

4-4-2016

Faculty Senate Monthly Packet April 2016

Portland State University Faculty Senate

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Faculty Senate, 4 April 2016



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

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 **4 April 2016** at 3:00 p.m. in **Cramer Hall 53**.

AGENDA

- A. Roll
- B. * Approval of the Minutes of the 7 March 2016 Meeting – *consent agenda*
- C. Announcements and Discussion
 - * 1. OAA response to February notice of Senate actions – *consent agenda*
 - 2. Upcoming elections and committee survey
 - 3. Other announcements by Presiding Officer and Secretary
 - 4. Discussion: defining and supporting liberal education at PSU
- D. Unfinished Business
- E. New Business
 - * 1. Curricular proposals – *consent agenda* (Grad Council, UCC, and UNST Council)
 - * 2. Graduate Certificate in Applied Social Demography (Grad Council)
 - * 3. Graduate Certificate in Collaborative Governance (Grad Council)
 - * 4. Undergraduate Certificate in Climate Adaptation and Management (UCC)
 - * 5. Undergraduate Certificate in Forest Ecology and Management (UCC)
 - * 6. Undergraduate Certificate in Lake and Reservoir Management (UCC)
 - * 7. BA/BS in Urban and Public Affairs (UCC)
- F. Question Period and Communications from the Floor to the Chair
- G. Reports from Officers of the Administration and Committees
 - 1. President's Report
 - 2. Provost's Report
 - * 3. Annual Report of the Academic Advising Council
 - * 4. Annual Report of the Institutional Assessment Council
- H. Adjournment

***See the following attachments:**

- B. Minutes of the Faculty Senate meeting of 7 March 2016 and appendices
- C.1. OAA response to Senate actions for March
- E.1.a-d. Curricular proposals
- E.2. Graduate Certificate in Applied Social Demography
- E.3. Graduate Certificate in Collaborative Governance
- E.4. Undergraduate Certificate in Climate Adaptation and Management
- E.5. Undergraduate Certificate in Forest Ecology and Management
- E.6. Undergraduate Certificate in Lake and Reservoir Management
- E.7. BA/BS in Urban and Public Affairs
- G.3. Annual Report of the AAC
- G.4. Annual Report of the IAC

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 • José Padín, 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
*Thieman, Gayle (for Mukhopadhyay)	ED	2017
Farahmandpur, Ramin	ED	2018

Library (1)

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

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

Other Instructional (3)

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

School of Business Administration (4)

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

School of Social Work (5)

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

Date: 11 Feb. 2016. New Senators in italics

* **Interim appointment**

† **Member of Committee on Committees**

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, 7 March 2016

Presiding Officer: Gina Greco

Secretary: Richard H. Beyler

Members Present:

Arellano, Babcock, Baccar, Bluffstone, Bowman, Brodowicz, Carder, Carstens, Chang, Clark, Daescu, Daim, Davidova, De La Vega, de Rivera, Donlan, Duschee, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, Gioia, Greco, B. Hansen, Harmon, Ingersoll, Jaén Portillo, Kennedy, Labissiere, Layzell, Lindsay, MacCormack, Maier, McElhone, Monsere, Padín, Pease, Perlmutter, Popp, Raffo, Riedlinger, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Thieman, Tretheway, Webb, Winters, Yesilada

Alternates Present:

Hellermann for Childs, Kaimanu for Harris, Allen for Loney

Members Absent:

Camacho, George, Griffin, O'Banion, Wendl

Ex-officio Members Present:

Beyler, Chabon, Connolly, Fraire, D. Hansen, Hines, Kinsella, Liebman, Marrongelle, Marshall, Moody, Reynolds, Suarez, Wiewel

A. ROLL

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

B. APPROVAL OF THE MINUTES

As part of the consent agenda, the **1 February 2016 Minutes** were **approved** as published.

C. ANNOUNCEMENTS AND DISCUSSION

1. **OAA Response to December Notice of Senate Actions**, concurrence, was noted [February Agenda Attachment C.1].

2. **Announcements by the Presiding Officer and Secretary**

GRECO reminded senators of the call for nominations and self-nominations for the Task Force to Explore Tenure for Teaching-Intensive Faculty.

In response to information she had received that colleagues in one department had spent three days writing post-tenure reviews, GRECO said that the process was intended to be more efficient than this: it should be fairly easy to determine whether someone was or was not doing their job in a pass/no-pass kind of way. She had offered to meet with departments to help them set the procedure. In her own department [WLL] reports were limited to 250 words.

BEYLER indicated that curricular proposal E.1.c.1 (changes to courses in ArH) had been withdrawn from the agenda.

3. Discussion item: cultural competence and diversity action

GRECO introduced Maria TENORIO, director of the American Indian Teacher Preparation Program (GSE) and co-chair of the Diversity Action Council, and Carmen SUAREZ, Vice President for Global Diversity and Inclusion, to kick off the discussion topic. [See also slides, **Minutes Appendix C.3.**] TENORIO acknowledged the assistance of Marilyn QUINTERO in preparing her presentation.

TENORIO pointed out that there is a national trend towards first-generation college students, but their retention levels are not high and they are more likely to need financial assistance to complete their education. At PSU, meanwhile, the entering freshman class is comprised 40% students of color.

TENORIO pointed to various efforts at other universities, including Brown, Yale, and Michigan, to develop socially inclusive, just, and safe classrooms. The Michigan Graduate School of Education was talking in terms of “brave” rather than “safe” spaces. Culturally responsiveness was also a topic internationally; in Japan, e.g., the University of Osaka is offering a “Respect” doctorate: Revitalizing and Enriching Society through Pluralism, Equity, and Cultural Diversity”; faculty from Osaka had visited here to talk about this doctoral program. Medical education accreditation bodies have approved training in culturally responsive health care for all physicians.

Responding to the question of what is required to build culturally responsive classrooms at PSU, TENORIO pointed to various kinds of training, such as that offered by senators DE LA VEGA and FARAHMANDPUR. First and foremost, she believed it was important to let students know that their experiences are valued and to make links between life outside the classroom and what they learn in the classroom. Cultural responsiveness helps make this link. She pointed to an example in the work of Richard Milner on mathematics education: offering a cultural lens on mathematics problems.

TENORIO presented other connected questions: Would a survey of faculty needs be helpful? What was the role and responsibility of Faculty Senate in this process?

SUAREZ, from a perspective of years of work on the topic, found it enriching to attend the event Students of Color Speak Out in December, and hear the stories shared by students. SUAREZ said she had thought of what the students’ grandparents had gone through, asking for a seat at the campus table. Students nationwide are now describing what they are seeing, and what they are missing, in the classroom.

SUAREZ framed the key question for Senate as what cultural responsiveness means for curriculum and for pedagogy. What would be a culturally responsive way of teaching? She believed that students, as well as faculty, generally understood that this was more than just a matter of making students feel “comfortable”: it’s about a skill set to navigate changed and changing demographics, and the skill set to enable us to work together. It was, she argued, not just about placing students into a particular environment, but enabling them to step out as engaged citizens and leaders in various arenas. What is the meaning of the degree in this respect?

SUAREZ was impressed at the faculty symposium in January at the conversations and sharing of information about what accountability and assessment in this field would look like.

SUAREZ offered the partnership, resources, and expertise of the Office of Global Diversity & Inclusion in these efforts.

FARAHMANDPUR/CARSTENS moved that the Senate resolve into a **committee of the whole**; the motion was approved by unanimous voice vote (at 3:23).

In the discussion, various senators, ex-officio members, as well as TENORIO and SUAREZ offered examples of problems and solutions towards cultural responsiveness. An emergent theme was the potential to use cultural diversity/competence as an asset. There were also suggestions about developing institutional forms, such an office analogous to the Office of Academic Innovation to assist faculty in this work, or mini-grants to develop specific projects.

Concluding the discussion, B. HANSEN/DONLAN moved that the Senate return to **regular session**; the motion was approved by unanimous voice vote (at 3:55).

D. UNFINISHED BUSINESS

1. Feedback on proposed accelerated learning standards

HINES observed that accelerated learning is related to the prior discussion [on cultural competence and diversity action]. The legislature is pushing to give Oregonians who don't have easy access to universities exposure to that environment. Steering Committee discussed several aspects of this issue. For example, what constitutes exposure to a university experience when you are not also being exposed to people outside of your high school's catchment area? What about college skills that some people need to work on more than others? What about faculty participation? How do we ensure that a course being offered for college credit in the high school meets the demands for rigor that we have. Provosts Council has raised issue of transcription and transferability.

PADIN reported on a meeting held in Albany on February 19th by the task force on accelerated learning, with representatives of all twenty-four higher education institutions in Oregon (universities and community colleges). Faculty response was largely skeptical. There is a framework of existing standards for pre-admission credit, which guarantee that university faculty drive the process and determine quality control. Newer proposals seek to relax these standards, such that people delivering the courses in high schools might not have terminal degrees and quality control by university faculty might be weakened. What the high school instructors get in lieu of graduate training in the respective fields is, perhaps, a quarterly meeting with a group of peers: PADIN saw this as hardly equivalent. When colleagues from the various institutions raised the question, why are we relaxing the standards, given that we currently have ways to award college credit to high school students, the response was that many institutions are already doing this—not following state standards—and so the new standards will meet them where they are.

PADIN described the impetus as coming from the legislature's interest in making access to higher education less expensive and more accessible for more people. He described this as subcontracting the work to high schools. He saw this premise as questionable. The university's concern is with academic quality; moreover, the notion that transferring this work to high schools will be cost-free or cheap was, in his view, questionable, since it will involve much effort to establish quality control.

PADIN also questioned the proposal on grounds of equity. A Higher Education Coordinating Commission shows that only 22% of Oregon high school graduates complete college. Thus 78% are not in the ballpark to complete college. Additional college credit completion opportunities in high school means, he said, diverting resources from those who are least advantaged to those who are already prepared to take these courses. From an equity standpoint, PADIN believed, this was not a wise investment. Faculty have perspectives on these questions that may elude policy-makers.

HINES stated that Interinstitutional Faculty Senate (IFS) is interested in hearing the perspective of the respective faculty senates. She read a statement which had been given by ANDREWS to the Provosts Council: PSU was interested in providing suitable opportunities for college credit to high school students, but had concerns about the lack of proficiency in basic skills (reading, writing, mathematics) among students. According to ANDREWS's statement as read by HINES, faculty would rather see efforts directed towards making more Oregon high school students college-ready (relating to points made in the previous discussion about diversity and equity). Oregon already has pathways and high-quality programs, such as AP exams and IB courses. According to HINES one of IFS's main concerns was with courses that seemed to be an extension of credit for prior learning through proficiency exams: the only difference seemed to be the age of the person taking the exam. Concerns were also raised about potential conflicts of interest about fees. Earning credits in this way may leave students unexposed to other important aspects of university life, academic culture, and interaction with other students coming with a diverse set of experiences.

WEBB noted that PSU is the only institution in Oregon that is accredited for MESA [Mathematics, Engineering, Science Achievement school outreach program]. She was surprised at the apparent trend to give out credit so freely. Was there any push into include MESA within these credit programs? Gaining approval for this high-quality program was rigorous, she stated.

HINES did not know the answer, but thought that ANDREWS might.

GRECO believed that the programs, as described, could not be accredited.

JHAJ added that PSU faculty had a long history of offering high-quality programs for high school students: for example, the History faculty's [Challenge Link] program, or the Senior Inquiry program paralleling UNST Freshman Inquiry. In general, therefore, we are not opposed to the idea, but we want to remind others that we share these values. He continued that it is also a question of academic freedom: what are our students intended to learn, have they learned it, and who are the faculty [teaching it]? The proposal falls short by disaggregating learning and faculty participation. This is an issue administrators have raised repeatedly.

RUETER perceived the university system [as a whole] being undermined through a over-emphasis on regionalized programs. There was value in the university as a center of connection, innovation, and cultural advancement. This should be allowed to play itself out, he believed. The reasons to be skeptical are not just technical ones.

