

5-2-2016

Faculty Senate Monthly Packet May 2016

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

Let us know how access to this document benefits you.

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet May 2016" (2016). *Faculty Senate Monthly Packets*. 322.

<https://pdxscholar.library.pdx.edu/senateminutes/322>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Faculty Senate, 2 May 2016



NOMINATIONS FOR 2016-17 PSU FACULTY SENATE PRESIDING OFFICER ELECT

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 **2 May 2016** at 3:00 p.m. in **Cramer Hall 53**.

AGENDA

- A. Roll – *objections to consent agenda items must be registered before the end of roll call*
- B. * Approval of the Minutes of the 4 April 2016 Meeting – *consent agenda*
- C. Announcements and Discussion
 - * 1. OAA response to March notice of Senate actions – *consent agenda*
 - 2. Changes to administrative committees
 - 3. Modification of Faculty Senate elections process for 2016
 - 4. Other announcements by Presiding Officer and Secretary
 - 5. Discussion: culturally responsive courses and curricula
(R. Cunliffe, T. Garrison, S. Jackson, K. Kahn, K. O'Brien, J. Robinson)

NOMINATIONS FOR 2016-17 PSU FACULTY SENATE PRESIDING OFFICER ELECT
--

- D. Unfinished Business
- E. New Business
 - * 1. Curricular proposals – *consent agenda* (Grad Council and UCC)
 - * 2. Undergraduate Certificate in Global Studies (UCC)
 - * 3. Review of NTTF for continuous appointments (Task Force)
 - * 4. Proposal to amend Constitution to establish an Academic Quality Committee (Task Force and Steering Committee)
 - * 5. Creation of an Ad-Hoc Committee on Liberal Education (Steering Comm.)
 - * 6. Pre-baccalaureate certificate option (ARC)
 - * 7. Change from division to department for Criminology & Criminal Justice (EPC)
 - * 8. Change from division to department for Political Science (EPC)
 - * 9. Change from division to department for Public Administration (EPC)
 - * 10. Move of Dept. of Economics from CLAS to CUPA (EPC)
 - * 11. Move of Dept. of International & Global Studies from CLAS to CUPA (EPC)
 - * 12. Proposal to amend Constitution to add student member to University Writing Council (UWC and Steering Committee)
 - * 13. Proposal to amend Constitution to establish School of Public Health as a faculty governance division (Steering Committee)
 - * 14. Proposal to amend Bylaws to update language regarding election of Senate officers (Steering Committee)
- F. Question Period and Communications from the Floor to the Chair

- G. Reports from Officers of the Administration and Committees
(† indicates written report only, as submitted in the packet)
1. President's Report
 2. Provost's Report
 - * 3. Annual Report of the Honors Council †
 - * 4. Annual Report of the Intercollegiate Athletics Board †
 - * 5. Annual Report of the Library Committee †
 - * 6. Annual Report of the Scholastic Standards Committee †
 - * 7. Annual Report of the University Studies Council †
 - * 8. Annual Report of the University Writing Council
- H. Adjournment

***See the following attachments:**

- B. Minutes of the Faculty Senate meeting of 4 April 2016 and appendices– *consent agenda*
- C.1. OAA response to Senate actions for April– *consent agenda*
- E.1.b-c. Curricular proposals – *consent agenda (note: there is no item E.1.a)*
- E.2. Undergraduate Certificate in Global Studies
- E.3. Guidelines and implementation plan for NTTF review
- E.4.a-b. Amendment to Faculty Constitution creating AQC; background from Task Force
- E.5. Ad-Hoc Committee on Liberal Education
- E.6. Pre-baccalaureate certificate option
- E.7-11. Motions and links to proposals for departmental changes
- E.12. Amendment to Faculty Constitution regarding UWC
- E.13. Amendment to Faculty Constitution regarding SPH
- E.14. Amendment to Bylaws regarding election of Senate officers
- G.3. Annual Report of Honors Council
- G.4. Annual Report of IAB
- G.5. Annual Report of Library Committee
- G.6. Annual Report of SSC
- G.7. Annual Report of UNST Council
- G.8. Annual Report of UWC

FACULTY SENATE ROSTER

2015-16 OFFICERS AND SENATE STEERING COMMITTEE

Gina Greco, Presiding Officer

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

Richard Beyler, Secretary

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

Paula Carder (2017) • Alan MacCormack (2017)

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

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

All Others (9)

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

College of the Arts (4)

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

CLAS – Arts and Letters (7)

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

CLAS – Sciences (8)

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

CLAS – Social Sciences (7)

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

College of Urban and Public Affairs (6)

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

Graduate School of Education (4)

†McElhone, Dorothy	ED	2016
De La Vega, Esperanza	ED	2017
*Thieman, Gayle	ED	2017
Farahmandpur, Ramin	ED	2018

Library (1)

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

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

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

Other Instructional (3)

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

School of Business Administration (4)

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

School of Social Work (5)

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, 4 April 2016

Presiding Officer: Gina Greco

Secretary: Richard H. Beyler

Members Present:

Arellano, Babcock, Baccar, Bowman, Brodowicz, Camacho, Carder, Carstens, Chang, Childs, Daescu, Daim, Davidova, De La Vega, de Rivera, Donlan, Duschee, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, George, Gioia, Greco, Griffin, B. Hansen, Harmon, Harris, Ingersoll, Jaén Portillo, Layzell, Lindsay, MacCormack, Maier, McElhone, Monsere, O’Banion, Padín, Pease, Perlmutter, Popp, Raffo, Riedlinger, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Taylor, Thieman, Tretheway, Webb, Wendl, Winters

Alternates Present:

Allen for Loney, Kinsella for Yesilada

Members Absent:

Bluffstone, Clark, Kennedy, Labissiere

Ex-officio Members Present:

Andrews, Beyler, Chabon, Everett, Fraire, D. Hansen, Hines, Kinsella (also as alternate), Liebman, Marrongelle, Moody, Percy, Sanders, 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 **7 March 2016 Minutes** were **approved** as published.

C. ANNOUNCEMENTS AND DISCUSSION

1. OAA Response to March Notice of Senate Actions, concurrence, was noted [April Agenda Attachment C.1].

2. Upcoming elections and committee survey

The Secretary reminded senators of the ongoing opt-in surveys for Faculty Senate elections and committee preference, as well as nominations for Senate officers at the next meeting.

[**Note: announcements and discussion, as listed in the original agenda, were transposed**]

3. Discussion: defining and supporting liberal education at PSU
[originally C.4 in the agenda]

B. HANSEN introduced the discussion by stating that we are in the business of providing a liberal education to students. [See slides, **April Minutes Appendix C.3.**] This is part of a historical inheritance, but in a modern democracy it included the need for an educated populace, for a sense of social responsibility, and for application of knowledge to practical problems. General education refers to knowledge shared by all students; liberal education also includes specialized knowledge in some field.

B. HANSEN referred to several different models put forward across the country. [See **Appendix C.3.**] At Hofstra University, prominent elements include critical thinking, self-examination, and clarity of expression (both written and oral). Duke University highlights different modes of inquiry; and the evaluation, management, and interpretation of information. In 1994 at PSU, Chuck WHITE together with a working group at the creation of University Studies developed principles for life-long inquiry. We need to be prepared to make the case for liberal education and respond to critiques.

B. HANSEN/TAYLOR **moved** that the Senate resolve into a **committee of the whole**; the motion was **approved** by unanimous voice vote (at 3:22).

Among the points touched upon during the discussion were: the questions of depth (specialized learning) vs. breadth (general knowledge shared by or useful in multiple disciplines); the problem of economic pressures on students and the (real or perceived) value of education; technological change; responding appropriately to students at varying levels of maturity and preparation, complicated at PSU by our large transfer population.

MAIER/CARSTENS **moved** that Senate return to **regular session**; the motion was **approved** by unanimous voice vote (at 3:44).

4. Other announcements [originally C.3 in the agenda]

GRECO announced that in a subsequent meeting Senate would probably return to the topic of post-doctoral fellowships. [See slides, **April Minutes Appendix C.4.**] NSF and NIH define a post-doctoral fellow as an individual who has received a doctoral degree or equivalent, and is engaged in temporary and defined period of mentored advanced training, in order to enhance professional skills to pursue the career path. This definition thus does not include career employees on the NTTF track. The coming resolution, GRECO noted, will differ from that passed in February 2014 because that resolution was, evidently, not legally possible. In addition, that previous resolution did provide any retirement benefits to post-doctoral fellows. Post-docs are increasingly important to the institution, and she hoped that we could find a legal solution that is less expensive for our PIs [principal investigators] and does no harm to post-docs. The problem is that PIs must pay for retirement benefits (6% employee contribution, 6% employer contribution, 6% surcharge); however, since a postdoc is by definition temporary and does not become vested, the bulk of this does not go to the post-doc, nor does it return to the PI's grant.

GRECO stated that Faculty Senate can, legally, do nothing on its own. Instead, she envisioned that we could join in a statement being made by United Academics of Oregon, and would be long the lines of a report by an NIH working group which concluded that post-docs should receive benefits comparable to those of other employees at the institution. She noted that NIH does not necessarily pay for these things that its working group said that post-docs should receive: it's thus aspirational on the part of the NIH. GRECO felt that it was hard to go backward; 55% of institutions were now offering benefits to postdocs. Since the post-docs are by definition temporary, we are also looking for legal way to pay only a 6% contribution into retirement benefits.

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS**1. Curricular Proposal Consent Agenda**

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

2. Graduate Certificate in Applied Social Demography

KINSELLA, on behalf of GC, presented the proposed Graduate Certificate in Applied Social Demography, brought forward by CUPA and contained in **April Agenda Attachment E.2**. Targeted students are those in existing degree programs in social sciences, public health and policy, and business. The program anticipates five students in year one, rising to up to twenty students. It requires twenty credits, including three basic concepts courses, one substantive area course chosen from several options, and one methods course chosen from several options. All courses currently exist. Need was assessed through surveys of alumni of relevant programs. Costs will include one NTTF to be hired by Urban Studies and Planning; administrative support will be provided by USP. Oversight will come from an advisory committee.

B. HANSEN/SCHROCK moved the proposal as given in Attachment E.2.

The **motion was approved** (45 yes, 1 no, 4 abstain, recorded by clicker).

3. Graduate Certificate in Collaborative Governance

KINSELLA, on behalf of the GC, presented the proposed Graduate Certificate in Collaborative Governance, brought forward by CUPA and contained in **April Agenda Attachment E.3**. The proposal was developed as part of the ReThink project. Target students are primarily working professionals, including those overseas, but also graduate students in existing programs. Twenty students are anticipated in the first year, increasing to thirty. It requires sixteen credits, with courses on foundations, processes, negotiations, and a practicum, as well as an elective course. Courses are on-line, and include several approved earlier as part of the consent agenda. Need was assessed primarily through work in the field, as well as a request from the State of Oregon's Department of Administrative Services for a training program.

