplines can't vouch for them, what is the meaning of "applied science?"

#### 4. PSU Strategic Plan

EPC attended the October forum on the PSU Strategic Plan. There were significant concerns with the Strategic Plan and several members prepared and submitted written feedback.