B. HANSEN had read that there are 16,000 or 17,000 Oregon students applying for free community college. He wondered how we would integrate and work with that cohort of students.

HINES saw this as a germane question; it was raised at the Provosts Council in the context of predicting how many of the applying students will meet the criteria, how many will then get credits to put them on the way to a four-year degree, and how many will then complete the degree. She recalled a comment in the prior discussion, that it was not only important to get people through the in-door, but also get them through the out-door.

HINES asked any additional comments to be sent to her or to PADIN.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

The curricular proposals from the Graduate Council (GC) and the Undergraduate Curriculum Committee (UCC) listed in **March Agenda Attachment E.1**, with the exception of E.1.c.1 (withdrawn for later consideration) were approved, there having been no objection prior to the end of roll call.

2. Graduate Certificate in Global Supply Chain Management

KINSELLA, chair of GC, introduced the proposal for a new Graduate Certificate in Global Supply Chain Management in the School of Business Administration. The program targeted both stand-alone post-baccalaureate students and students in existing programs (MBA, MIM) seeking a specialized track, including some students in Engineering & Technology Management. The program was anticipated to start with about fifteen students, with about 1/3 and 2/3, respectively, in the two categories; and move to a more even split between about forty students in about five years. Students choose four courses (sixteen credits) from among six covering basic knowledge and specializes skills. All are existing on-line courses. Market research included analysis of employment trends, placement rates, comparable programs at other universities, and survey of potential employers. SBA will administer the program with existing courses and faculty.

D. HANSEN/RAFFO **moved the proposal as listed in March Agenda Attachment E.2**. The **motion** was **approved** by unanimous show of hands.

3. Undergraduate Minor in Conflict Resolution

HARMON presented the proposal for a Minor in Conflict Resolution (CLAS) on behalf of UCC. It is twenty-eight credits; all courses are currently existing.

CARSTENS/ELZANOWSKI **moved the proposal as listed in March Agenda Attachment E.3**. The motion was **approved** by show of hands (55 yes, 1 no).

4. Creation of a STEM Institute

PADIN, chair of the Educational Policy Committee, introduced the proposal to create a STEM institute which, after several iterations with the principals, had been unanimously supported by EPC in February. The Budget Committee also reviewed the proposal. He referred to the background information as given in the packet. The proposal had been several years in the making, involving colleagues from CLAS, MCECS, and GSE, and

included obtaining a five-year grant from the Howard Hughes Institute. Funding came primarily from that organization; PSU had a matching component which did not include anything beyond that necessary to already obtain the grant. EPC saw the proposal as having laudable intentions.

MONSERE/SCHROCK moved the proposal as listed in March Agenda Attachment E.4.

B. HANSEN asked about future costs: the proposal says that no additional university funding is being requested, that the program will be self-supporting. Does this mean that they are guaranteeing there will be external grants starting in 2019? BOWMAN answered that the activities will be externally funded, and that without external funding there wouldn't be activity; the cost to the university will be whatever cost-sharing will be required. B. HANSEN responded that this implied that if they obtain another grant the institute and the directorship position will continue to exist.

BACCAR whether space needs were accounted for. BOWMAN answered that needed space came from the construction done as part of obtaining the grant.

RUETER wondered if there was a curricular aspect, or otherwise why the proposal was coming before Senate? BOWMAN answered that since it is a research center, its creation requires Senate approval.

The motion was approved by show of hands (51 yes, 0 no, 5 abstentions).

5. New incompletes policy

KINSELLA, for GC as well as the Scholastic Standards Committee, introduced the proposed changes in the policy on incompletes. Incentive was an ambiguity in the extant policy about who is eligible for an incomplete. The current language states that "essential work remains to be done." This has led to a wide range of practice, which was confusing to faculty and students. A major point of discussion was how much of the work ought to be completed. The notions of defining a percentage of the term or percentage of the work proved problematic, given the varying structure of courses. The change of language now is that most of the coursework is to be completed, but some essential coursework remain. Another change is to specify that students should not re-take a course in order to remove an incomplete (though perhaps they may sit on part of it). Students should not take an incomplete simply to improve their grade.

PERLMUTTER/RUETER moved the proposed changes as listed in March Agenda Attachment E.5.

TALBOTT asked what happens if most of the work is not done: would it be an X? KINSELLA said that students would then get the grade that they have earned or withdraw. If they have done any work, they do not qualify for an X. TALBOTT wondered: what if it is too late to withdraw? BACCAR indicated that if there are mitigating circumstances, it is possible to petition for a withdrawal after the deadline. TALBOTT wondered if this would result in more petitions. BACCAR said yes, possibly, but observed that there are currently many petitions to clean up uncertainties in the incompletes policy.

TALBOTT asked further: what is the problem with students sitting in on the class subsequently? BACCAR stated that it creates inaccurate registration; also, it is a violation of financial aid policies. Sometimes students put off doing the work for the course till later, but do not want to withdraw because that would affect term financial aid. Aid supposed to be given for work done in a given term, and so if students don't do all or most of the work during the term in question, this seems a problem on its face.

TALBOTT asked: would they flunk the class? BACCAR said that if (for example) they've stayed in the class for seven weeks but not done any work, then they probably will receive an F; if, on the other hand, they've done most of the work then the faculty can determine if an incomplete is appropriate. The problem really arises when students complete only two or three weeks and try to negotiate an incomplete. It is always up to the instructor to determine if an incomplete is appropriate, and what is the threshold.

WEBB reported that some students had been advised to request and incomplete even though they had failed all coursework up to that point. She therefore wondered how the policy would be pushed out to advisors.

KENNEDY said that she appreciated the work put into the revision and that the policy was being made clearer but still leaving room for interpretation. In her view the previous system had been loosey-goosey. She tells students and an incomplete is not for students failing the class, but for those who are doing fine but just missing a few components. If asked whether they could truthfully say they were doing OK in the class, many students admitted they could not. Students had been receiving confusing advice.

B. HANSEN asked if there is an agreement available on-line. Some departments had forms, but it would be helpful to have a form available commonly on-line. KINSELLA said that there is a template. BACCAR said that a fillable form had been developed. HINES reported that she had in fact used such a form.

BLUFFSTONE was thankful for inclusion of examples from other universities, and wondered if we could make the designation of "most" more precise. KINSELLA responded that GC had struggled with this, and decided it was not possible to give a precise designation. In some graduate courses, for example, the grade rested on a final paper so it would not work to specify a given number or weeks or given percentage of workload. The difficulty was the range of courses.

BLUFFSTONE asked whether it would be better to say what to do rather than what not to do. BACCAR asked whether suggestions for changed wording could be made after a vote. GRECO indicated no, but that amendments could be received. RUETER disagreed: people reading the policy needed to see what not to do. KINSELLA observed that departments could state their own (more stringent) policies if they saw fit and could craft their own language.

D. HANSEN asked whether was a still a trigger for graduation turning an I into an F; this seemed not be included. BACCAR observed, however, that this was stated.

The **motion** was **approved** by show of hands (50 yes, 0 no, 4 abstentions).

F. QUESTION PERIOD

None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President's Report

WIEWEL reported that spring term enrollment was down a “smidgen” from winter. Non-resident enrollment was staying about 7% above what it had been last year. Applications for next year looked good, but it was too early to make projections. Though some had worried that the free community college program might hurt PSU enrollment, WIEWEL did not see this currently reflected in applications.

WIEWEL took note of some national recognition for PSU: *US News & World Report* list of top twenty innovative schools; the global supply-chain management program is the list of top on-line programs; service learning receives recognition; top graduate programs include city management and policy, urban and public affairs, rehabilitation counseling, social work, and health care management. Keith Kaufman (PSY) had received a \$750,000 grant to create a model program to prevent sexual assault on college campuses. WIEWEL also referred to the length of service awards, and the unprecedented award to Tony WOLK (ENG) for fifty years of service.

WIEWEL said that the joint lobbying day for universities at the legislature had been successful, with more than 250 people present. The universities, however, did not receive any new funding. The University Venture Development Fund has been reinstated, and this will be good for faculty research.

He called attention to the second Thursday social event for faculty.

WIEWEL reported on the payroll tax initiative. An *Oregonian* editorial had laid out good reasons why PSU deserved the revenue, but concluded with disapproval of a tax. In an op-ed column, PSU alumnus Mike Richardson, founder of Dark Horse Comics, made a case for business support because of need for an educated labor force.

2. Report on Post-Tenure Review

Shelley CHABON, Vice Provost for Academic Personnel and Leadership Development, reviewed the post-tenure review process. She noted that some faculty and administrators had made complaints; this was, she felt, a strong reaction to a process designed to support and maintain scholarly work. In response, her office had developed templates and reviewed unit guidelines multiple times. As of March 1st there were still three units with guidelines outstanding. There was flexibility on deadlines, and some further adjustment which will be announced soon. By March 15th, candidates should receive copies of PTR committee reports and chair letters. By March 29th, candidates should review the reports and sign the form PT1 if they are in agreement with the report and letter.

3. Report on Accreditation

Scott MARSHALL, Vice Provost for Academic and Fiscal Planning, reported on NWCCU seventh-year review from last fall. This resulted in two commendations and two recommendations. The commendations were for community engagement, and for innovations such as referred to in the President's report.

Recommendations—areas requiring more work—were 1) a discussion and analysis of PSU's financial status, and 2) accelerated assessment of student learning outcomes. PSU

has requested that both of these be withdrawn. In regard to 1), the audit had not yet been completed and this has now been done, and an ad hoc report was submitted last week.

In regard to recommendation 2), MARSHALL wished to draw attention to the fact that this is driven by work of faculty and programs on assessment. OAI and Institutional Assessment Council try to ensure that these activities take place, but they are faculty-driven. NWCCU will expect an ad hoc report by spring of 2017.

A first-year report is due this coming fall. The Strategic Plan provides an opportunity to make sure our core themes are aligned with strategic goals. Committees have been formed to do this, and to work on reports for the fall.

MARSHALL hoped for broader faculty engagement with the accreditation process, and to build momentum about students learning outcomes assessment. How does academic program review connect to accreditation? Faculty who had gone through program review often found it onerous but useful; embedded within that is assessment activity, and so it would be good to align program review with accreditation reviews.

3. Quarterly Report of Budget Committee

BOWMAN, chair of the Budget Committee, pointed to two budget positives and two negatives looking beyond fiscal year 2017. [See **March Agenda Attachment G.3.**] Positives were: shift in the state funding allocation model, which allocates a somewhat larger share to PSU; and the potential of funding through the metro ballot measure. Negatives were: increased PERS costs over the next three biennia, due to the decision about COLA, of about \$6 million per year cumulatively, unless the legislature takes steps to address this; and a flat or slightly enrollment, together with shifts in distribution among various sectors.

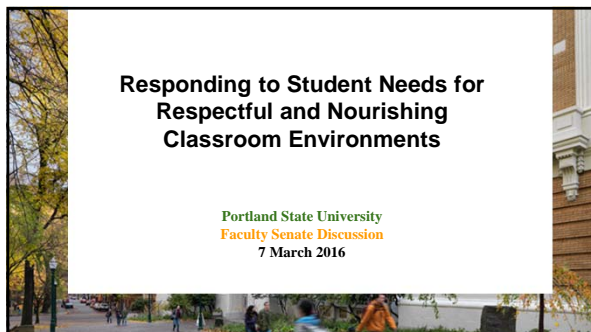
B. HANSEN asked when the PERS increase would go into effect. BOWMAN answered: fiscal year 2018.

4. Quarterly Report of Educational Policy Committee

PADIN reported that, as of week five of the term, EPC had considered these items [see **March Agenda Attachment G.4.**]: proposal for the STEM Institute, approved earlier; proposals to change three divisions in CUPA, namely Criminal Justice, Political Science, and Public Administration, into departments, which have been approved by EPC; and continued discussion of the possibility of creating pre-baccalaureate certificates. PADIN stated that the colleagues on the committee take very seriously their charge of monitoring these issues.