PERLMUTTER/DE RIVERA moved the proposal as given in Attachment E.3.

DE LA VEGA asked about including conflict resolution in the coursework. KINSELLA answered that it was included within the proposal. MAIER observed that conflict resolution was part of the content of the first foundational course.

A question was asked about effecting quality control for on-line courses. KINSELLA responded that the processes would be the same as for on-line courses in general. PERCY (dean of CUPA) remarked that much of the work was done via video-conferencing and other technologies which allowed for verification: it was not just a "correspondence course."

The **motion was approved** (40 yes, 5 no, 5 abstain, recorded by clicker).

4. Undergraduate Certificate in Climate Adaptation and Management

SANDERS, on behalf of UCC, presented the proposed Undergraduate Certificate in Climate Adaptation and Management (brought by CLAS), as contained in **April**

Agenda Attachment E.4. It requires 22 credits, with six courses split between science and policy/management; a minimum of three courses are at the 400 level.

HARMON/DONLAN **moved the proposal as given in Attachment E.4.**

CHANG asked about Geography courses that were cross-listed with courses included in these proposals. SANDERS said he was not aware of the cross-listing issue; it had not been raised by the proposers. GRECO asked if anyone had a view on how these should be handled: by addition to the catalog or by overrides? She asked that UCC convey this message back to the proposers. It would not need to reappear before Senate. It was pointed out that one of the proposers was present in the Senate (viz., GEORGE), so the message was already conveyed.

The **motion was approved** (41 yes, 5 no, 3 abstain, recorded by clicker).

5. Undergraduate Certificate in Forest Ecology and Management

SANDERS, on behalf of UCC, presented the proposed Undergraduate Certificate in Forest Ecology and Management, brought forward by CLAS and contained in **April Agenda Attachment E.5.** The certificate requires 29 400-level credits, using existing courses in several departments. There are indications of strong need in our region.

DONLAN/STEDMAN **moved the proposal as given in Attachment E.5.**

RUETER said that the same cross-listing issue as above occurred here. GRECO stated that it would be addressed.

WENDL asked about the number of credits for a certificate, which seemed large: would this add time to degree? SANDERS responded that there was considerable variation in the size of certificates, and that in any event it was entirely optional and not required for any degree.

MONSERE asked about a cross-listed Civil Engineering course in hydrology. This also would be followed up.

A question was asked about the difference between minors and certificates. SANDERS answered that this was largely a matter of departmental preference. In some cases a certificate was established prior to the existence of a major. GRECO added that in most cases it was easier to do a certificate than a minor on a post-baccalaureate basis.

The motion was **approved** (43 yes, 3 no, 5 abstain, recorded by clicker).

6. Undergraduate Certificate in Lake and Reservoir Management

SANDERS, on behalf of UCC, presented the proposed Undergraduate Certificate in Lake and Reservoir Management, brought forward by CLAS and contained in **April Agenda Attachment E.6.** It requires 33-34 credits at the 400 level or above. The involved courses already exist, in several different departments; the core of five courses is in ESM, as the prior preparation required for those 400- and 500-level courses. There are strong indications of need for the certificate.

CARSTENS/MACCORMACK **moved the proposal as given in Attachment E.6.**

HARRIS asked about the large number of credits required. GRECO responded that a similar question was asked about the previous proposal. A certificate is more supple than

a major or minor in that it can be taken on a post-bacc basis more easily: the credential could be taken without the full general education requirements.

The cross-listing issue was again pointed out.

A question was raised about advising, particularly with three new certificates being proposed in ESM. SANDERS said that he understood that advising would and could be subsumed within existing advising capacities in the department.

The motion was **approved** (38 yes, 7 no, 5 abstain, recorded by clicker).

7. BA/BS in Urban and Public Affairs

SANDERS, on behalf of UCC, presented the proposed Major (BA/BS) in Urban and Public Affairs, brought forward by CUPA and contained in **April Agenda Attachment E.7**. This was an interdisciplinary degree, relying almost entirely on existing courses in several departments. It required 56 credits with a minimum of 24 in residence. SANDERS characterized the distribution of courses among disciplines as judicious, and pointed out the opportunity to include courses from other disciplines; and the requirement of a research skills course, a field experience course, and the new CUPA Dean's Seminar. At least nine courses must be upper-division. It is expected that some courses will be completed face-to-face; some on-line or hybrid. Credit for prior learning may be completed. There are strong indications of need.

DE RIVERA/SCHROCK **moved the proposal as given in Attachment E.7.**

INGERSOLL asked about the prospective move of departments to the School of Public Health. SANDERS said that the move itself would not change anything; any change in courses would have to come forward again to UCC.

MACCORMACK said that it appeared it would be possible to complete the degree with no 400-level courses. SANDERS answered that was not the case. GRECO, in conversation with several senators, pointed out that a minimum of eight credits were in fact at the 400 level.

It was asked, was the intention about on-line vs. face-to-face coursework. SANDERS responded that CUPA's aim was to include both methods, above all with the intention of attracting students who had started in CUPA but not completed their degree: thus, they might have started with in-person coursework and now be able to complete the degree on-line. PERCY interjected that the program could be mostly, but not completely, taken on-line. It was asked, specifically, whether there were required courses which were not on-line. PERCY indicated that the Dean's Seminar was hybrid, and thus required some in-person attendance. SANDERS observed that this was not a matter of rule: in-person courses, or a degrees, could be in the future converted to on-line courses (or vice versa).

MONSERE asked about the difference between the BA and the BS. SANDERS said that this was the same as for other degrees across campus: the BS had certain requirements in math and science, the BA in humanities and specifically foreign language.

The motion was **approved** (29 yes, 15 no, 6 abstain, recorded by clicker).

F. QUESTION PERIOD AND COMMUNICATIONS FROM THE FLOOR

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's Report

WIEWEL appreciated the prior discussion of liberal education, though recognizing that this was hard to do in this kind of forum and that further, more detailed discussions were required.

WIEWEL reported on enrollment: student credit hours for spring were down 0.5%. This was consistent with a pattern for several years. The numbers for any one term were not an issue, and in making estimates being off by only 1% was actually good. But the ongoing pattern required attention.

The University had been participating with the City of Portland, Intel, CH2M Hill, and other partners in a national competition for \$50 million Department of Transportation grant. WIEWEL announced that the PSU collaboration proposal had been named as one of seven finalists.

He also mentioned that the administration was putting together two task forces on African-American and Asian-Pacific Islander student success. Soon there would be a call for nominations and self-nominations for these task forces, with work starting in the spring and completing in the next academic year.

WIEWEL stated that the impact for student workers of the new minimum wage proposal in Oregon was being analyzed: with more wages being required, this could potentially put hiring units in a tight spot.

The Board of Trustees had approved a tuition and fee increase that their meeting last Thursday: a 4% increase in tuition, a 3.7% increase in combined tuition and fees. This represented over the last five years an average increase of 2.2% annually, which WIEWEL characterized as modest. He observed that PSU's tuition is second lowest among the state universities (Eastern Oregon's being lowest).

The PSU Foundation has been doing a search for a new president. A potential hire had not worked out in the negotiation stage, so the search was continuing. It was important not just to settle, WIEWEL said, but to find the right person for this important position.

He reported briefly on building projects. PSU would propose to the legislature in the 2017 session a project for the Graduate School of Education to be built in the lot between 4th and 5th avenues and between Montgomery and Harrison streets: a joint building with the City of Portland and another research organization, which means that private money need not be raised. We are engaged in raising \$10 million towards renovation of Neuberger Hall; a RFP for the general contractor and design has been put forward. Groundbreaking for the Viking Pavilion/Stott Center project will be on April 23rd, and the city's design commission has approved the design.

WIEWEL acknowledged the conclusion of a tentative agreement in bargaining. He was pleased with the process that been agreed upon, interest-based bargaining. Though at the beginning not everyone would have bet that this process would succeed, it had in fact continued through to the end and progress had been continually made. He acknowledged the hard work and persistence of those involved.

2. Provost's Report

[For an outline of the Provost's Report, see **April Minutes Appendix G.2.**]

ANDREWS called attention to the anticipated moves of several departments [ECN and IST from CLAS to CUPA, SCH from CUPA to SPH], proposals for which would come before Senate in the near future. MOUs [memorandums of understanding] on the logistics of the moves had already been approved, and were available for study. The Senate would vote on programmatic aspects of the moves. Faculty and staff involved had been consulted, and questions about office space, etc., had been considered.

ANDREWS announced that a search had been launched for dean of the School of Public Health. The search committee is comprised faculty and staff from both universities [PSU and OHSU], as well as some external members; Dean Karen MARRONGELLE (CLAS) is chairing the search. It was anticipated that candidates would be visiting in early June.

A budget forum was held last Thursday; slides would be posted on the OAA website, ANDREWS stated. It laid out the budget and revenue projections for FY 16 [fiscal year 2016], and preliminary numbers for FY 17. The Budget Committee would discuss these in more detail at their next meeting.

ANDREWS echoed WIEWEL's thanks to those involved in the collective bargaining process.

3. Annual Report of the Academic Advising Council

The report of the Academic Advising Council, presented by JHAJ, was **received** as contained in **April Agenda Attachment G.3.**

4. Annual Report of the Institutional Assessment Council

The report of the Institutional Assessment Council, presented by VOEGELE and WISE, was **received** as contained in **April Agenda Attachment G.4.**

VOEGELE provided some comments relating to the report. She referred to information at the previous meeting previous meeting that the NWCCU accreditation agency had critiqued the consistency of assessment at the program level. IAC, with faculty from across the university, had been working this issue in a dedicated way, and was interested in keeping control of assessment in the departments. With that guiding philosophy, how can we learn what is going on across the institution and communicate this to stakeholders? The IAC was working on a plan for more systematic feedback on and support of assessment across the seven-year accreditation and program review cycle.

VOEGELE pointed to results in the report [**Attachment G.4**]. Also, the IAC website included a map of campus-wide learning outcomes to program-level outcomes: www.pdx.edu/institutional-assessment-council/status-reports. For the most part, program-level outcomes do indeed map to campus-wide outcomes, though some of the latter are represented more frequently. What's not immediately evident is that outcomes such as sustainability gained from 2009 to 2014, so there are changes over time. She welcomed any feedback.

H. ADJOURNMENT

The meeting was **adjourned** at 4:44.

LIBERAL EDUCATION

PSU Academic Affairs Site, April 2016

“The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a **quality liberal education** for undergraduates and an appropriate array of professional and graduate programs...

The institution is committed to providing access to programs **defined by the traditions of liberal education...**”

HISTORICAL BACKGROUND

6th Century: **Quadrivium**—the numerical arts: arithmetic, geometry, music, and astronomy

9th Century: **Trivium**—the verbal arts: grammar, logic, rhetoric

16th Century: **Humanities**—add history, Greek, ethics, poetry

These subjects were the core of a Liberal Education in Europe until the middle of the 20th Century, along with analysis and interpretation of information.