H. ADJOURNMENT


The meeting was **adjourned** at 5:01 p.m.



Responding to Student Needs for Respectful and Nourishing Classroom Environments

Portland State University
Faculty Senate Discussion
7 March 2016

By 2027, 49% of high school seniors will be students of color. Yet, African American, Latino/a, and Native American students are **less** likely than students from other racial/ethnic groups to enter and **complete** college. Winnam, Malcolm-Piqueux, Dowd, & Bensimon, America's Unmet Promise: The Imperative for Equity in Higher Education (Washington, DC: Association of American Colleges and Universities, 2015).



"Young people seeking higher education these days, are less likely to be white or male, more likely to be Hispanic, may be the first person in their family to seek schooling beyond high school, and will likely need help paying for it." "Knocking At The College Door," 2013 survey by Western Interstate Commission for Higher Education

PORTLAND STATE UNIVERSITY			
UG Total Students: 22,613	Graduate Totals: 5,628		
Women 52.1	Women 53.5		
Male 47.9	Men 47.9		
Undergraduate Student Representation by Race/Ethnicity			
8% Asian	5.2% Multi-ethnic		
3.3% Black	7.1% International		
10.4% Hispanic	5 % Unknown		
1.4% Native American			
0.7% Pacific Islander			
59.0% White			
Graduate Student Representation by Race/ Ethnicity			
4.5% Asian	2.7% Multi-ethnic		
2.7% Black	12.5% International		
6.4% Hispanic	5.2% Unknown		
1.2% Native American			
0.2% Pacific Islander			
64.6% White			

What approaches were taken by other educational systems to create socially just, inclusive, and safe classrooms?

Colleges and institutions developing strategic plans for diversity initiatives: Brown University, Yale and the University of Michigan.

Michigan's School of Education speaks to co-creating classrooms... "where all students are empowered, where marginalization is diminished, where course content can be viewed from diverse perspectives, and where all students experience academic achievement, we seek to create **"brave" rather than "safe spaces"**...spaces not only where participants are respected and valued but, where tokenism is challenged, where students are provided voice, and where individuals—including instructors—are not extended the privilege to opt out of conversations that produce discomfort."



In other professional fields and in other countries, the need for cultural responsiveness has become a **priority for excellence**:

The Accreditation Council for Graduate Medical Education has approved training on *culturally responsive* health care for U.S. physicians.

Osaka University, Japan, offers a doctorate in Multicultural Innovation known as **RESPECT**:


Revitalizing and Enriching Society through Pluralism, Equity and Cultural Pluralism


What does it mean to build respectful and nourishing classroom environments for students at PSU?

~*~*~

"Our nation can no longer be satisfied with success for **some** students. **First and foremost, let your students know that their lived experiences are valid and valued.** They have every right to hold on to who they are, what they know, and what they live, even if sometimes they have to stop and work through differences. But you also have to show them how to navigate our school culture so they can succeed."

Dennis Van Roekel, President, National Education Association.





What are the questions I need to ask or have answered as I contribute to this important dialogue?

How can cultural responsiveness help?

Helping students make the link between what they learn in the classroom and the life they know outside of the classroom is at the core of cultural competency.

WHERE SHALL WE START?

- Will a survey of our needs as faculty be helpful to developing curricula that integrates the culture and experiences of our students in a meaningful way?

What is the role/responsibility of faculty/Faculty Senate in this dialogue?

What institutional support would faculty find useful?

C.1

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



To: Provost Sona Andrews
From: Portland State University Faculty Senate
Gina Greco, Presiding Officer
Date: 9 March 2016
Re: Notice of Senate Actions

On **7 March 2016, the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses, changes to existing courses, and changes to programs listed in Attachment E.1 to the March 2016 Agenda, with the exception of item E.1.c.1 (changes to ArH 204, 205, and 206) which was withdrawn by the proposing department for later consideration.

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

The proposal for a new graduate Certificate in Global Supply Chain Management, brought by the Graduate Council, as given in Attachment E.2 to the Agenda.

3-10-16—OAA concurs with the approval of the proposal.

The proposal for a new undergraduate Minor in Conflict Resolution, brought the University Curriculum Committee, as given in Attachment E.3 to the Agenda.

3-10-16—OAA concurs with the approval of the proposal.

The proposal to create a STEM Institute, brought by the Educational Policy Committee, as given in Attachment E.4 to the Agenda.

3-10-16—OAA concurs with the approval of the proposal.

Changes to the policy for incompletes, brought by the Scholastic Standards Committee and the Graduate Council, as given in Attachment E.5 to the Agenda.

3-10-16—OAA concurs with the changes to the policy.

Best regards,

Handwritten signature of Gina Greco in black ink.

Gina Greco
Presiding Officer

Handwritten signature of Richard H. Beyler in black ink.

Richard H. Beyler
Secretary to the Faculty

Handwritten signature of Sona Andrews in blue ink.

Sona Andrews, Provost and Vice President for Academic Affairs

March 10, 2016

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 Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- MA/MS in Economics – change to existing program: reduce electives from 16 to 12 and reduce total credits from 52 to 48

Change to Existing Courses

E.1.a.2

- ESM 570 Citizen Environmental Science, 4 credits – change course title to Methods for Informal Environmental Education.

E.1.a.3

- PSY 537/637 Qualitative Research Methods in Psychology, 4 credits – change course title to Qualitative Research Methods for Social Inquiry; change course description; cross-list with SW 637

School of Social Work

Change to Existing Programs

E.1.a.4

- PHD in Social Work and Social Research – change to existing program: major revisions

New Courses

E.1.a.5

- SW 513 Research Methods for Social Work Advanced Standing Students, 3 credits
Required research methods course for students admitted to the MSW Advanced Standing program. It assures students have a solid foundation in research knowledge and skills needed for the advanced year of the MSW Program.

E.1.a.6

- SW 556 Advanced Clinical Practice in Integrated Health Care, 3 credits
Introduction to the direct practice of integrated health in primary care. Students will become knowledgeable of the roles of health providers working in primary care settings, theories and models of care, engagement, assessment, intervention, practice evaluation, and cross-cultural issues. Prerequisites: SW 530, SW 540, SW 551.

E.1.a.7

- SW 626 Teaching and Learning in Health Promotion and Social Work, 3 credits [cross-list with PHE 626]
Focus on pedagogical theory and practice in professional settings. Students develop skills to design, evaluate, and implement effective curriculum and instruction across settings: classrooms, community contexts, and research projects. Topics include educational theory, course design, learning and teaching strategies, assessment, and scholarship of teaching and learning. This is the same course as PHE 626 and may be taken only once for credit.
Prerequisite: Admission to doctoral program in Social Work.

E.1.a.8

- SW 661 Ph.D. Seminar - Second Year, 1 credit
The Ph.D. Seminar–Second Year is a three-term sequence designed to provide a forum for students to continue professional exploration, and learn how to navigate finding and securing employment opportunities both within and outside academia. Students also spend this time learning how to progress successfully through major milestones post-coursework, including comprehensive examination and dissertation. Prerequisite: SW 660.

E.1.a.9

- SW 583 Empowerment Approaches with Transition-Age Youth with Mental Health Needs, 3 credits
Prepares students to work collaboratively with youth and young adults with mental health needs. Co-taught with a young adult and a parent with mental health services experience. Focuses on skills for partnering with youth to overcome barriers to success, increase self-determination and leadership skills, and strengthen family and peer support.

Change to Existing Courses

E.1.a.10

- SW 620 Social Problem Analysis: Assessment Phase, 3 credits – change course title to Substantive Area Conceptualization; change course description

E.1.a.11

- SW 622 Social Problem Analysis: Evaluation Phase, 3 credits – change course title to Substantive Area Investigation; change course description; change prereqs

E.1.a.12

- SW 630 Empirical Foundation of Knowledge Building in Social Work, 3 credits – change course title to Philosophy of Science for Social Sciences; change course description

E.1.a.13

- SW 637 Qualitative Research III: Making Sense of Qualitative Research Findings, 3 credits – change course title to Qualitative Research Methods for Social Inquiry; change course description; change credit hours from 3 to 4; change prereqs; cross-list with PSY 537/637

E.1.a.14

- SW 640 Research Practicum and Seminar, 2 credits – change course description; change credit hours from 2 to 1-3 (variable); change prereqs; change repeatability

E.1.a.15

- SW 641 Research Practicum and Seminar, 2 credits – drop course

E.1.a.16

- SW 642 Research Practicum and Seminar, 2 credits – drop course

E.1.a.17

- SW 650 History & Philosophy of Social Welfare and Social Work, 3 credits – change course title to History of Social Work Profession/al; change course description

E.1.a.18

- SW 660 Ph.D. Seminar, 1 credit – change course title to Ph.D. Seminar - First Year; change repeatability

E.1.a.19

- SW 690 Teaching Practicum, 2 credits – change course title to Teaching Practicum and Seminar; change course description; change credit hours from 2 to 3; change prereqs

School of Business Administration

Change to Existing Programs

E.1.a.20

- MBA in Business Administration – change to existing program: major revision; reduction in total credits; elimination of electives

E.1.a.21

- MS in Financial Analysis – change to existing program: change program name to Finance; reduction in credits; restructuring requirements.

E.1.a.22

- MT in Taxation – change to existing program: reinstatement and change of degree requirements

New Courses

E.1.a.23

- ACTG 526 Accounting Methods and Periods, 4 credits
Deals with federal income tax issues that arise with respect to the determination of the proper periods for reporting income and deductions, overall methods of tax accounting and all of the choices and options available to taxpayers.

E.1.a.24

- ACTG 528 Corporate Taxation II, 4 credits
Continuation of Corporate Taxation I with emphasis on corporate reorganizations, operation, liquidation of subsidiary corporations and corporate division, and carryover of tax attributes.
Prerequisites: Actg 527.

E.1.a.25

- ACTG 532 S Corporations Taxation, 2 credits
Examination of tax treatment, tax problems, and tax planning techniques involving S corporations; eligibility rules; election, revocation, and termination; treatment of income, deductions, and credits; determining the shareholder's taxable income; pass-through of corporate net operating loss; distributions of previously taxed income; and special taxes applicable to S corporations. Prerequisites: Actg 527 and Actg 531.

E.1.a.26

- ACTG 533 Financial Accounting for Income Taxes, 4 credits
Students are exposed to the federal income tax consequences resulting from sales, exchanges, and other dispositions of property, determining the taxable event; ascertaining basis and amount realized; depreciation deductions; ascertaining gain or loss; limitations regarding the use of losses, including the at-risk and passive activity loss provisions. Prerequisite: Actg 528.

E.1.a.27

- ACTG 537 Tax Accounting Capstone Consulting Project, 4 credits
This capstone course provides students with an opportunity to work on real business problems for companies. MTax students work as a 3-4 person consulting team with a client and Faculty Advisor to develop solutions that will be put to use by the client. Prerequisite: final term of program.

E.1.a.28

- ACTG 540 Practicum/Internship, 4 credits
The Accounting Practicum is an internship with an accounting firm or corporate finance group. This provides opportunities to apply program content to real-world environments, gain appreciation of work expectations and demands, and relate field experience to remaining taxation program curriculum. Prerequisite: final term of program.

E.1.a.29

- ACTG 544 Professional Practices Seminar, 1 credit
In this course you will further your leadership agenda through interactive discussion with regional leaders in the Financial, Taxation, and Accountancy industries.

E.1.a.30

- BA 527 MBA Domestic Business Experience, 4 credits
Explores global business issues through the lens of one or more of the region's key industry sectors. Students will learn from executives and innovators leading groundbreaking global efforts and initiatives. Prerequisite: completion of the first year of the MBA curriculum.