Current Context

Society has changed. Centuries ago, only privileged aristocrats, politicians, clergy, and a few professionals had the benefit of an education. The modern democracy in which we live places more importance on an educated populace. Being liberally educated has taken on new meaning in the 21st century. The following slides contribute to a current definition in 2016.

WHAT IS LIBERAL EDUCATION?

- **Liberal Education:** An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.
- **Liberal Arts:** Specific disciplines (e.g., the humanities, sciences, and social sciences)
- **General Education:** The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

As defined by The Association of American Colleges and Universities (AAC&U)

Examples of Student Learning Outcomes and General Education Objectives

- Association of American Colleges and Universities (AAC&U)
- Hofstra College General Education Learning Outcomes
- Duke University Outcomes for General Education
- Portland State University General Education Goals
- PSU Campus-Wide Learning Outcomes

AAC&U Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
Focused on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Liberal Education and America's Promise (LEAP), an initiative begun in 2005 by the AAC&U

Hofstra College Learning Objectives

1. Critical and Analytical Thinking: Students will apply critical and analytical thinking across a broad array of liberal arts and science disciplines, designed to foster self-examination and inquiry into the outside world of nature and society. Liberal arts courses stress the development of clarity of expression, power of discovery, and creative imagination.

2. Written Communication: Demonstrate proficiency in written communication.

3. Oral Communication: Demonstrate proficiency in oral communication.

4. Cultural and Global Awareness: Develop cultural competencies and global awareness.

5. Information Literacy: Demonstrate information literacy.

6. Technological Competency: Demonstrate technological competency.

Duke University General Education Outcomes

- **Communicate compellingly**
- **Understand other languages, cultures and civilizations, past and present**
- **Understand different forms of scientific thought and evidence**
- **Understand creative products of the human imagination**
- **Evaluate, manage and interpret information**

This language places the focus on *modes of inquiry*.

PSU General Education Goals

Charles R. White, Ph.D., in The Journal of General Education, 43 (3), 1994

1. Inquiry and Critical Thinking

Provide an integrated educational experience that will be supportive of and complement programs and majors and which will contribute to ongoing, lifelong inquiry and learning

2. Communication

Provide an integrated educational experience that will have as a primary focus enhancement of the ability to communicate what has been learned

3. Human Experience

Provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience and the full realization of human potential as individuals and communities

4. Ethical Issues and Social Responsibility

Provide an integrated educational experience that develops an appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, societal diversity, and the expectations of social responsibility

PSU Campus-Wide Learning Outcomes

Disciplinary and/or Professional Expertise: Gain mastery at a baccalaureate level in a defined body of knowledge through attainment of their program's objectives and completion of their major.

Creative and Critical Thinking: Develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

Communication: Communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.

Diversity: Recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

Ethics and Social Responsibility: Develop ethical and social responsibility to others, understand issues from a variety of cultural perspectives, collaborate with others to address ethical and social issues in a sustainable manner, and increase self-awareness.

Internationalization: Understand the richness and challenge of world cultures and the effects of globalization, and develop the skills and attitudes to function as "global citizens."

Engagement: Engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement apply theory and skills in diverse venues, linking the conceptual to the practical.

Sustainability: Identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

The Case for Assessing Complex General Education Student Learning Outcomes*

The Case for Assessment:

1. Assessment of Gen Ed Has the Potential to Transform Our Institutions
2. Assessment of Gen Ed Can Help Meet Expectations for Accountability
3. Assessment Is Part of Our Responsibility as Faculty Members

Critiques of Assessment:

1. Gen Ed SLOs Cannot Be Defined
2. Gen Ed SLOs Cannot Be Assessed with Existing Tools
3. Gen Ed SLOs Cannot Be Taught
4. Results from Assessment of Gen Ed SLOs Are Never Used for Anything
5. Assessment of Gen Ed SLOs Is a Threat to Academic Freedom

* New Directions for Institutional Research, #149, 2011, *Jeremy D. Penn*

Questions for the Senate

- Do the PSU General Education Goals and Campus-Wide Outcomes reflect our sense of what a liberal education should encompass?
- What could we be doing differently to enhance our students' liberal education experience at PSU?
- What are some ways we can engage faculty across the campus in this discussion and effort?
- If most general education takes place in the first two years, how do we evaluate transfer students?
- How will we assess quality, and respond to this assessment, in meeting our liberal education goals?

April Minutes Appendix C.4

PSU FACULTY SENATE RESOLUTION ON POSTDOCTORAL FELLOWS

The Portland State University Faculty Senate joins the United Academics of the University of Oregon in its willingness to explore ideas that improve the research mission of the university that also do not hurt faculty, including postdoctoral fellows. While we understand that the university cannot alter the benefits of any employees, and we do not wish to decrease retirement that postdoctoral fellows actually retain, we are open to exploring legal ways to provide postdocs with quality health, retirement and leave benefits at a lower cost.

Be it resolved that:

The Portland State University Faculty Senate supports exploring legal solutions for offering postdoctoral fellows benefits comparable to those of other employees who remain at the institution for less than 5 years.

Specifically, the Portland State University Faculty Senate suggests working with the legislature to create an alternate retirement savings plan for postdoctoral fellows who, according to the nature of their position, are not expected to remain at the university long enough to be “vested.” Rather than charge granting agencies for unvested employer contributions, which do not benefit the postdoctoral fellow and are not returned to the grant project, we support exploring a legal way to offer this group of employees a retirement benefit comprised only of the 6% employee contribution that is “picked up” by the university. Such a solution would reduce the cost to the grant of hiring a postdoctoral fellow, making our faculty’s grant proposals more competitive, without harming the postdoctoral fellow who would receive the same amount of actual retirement benefits. The legislation should address the exceptions when a postdoctoral fellow is hired into a permanent position at the end of the official postdoc period.

The Faculty Senate recognizes that this problem cannot be addressed without legislative action.

Be it resolved, therefore, that:

In the meantime, if determined legally possible, we develop a new faculty rank, distinct from the current NTTF research faculty ranks, to reflect this special category of employees. If an exception is granted by the legislature for this group of employees, it will be important to have clear distinctions between postdoctoral positions and research faculty positions, so that all employees are offered benefit packages appropriate to their positions. Until legislative action, if any, these employees will receive the same benefits as all other PSU employees, but the new rank would allow PIs to make a distinction when hiring between postdoctoral fellows and NTTF research positions.

If it is not legally possible to create a new rank that was not in the OARS, we suggest that a title be created to distinguish postdoctoral fellows from career researchers.

Our expectations are that:

- In keeping with the NSF and NIH definition of a postdoctoral fellow, which states that these are temporary positions, the duration of the position will be clearly determined, and it will be less than 5 years.
- These positions will differ from NTTF research faculty positions in that a postdoctoral fellow is considered a trainee as well as an employee and will thus receive career mentorship, such as instruction in grant writing, laboratory and personnel management, and/or teaching.

April Minutes Appendix G.2

PROVOST ANDREWS' COMMENTS: APRIL 4, 2016 FACULTY SENATE MEETING

PROPOSALS FOR DEPARTMENT AND PROGRAM MOVES

The Senate can anticipate proposals soon for a number of department and program moves:

- School of Community Health (department and all academic programs) from CUPA to the SPH
- Ph.D in Health Systems Policy from CUPA to the SPH
- MPH in Health Management and Policy from CUPA to the SPH
- Department of Economics (department and all programs) from CLAS to CUPA
- International Studies (department and all programs) from CLAS to CUPA

Much of the groundwork has been laid for how these moves will take place. MOUs are in place with Departments. Deans, Provost and AAUP (available at the back of the room) for unit moves for School of Community Health, Department of Economics and Department of International Studies.

DROP-IN CONVERSATIONS WITH THE PROVOST

[Spring dates](#)

April 15, 2016, 1-2 PM, SMSU 258

May 18, 2016, 12-1 PM, SMSU 258

SPH DEAN SEARCH

The search has been launched for the [OHSU-PSU School of Public Health Founding Dean](#). Search committee members include faculty from OHSU and PSU. CLAS Dean Karen Marrongelle is chairing the committee. We anticipate bringing finalists to campus the first two weeks of June.

BUDGET FORUM SLIDES

OAA Budget Forum held on March 31st. Slide available this week on OAA website.

PSU-AAUP CBA

PSU-AAUP Collective Bargaining [Settlement Agreement](#) posted. Ballot open until today.

Thank you to all involved.

My Blog: psuprovostblog.com

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: 6 April 2016
Re: Notice of Senate Actions

On **4 April 2016, the Faculty Senate approved** the curricular consent agenda recommending the proposed new courses, changes to existing courses, changes to programs, and changes to University Studies upper-division clusters listed in Attachment E.1 to the April 2016 Agenda.

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

The proposal for a new Graduate Certificate in Applied Social Demography in CUPA, brought by the Graduate Council, as given in Attachment E.2.

4-7-16—OAA concurs with the approval of the proposal.

The proposal for a new Graduate Certificate in Collaborative Governance in CUPA, brought by the Graduate Council, as given in Attachment E.3.

4-7-16—OAA concurs with the approval of the proposal.

The proposal for a new Undergraduate Certificate in Climate Adaptation and Management in CLAS, brought by the Undergraduate Curriculum Committee, as given in Attachment E.4.

4-7-16—OAA concurs with the approval of the proposal.

The proposal for a new Undergraduate Certificate in Forest Ecology and Management in CLAS, brought by the Undergraduate Curriculum Committee, as given in Attachment E.5.

4-7-16—OAA concurs with the approval of the proposal.

The proposal for a new Undergraduate Certificate in Lake and Reservoir Management in CLAS, brought by the Undergraduate Curriculum Committee, as given in Attachment E.6.

4-7-16—OAA concurs with the approval of the proposal.

The proposal for a new Undergraduate Major (BA/BS) in Urban and Public Affairs in CUPA, brought by the Undergraduate Curriculum Committee, as given in Attachment E.7.

4-7-16—OAA concurs with the approval of the proposal.

Best regards,



Gina Greco
Presiding Officer



Richard H. Beyler
Secretary to the Faculty



Sona Andrews, Provost and Vice President for Academic Affairs

Attachment E.1.b

April 7, 2016

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

Robert Sanders
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**.

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.1

- **ME 427/527 Phase Transformations and Kinetics in Materials, 4 credits**
Designed to facilitate understanding of the thermodynamic forces driving material phase transformations and the role that strain energy and interfacial energy play in producing or modifying these forces. Also explores microstructure, a fundamental topic of study for students in material and mechanical engineering fields. Prerequisite: Senior (or graduate) standing in Engineering.

April 7, 2016

TO: Faculty Senate

FROM: Robert Sanders
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

Changes to Existing Programs

E.1.c.1

BA/BS in Business Administration: Marketing Option – clarifies the language restricting the number of credits to 8 that can double count for different options.

E.1.c.2

- Food Industry Management Certificate – change title to Food Industry Leadership Certificate.

New Courses

E.1.c.3

- Mgmt 485 Career Management and Digital Portfolio (2)
Integrates learning from across the business program and offers a redaction process for the student digital portfolio. The result is a portfolio ready for external consumption. Course content includes reflection on university learning, personal branding, theory of work and career and a personalized review of course and program goals. Prerequisites: BA 301, BA 302, BA 303, BA 311, BA 325, BA 339 and BA 385.

Maseeh College of Engineering and Computer Science

Changes to Existing Programs

E.1.c.4

- BS in Mechanical Engineering (BSME) – changes requirements for the BS.

New Courses

E.1.c.5

- ETM 347U Introduction to Product Design (4)
This course is geared to students interested in understanding products and their roles in our culture and lives, and experiencing some of what is involved in their design and production. Course will reflect a multidisciplinary approach and will enhance students'

teamwork experience, communication skills, and exposure to the various disciplines.
Expected preparation: Unst 222 (SINQ) before or concurrently.

E.1.c.6

- ETM 356U Introduction to Human-Centered Design (4)
HCD is an approach that puts human needs, capabilities, and behaviors first, then designs to accommodate them. This course builds on the principles of Design Thinking to further students' knowledge and hands-on practice applied to the creation of products and services that enhance human experiences. Expected preparation: Unst 222 (SINQ) before or concurrently.

E.1.c.7

- ME 250 Geometric Modeling (2)
Geometric modeling of part and assemblies using a commercial solid modeling system. Topics include principles of parametric geometry construction and modeling for design intent. Course covers part/assembly constructions for machine design including creation of drawings and dimensioning techniques. Other topics include sheetmetal parts modeling, standard library parts, and presentation methods.

College of Liberal Arts and Sciences

New Courses

E.1.c.8

- CR 314 Introduction to Restorative Justice (4)
Defines restorative justice and differentiates from restorative practices. Explores restorative justice options in the justice system at juvenile and adult levels; and evaluates restorative practices in schools.

E.1.c.9

- Heb 344 Israel through Graphic Novels (4)
Discusses central themes in contemporary Israel as they are represented in Israeli graphic novels and graphic novels written about Israel in the 2000s and 2010s.

E.1.c.10

- Heb 361 Israel through Film (4)
Discusses the history and culture of Israel as it is represented in Israeli cinema from 1931 up through the 2010s.

E.1.c.11

- JSt 431 The Arts and the Jewish Experience (4)
Examines the connection between Jewish culture and the visual, literary, and/or performing arts. Investigates the diversity of Jewish experience, the formation of Jewish identity, and the interpretation of Jewish arts through lectures, workshops with artists, and attendance of events such as films, exhibits, readings, and/or performances.
Prerequisite: Upper-division standing.

E.1.c.12

- Port 330 Brazilian Culture and Civilization (4)
Historical development of life, thought and the arts in Brazil. Conducted in English. This course may be taken twice for credit with different topics.

School of Social Work

Changes to Existing Courses

E.1.c.13

- SW 430 Generalist Practice with Communities and Organizations (3) – change course number to SW 432.

E.1.c.14

- SW 432 Generalist Practice with Groups (3) – change course number to SW 430.

April 7, 2016

TO: Faculty Senate

FROM: Robert Sanders
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 Global Studies

FSBC comments: See wiki for statement.

PROPOSAL SUMMARY FOR

Certificate in Global Studies

Overview:

At the suggestion of the PSU Internationalization Committee (Steven Thorne, Chair), the Department of International and Global Studies is proposing an interdisciplinary 20 credit Global Studies Certificate, overseen by the Department of International and Global Studies. The certificate will offer students from all PSU majors an opportunity to be recognized for their interest in and awareness of globalization and global studies in all of its aspects -- economic, cultural, political, environmental and social. To accommodate B.S. students, there is no foreign language requirement. While housed in International and Global Studies, the certificate draws on course offerings from more than 20 PSU departments and programs. Further the certificate will allow students completing globally oriented junior clusters an opportunity to broaden and deepen their knowledge of global studies and globalization.

This certificate assumes a broad view of globalization and global studies and centers on questions how the world works. The global focus is significant as we are want to avoid overlap with the existing (more specific) regionally oriented International certificates. For that reason, not every internationally-oriented course will apply. Students will be limited to courses that center global and general regional processes and structures. Students interested in regional studies will be directed to one of the six existing regional certificates; African Studies, Latin American Studies, European Studies, Turkish Studies, Middle Eastern Studies and Asian Studies. Details of the regional certificates can be found at <http://www.pdx.edu/intl/certificate-programs>.

The decision to propose a 20 credit certificate was made for a couple of reasons. First, the Internationalization Committee's charge was to create an interdisciplinary accessible certificate for students from across the University, including BS students in high credit count majors such as engineering. The 5 course certificate allows any student to both broaden their global understanding as well as complete their degree in a timely manner. Second, 20 credits is in line with existing PSU certificates, which range from a few as 16 credits to as high as 48!

Students completing an International Studies major or minor will not be eligible to receive a global studies certificate. This restriction will be enforced because the global studies courses overlaps significantly with the International Studies major. The global studies certificate is intended to add value to students in other programs.

Evidence of Need:

In addition to the certificate proposal arising out of a request from the PSU Internationalization Committee, evidence for this certificate's demand comes primarily from student anecdotes. Over the years, faculty in International Studies have heard student requests for global studies recognition specifically from BS students who do not have the credit hours available to complete the necessary foreign language required of the International Studies major, minor and regional certificates. The global studies certificate will give those who choose a further credential to put on their resume. This certification presumably will make students in disciplinary majors more marketable in seeking employment or further educational opportunities.

Course of Study:

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

Advisor-approved global studies or globalization-focused courses: 20 credits

Students completing an International Studies major or minor will not be eligible to receive a global studies certificate.

1. All students must select least one from among the following classes. (4 Credits) This requirement can also be fulfilled with transfer and/or study abroad course work. The two upper division courses (SOC 320 and GEOG 331) can also be used as elective courses so long as 20 credits are completed.

Rationale: These courses introduce foundational concepts including, nationalism, globalization, colonialism, imperialism, etc. and explore how the world works in general economic, political and social terms. The mix of courses reinforces the interdisciplinary nature of the certificate. (For details related to the certificate's learning objectives see section 5a)

INTL 201 Introduction to International Studies

PS 205 International Politics

GEOG 331 Geography of Globalization

SOC 320 Globalization

2. Students must take 4 elective upper division courses (16 Credits) with a focus on Global Studies or Globalization. Permanent approved courses are shown below. Other courses (including variable topics, internships) may be considered with adviser approval. The 16 credit elective requirement can also be fulfilled through approved transfer and/or study abroad credits. Additional courses will be considered for inclusion as needed on a regular basis.

Rationale: This section allows students to focus on globalization and global studies. In addition, 300 level introductory regional courses are included because they offer an overview to multiple global issues within a region. Students interested in in-depth specialization will be directed to complete other certificates (Africa, Asia, Europe, the Middle East, Latin America, and Turkey).

ANTH 300U The Modern World in Anthropological Perspective
 ANTH 311U Peoples and Cultures of Latin America
 ANTH 312U Southeast Asian Societies and Cultures
 ANTH 317U Peoples and Cultures of South Asia
 ANTH 426 Transnationalism and Migration
 BST 325U Race and Ethnicity in Latin America
 BST 363U African Cinema and African Cultures
 BST 422 African Fiction (also ENG 421)
 BST 423 African Fiction (also ENG 422)
 BST 467 African Development Issues
 CHLA 325U Mexican American/Chicano History 1, 1492-1900 (Same as HST 325)
 CHLA 326U Mexican American/Chicano History II, 1900-present (Same as HST 326)
 CHLA 375U Southwestern Borderlands (Same as SCI 375U)
 CR 302U Peace Studies
 CR 305U Ecology of War and Peace
 CR 429 European Union as a Peacebuilding System
 EC 340 International Economics
 EC 350U Economics of Development Countries
 EC 440 International Trade Theory and Policy
 EC 442 The Multinational Enterprise in the World Economy
 EC 443 Global Environmental Economics
 EC 447U Economics of Transition
 EC 450 Economics of Development
 EC 451 Microenterprises in Developing Areas
 ELP 348U Introduction to Global Political Ecology
 ELP 349U Gandhi, Zapata and new Agrarianism
 ENG 325 Postcolonial Literature
 FR 435 Francophone Literature
 GEOG 331U Geography of Globalization
 GEOG 340U Global Water Issues
 GEOG 346U World Population and Food Supply
 GEOG 350U Geography of World Affairs
 GEOG 353U Pacific Rim
 GEOG 354U Europe
 GEOG 356U Russia and its Neighbors
 GEOG 356U Latin America
 GEOG 363U Africa
 GEOG 364U The Middle East
 G 352U Minerals in World Affairs
 HST 313U African History After 1800 (Same as BST 306)
 HST 318U Jewish History from the Medieval Period to the Present (Same as JST 318U)
 HST 322U Modern East Asia
 HST 357U Europe from Reformation to Revolutions
 HST 358U Europe from National Unification to European Union
 HST 363 History of the British Empire
 HST 366U Latin America
 HST 368 Brazil and Mexico in the 20th Century
 HST 377U History of the Soviet Union and Post Soviet Russia
 HST 386U The Modern Middle East II
 HST 425 Modern China
 HST 465 Twentieth Century Latin America
 INTL 321U Globalization and Identities: Humanities
 INTL 322U Globalization and Identity: Social Science
 INTL 323U Tradition and Innovation: Humanities
 INTL 324U Tradition and Innovation Social Science
 INTL 331U Women in the Middle East
 INTL 332U Islamic Movements in the Contemporary Muslim World
 INTL 341U Environment and Development in Latin America
 INTL 342U Globalization and Conflict in Latin America
 INTL 343U From Silver to Cocaine
 INTL 350U The City in Europe
 INTL 362U Amazon Rainforest (Same as HST 362U)
 INTL 372U Sociology of Africa (Same as BST 372)
 INTL 396 The United States and the World
 INTL 397 US Policy and International Development
 INTL 452 The European Union (Same as PS 452)
 INTL 472 Media and International Relations
 LING 481 World Englishes
 MGMT 446 - International Management
 MGMT 466 - International Marketing
 MKTG 376 International Business
 PHE 444U Global Health
 PHL 350U Morality and World Politics
 PS 352U Introduction to European Politics
 PS 353U Introduction to Latin American Politics
 PS 354U Introduction to Asian Politics
 PS 355U Introduction to Latin American Politics
 PS 361U Introduction to the Politics of the Middle East
 PS 362U Arab-Israeli Conflict
 PS 441 World Politics
 PS 442 Contemporary Theories of World Politics
 PS 447 International Organization
 PS 448 International Law

PS 449 International Environmental Politics and Law

PS 454 International Political Economy

PS 455 Politics of Economic Reform in Emerging Market Countries

PS 462 International Relations of the Middle East

PS 468 International Politics of East Asia

PS 473 Government and Politics of Arab North Africa

PS 474 Democracy and Development in Latin America

SOC 320 Globalization

SPAN 331 Latin American Culture and Civilization

USP 317U Introduction to International Community Development

USP 445 Cities and Third World Development (Same as INTL 445)

WLL 390 Languages of the World

WS 306U Global Gender Issues

WS 471 Global Feminisms

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Continuous Appointment

[Text to be added to “Non-Tenure Track Instructional Positions” section of Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases as revised and reapproved on April 7, 2014, Effective July 1, 2014.]