E.1.a.31

- BA 528 MBA Culture Module, 1 credit
This course is intended to help students prepare for their international experience trips by developing a greater understanding of culture and cross-cultural communication in the business setting.

E.1.a.32

- BA 529 Building Effective Teams, 1 credit
The purpose of this course is to teach the theory and processes of group and team behavior so that students can successfully manage groups and work effectively in a variety of team settings.

E.1.a.33

- BA 530 Thought Leadership, 1 credit
Under the direction of a faculty member, students will examine relevant topics in business, and explore the connection between academic research and the needs of the business community.

E.1.a.34

- FIN 517 Corporate Governance, 2 credits
Survey of the role of culture and corporate governance in maximizing the value of a business. How corporate boards are led, focusing on the role of the director, shareholder rights, executive compensation, and the challenge of balancing the needs of shareholders, managers, and other stakeholders.

E.1.a.35

- Fin 525 Finance Capstone Project, 2 credits
Course provides an opportunity to apply business knowledge to a comprehensive finance problem. Student teams will research, develop an analysis and make recommendations to professional / faculty panel. The type of project will vary but topics may include valuation, risk management, capital budgeting or portfolio management. Prerequisites: Fin 513 or Fin 551.

E.1.a.36

- ISQA 519 Managerial Analytics, 4 credits
Introduction to the role of “big data analytics” related to strategic decision making. Exploration of concepts fundamental to analytics programs, including data-driven decision making, interpreting and gaining insight from structured data, effective communication of strategic decisions, and managing an analytics team.

E.1.a.37

- MGMT 516 Project Management, 2 credits
Consideration of the various methods, techniques, and software tools of project management.

E.1.a.38

- MGMT 517 Negotiations for Managers, 2 credits
Designed to provide a competitive advantage in negotiation in the context of a work environment where positive on-going relationships are essential. It explores the major theories and concepts of the field, giving students the chance to practice deal making and conflict resolution through participation in negotiation exercises.

Change to Existing Courses

E.1.a.39

- ACTG 512 Managerial Accounting and Control, 2 credits – change course number to ACTG 513; change course description; change credit hours from 2 to 4

E.1.a.40

- ACTG 525 Professional Accounting Research, 4 credits – change course title to Tax Research Documentation and Procedure; change prereqs

E.1.a.41

- ACTG 527 Advanced Tax Topics, 4 credits – change course title to Corporate Taxation I; change course description; change prereqs

E.1.a.42

- ACTG 530 Taxation of Property Transactions, 3 credits – change course description; change credit hours from 3 to 2; change prereqs

E.1.a.43

- ACTG 531 Partnership Taxation, 3 credits – change credit hours from 3 to 4

E.1.a.44

- ACTG 532 Corporation Reorganization and Liquidation, 3 credits – drop course

E.1.a.45

- ACTG 535 State and Local Taxation, 3 credits – change course description; change credit hours from 3 to 4; change prereqs

E.1.a.46

- ACTG 536 International Taxation, 3 credits – change course description; change credit hours from 3 to 4; change prereqs

E.1.a.47

- ACTG 537 Tax Accounting Problems, 3 credits – drop course

E.1.a.48

- ACTG 539 Estate and Gift Taxation, 3 credits – change course title to Trust, Estate and Gift Taxation; change course description; change credit hours from 3 to 4; change prereqs

E.1.a.49

- ACTG 550 Advanced Financial Reporting, 4 credits – change course description; change prerequisites

E.1.a.50

- ACTG 551 Accounting Information Systems, 4 credits – change course prefix and number to Fin 535; change course title to Financial Information Systems; change course description.

E.1.a.51

- BA 521 Leadership Development and Assessment, 2 credits – change course description; change co-requisite; change grading option

E.1.a.52

- BA 523 Executive Perspectives on Leadership, 1 credit – change grading option

E.1.a.53

- BA 524 Leadership Immersion, 1 credit – change prereqs

E.1.a.54

- BA 525 Capstone Consulting Project, 2-6 credits – change course description; change credit hours from 2-6 to 2 credits; change prereqs

E.1.a.55

- FIN 511 Economics and Sustainability of the Firm I, 2 credits – change course number to FIN 516; change course title to Managerial Macroeconomics; change course description

E.1.a.56

- FIN 512 Economics and Sustainability of the Firm II, 4 credits – change course number to FIN 515; change course title to Economics and Sustainability of the Firm; change course description; change credit hours from 4 to 2; change prereqs

E.1.a.57

- FIN 513 Financial Management, 4 credits – change course description; change prereqs

E.1.a.58

- MKTG 511 Pioneering Innovation, 4 credits – change course number to MKTG 513; change course description; change co-requisite

E.1.a.59

- MKTG 512 Marketing Strategy, 4 credits – change course description; change prereqs

Maseeh College of Engineering and Computer Science**Changes to Existing Program**

E.1.a.60

- MS in Material Science and Engineering - change to existing program: change to core courses; adding a coursework only option

New Courses

E.1.a.61

- CS 570 Machine Learning, 1 credit
Graduate seminar on machine learning. Students will read and discuss recent papers in the machine learning literature. This one-credit course will be offered each term, and students may take it multiple times. Prerequisites: CS 445 or CS 545 or permission of the instructor.

E.1.a.62

- EE 517 Instrumentation and Sensing, 4 credits
Introduction to instrumentation and sensing focused on low-cost, low-power short and long range wireless sensing and monitoring techniques. Topics include small-signal electronics for interconnecting deployable sensors to analog and digital signal processing hardware, system noise floor and dynamic range, and practical implementation of wireless systems with long battery life. Prerequisite: graduate standing or permission of instructor.

E.1.a.63

- EE 520 Random Processes, 4 credits
Review of probability, random variables, and expectation followed by a study of the principles and properties of random sequences and random processes. Topics include random vectors, fundamentals of estimation, modeling random sequences with linear systems, stationarity, Markov random sequences, and common random process models. Prerequisites: Stat 351 and ECE 316, graduate standing or permission of instructor.

E.1.a.64

- EE 521 Discrete Time Processing I, 4 credits
Discrete time signals and systems, z-transform, sampling of continuous-time signals, transform analysis of linear time-invariant systems, structures for discrete-time systems. Prerequisite: EE 520.

E.1.a.65

- EE 522 Discrete Time Processing II, 4 credits
Filter design, discrete Fourier transform, faster Fourier transform, Fourier analysis of signals. Prerequisite: EE 521.

E.1.a.66

- EE 523 Estimation and Detection I, 4 credits
Theoretical and practical approaches to estimation including both classical estimation techniques such as maximum likelihood and best linear unbiased estimation and Bayesian estimation techniques. Discussion of the advantages, limitations, and tradeoffs for each of these methods. Prerequisite: EE 520.

E.1.a.67

- EE 524 Estimation and Detection II, 4 credits
Theoretical and practical approaches to detection algorithms. Hypothesis testing, composite hypothesis testing, non-Gaussian noise, model change detection. Many examples with on real-world signal processing applications, including state-of-the-art speech and communications technology as well as traditional sonar/radar systems. Prerequisite: EE 523.

Change to Existing Courses

E.1.a.68

- ECE 538/638 Statistical Signal Processing I: Nonparametric Estimation, 4 credits – change course prefix and number to EE 525; change course title to Statistical Signal Processing I: Spectral Estimation; change course description

E.1.a.69

- ECE 539/639 Statistical Signal Processing II: Nonparametric Estimation, 4 credits – change course number to EE 526; change course title to Statistical Signal Processing II: Linear Estimation and Adaptive Filters; change course description

College of Urban and Public Affairs**Change to Existing Programs**

E.1.a.70

- PHD in Health Systems and Policy – change to existing program: change program prerequisites, research design and methods coursework

New Courses

E.1.a.71

- PA 575 Foundations of Collaborative Governance, 3 credits
This initial course provides an overview of the current governing context and the new models that have emerged in response. In addition, students will explore the nature of collaborative relationships, the role of trust, harnessing the potential power of groups, and how to address conflict and reach consensus.

E.1.a.72

- PA 576 Collaborative Governance Process and Systems, 3 credits
This skills-based course focuses on the assessment, organization and phases of facilitating collaborative agreement-seeking processes, emphasizing techniques and challenges for reaching mutually satisfying agreements, including how to frame an issue to increase the group's chance for success.

E.1.a.73

- PA 577 Case Studies in Collaborative Governance, 3 credits
Student teams to review three collaborative governance cases, one successful, one unsuccessful, and one a work in progress. A fourth case will be identified by the team. The course introduces typologies for different forms of collaborative governance and provides theory-based frameworks to assist in analyzing governance network efficacy.

E.1.a.74

- PA 578 Collaborative Governance Practicum, 3 credits
In this culminating practicum students participate in discussions with faculty experts and fellow students as they apply the knowledge and skills gained in core courses to a community-based problem, issue or project of their choosing. Prerequisites: PA 575, PA 576, USP 584.

Change to Existing Courses

E.1.a.75

- PAP 653 Policy Analysis: Theoretical Foundations, 3 credits – change course title to Policy Analysis.

E.1.a.76

- PHE 624 Advanced Methods in Epidemiologic Research I, 3 credits – change course title to Doctoral Research Methods in Community Health I; change course description

E.1.a.77

- PHE 625 Advanced Methods in Epidemiologic Research II, 3 credits – change course title to Doctoral Research Methods in Community Health II

E.1.a.78

- PHE 626 Teaching Health, 1 credit – change course title to Teaching and Learning in Health Promotion and Social Work; change course description; change credit hours from 1 to 3 [cross-list with SW 626]

March 10, 2016

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**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- BI 438/538 Plant Chemical Biology, 3 credits
Covers the diversity and function of chemical plant traits and their impact on plant-associated organisms. Students will learn about groups of compounds, their regulation, effects and potential applications and will gain an understanding of how different plant traits functionally interact including positive (defense syndromes) and negative (tradeoffs) associations.
Prerequisites: Bi 211 and Bi 212. Prior completion of Bi 330 recommended.

E.1.b.2

- BI 440/540 Evolutionary Medicine, 3 credits
An introduction to evolutionary thinking as it applies to human diseases, traits, diet, and aging. Concepts in evolutionary theory will provide a framework for understanding the ultimate causes of human ailments. Prerequisites: one year of introductory biology.
Recommended: Bi 358.

E.1.b.3

- ESM 417/517 Applied Watershed Restoration, 4 credits
Course presents fundamentals of applied watershed/stream restoration: hydrologic, hydraulic, geomorphic, and ecological principles and tools applicable to the assessment of watershed and reach-scale processes and evaluation of stream channel condition. Course emphasizes the inter-related nature of physical processes and aquatic and riparian ecology at both the watershed and reach-scale. Prerequisites: ESM 416 or ESM 516.

E.1.b.4

- ESM 474/574 Fish Ecology and Conservation, 4 credits
This course provides a multidisciplinary focus on major ecological issues related to fish conservation, with a strong emphasis on grounding ecological concepts in real-life case studies. The course incorporates lectures and paper discussions related to fish conservation issues in the Pacific Northwest and beyond. Prerequisite: ESM 221 or equivalent.

Change to Existing Courses

E.1.b.5

- BI 431/531 Recombinant DNA Techniques Laboratory, 2 credits – change course title to Advanced Molecular and Cell Biology Research Laboratory; change course description; change prereqs; change co-requisite

E.1.b.6

- ESM 475/575 Limnology and Aquatic Ecology, 4 credits - change co-requisite

Graduate School of Education

New Courses

E.1.b.7

- SPED 433/533 Math Assessment and Instruction, 3 credits
Examine assessment, instructional methods, and curricula for teaching math and supporting the learning of SPED students at the elementary and secondary levels. Learn techniques for teaching concepts, skills, problem solving, and learning strategies as means to help learners achieve success in school and beyond the secondary levels. Prerequisites: admission to the Special Educator Licensure Program or the MS in Special Education.