TEXT STARTS BELOW:

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous employment. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan.

Initial Appointment

Initial appointments of NTT instructional faculty are not the responsibility of a sole administrator. Where possible, a committee of at least three faculty including at least one NTTF shall seek qualified applicants and forward a recommendation to the chair.¹

Type of Appointment

Initial appointment of NTT instructional faculty may be either fixed-term or probationary. In making an appointment of a non-tenure track instructional faculty member, the appointment unit must specify whether the appointment is fixed term or probationary. Instructional faculty under a fixed term contract are not eligible for consideration for continuous employment.

The use of fixed-term appointments for non-tenure track instructional faculty will be limited to positions that are truly temporary, for example, a visiting faculty member or a temporary appointment for a faculty member on leave. In making an appointment of a non-tenure track instructional faculty member, the appointing unit must specify whether the appointment is fixed-term or probationary.

Probationary Appointment

Non-tenure track instructional faculty members with a probationary appointment will be employed on annual contracts during the first six (6) years of employment as non-tenure track instructional faculty members. Annual contracts during the probationary period will automatically renew unless timely notice is provided. Notice of non-renewal of an annual contract during the probationary period must be provided by April 1 of the first year of the probationary period and by January 1 of the second through fifth years of the probationary period, effective at the end of that academic year.²

Fixed-Term Appointment

Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a

¹ 2016-2020 Collective Bargaining Agreement, ARTICLE 18 (except Article 18, Sec. 5 and LOA: Non-Tenure Track Instructional faculty Transition, henceforth referred to as “2016-2020 CBA.”

² 2016-2020 CBA, Sec. 2b.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

fixed-term appointment for a specific and limited period of time. For example, a fixed-term appointment is appropriate for visiting faculty, to fill a temporary vacancy (such as a vacancy caused by another employee being on leave or pending a search for a vacant position), when a program is newly established or expanded, when the specific funding for the position is time-limited, or for a specific assignment or to fill a discrete need that is not expected to be ongoing. The letter of offer for a fixed-term instructional faculty appointment shall state the reason that warrants the fixed-term appointment.³

In the event that the University intends to extend a fixed-term appointment beyond three years of continuous service, the University will provide notice to the Association at least 60 days in advance of the extension.⁴ This notice shall provide a rationale for the position remaining a fixed term appointment.

In the event that a fixed-term instructional faculty member is to be appointed to a position eligible for a continuous appointment, the University will notify the Association and the parties agree to discuss, as necessary, the appropriate probationary period and whether any time served as a fixed-term faculty member is to be credited to the probationary period.⁵

Faculty Offer and Position Descriptions⁶

The University will provide template letters of offer for non-tenure track instructional appointments. For non-tenure track instructional appointments, 1.00 FTE will include no more than 36 course credits of assigned teaching per academic year. Assigned university/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional non-tenure track faculty member's workload without a reduction in instructional load.

The template letter of offer will include a position description. Taken together, a letter of offer and position description for non-tenure track instructional appointments will include the following information: whether the appointment is eligible for continuous appointment or is fixed term, appointment start date, appointment end date (for fixed-term appointments only), the reason warranting the fixed-term appointment (for fixed-term appointments only), FTE, annual salary rate, actual salary, teaching assignment (including, where possible, the list of courses to be taught and the location of those courses if not on the downtown University campus) and any expectations for research and scholarly work, university service, professional service, or other responsibilities. The NTTF being hired shall have an opportunity to review the letter of offer and position description and will affirm acceptance of the offer of employment by signing and returning to the University a copy of both the letter of offer and the position description.

The University will direct departments to complete letters of offer and position descriptions at least 30 days prior to the start of work for the initial term of employment of any non-tenure track instructional faculty member so that employment documents are forwarded to the Office of Human Resources according to the published payroll deadline schedule.

³ 2016-2020 CBA, Sec. 3

⁴ 2016-2020 CBA, Sec. 3

⁵ 2016-2020 CBA, Sec. 3

⁶ 2016-2020 CBA, Sec. 4

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Annual Review

NTT instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period.⁷ The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.⁸

Each department/academic unit shall establish and maintain guidelines for review of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, that alleges a violation of such guidelines.⁹

The guidelines must, at a minimum:¹⁰

- Be in writing and be made available to members;
- Require each department to identify the committee(s) responsible for the evaluations;
- Establish job-relevant evaluation criteria and require the criteria to be in writing;
- Provide that the results of the review be in writing and provided to the member;
- Provide that the member is entitled to meet with the reviewers;
- Provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- Provide that the member may submit relevant materials to the reviewers;
- Provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- Provide that the member is to have reasonable notice of the evaluation;
- In a department with more than one NTT faculty member, provide that at least one NTT faculty member will be on the review committee; and
- In the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college.

Annual Review Submission Materials should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement.
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost.
- Syllabi for courses taught during the review period.

⁷ 2016-2020 CBA, Sec. 2 c

⁸ Letter of Agreement Nov. 5, 2015

⁹ 2016-2020 CBA, Sec. 6 a

¹⁰ 2016-2020 CBA, Sec. 6 b; see also the current Collective Bargaining Agreement with Portland State University Chapter, AAUP and PSU, For the Period September 1, 2013 through November 30, 2015.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Annual Review submission materials may also include

- Peer evaluation of teaching and curricular innovation.
- Description of professional development activities intended to advance job performance.
- A reflective analysis of student and/or peer evaluations of teaching.

Timing for Continuous Employment Consideration and Appointment¹¹

In year 6 of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

Milestone Review for Continuous Employment

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of a continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality.¹²

Each department/academic unit shall establish and maintain guidelines for Milestone Review for Continuous Appointment of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, which alleges a violation of such guidelines.¹³

The guidelines must, at a minimum,¹⁴

- Be in writing and be made available to members;
- Require each department to identify the committee(s) responsible for the evaluations;
- Establish job-relevant evaluation criteria and require the criteria to be in writing;
- Provide that the results of the review be in writing and provided to the member;
- Provide that the member is entitled to meet with the reviewers; and
- Provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- Provide that the member may submit relevant materials to the reviewers;
- Provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- Provide that the member is to have reasonable notice of the evaluation;
- In a department with more than one NTT faculty member, provide that at least one NTT faculty member will be on the review committee; and

¹¹ 2016-2020 CBA, Section 2 d

¹² Letter of Agreement, Nov. 5, 2015

¹³ 2016-2020 CBA, Section 6 a

¹⁴ 2016-2020 CBA, Section 6 b; see also the current Collective Bargaining Agreement with Portland State University Chapter, AAUP and PSU, For the Period September 1, 2013 through November 30, 2015.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

- In the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.¹⁵

The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).¹⁶ In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The Milestone Review Submission Materials should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement.
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost.
- Quantitative and/or qualitative summaries of student evaluations of teaching since the last review.
- Syllabi for courses taught during the review period.

Milestone Review submission materials may also include

- Peer evaluation of teaching and curricular innovation,
- Description of professional development activities intended to advance job performance,

¹⁵ Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2014 (henceforth 2014 P&T Guidelines) Sec. E 3

¹⁶ 2014 P&T Guidelines, Sec. E 3

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

- A reflective analysis of student and/or peer evaluations of teaching.

Consistent with the NTT instructional faculty member's letter of appointment, the following items may also be considered in the evaluation of teaching and curricular accomplishments:

- Contributions to courses or curriculum development.
- Materials developed for use in courses.
- Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning.
- Results of assessments of student learning.
- Accessibility to students.
- Ability to relate to a wide variety of students for purposes of advising.
- Mentoring and guiding students toward the achievement of curricular goals.
- Results of supervision of student research or other creative activities including theses and field advising.
- Results of supervision of service learning experiences in the community.
- Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students.
- Contributions to the development and delivery of collaborative, interdisciplinary, University Studies, and inter-institutional educational programs.
- Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning.
- Grant proposals and grants for the development of curriculum or teaching methods and techniques.
- Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise.
- Honors and awards for teaching.¹⁷

Evaluation Following Continuous Appointment

Non-tenure track instructional faculty on a continuous appointment are to be evaluated every three years following continuous appointment.¹⁸

The materials for evaluation following continuing appointment should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost
- Quantitative and/or qualitative summaries of student evaluations of teaching since the last review

¹⁷ 2014 P&T Guidelines, Sec. 3

¹⁸ 2016-2020 CBA, Sec. 2 f

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Materials for evaluation following continuous appointment may also include

- Peer evaluation of teaching and curricular innovation,
- Description of professional development activities intended to advance job performance,
- A reflective analysis of student and/or peer evaluations of teaching.

In the event of an unsatisfactory evaluation, the faculty member and department chair or chair equivalent will meet to discuss the deficiencies identified in the review. Following the meeting, the chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.¹⁹

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

Conditions under which Continuous Employment May be Terminated²⁰

"Continuous appointment" is an indefinite appointment that can be terminated only under the following circumstances:

1. Pursuant to Article 22 (Retrenchment).

¹⁹ 2016-2020 CBA, Sec. 2 g (also including following three paragraphs)

²⁰ 2016-2020 CBA, Sec. 2 e

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

2. When a sanction of termination is warranted and imposed pursuant to Article 27 (Imposition of Progressive Sanctions).
3. Due to a change in curricular needs or programmatic requirements made in accordance with applicable shared governance procedures. In such a case:
 - i. As soon as practicable, but no later than 60 days prior to issuing a notice of termination, the Department Chair must provide written justification for the decision and explanation of the applicable shared governance procedure to the faculty members, the Dean, the Provost and the Association.
 - ii. If the employment of multiple faculty members in equivalent positions, and with equivalent position-related qualifications, skills and expertise, are to be terminated due to the same change in curricular needs or programmatic requirements, then lay-off shall be in order of seniority. Faculty will be laid off in inverse order to length of continuous service at the University.
 - iii. The faculty member is to be given at least six months notice of termination of employment, with such termination effective at the end of the academic year.
 - iv. The School/College will make a good faith effort to find a comparable position within the University for the faculty member.
 - v. If the reason for the decision that lead to the layoff is reversed within three years from the date that notice of termination was provided to the faculty member, the affected faculty members will be recalled in inverse order of layoff. To exercise recall rights, a faculty member must:
 1. Notify Human Resources in writing, within 30 days of the termination notice, of intent to be placed on the recall list. If/when there is a need for a recall list, the parties agree to meet promptly for the purpose of negotiating a process for administering the recall list.
 2. Inform Human Resources of any change in telephone, email or address.
 3. In the event of a recall, Human Resources will contact the faculty member by phone and email, and notify the Association, of the recall.
 4. The recalled faculty member will have ten (10) working days to accept or reject the position. Failure to contact Human Resources within ten (10) working days will be considered a rejection of the position.
 5. A recalled faculty member who rejects a position will be removed from the recall list.
4. If the faculty member receives an unsatisfactory evaluation and fails to remediate the deficiencies during the subsequent academic year.

Initial Implementation of Continuous Employment Provisions for Non-Tenure Track Instructional Faculty Hired Prior to September 16, 2016

As of September 16, 2016, non-tenure track instructional faculty members who have been promoted and have at least four years of experience will automatically be converted into continuous employment status.¹

As of September 16, 2016, non-tenure track instructional faculty members who have at least six years of experience and have completed at least four positive annual or multi-year reviews will be automatically converted to continuous appointment.²

As of September 16, 2016, eligible non-tenure track instructional faculty who have between 4 and 6 years of experience, but have not been promoted, can undergo a cumulative peer-review of their work and will be awarded continuous appointment status with a satisfactory evaluation.³

If an NTT instructional faculty member has six years of experience but has not undergone at least four reviews, the relevant academic unit will be asked to conduct a cumulative peer review of the faculty member's performance and will be awarded continuous appointment status with a satisfactory evaluation.

In the case of an unsatisfactory cumulative peer review evaluation for continuous appointment, where the NTT faculty member has not had the benefit of developmental annual reviews, the faculty member and department chair or chair equivalent shall meet to discuss the deficiencies. Following the meeting, the chair shall develop a plan to address the deficiencies. If the NTT faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan. At the satisfactory completion of this plan, the faculty member will be awarded continuous appointment.⁴

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude

¹ LOA # xx: Non-Tenure Track Instructional Faculty Transition

² LOA # xx: Non-Tenure Track Instructional Faculty Transition

³ LOA # xx: Non-Tenure Track Instructional Faculty Transition

⁴ 2016-2020 CBA, Sec. 2 g (also including following three paragraphs)

the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost and the Association and shall be effective no sooner than the end of the subsequent academic term.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Continuous Appointment

[Text to be added to “Non-Tenure Track Instructional Positions” section of Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases as revised and reapproved on April 7, 2014, Effective July 1, 2014.]

TEXT STARTS BELOW:

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous employment. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan.

Initial Appointment

Initial appointments of NTT instructional faculty are not the responsibility of a sole administrator. Where possible, a committee of at least three faculty including at least one NTTF shall seek qualified applicants and forward a recommendation to the chair.¹

Type of Appointment

Initial appointment of NTT instructional faculty may be either fixed-term or probationary. In making an appointment of a non-tenure track instructional faculty member, the appointment unit must specify whether the appointment is fixed term or probationary. Instructional faculty under a fixed term contract are not eligible for consideration for continuous employment.

The use of fixed-term appointments for non-tenure track instructional faculty will be limited to positions that are truly temporary, for example, a visiting faculty member or a temporary appointment for a faculty member on leave. In making an appointment of a non-tenure track instructional faculty member, the appointing unit must specify whether the appointment is fixed-term or probationary.

Probationary Appointment

Non-tenure track instructional faculty members with a probationary appointment will be employed on annual contracts during the first six (6) years of employment as non-tenure track instructional faculty members. Annual contracts during the probationary period will automatically renew unless timely notice is provided. Notice of non-renewal of an annual contract during the probationary period must be provided by April 1 of the first year of the probationary period and by January 1 of the second through fifth years of the probationary period, effective at the end of that academic year.²

Fixed-Term Appointment

Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a

¹ 2016-2020 Collective Bargaining Agreement, ARTICLE 18 (except Article 18, Sec. 5 and LOA: Non-Tenure Track Instructional faculty Transition, henceforth referred to as “2016-2020 CBA.”

² 2016-2020 CBA, Sec. 2b.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

fixed-term appointment for a specific and limited period of time. For example, a fixed-term appointment is appropriate for visiting faculty, to fill a temporary vacancy (such as a vacancy caused by another employee being on leave or pending a search for a vacant position), when a program is newly established or expanded, when the specific funding for the position is time-limited, or for a specific assignment or to fill a discrete need that is not expected to be ongoing. The letter of offer for a fixed-term instructional faculty appointment shall state the reason that warrants the fixed-term appointment.³

In the event that the University intends to extend a fixed-term appointment beyond three years of continuous service, the University will provide notice to the Association at least 60 days in advance of the extension.⁴ This notice shall provide a rationale for the position remaining a fixed term appointment.

In the event that a fixed-term instructional faculty member is to be appointed to a position eligible for a continuous appointment, the University will notify the Association and the parties agree to discuss, as necessary, the appropriate probationary period and whether any time served as a fixed-term faculty member is to be credited to the probationary period.⁵

Faculty Offer and Position Descriptions⁶

The University will provide template letters of offer for non-tenure track instructional appointments. For non-tenure track instructional appointments, 1.00 FTE will include no more than 36 course credits of assigned teaching per academic year. Assigned university/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional non-tenure track faculty member's workload without a reduction in instructional load.

The template letter of offer will include a position description. Taken together, a letter of offer and position description for non-tenure track instructional appointments will include the following information: whether the appointment is eligible for continuous appointment or is fixed term, appointment start date, appointment end date (for fixed-term appointments only), the reason warranting the fixed-term appointment (for fixed-term appointments only), FTE, annual salary rate, actual salary, teaching assignment (including, where possible, the list of courses to be taught and the location of those courses if not on the downtown University campus) and any expectations for research and scholarly work, university service, professional service, or other responsibilities. The NTTF being hired shall have an opportunity to review the letter of offer and position description and will affirm acceptance of the offer of employment by signing and returning to the University a copy of both the letter of offer and the position description.

The University will direct departments to complete letters of offer and position descriptions at least 30 days prior to the start of work for the initial term of employment of any non-tenure track instructional faculty member so that employment documents are forwarded to the Office of Human Resources according to the published payroll deadline schedule.

³ 2016-2020 CBA, Sec. 3

⁴ 2016-2020 CBA, Sec. 3

⁵ 2016-2020 CBA, Sec. 3

⁶ 2016-2020 CBA, Sec. 4

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Annual Review

NTT instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period.⁷ The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.⁸

Each department/academic unit shall establish and maintain guidelines for review of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, that alleges a violation of such guidelines.⁹

The guidelines must, at a minimum:¹⁰

- Be in writing and be made available to members;
- Require each department to identify the committee(s) responsible for the evaluations;
- Establish job-relevant evaluation criteria and require the criteria to be in writing;
- Provide that the results of the review be in writing and provided to the member;
- Provide that the member is entitled to meet with the reviewers;
- Provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- Provide that the member may submit relevant materials to the reviewers;
- Provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- Provide that the member is to have reasonable notice of the evaluation;
- In a department with more than one NTT faculty member, provide that at least one NTT faculty member will be on the review committee; and
- In the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college.

Annual Review Submission Materials should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement.
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost.
- Syllabi for courses taught during the review period.

⁷ 2016-2020 CBA, Sec. 2 c

⁸ Letter of Agreement Nov. 5, 2015

⁹ 2016-2020 CBA, Sec. 6 a

¹⁰ 2016-2020 CBA, Sec. 6 b; see also the current Collective Bargaining Agreement with Portland State University Chapter, AAUP and PSU, For the Period September 1, 2013 through November 30, 2015.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Annual Review submission materials may also include

- Peer evaluation of teaching and curricular innovation.
- Description of professional development activities intended to advance job performance.
- A reflective analysis of student and/or peer evaluations of teaching.

Timing for Continuous Employment Consideration and Appointment¹¹

In year 6 of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

Milestone Review for Continuous Employment

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of a continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality.¹²

Each department/academic unit shall establish and maintain guidelines for Milestone Review for Continuous Appointment of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, which alleges a violation of such guidelines.¹³

The guidelines must, at a minimum,¹⁴

- Be in writing and be made available to members;
- Require each department to identify the committee(s) responsible for the evaluations;
- Establish job-relevant evaluation criteria and require the criteria to be in writing;
- Provide that the results of the review be in writing and provided to the member;
- Provide that the member is entitled to meet with the reviewers; and
- Provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- Provide that the member may submit relevant materials to the reviewers;
- Provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- Provide that the member is to have reasonable notice of the evaluation;
- In a department with more than one NTT faculty member, provide that at least one NTT faculty member will be on the review committee; and

¹¹ 2016-2020 CBA, Section 2 d

¹² Letter of Agreement, Nov. 5, 2015

¹³ 2016-2020 CBA, Section 6 a

¹⁴ 2016-2020 CBA, Section 6 b; see also the current Collective Bargaining Agreement with Portland State University Chapter, AAUP and PSU, For the Period September 1, 2013 through November 30, 2015.

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

- In the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.¹⁵

The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).¹⁶ In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The Milestone Review Submission Materials should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement.
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost.
- Quantitative and/or qualitative summaries of student evaluations of teaching since the last review.
- Syllabi for courses taught during the review period.

Milestone Review submission materials may also include

- Peer evaluation of teaching and curricular innovation,
- Description of professional development activities intended to advance job performance,

¹⁵ Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2014 (henceforth 2014 P&T Guidelines) Sec. E 3

¹⁶ 2014 P&T Guidelines, Sec. E 3

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

- A reflective analysis of student and/or peer evaluations of teaching.

Consistent with the NTT instructional faculty member's letter of appointment, the following items may also be considered in the evaluation of teaching and curricular accomplishments:

- Contributions to courses or curriculum development.
- Materials developed for use in courses.
- Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning.
- Results of assessments of student learning.
- Accessibility to students.
- Ability to relate to a wide variety of students for purposes of advising.
- Mentoring and guiding students toward the achievement of curricular goals.
- Results of supervision of student research or other creative activities including theses and field advising.
- Results of supervision of service learning experiences in the community.
- Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students.
- Contributions to the development and delivery of collaborative, interdisciplinary, University Studies, and inter-institutional educational programs.
- Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning.
- Grant proposals and grants for the development of curriculum or teaching methods and techniques.
- Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise.
- Honors and awards for teaching.¹⁷

Evaluation Following Continuous Appointment

Non-tenure track instructional faculty on a continuous appointment are to be evaluated every three years following continuous appointment.¹⁸

The materials for evaluation following continuing appointment should include the following:

- An annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost
- Quantitative and/or qualitative summaries of student evaluations of teaching since the last review

¹⁷ 2014 P&T Guidelines, Sec. 3

¹⁸ 2016-2020 CBA, Sec. 2 f

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

Materials for evaluation following continuous appointment may also include

- Peer evaluation of teaching and curricular innovation,
- Description of professional development activities intended to advance job performance,
- A reflective analysis of student and/or peer evaluations of teaching.