E.1.b.8

- SPED 439/539 Historical and Contemporary Issues in Disability Studies, 4 credits
Examines how views of disability in schools and other social contexts challenge traditional understandings of disability in the field of special education. Students will examine their views of disability through analysis of texts produced by writers with disabilities and the examination of society's treatment of persons with disability. Prerequisite: upper-division standing.

Maseeh College of Engineering and Computer Science

Change to Existing Courses

E.1.b.9

- ECE 451/551 Control Systems Design I, 4 credits – change course description; change prereqs

E.1.b.10

- ECE 457/557 Engineering Data Analysis and Modeling, 4 credits – change course description; change prereqs

E.1.b.11

- ME 476/(576) Materials Failure Analysis, 4 credits - change to slash course: add 500-level; change course description; change prereqs; change teaching method

E.1.b.12

- ME 442/542 Advanced Heat Transfer, 4 credits - change course number: drop 442, add 642; change prereqs

College of Urban and Public Affairs

Change to Existing Courses

E.1.b.13

- RE 439/539 Real Estate Valuation I, 3 credits - change course description; change credit hours from 3 to 4; change prereqs; change concurrent enrollment

March 10, 2015

TO: Faculty Senate
FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee
RE: Consent Agenda

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

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

School of Business Administration

New Courses

E.1.c.1

- ISQA 412 Introduction to Enterprise Resource Planning Systems (4)
Introduction to and overview of Enterprise Resource Planning (ERP) systems, their function in business, the major modules, and data structures with an emphasis on supply chain and accounting issues. Prerequisite: BA 339.

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.c.2

- CS 415 Parallel Programming (4) – change prerequisites.

E.1.c.3

- CS 420 Object-Oriented Programming (4) – change prerequisites.

E.1.c.4

- ME 351 Vibrations and Systems Dynamics (4) – change description, prerequisites.

E.1.c.5

- ME 488 Design of Experiments (2) – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.c.6

- Women's Studies Major – revises list of approved electives.

New Courses

E.1.c.7

- Comm 398 Topics in Communication in the Workplace (2-4)
Examines communication in and for the workplace. Different topics will include: leadership, collaboration, consensus, and career-building. You will assess your communication style and critically think about the workforce. Use this course to make better sense of your current life situation and develop working knowledge.

E.1.c.8

- ESM 315 Environmental Sampling and Contaminant Analysis (4)
Provides experience with environmental sampling techniques and the quantitative analysis of contaminants in water, soil and air. Explore the chemical and physical principles underlying the sources, transformation and fate of contaminants in the environment. One one-hour lecture and two three-hour labs per week. Prerequisites: ESM 230, ESM 231.

E.1.c.9

- Hst 369 Women in World History (4)
Explores the history of women from “prehistory” to the modern era. Themes include work, marriage, empire, and slavery. Through primary and secondary sources, students will examine gender as a social construct in the human past and as a critical category of analysis in the present.

E.1.c.10

- Intl 365 Digital Globalization (4)
Explores how digital globalization has impacted all aspects of global society. Examines three main areas: digital culture and the individual; the sharing economy and innovation; and security issues, particularly questions of privacy and surveillance.

E.1.c.11

- Viet 201, 202, 203 Second Year Vietnamese Term 1, Term 2, Term 3 (4,4,4)
Work in the Vietnamese language focusing on various cultural aspects of Vietnamese life. The language skills include speaking, listening, reading and writing. Resources and information fundamental to the Vietnamese heritage will be discussed. This is a sequence of three: Viet 201, Viet 202, and Viet 203.

E.1.c.12

- Wr 398 Writing Comics (4)
The graphic novel features the unique marriage of words and pictures that has seeped into every facet of popular culture. This course will focus on composing graphic narratives, exploring all the storytelling elements that create this unique visual medium.

Changes to Existing Courses

E.1.c.13

- ESM 220 Introduction to Environmental Systems (4) – change description, prerequisites, repeatability.

E.1.c.14

- ESM 320 Analysis of Environmental Systems I (4) – change title to Environmental Systems I; change description, co-requisite.

E.1.c.15

- ESM 321 Environmental Systems II (4) – change prerequisites.

E.1.c.16

- ESM 322 Environmental Risk Assessment (4) – change prerequisites, co-requisite.

E.1.c.17

- Intl 472 Media and International Relations (4) – change course number to Intl 391.

School of Social Work

New Courses

E.1.c.18

- SW 384 Addictions and Recovery: Impact on Families and Communities (4)
The impact of addictions will be addressed through the literature and practices of psychology, sociology, medicine, and social work. We will explore the definitions of substance abuse and paths to recovery mediated by the influence of social, cultural, and political forces impacting individuals, families, and communities. Prerequisite: upper-division standing.

Undergraduate Studies

New Courses

E.1.c.19

- Unst 389 Transition from College to Your Professional Life (1)
This course is designed to assist Student Support Services upperclassmen transition from college to career opportunities or graduate and/or professional programs. By providing assistance with these processes, we hope our students will experience success in their various endeavors after graduation. Prerequisites: restricted to Student Support Services students with 115 or more credits.

College of Urban and Public Affairs

Changes to Existing Programs

E.1.c.20

- Law and Legal Studies Minor – revises list of approved electives.

Changes to Existing Courses

E.1.c.21

- PE 101 Gentle Yoga (1) – drop.

E.1.c.22

- PE 103 Relaxation Yoga (1) – drop.

E.1.c.23

- PE 105 Yoga (1) – drop.

E.1.c.24

- PE 106 Continuing Yoga (1) – drop.

E.1.c.25

- PE 107 Yoga II (1) – drop.

E.1.c.26

- PE 108 Yoga Sculpt (1) – drop.

E.1.c.27

- PE 111 Chen Style 18 Form (1) – drop.

E.1.c.28

- PE 113 Tai Chi 42 Forms (1) – drop.

E.1.c.29

- PE 114 Tai Chi 40 Forms (1) – drop.

Attachment E.1.c

E.1.c.30

- PE 115 Tai Chi Weapons Form (1) – drop.

E.1.c.31

- PE 116 Wu Shu Longfist (1) – drop.

E.1.c.32

- PE 123 Aerobics Boot Camp (1) – drop.

E.1.c.33

- PE 126 Bosu Body Sculpt (1) – drop.

E.1.c.34

- PE 130 Total Body Conditioning (1) – drop.

E.1.c.35

- PE 135 Pilates (1) – drop.

E.1.c.36

- PE 136 Pilates Fusion (1) – drop.

E.1.c.37

- PE 141 Aikido I (1) – drop.

E.1.c.38

- PE 142 Aikido II (1) – drop.

E.1.c.39

- PE 143 Hapkido (1) – drop.

E.1.c.40

- PE 149 Aqua Fit (1) – drop.

E.1.c.41

- PE 150 Bet/Int Swim (1) – drop.

E.1.c.42

- PE 151 Lap Swim (1) – drop.

E.1.c.43

- PE 152 Water Polo (1) – drop.

E.1.c.44

- PE 155 Salsa & Latin Dance (1) – drop.

E.1.c.45

- PE 156 Latin & Ballroom Dance (1) – drop.

E.1.c.46

- PE 157 Ballroom Dance (1) – drop.

E.1.c.47

- PE 160 Argentine Tango (1) – drop.

E.1.c.48

- PE 161 Swing Dance (1) – drop.

E.1.c.49

- PE 162 Beg Belly Dance (1) – drop.

E.1.c.50

- PE 163 Hip Hop Dance (1) – drop.

E.1.c.51

- PE 167 Bowling (1) – drop.

E.1.c.52

- PE 168 Advanced Bowling (1) – drop.

Attachment E.1.c

5

E.1.c.53

- PE 170 Tennis (1) – drop.

E.1.c.54

- 171 Golf (1) – drop.

E.1.c.55

- PE 172 Fencing (1) – drop.

E.1.c.56

- PE 173 Basketball (1) – drop.

E.1.c.57

- PE 174 Soccer (1) – drop.

E.1.c.58

- PE 175 Volleyball (1) – drop.

E.1.c.59

- PE 275 Stretch & Strengthening (1) – drop.

E.1.c.60

- PE 290 Scuba (1) – drop.

E.1.c.61

- PE 290L Scuba Lab (1) – drop.

Attachment E.1.d

1

March 9, 2016

TO: Faculty Senate

FROM: Joel Bettridge
Chair, University Studies Council

RE: Consent Agenda

Change to existing Course

The following course change has been approved by the UNST Council and is recommended for approval by the Faculty Senate. This change is part of the comprehensive review of the Popular Culture Cluster.

UNST 254: Popular Culture – change title to Examining Popular Culture

New Cluster Courses

The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate. The courses for Popular Culture were approved as part of the comprehensive review of the Popular Culture Cluster.

E.1.d.1	BST 318	Black Families in the US	Families and Society
E.1.d.2	ETM 347	Intro to Product Design	DTIE
E.1.d.3	ETM 356	Intro to Human-Centered Design	DTIE
E.1.d.4	INTL 391	Media and International Relations	Global Perspectives
E.1.d.5	PAH 399U/PHE 399U	Health Administration	Leading Social Change
E.1.d.6	PAH 399U/PHE 399U	Health Administration	Healthy People/Healthy Places
E.1.d.7	SW 399U/384	Addictions and Recovery: Impact on Families and Communities	Families and Society
E.1.d.8	WS 369	Global Reproductive Justice	Families and Society
E.1.d.9	WS 369	Global Reproductive Justice	Gender & Sexualities
E.1.d.10	CR 310	Fundamentals of Conflict Resolution	Leading Social Change
E.1.d.11	CR 311	Intro to Conflict Res. Psychology	Families and Society
E.1.d.12	PH 375/SCI XXX	Climate Change and Human Life	Environmental Sustainability
E.1.d.13	PH 375/SCI XXX	Climate Change and Human Life	Science in Social Context
E.1.d.14	SYSC 399	Big Data and the Modern World	Freedom Privacy Technology
E.1.d.15	SYSC 399	Big Data and the Modern World	Knowledge, Values, Rationality
E.1.d.16	ANTH 357U	Archaeology of Popular Culture	Examining Popular Culture
E.1.d.17	BST 345U	Black Popular Music in Context	Examining Popular Culture
E.1.d.18	BST 353U-	African Women in Film	Examining Popular Culture
E.1.d.19	BST 356U	Cuban Film	Examining Popular Culture
E.1.d.20	BST 363U	African Cinema/Cultures	Examining Popular Culture
E.1.d.21	Chla 330U	Chicano Popular Culture	Examining Popular Culture
E.1.d.22	Chla 399U	Barrio Culture	Examining Popular Culture

E.1.d.23	CS 347U	The Internet Age	Examining Popular Culture
E.1.d.24	INTL 360U	Bollywood Cinema	Examining Popular Culture
E.1.d.25	INTL 380U	Globalization, Representation and Difference in Media	Examining Popular Culture
E.1.d.26	JPN 332U	Japanese Religion Through Literature and Film	Examining Popular Culture
E.1.d.27	JPN 361U	Japanese Literature Through Film	Examining Popular Culture
E.1.d.28	KOR 330U	Korean Popular Culture	Examining Popular Culture
E.1.d.29	PH 378U/SCI 355U	Science Through Science Fiction	Examining Popular Culture
E.1.d.30	SOC 380U	Sports in Society	Examining Popular Culture
E.1.d.31	WLL 361U	Bestsellers and Blockbusters	Examining Popular Culture

Courses removed from Clusters

The following courses have been approved for removal from UNST Clusters by the UNST Council. The courses were recommended for removal by departments as part of the comprehensive review of the Popular Culture Cluster.