In the event of an unsatisfactory evaluation, the faculty member and department chair or chair equivalent will meet to discuss the deficiencies identified in the review. Following the meeting, the chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.¹⁹

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

Conditions under which Continuous Employment May be Terminated²⁰

"Continuous appointment" is an indefinite appointment that can be terminated only under the following circumstances:

1. Pursuant to Article 22 (Retrenchment).

¹⁹ 2016-2020 CBA, Sec. 2 g (also including following three paragraphs)

²⁰ 2016-2020 CBA, Sec. 2 e

Proposed Guidelines for Revision to Article 18 Regarding NTT Instructional Faculty and Continuous Employment

2. When a sanction of termination is warranted and imposed pursuant to Article 27 (Imposition of Progressive Sanctions).
3. Due to a change in curricular needs or programmatic requirements made in accordance with applicable shared governance procedures. In such a case:
 - i. As soon as practicable, but no later than 60 days prior to issuing a notice of termination, the Department Chair must provide written justification for the decision and explanation of the applicable shared governance procedure to the faculty members, the Dean, the Provost and the Association.
 - ii. If the employment of multiple faculty members in equivalent positions, and with equivalent position-related qualifications, skills and expertise, are to be terminated due to the same change in curricular needs or programmatic requirements, then lay-off shall be in order of seniority. Faculty will be laid off in inverse order to length of continuous service at the University.
 - iii. The faculty member is to be given at least six months notice of termination of employment, with such termination effective at the end of the academic year.
 - iv. The School/College will make a good faith effort to find a comparable position within the University for the faculty member.
 - v. If the reason for the decision that lead to the layoff is reversed within three years from the date that notice of termination was provided to the faculty member, the affected faculty members will be recalled in inverse order of layoff. To exercise recall rights, a faculty member must:
 1. Notify Human Resources in writing, within 30 days of the termination notice, of intent to be placed on the recall list. If/when there is a need for a recall list, the parties agree to meet promptly for the purpose of negotiating a process for administering the recall list.
 2. Inform Human Resources of any change in telephone, email or address.
 3. In the event of a recall, Human Resources will contact the faculty member by phone and email, and notify the Association, of the recall.
 4. The recalled faculty member will have ten (10) working days to accept or reject the position. Failure to contact Human Resources within ten (10) working days will be considered a rejection of the position.
 5. A recalled faculty member who rejects a position will be removed from the recall list.
4. If the faculty member receives an unsatisfactory evaluation and fails to remediate the deficiencies during the subsequent academic year.

Initial Implementation of Continuous Employment Provisions for Non-Tenure Track Instructional Faculty Hired Prior to September 16, 2016

As of September 16, 2016, non-tenure track instructional faculty members who have been promoted and have at least four years of experience will automatically be converted into continuous employment status.¹

As of September 16, 2016, non-tenure track instructional faculty members who have at least six years of experience and have completed at least four positive annual or multi-year reviews will be automatically converted to continuous appointment.²

As of September 16, 2016, eligible non-tenure track instructional faculty who have between 4 and 6 years of experience, but have not been promoted, can undergo a cumulative peer-review of their work and will be awarded continuous appointment status with a satisfactory evaluation.³

If an NTT instructional faculty member has six years of experience but has not undergone at least four reviews, the relevant academic unit will be asked to conduct a cumulative peer review of the faculty member's performance and will be awarded continuous appointment status with a satisfactory evaluation.

In the case of an unsatisfactory cumulative peer review evaluation for continuous appointment, where the NTT faculty member has not had the benefit of developmental annual reviews, the faculty member and department chair or chair equivalent shall meet to discuss the deficiencies. Following the meeting, the chair shall develop a plan to address the deficiencies. If the NTT faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan. At the satisfactory completion of this plan, the faculty member will be awarded continuous appointment.⁴

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude

¹ LOA # xx: Non-Tenure Track Instructional Faculty Transition

² LOA # xx: Non-Tenure Track Instructional Faculty Transition

³ LOA # xx: Non-Tenure Track Instructional Faculty Transition

⁴ 2016-2020 CBA, Sec. 2 g (also including following three paragraphs)

the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost and the Association and shall be effective no sooner than the end of the subsequent academic term.

Attachment E.4.a

The Task Force on Academic Quality and Faculty Senate Steering Committee propose the following amendment, which creates a new constitutional committee.

MOTION: The Faculty Constitution is hereby amended by adding to
ARTICLE IV. ORGANIZATION OF THE FACULTY
Section 4. Faculty Committees
Subsection 4) Standing Committees and Their Functions
the following text:

o) Academic Quality Committee. This committee shall consist of six faculty members from across the University and three non-voting members: one student, one representative from OAA, and one representative from OIRP. Members will serve for two-year terms, with the possibility of continuing.

The committee shall:


- 1) Research, identify, and recommend practices that promote and sustain academic quality for faculty and students at Portland State University.
- 2) Conduct and review biennial surveys of faculty and students.
- 3) Report on issues, concerns, and potential for actionable ideas.
- 4) Conduct research on implementation of best practices and make recommendations to Faculty Senate.
- 5) Maintain a “dashboard” that evaluates progress on implementation of academic quality initiatives.
- 6) Report to the Faculty Senate at least once each year.

Rationale. The Taskforce on Academic Quality was created in 2014 to identify PSU’s aspirational comparators with support and funding in keeping with Letter of Agreement #4 of the 2013-15 Collective Bargaining Agreement. This charge was reframed as “identify aspirational practices – independent of institution type – that promote Academic Quality.” The proposed charge is designed to focus attention, develop indicators and track progress on academic quality.

For further background, see the following slides (Attachment E.4.b).

ACADEMIC QUALITY TASKFORCE

SPRING 2016



STRATEGIC PLAN:
 "We commit to curiosity, collaboration, stewardship...to solve problems...in the Portland region."

Taskforce on Academic Quality (TAQ)

Update to Steering committee 2/15/2016

2015-2016 TAQ

Annabelle Dolidon-Chair Spring (WLL)
 J.R. Estes (UNST)
 Linda George – Chair F/W(ESM)
 Kathi Ketcheson (OIRP)
 Yves Labissiere (SCH)
 Scott Marshall (OAA)
 Anindita Mukarjee (grad student)
 Judith Ramaley (CUPA)
 Todd Rosenstiel (BIO)
 Vivek Shandas (CUPA)
 Angela Strecker (ESM)

TASKFORCE ON ACADEMIC QUALITY PROGRESS

TAQ 2014 Charge
 "The University agrees to provide support to fund the identification and description of PSU's aspirational comparators."

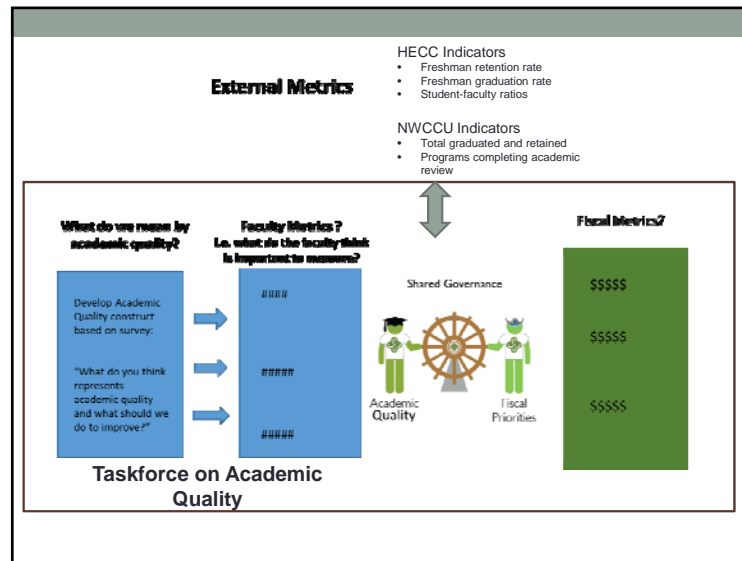
TAQ 2014-2015 modification of Charge
 "Identify aspirational comparators of academic quality ... by identify **aspirational practices** – independent of institution type – that promote AQ"

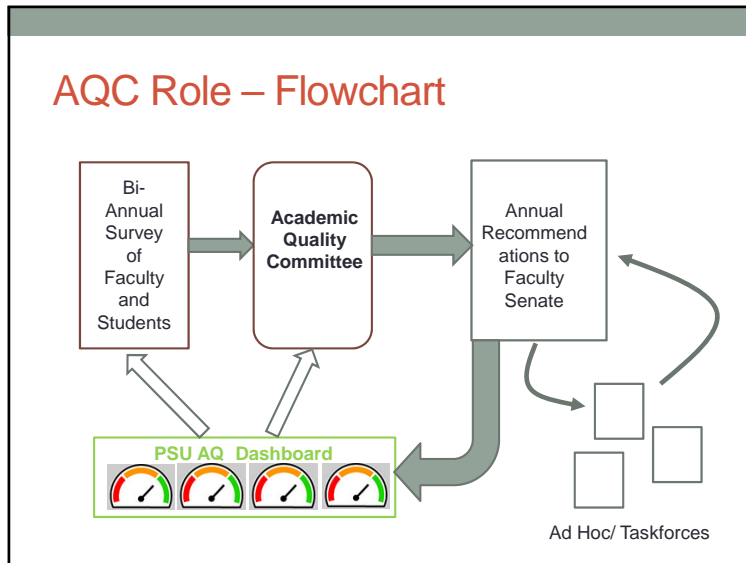
Campus survey

1. What do you think represents AQ in Teaching, Research, Service ?
2. Five institutions that embody this ?
3. What can PSU do to improve AQ in T,R,S?