E.1.d.32	COMM 362U	Bollywood Cinema	Examining Popular Culture
E.1.d.33	COMM 370U	Debate and Forensics	Examining Popular Culture
E.1.d.34	CS 345U	Cyberculture: The Internet and Popular Culture	Examining Popular Culture
E.1.d.35	CS 348U	Digital Media and Society	Examining Popular Culture

The link to the cluster proposals is: <https://unstcouncil.pbworks.com/w/page/103072303/2016-2017%20Cluster%20and%20Course%20Proposals>

Attachment E.2

1

March 10, 2016

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 Urban and Public Affairs

New Program

- Graduate Certificate in Applied Social Demography
(two-page summary attached)

FSBC Comments: see wiki

PROPOSAL SUMMARY FOR
GRADUATE CERTIFICATE IN APPLIED SOCIAL DEMOGRAPHY

Overview

Where social demography generally refers to the theoretical, empirical, statistical, and mathematical study of populations, *applied* social demography uses demographic data and methods to describe, explain, and predict social phenomena. Applied social demography is therefore useful across a broad range of public policy, social science, and business professions, including planning, public policy, community and public health, social work, and business marketing.

Often recognized across academe as an important, yet often overlooked area of study, the certificate in Applied Social Demography is targeted towards students in existing social science programs (i.e. Urban Studies and Planning, Geography, Economics, and Sociology), business (i.e. School of Business Administration), public health (i.e. OSHU-PSU School of Public Health), and public policy (i.e. Hatfield School of Government) with coursework relevant to their existing and/or future field of employment. Currently at PSU, and across public institutions of higher education in Oregon, there are few, if any courses in social demography and population geography—despite interest from students across PSU, as well as at Oregon State University (OSU), Oregon Health and Science University (OHSU), and the University of Oregon (UO). There is also potential for attracting certificate students outside of Oregon once the certificate is offered as a flexible degree.

Evidence of Need

The certificate is designed to be a self-standing program that may also be taken in conjunction with Master of Arts (MA), Master of Science (MS), or Doctoral (PhD) programs, and aims to provide students with training that makes them more marketable for employment post-graduation. To objectively assess local market demand for the certificate, we surveyed two groups: 1) planning and urban studies alumni, and; 2) planners associated with the Oregon Population Forecast Program. To demonstrate regional and national-level demand, we inventoried existing certificate programs (compared with MA and PhD programs) nationally.

Survey data show that planners and alumni feel that a graduate with training in Applied Demography would not only be more marketable, but they would be more likely to hire a candidate with formal demographic training. And equally important, one of the survey respondents commented on the importance of developing the certificate in a way that allows working professionals who have already completed their degree to enroll in the certificate—underscoring the importance of on-line and flexible course delivery. In terms of national demand, there are only 10-15 graduate certificates in applied demography nationwide, and the PSU certificate would be only the second in the Northwest (in addition to UW).

Program Objectives

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

Course of study

The certificate (20-credit minimum) builds on existing courses. Implementing program objectives, the certificate requirements include: (1) three core fundamental concepts courses, (2) one substantive focal area course, and (3) one professional methods course selected from a broad array of offerings. Students will be able to tailor a program of study to their individual needs and interests, as well as to the needs and interests of current and prospective employers.

Core Courses (<i>ALL required</i>)
USP 519—Population and Society (4) USP 520—Applied Demographic Methods I (4) USP 522—Research Practicum in Applied Demography (4)
Focal Area Courses (<i>ONE required</i>)
EC 550—Economics of Development (4) USP 521—Applied Demographic Methods II (4) USP 515—Economics: Applications in Urban Studies (4) USP 523—Real Estate Development I (4) USP 526—Neighborhood Conservation and Change (4) USP 544—Urban Transportation Planning (3) USP 572—Regional Economic Development (3) USP 573—Housing Economics (4) USP 615—Economic Analysis of Public Policy (4) PHE 522—Health and Social Inequalities (3) PHE 516—Families and Aging (4) PHE 530—Epidemiology I (4) PHE 546—Urban and Community Health (3) PHE 558—Perspectives on Aging (4) PHE 562—Global Aging (3) SOC 585—Medical Sociology (4) SOC 569—Sociology of Aging (4)
Professional Methods Courses (<i>ONE required</i>) (<i>not all courses offered every year</i>)
PHE 521—Quantitative Research Design and Analysis (3) USP 531—Geographic Information Systems for Planners (4) USP 543—Geographic Applications in Planning (4) USP 634—Data Analysis I (4) USP 654—Data Analysis II (4) SOC 593—Quantitative Methods (4) GEOG 588—Geographic Information Systems I: Introduction (4) GEOG 592—Geographic Information Systems II: Advanced (4) GEOG 596—Visualization of Spatial Data (4) GEOG 597—Spatial Quantitative Analysis (4)

Learning Outcomes

The purpose of the Graduate Certificate in Applied Social Demography is to provide students who successfully complete the program with the following: (1) a working knowledge of the theoretical, substantive, and various quantitative and qualitative approaches for understanding population change; (2) an understanding of how the components of population change (i.e. fertility, mortality, and migration) interrelate with other social phenomena, and how each can be described and explained with demographic data and methods, and; (3) an understanding in framing issues, identifying and gathering appropriate data, and applying methods to answer important social and public policy questions.

Cost and Organization

A non-tenure track faculty person will be hired at 1.0FTE with responsibilities in applied demographic research in the Population Research Center (PRC) (50 percent) and will serve as the primary instructor of core courses in the graduate certificate (50 percent). No other resource (e.g., library) requirements are required. Expected enrollment is five students for the first year, and increasing to 15-20 students within five years. Current faculty will offer the courses. Administrative support will be provided by existing staff in USP, which will initially serve as the primary point of student contact. An advisory committee will be made up of PSU faculty, students, alumni, and representatives from public, private, and non-profit employers.

Attachment E.3

1

March 10, 2016

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 Urban and Public Affairs

New Program

- Graduate Certificate in Collaborative Governance
(two-page summary attached)

FSBC Comments: see wiki

GRADUATE CERTIFICATE PROGRAM IN COLLABORATIVE GOVERNANCE

Purpose

The purpose of this on-line graduate certificate program is to provide the knowledge and skills to current and future public leaders and professionals to initiate, lead and participate in “collaborative governance” processes, including interagency collaboration, cross-sector partnerships, conflict resolution, consensus building, and public engagement.

While the certificate program (and the individual classes offered) will be open to matriculating graduate students from a variety of schools and disciplines, the program is specifically designed to provide *current* leaders and professionals with the knowledge and skills to lead and effectively participate in collaborative governance processes.

This proposal draws on the expertise of faculty, researchers and practitioners in the [College of Urban and Public Affairs \(CUPA\)](#). This includes CUPA’s programs in [Public Administration](#), [Urban Studies and Planning](#), [Center for Public Service \(CPS\)](#), and the National Policy Consensus Center (NPCC), a nationally recognized leader in the field of collaborative governance, and headquarters for the University Network for Collaborative Governance (UNCG), which includes more than 25 university-based centers across the U.S. This certificate program will build on and enhance CUPA’s (and HSOG’s) reputation as a regional and national center of educational excellence in collaborative governance.

This Graduate Certificate program is also intended to tap the extra-regional and international markets for the development of competence in collaborative governance settings. The School of Urban Studies and Planning and the Hatfield School of Government are actively involved in collaborative governance projects in several Asian countries where there is a growing market for our expertise. Through our international contacts and initial marketing, we have identified interest in our program in Singapore and Japan.

Course of study

The Graduate Certificate in Collaborative Governance requires the completion of a minimum of 16 credit hours. This includes the following four core courses plus one elective from a list of supplementary courses.

Core courses (required)

Foundations of Collaborative Governance (Proposed PA 575) - 3 credit hours

This course provides an overview of the current governing context and the growth of new governance models that have emerged in response to the inadequacies of traditional legal structures. In addition, students will explore

the nature of collaborative relationships, the role of trust, harnessing the potential power of groups, and how to address conflict and reach consensus.

Collaborative Governance Process & Systems (Proposed PA 576) - 3 credit hours

This skills-based course focuses on the assessment, organization and the various phases of facilitating successful, collaborative processes that produces a sustainable agreement. Curriculum emphasizes techniques and challenges for reaching mutually satisfying agreements, including how to frame an issue to increase a group's chance for success.

Negotiation in the Public Sector (existing USP 584) - 4 credit hours

This course provides an overview of the conventional and innovative applications of negotiation in public sector activities, and the potential and limitations of negotiation-based approaches to public decision making. Key components include negotiation theory, individual skill development and a review of the institutional, legal and political context of negotiations.

Collaborative Governance Practicum (Proposed PA 578) – 3 credit hours

This culminating practicum requires students to join with faculty and practitioners to apply the knowledge and skills they have learned to a community-based governance problem, issue or project of their choosing.

Why an on-line Certificate?

The opportunity to develop an on-line certificate program was made possible by selection during the *Re-Think PSU* Provost's Challenge. In the current year, working with the Office of Academic Innovation, we have been able to test and refine the use of on-line tools for offering the proposed courses. Offering the on-line curriculum provides a number of advantages:

- Makes effective use of technology to provide a core curriculum of 4 on-line courses, and an elective, allowing greater flexibility for current professionals to complete the certificate program. Those within commuting distance of PSU would also be able to choose from a number of classroom-taught electives.
- Provides a more effective way to expand training of public sector managers extra-regionally and in Asia and other parts of the world where CUPA and the Hatfield School have established training relationships.

Contact

Douglas Morgan, Chair - Public Administration Division, morgandf@pdx.edu

Steve Greenwood, Director – Oregon Solutions Program, sgreenw@pdx.edu

March 10, 2016

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

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

College of Liberal Arts and Sciences

New Program

Certificate in Climate Adaptation and Management

FSBC comments: The proposal is to use existing courses to create a graduate certificate in Climate Management. There is not significant budget impact anticipated by the proposers, the reviewers concur no negative budget impact is noted. Bodner, Taylor (chair).1/25/16

PROPOSAL SUMMARY FOR

Certificate in Climate Adaptation & Management

Overview:

Over the coming decades, governments and the private sector around the world will spend billions of dollars to support adaptation measures that seek to reduce climate-related vulnerabilities for people and the ecosystems on which they depend. To contribute to climate risk management and adaptation at local to global levels students will need to understand the fundamentals of adaptation planning, assessing climate impacts, evaluating risk and vulnerability, identifying adaptation strategies, as well as monitoring climate impacts.

The proposed certificate takes advantage of recently developed courses in ESM and others across PSU to provide students with an interdisciplinary educational opportunity for student wanting to increase their expertise and marketability for careers that help public and private organizations plan for and adapt to the impacts of a changing climate. This is a rigorous certificate that will require a total of 22 credits in 300- and 400-level courses. The courses are split between science and management/policy courses. Although the certificate could be earned by any student, they will have to have had many pre-requisites (or equivalent preparation) in ESM or Geography. Students who complete the certificate will be prepared to take active roles in and contribute to climate adaptation.

Evidence of Need:

Human alteration of the Earth's climate threatens the function of natural and human systems ranging from local weather patterns to the global political economy. Yet, public and private sector policy makers and

administrators commonly have limited knowledge of climate system, the societal impacts of changes to that system, or knowledge of climate change research. At the same time firms, government agencies, and non-governmental organizations will be required to adapt and respond to the impacts of climate change at scales that range from the immediate and local to the long-term and global. For example, President Obama's initiative on federal leadership in environmental, energy, and economic performance (Executive Order 13514) mandates that every federal agency must produce a climate adaptation plan. Knowledge of the science of climate change and its impacts, and knowledge of current practice in climate adaptation planning is essential for developing effective adaptation mechanisms and responses to climate change. A certificate in climate change adaptation and management will provide students with marketable evidence of this core knowledge.

Students completing this certificate program will:

- Understand the science of global climate systems and human-influenced climate change.
- Understand key policy frameworks (from global to local) for mitigation and adaptation strategies for addressing climate change.
- Understand how to write a climate mitigation or adaptation plan.
- Have experience evaluating climate mitigation and adaptation plans.
- Have experience interacting with local climate adaptation practitioners.

This certificate would add value to student knowledge and practice relevant to a range of career options including:

- Corporate environmental managers
- Environmental consultants
- Federal agency administrators
- Land/water managers
- Local, city, state planners
- NGO environmental/social program managers
- Policy administrators
- Scientists (natural, social)
- Strategic planning consultants

A brief, non-exhaustive search of the internet found very few other similar certificate programs. Two programs that stand out in North America are an undergraduate certificate program in *Climate Change* at the University of Utah, and a continuing studies online certificate program in *Decision Making for Climate Change* at the University of British Columbia that gives students access to four online courses offered at other North American universities.

<http://admin.utah.edu/wp-content/uploads/2011/07/Climate-Change.pdf>

<https://cstudies.ubc.ca/programs/decision-making-climate-change-certificate>

Neither program combines both a focus on the science of climate change and a focus on adaptation planning and responses. Other similar certificate programs are offered at several European and Australian universities.

Student demand: This extra level of credentialing is seen as value-added for students. Other programs are exploring "digital badges" as a way to provide a credential for integrative student outcomes that might be the result of the students work in multiple courses. Our certificate would also set integrative outcome goals for students that we feel would result from the combination of all the courses.

Employer demand: Our certificate will address integrated outcomes that have been described by the National Association of Colleges and Employers.

Course of Study:

The certificate requires 22 credits of which 14 required credits are offered in ESM.

Category	Course Number	Title	Credit Hours
Required	ESM 335	Environmental Management	4
	ESM 462*	Climate Change Impacts, Adaptation and Responses: Geosphere and Anthroposphere	4
	ESM 464*	Climate Adaptation: Managing Environmental Risks and Vulnerabilities	4
	ESM 407	Climate Change Adaptation Seminar	2
		Sub-total	14
Elective (Select 2)	G 459	Quaternary Climate	4
	ESM 428	Urban Ecology	4
	ESM 483	Marine Conservation and Management	4
	ESM 418	Landscape Ecology	4
	ESM 427	Watershed Biogeochemistry	4
	ESM 480	Coastal Marine Ecology	4
	PS 435	Disasters and Public Policy	4
	Geog 310	Climate and Water Resources	4
	Geog 311	Climatology	4
	Geog 312	Climate Variability	4
		Subtotal (minimum)	8
Total			22

*Both ESM 462 and ESM 464 were approved by PSU Faculty Senate on April 6, 2015.

March 10, 2016

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

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

College of Liberal Arts and Sciences

New Program

Certificate in Forest Ecology and Management

FSBC comments: ESM proposes to wrap a series of currently offered upper division classes into a certificate program. The proposal appears to incur no significant new costs, but may assist in marketing these courses thus increasing demand and revenue. (1/19/16)

PROPOSAL SUMMARY FOR

Certificate in Forest Ecology & Management

Overview:

As should be expected for a university in the Pacific Northwest, PSU has a range of expertise in forest ecology and management. Within ESM, Drs. Scheller, Nielsen-Pincus, Gerwing, and Dresner focus primarily on forested ecosystems and their management; Drs. Yeakley, Morse, and de Rivera also contribute to scholarship and teaching around these topics. In total, there are 7 faculty with a forest focus, 5 Research Assistants/Associates (having earned PhD or Masters degrees), and 10+ PhD or Masters students. Our students are expected to consider the ecological, social, and policy context of Oregon's forests, including urban forests. This certificate is designed to provide the academic background required for understanding and managing forests beyond traditional industrial forestry needs.

This is a rigorous certificate that will require eight 400-level courses. The courses are split between forest ecology, watershed functioning, management, and policy areas. Although any student could earn the certificate, they will have to have had many pre-requisites (or equivalent preparation) in ESM or Geography. Students who complete the certificate will be prepared to take active roles in and contribute to management of Oregon's forests.

Evidence of Need:

Student demand: This extra level of credentialing is seen as value-added for students. Other programs are exploring "digital badges" as a way to provide a credential for integrative student outcomes that might be

the result of the students work in multiple courses. Our certificate would also set integrative outcome goals for students that we feel would result from the combination of all the courses.

Employer demand: Our certificate will address integrated outcomes that have been described by the National Association of Colleges and Employers.

Course of Study:

The certificate requires at least 29 credits (with at least 13 in ESM) as detailed.

Core courses (13 credits)

ESM 407 Forest Ecology and Management section (1)

ESM 418 Landscape Ecology (4)

ESM 425 Watershed Hydrology (4)

ESM 444 Forest Ecology (4)

Electives (16 credits):

Bi471 Plant Ecology (4)

Bi476 Population Ecology (5)

ESM 435 natural resource management (4)

ESM 427 Watershed biogeochem (4)

ESM 445 Old-growth forest ecology (4)

ESM 465 Investigating Ecological and Social Issues in Urban Parks and Natural Areas (4)

Geog 413 Biogeography of the Pacific Northwest (4)

Geog 415 Soils and Land Use (4)

Geog 448 The urban forest (4)

March 10, 2016

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

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

College of Liberal Arts and Sciences

New Program

Certificate in Lake and Reservoir Management

FSBC comments: This is a new certificate for which all required courses are already offered. It doesn't seem the certificate will incur new costs. There is also some potential for new enrollment based on their plan to increase marketing efforts. Blekic (chair) Cruzan 2/12/16

PROPOSAL SUMMARY FOR

Certificate in Lake and Reservoir Management

Overview:

As should be expected for a university in the Northwest, PSU has a range of expertise in managing watersheds, lakes and reservoirs for ecological and water resources. PSU also has the Center for Lakes and Reservoirs that was established by the Oregon State legislature to address lake management and invasive species issues. Many of our faculty are active in the North American Lakes Management Society (NALMS) and the local chapters of the Oregon Lakes Association Washington State Lake Protection Association. This certificate is designed to provide the academic background required by the NALMS Professional Lake Manager certification program. That professional certification requires courses in five areas and experience. This certificate program would provide the necessary courses.

This is a rigorous certificate that will require eight 400-level courses. The courses are split between aquatic ecology, watershed processes, management, and policy areas. Although the certificate could be earned by any student, they will have to have had many pre-requisites (or equivalent preparation) in ESM or Geography. Students who complete the certificate will be prepared to take active roles in and contribute to management of lakes and reservoirs.

Evidence of Need:

Student demand: This extra level of credentialing is seen as value-added for students. Other programs are exploring "digital badges" as a way to provide a credential for integrative student outcomes that might be

the result of the students work in multiple courses. Our certificate would also set integrative outcome goals for students that we feel would result from the combination of all the courses.

Employer demand: Our certificate will address integrated outcomes that have been described by the National Association of Colleges and Employers.

Course of Study:

The certificate requires 33 to 34 credits total and 22 of these credits must be in ESM.

The student must complete courses in each of the following five areas:

Aquatic Ecology (10)

Required: ESM 475 with ESM 477

One of these courses: ESM 424 Wetland Ecology, ESM 426 Ecology of Streams and Rivers, ESM 473 Phytoplankton Ecology, ESM 478 Aquatic Vascular Plants

Watershed science (8)

Required: ESM 425 Watershed Hydrology

One of these courses: ESM 427 Watershed Biogeochemistry, ESM 479 Fate and Transport of Toxics in the Environment, Geog 414 Hydrology

Business and Management (8)

Two of these course:

ESM 434 Business Environmental Management Economics, ESM 483 Marine Conservation and Management, ESM 485 Ecology and Management of Bio-Invasions, ESM 433 Natural Resource Economics, Geog 446 Water Resource Management, Geog 494 GIS for Water Resources

Policy, Legal and Governmental Aspects (7-8)

Required: ESM 429 Environmental Impact Assessment

One of these courses: ESM 435 Natural Resource Policy and Management, USP 571 Environmental Policy

March 10, 2016

TO: Faculty Senate

FROM: Robert Fountain
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

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

College of Urban and Public Affairs

New Program

BA/BS in Urban and Public Affairs

FSBC comments: See the Curriculum Tracking wiki for comments.

PROPOSAL SUMMARY FOR

BA/BS in Urban and Public Affairs

Overview:

The Bachelor in Urban and Public Affairs is designed to be a college-wide, interdisciplinary degree program focused on the preparation of students for active and effective participation in urban and public affairs. This new program is offered collaboratively by the academic units in the College of Urban and Public Affairs and is available to all PSU undergraduate students. While more traditional on-campus students interested in this academic program will find a large array of face-to-face courses to fulfill program requirements, this program has a second important less traditional target audience: those who have completed a substantial portion of their undergraduate requirements and who may have geographic or time restrictions that make it difficult to attend all or some of our on-campus, face-to-face course offerings.

In this program students will gain the substantive knowledge, analytical and leadership skills and perspectives needed to respond effectively and ethically to major contemporary issues that affect their communities. Students will learn disciplinary-specific theories and practices that contribute to these goals, including: urban design & planning; crime prevention and criminal justice policy; politics; public administration; civic engagement; and public health. Additionally, through an integrative “Dean’s Seminar” students will identify and explore significant areas of professional overlap (e.g., crime prevention through environmental design; health equity as an aspect of urban sustainability; effective leadership through collaborative governance; active transportation and health, etc.). Students pursuing this degree will also have ample opportunity to investigate how people act together—locally and globally—to promote social, economic, political, and physical well-being in their communities.

Community engagement, scholarly multi-disciplinary investigation, and reflective integration with a focus on flexible degree completion -- including several face-to-face as well as on-line offerings and options for credit for prior learning -- are the hallmarks of this program. The major is designed so that students develop a deeper understanding of their roles as actively engaged citizens in both local and global environments and as public actors—broadly defined as reflective practitioners in multiple fields who address issues of public interest.

The program will introduce students to the wide variety of professional opportunities for rewarding public service careers, including urban and community planning, public administration, public safety, nonprofit management, law, social service work, housing and sustainable economic, health, social and political development. This goal will be accomplished by leveraging the existing academic programs housed in the College. The program will also be a natural feeder degree for multiple graduate programs at PSU and elsewhere including the study of law, the health professions, public management, urban planning, public policy, social work, criminology, education and other disciplines. The curriculum is interdisciplinary in its focus, drawing from political science, public administration, criminology and criminal justice, community health, and other related social science and humanities disciplines and emphasizes concepts of networked and collaborative governance, leadership, and analysis associated with civic and community engagement for the common good. This academic program will help foster and deepen the spirit of service that is already evident among many students, and suggest a broad array of graduate study options.

The required and elective courses have been intentionally selected to be a mix of core courses building largely upon existing and established face-to-face, fully on-line, and/or hybrid courses within complementary degree programs. Each unit has identified key courses to be included in the list of core required options for the new major. Other than the new “Dean’s Seminar” to be offered to students in their final year, no new courses will need to be developed to establish this new major.

Evidence of Need:

The Analysis of Employer Demand in Northern Oregon and Southern Washington (2014, Education Advisory Board, <http://www.pdx.edu/oai/psu-flexible-degrees-resources>) resource provided via the Flexible Degree proposal website clearly identifies “collaboration” as one of the top skills most in demand by PNW employers. Collaboration is at the center of the curriculum in each of the (five) partnered academic units that participate in this CUPA-wide degree. Graduates with the major in urban and public affairs will be positioned well in a rapidly changing market due to the fact that this degree provides students with exposure to a wide variety of disciplines.

Further, the *Market Size for Adult Learners Seeking Online Bachelors or Masters Degrees* (Oct, 2014; <https://drive.google.com/a/pdx.edu/file/d/0B1h8iqnEd4DtVG1MNjBIZmQtYXc/view>) report sponsored by PSU estimates that 45% of the overall undergraduate target market has the potential to be addressed by the new undergraduate degree in urban and public affairs. Target market breakdowns include: 13% social science and criminal justice; 13% health and medicine; 10% education; and 9 % human services and social work.

This program will attract four main categories of students: students who have been away from PSU undergraduate studies for one or more terms and are re-enrolling; transfer students; students who have not decided on a major; and, students specifically interested in the subject matter of the degree. Part-time and working students, who have challenging schedules, will also be drawn to this major. As the Portland metropolitan region continues to grow (Metro is predicting a 56-74% increase in number of households

by 2035 in the metropolitan region) the pool of potential students will also increase.

The College of Urban & Public Affairs (CUPA), similar to the University as a whole, has many students who start their undergraduate education in one of our disciplines but fail to earn a bachelor's degree from our College. In recent years, 18% of undergraduate students who are newly declared CUPA majors fail to return for a second term, 26% are lost before their third term, 36% have left our College by their fourth term, and by their 8th term, 51% of our one-time majors have left CUPA without earning a degree from one of our programs.

CUPA's largest losses result from students who drop out of PSU altogether (40% by 8th term). Some of these students may be transferring to other institutions, but many more often drop out of school altogether. Some of those former CUPA students will likely be drawn to this flexible degree program.

Further, as mentioned earlier, there is a quiet crisis emerging due to both demographic trends impacting public-sector leadership and an increasing demand for and limited availability of programs that can educate leaders. This has led some researchers to predict a "leadership gap," especially in the public and nonprofit sectors. The U.S. Bureau of Labor Statistics predicted a replacement gap starting in 2006 and continuing through baby boomer retirement years, stating: "There will be...151 million jobs in the U.S. economy and 141 million people in the workforce to fill them. Across all sectors, but especially in the public sector, the greatest turnover in aging workers will be in executive and managerial occupations." (see: Monthly Labor Review <http://www.bls.gov/opub/mlr/2000/07/art2full.pdf>)

Course of Study:

Students will be expected to receive a "C" or better in all required coursework. At least 9 upper-division courses must be taken as part of the 56 credits; further at least 24 of the required 56 credits must be taken at PSU. Program requirements will include:

Required Courses* (students must complete 6 courses representing at least 3 of the 5 academic disciplines listed below): - 24 credits

- CCJ 200 Introduction to Criminology & Criminal Justice - 4
- CCJ 230 Policing in America -or- CCJ 240 Punishment & Corrections – 4
- CCJ 330U Crime Control Strategies – 4
- PA 311U Introduction to Civic Engagement – 4
- PA 312U Foundations of Community Leadership – 4
- PA 313U Fundamentals of Public Service – 4
- PS 101 US Government -or- PS 102 US Politics – 4
- PS 204 Comparative Politics -or- PS 205 International Politics – 4
- PS 431 State and Local Politics – 4
- USP 300U Introduction to Urban Studies – 4
- USP 301 Introduction to Community Development – 4
- USP 311U Introduction to Urban Planning – 4
- PHE 350 Health and Health Systems – 4
- PHE 446U Community Health Principles and Practices – 4

Attachment E.7

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PHE 250 Our Community, Our Health – 4

Elective Courses (choose 5 courses with no more than 3 courses from CCJ, PA, PS, USP and/or PHE. All of the 20 required credits must be from “upper division” – 300 or 400 level – courses) - 20 credits

Research Skills Course (complete a pre-identified and approved research methods, statistics, or data analysis course from any of the participating academic units) - 4 credits

Internship/Field Experience (choose an approved course from any participating academic unit to complete in senior year) - 4 credits

Dean’s Seminar (to be completed in senior year) - 4 credits

Total Credits Required for Major - 56 Credits

Academic Advising Council Report to Faculty Senate, April 2016

Council Membership: Abel de la Cruz, COTA, Andrew Rice, CLAS, Becki Ingersoll, ACS, Becky Sanchez, SBA, Casey Campbell, CUPA, Darrell Grant, COTA, Jim Hook, MCECS, Karen Haley, GSE, Kate Constable, SSW, Laura Marsh, CLAS, Marlon Marion, DMSS, Martha Dyson, CLAS, Randi Harris, OAA, Sukhwant Jhaj, Chairperson, Kelsey Birsa, Student, COTA. **Ex-Officio:** Cindy Baccar, ARR, Karen Popp, OGS, Robert Mercer, CLAS, John Fraire, VP EMSA, Sy Adler, USP, Dan Fortmiller, AVP. **Consultants:** Kathi Ketcheson, OIRP, Zach Markiss, OIRP, Kara Hayes, OAA

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

The Academic Advising Council provided on going review of the current status of advising and made a number of recommendations on best practices regarding policies and processes related to academic advising campus-wide.

1. Common Advising and Analytics Software: AAC has provided ongoing input on deployment and improvement to PSU's advising and analytics platform. The use of Student Success Collaborative (SSC) platform as the unified advising and note-taking software for undergraduate students was mandated in 2015. This tool uses predictive analytic, success markers and sharable notes to improve the advising experience. Next upgrade of this software will enable smooth and interactive student service referrals across advising, Registrar's Office, Student Financial Services, Financial Aid, and academic support and is expected to be available by June 2016.

2. Student Success Projects: The two projects emerged from the Academic Advising Council that were subsequently endorsed by the Academic Leadership Team:

Students with Excessive Credits Project: The primary goal of the Students with Excessive Credits Project is to identify why some students are accumulating 25% more credits than needed to finish their degrees, and to implement strategies and initiatives to assist this group of students. The project team and departmental advisors conducted targeted outreach and email campaigns and made recommendations on ways to improve the student experiences and student success. Key findings from transcript analysis and outreach revealed that the majority of the students with excessive credit were transfer students who had transferred multiple times or switched majors late in their academic career. Uneven transfer course approval processes between schools and colleges and across institutions impact students' number of credits.

Project team proposed three concepts for consideration by the campus community: reorganizing the advising structure to develop consistent policies and procedures for advising on campus; an undergraduate transition success center focused on helping incoming undergraduate students, particularly transfers, transition smoothly to PSU; and a committee made up of high school, community college, and

PSU advisors, leveraging the value in relationships across a student's academic pathway. See Students with Excessive Credits Project webpage for details: <http://goo.gl/LmrnyC>

Undergraduate Student Persistence Project: Undergraduate Student Persistence project is focused on identifying and implementing selected interventions to help transfer students persist from their first year at PSU to the second year. The project team conducted attrition risk enrollment campaigns across schools and colleges in an effort to increase persistence rates among transfer students within their first year at PSU. The project team also conducted an inventory of transfer student outreach and support practices, drafted a literature review report on best practices for transfer students, and is currently collaborating with graduate students in the Graduate School of Education on identifying best practices used in peer institutions to improve transfer student persistence and graduation rates.

Within the past year, the project team identified three concepts for consideration by the campus community: A PSU transfer website; a position description for a Transfer Partnership Coordinator, whose role provides focused on institutional coordination needed to support transfer enrollment, while providing students a successful transfer experience; and an idea to build transfer student centers, which aim at increasing a student's sense of belonging upon transferring to PSU. See Undergraduate Persistence Project webpage for details: <http://goo.gl/cpp4UP>

3. Academic and Career Advising Redesign: In an effort to improve student success, PSU is currently working on projects that increase advising capacity, revitalize advising systems and improve the visibility of student support services at PSU. These projects are: a Coordinated Service Network between advising, Financial Aid, Bursar's Office and Registrar's Office; personalized Degree Maps; redesign of myPSU to offer online services to students; and the academic and career advising redesign. It is anticipated that these projects will take nearly 18 months to finish. AAC is providing ongoing input, participating in work sessions and provided guidance on the direction of various projects. AAC has received regular updates on planned staffing increases in number of professional advisors in response to AAC proposal developed last year.

Academic and Career Advising Redesign directly aligns with PSU's Strategic Plan: Strategic Goal #1 Elevate Student Success, Initiative #3: Use Best Practices to Advance Student Retention, Sub-initiative #3.1: Increase advising capacity, revitalize advising systems and improve the visibility of student support services. For additional information see: Academic and Career Advising Redesign Poster: <https://goo.gl/S49LRa>, AAC Faculty Senate Report from last year: <https://goo.gl/n6Bbms>, Advising staffing memo: <https://goo.gl/O2gXfA>

4. Input on Policies and practices: The Council provided input on Academic Advising Handbook: (<https://goo.gl/QLm4Vx>), received a presentation on Academic Standing Study, Cognos Dashboard prototype for advisors, and the Internship Report.

Institutional Assessment Council Annual Report to the Faculty Senate

March 11, 2016

Institutional Assessment Council (IAC) Charge

IAC will create principles and recommendations for assessment planning that are sustainable and learning-focused, and provide counsel aimed at enhancing the quality of student learning through assessment activities. In cooperation with the ex-officio members, the Council will design a framework for promoting assessment long term and will provide guidelines for implementation. It will serve as the primary advisory mechanism for institutional planning and will coordinate with the assistant and associate deans group the implementation of systematic annual reporting by the schools and colleagues. It will create an annual document on the status of assessment that will form the basis for institutional reports, such as those required by the PSU faculty senate and the regional accreditation body, NWCCU.

IAC Members 2015-2016 Academic Year

Members represent a wide range of departments and programs, and have significant roles related to assessment practices and policies.

Thomas Bielavitz, LIB	Amanda Byron, CLA
Rowanna Carpenter, UNST	Micki Caskey, ED
Amy Donaldson, SPHR	Jim Hook, MCECS
Leslee Peterson, ED	Aimee Shattuck, EMSA
Neil Ramiller, SBA	Charles Klein, ANTH
Karen Strand, ARTS	Janelle Voegele (Co-chair), OAI
Erica Wagner, SBA	Vicki Wise, EMSA (Co-chair), OAI

Ex-officio members:

Margaret Everett, OGS	Sukhwant Jhaj, OAA
Kathi Ketcheson, OIRP	Leslie McBride, CUPA

IAC Priorities

While the IAC is highly focused on organizational development (i.e., normalizing program assessment practices within a learning organization), it also understands the need to respond to external accrediting requirements, such as those specified by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU's articulation of Standard Four for Effectiveness and Improvement informed the IAC's efforts to create a streamlined and efficient program reporting process.

- 4.A.2: Faculty have a primary role in the evaluation of educational programs and services
- 4.A.3: The institution documents, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete its courses, programs and degrees ... achieve identified course, program and degree learning outcomes
- 4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements

NWCCU expressed two main concerns about the comprehensiveness and consistency of program-level assessment in its most recent Year Seven Peer Evaluation Report review.

1. Although there is a great deal of assessment activity at PSU, the evaluation committee has concerns that program assessment, and its relation to student success, are not regular and consistent enough at this time. (Standard 4.A).
2. The long delay for implementation leaves the institution without a complete degree assessment process at the current time. (Standard 4B).

Even prior to receiving this report, the IAC worked this year on a proposed plan to systematically support more timely institutional assessment planning, feedback, and reporting connected to the Academic Program Review (APR) requirements and cycle. The IAC will develop a rubric, aligned to requirements of NWCCU and best practices in program assessment, to provide feedback on program assessment plans; especially in light of collecting valid and reliable evidence of student learning. This collaborative process engages departments with the OAA, the IAC, and the Office of Academic Innovation to support faculty in improved assessment practice and reporting. The proposed assessment planning/reporting schedule is as follows:

Program-level Assessment and APR

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
University Department		Assessment of Student Learning Outcomes and implementation of Action Plan					Academic Program Review
Office of Academic Affairs (OAA)	Review of and feedback on APR Action Plan				Pre-APR check-in		
Institutional Assessment Council (IAC)	Provides assessment rubric and resources to support department	Reviews assessment plan to identify potential support needs	Assessment support to department				
Office of Academic Innovation (OAI)				Check in on assessment progress	Provides on-going structured assessment support	Provides on-going structured assessment support	

In addition to program-level assessment planning and implementation, the IAC has expanded its assessment resources for faculty and staff with the updated IAC website: <http://www.pdx.edu/institutional-assessment-council/>. The Council will continue to add assessment resources, including highlighting examples of best practices at PSU and program exemplars. Currently

there are excellent program-level assessment examples, gleaned from efforts through the Provost Challenge and reThink PSU, that will demonstrate PSU's progress in measuring student learning outcomes and building a culture of assessment.