TAQ 2015-16

- Analyze campus-wide survey and conduct literature review
- Identify aspirational practices and potential indicators
- Explore case studies to examine implementation of aspirational practices at other institutions
- Preliminary recommendations for implementation at PSU





- ### 5 aspirational practices
1. Undergraduate research
 2. Graduate experience
 3. Writing
 4. Interdisciplinary teaching and research
 5. Support for faculty scholarly activities

- ### Why these AP?
- FROM THE SURVEY
- Faculty needs to stay current with trends in their field and provide relevant instructional materials. → • **Professional development, support for teaching and research**
 - Faculty need to encourage students to ask questions and be engaged, getting them to think beyond their comfort zone. → • **Undergraduate research, writing, Graduate experience**
 - Classes should provide opportunities for students to engage with the community. → • **Undergraduate research, interdisciplinary teaching and research**
 - Classes should connect concepts from classroom discussion with real-world events and problems. → • **Interdisciplinary teaching and research**
 - Smaller class sizes—which gives instructors a greater chance to give feedback on writing. → • **Writing, Graduate experience**

- ### AP1 – Undergraduate research
- Undergraduate participation in research improves student understanding, confidence, and career awareness; it helps faculty achieve research agenda.
- This AP is aligned with **PSU Strategic Plan Goal to Elevate Student Success and to uphold Community Engagement and Civic Leadership.**
- **Best practices**
 - mentorship, funding for students and research, undergrad research office, journals
 - **Implication for faculty**
 - can improve research output by faculty, but may require more time to train and mentor students - could be alleviated by linking URO to course work/existing teaching load
 - interpretation of faculty scholarship would shift - recommend a higher emphasis be placed on scholarly work with undergraduate students
 - **Preliminary recommendations for new [Ad Hoc committee on Undergraduate Research](#)**
 - Funding for research experiences for students and integration of research into curriculum
 - Funding for an undergraduate research office, and initiatives to coordinate undergrad. Research campus wide.
 - Mapping patterns of undergraduate research at PSU and developing metrics for **dashboard**.
 - **TAQ task - Fall 2016**
 - explore indicators (% UG students with volunteer or paid research experience at PSU, % UG with senior thesis projects)

AP2 – Grad Student Experience

Graduate student success is critical to undergraduate success, improving research capacity and training next generation professionals.

This AP is aligned with **PSU Strategic Plan** Goal to Elevate Student Success and to promote Innovative Research and Scholarship.

- **Best practices** → Addressing financial and professional needs
- **Implication for faculty**
 - Improving conditions for grad students and improving mentor training will likely reduce faculty workload and increase research productivity.
- **Preliminary recommendations for [Ad Hoc on Grad Student Experience](#)**
 - Expand number of GTAs
 - Professional mentor training for faculty
 - Last mile scholarship for graduate students
 - Career center resources expanded to graduate student
- Metrics for Implementations – **Dashboard**
 - # of GTA awarded per School/Dept.
 - % of faculty trained to be grad mentors
 - Graduation rate of graduate students
 - # of graduate students using Career Services
- **TAQ task - Fall 2016** → Work with Graduate school

AP3 – Student writing

Improving student writing is a critical learning outcome, highlighted by faculty [survey](#) and educational literature.

This AP is aligned with **PSU Strategic Plan** Goal to Elevate Student Success and to support Educational Opportunities.

- **Best practices** → Writing across the curriculum and writing in the discipline
- **Implication for faculty** → Need for investments in GTAs and faculty development in order to target writing improvement.
- **Recommendations** – for UWC
 - PSU should re-institute writing intensive courses that are focused on Writing in the Discipline (WID).
 - Institute regular campus-wide assessment of student writing.
- Metrics for Implementations – **Dashboard**
 - Improvement in standardized writing scores for lower and upper division students
 - Increase in the number students completing WID courses
 - Increase in faculty satisfaction with student writing (bi-annual survey)
- **TAQ task – Fall 2016** – Work with UNST and UWC

AP4 - Interdisciplinarity

Interdisciplinary or multidisciplinary degrees better prepare students for today's world as it combines professional training, critical thinking skills and the possibility to practice problem-solving from different points of views or disciplinary techniques.

This AP is aligned with **PSU Strategic Plan** to "commit to curiosity, collaboration in the Portland region." It is a potential domain of excellence for PSU as an urban university in a central location in Oregon with many community-based learning opportunities.

- **Best practices**
 - Interdisciplinary programs, certificates and degrees, collaboration between units
- **Implication for faculty**
 - Finding outlets (publications, conferences) for interdisciplinary projects
 - Professional development (interdisciplinary teaching)
- **Preliminary recommendations for [Ad Hoc on Interdisciplinary Teaching and Research](#)**
 - Working with the library and ORSP to create an interdisciplinary support system/space for research, grant seeking and publication
 - Launching a new university-wide project like ReThink around interdisciplinarity
 - → Cultural change: Valuing interdisciplinary work and reflecting it in the budget and performance model (SCH as roadblock).
- **TAQ task – Fall 2016**
 - Reviewing the viability of current interdisciplinary programs and initiatives
 - Setting-up on ongoing data collection system (maintaining a dashboard)
 - Exploring the feasibility of a stronger partnership with the library and ReThink-type project

AP5 – Faculty activities

Faculty need to stay current in their research and update teaching material + open to other approaches relevant to their discipline in order to stay engaged.

This AP is aligned with **PSU Strategic Plan** Goal to promote innovate research and scholarship and to create educational opportunities.

- **Best practices**
 - Decreasing faculty student ratio
 - Allow flexible time off (sabbatical leaves, courses buy-out) for research
 - Eliminate barriers to external funding
 - At PSU:
 - Project to develop writing support for international faculty
 - Stacking up courses to be able to take time off teaching (junior faculty in Business)
 - Clear letters of hire (template now available)
 - Mentorship program
- **Implication for faculty** → Finding time to write and publish, clear expectations for tenure
- **Preliminary recommendations**

While the taskforce does not see this AP as a current priority, we recommend keeping track of all efforts and the development of metrics for tenure success → [dashboard](#)

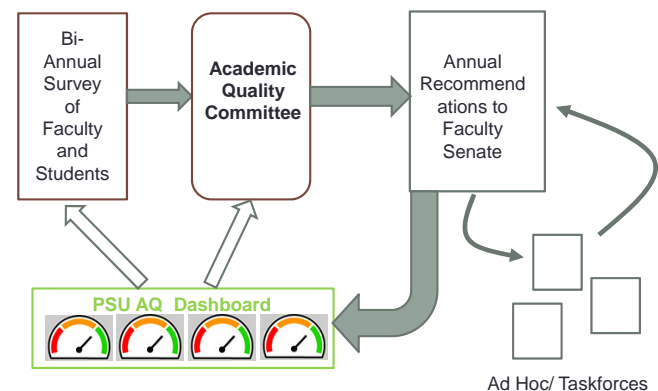
Attachment E.4.b

RECOMMENDATION: Creation of a standing Senate-appointed committee

Proposed Charge for Academic Quality Committee

- The Academic Quality Committee (AQC), utilizing a centralized dashboard, researches, identifies, and recommends practices that promote and sustain academic quality for faculty and students at Portland State University.

AQC Role – Flowchart



Proposed features and activities of AQC:

- Joint faculty and administration (OAA) committee
- Conducts and reviews bi-annual survey of faculty and students
- Reports on issues, concerns and potential for actionable ideas
- Conducts research on implementation of best practices and makes recommendations to Faculty Senate
- Maintains a "dashboard" that evaluates progress on implementation of academic quality initiatives

Resources needed: Annual graduate student stipend and fee remission

Attachment E.5

Motion to Form a Liberal Education ad hoc Committee

Following up on the information and momentum generated by the Winter Symposium, Steering recommends creating an ad hoc committee with 5-7 faculty members. The charge to the committee will be to address the following questions related to Liberal Education, and report back to Senate during 2016-17.

- Regarding measurable outcomes, what knowledge, skills, and qualities should a successful undergraduate demonstrate?
- How will we assess quality, and respond to this assessment, in meeting our liberal education goals?
- Do our stated General Education Goals and Campus-Wide Learning Outcomes reflect our sense of what a liberal education should encompass?
- What could we be doing differently to enhance our students' liberal education experience, making it more meaningful and engaging?
- What are some ways we can involve faculty across the campus in this effort?
- Since most general education takes place in the first two years of the curriculum, how do we evaluate transfer students and ensure a successful transition?

The ad hoc committee will take into account recent assessments of general education at PSU, research on new practices in liberal education, and feedback solicited broadly from faculty, students and staff through surveys and forums as appropriate. After gathering information and collating it, the committee will develop a more specific agenda and deliver recommendations to Senate in Winter and Spring terms of 2017.

Motion: Pre-baccalaureate Certificate Option

Senate-approved pre-baccalaureate certificates may be awarded at the time of completion to students who have met the program requirements. Pre-baccalaureate certificates may be available to both admitted and non-admitted students. Current senate-approved undergraduate certificate programs may elect to include or convert to a pre-baccalaureate option. In order to be transcribed, both the certificate program and the relevant courses must have been approved by the Undergraduate Curriculum Committee and the Faculty Senate. The certificate program must consist of a minimum of 16 credits. Either 16 credits or three quarters (75%) of the required credits of the certificate coursework, whichever is higher, must be earned from Portland State University. Departments or units sponsoring pre-baccalaureate certificates may include additional requirements including an admissions process for the program.

Rationale:

Portland State University currently offers graduate certificates, post-baccalaureate certificates, and undergraduate certificates which are only awarded upon the completion of a degree. A number of departments have expressed interest in developing certificate programs that would be available to non-degree seeking students and that could be awarded to degree seeking undergraduates prior to their graduation.

Standards for pre-baccalaureate certificates.

Pre-baccalaureate certificates must be clearly identified as such both in the *Bulletin* and in any marketing information created for potential students. Pre-baccalaureate certificates would require a minimum of 16 credits and would have a residency requirement that 16 of the course credits or three quarters (75%) the required credits, whichever is higher be earned from Portland State University. Departments proposing pre-baccalaureate certificates are responsible for defining any additional requirements. Students, regardless of their status (non-degree or undergraduate degree seeking), would be responsible for meeting all departmental/programmatic requirements including any course prerequisites required by the program.

Approval Process for Pre-baccalaureate Certificates

Pre-baccalaureate certificate approval will follow the same steps as all other accredited certificates at PSU: department/program, College/School, Undergraduate Curriculum Committee, Faculty Senate, and the Provost. Proposals should include a clear explanation of the value of the certificate to students. It would be the prerogative of a department/program to decide whether to offer pre-baccalaureate certificates or not.

Pre-baccalaureate Certificates and Financial Aid

Formally admitted, degree-seeking undergraduate students also pursuing a pre-baccalaureate certificate would be eligible for financial aid through the Institution. Non-degree, non-admitted students seeking a pre-baccalaureate certificate would not be eligible for federal financial aid.

Pre-baccalaureate Certificates and Certificates of Completion

Currently a number of Schools and Colleges offer "certificates of completion" or other forms of non-accredited certificates which have not gone through a formal university approval process and do not appear on student transcripts; participants are often non-degree students who are in the workforce and are seeking certification in areas that interest them or which could enhance their careers. With the approval of the pre-baccalaureate certificate, some of these non-transcripted certificates potentially could go through the review process to become transcripted pre-baccalaureate certificates.

Attachment E.7-11

For the full text of proposals and supporting documents for items E.7 through E.11, see the EPC section of the [PSU Curriculum Tracker \(psucurriculumtracker.pbworks.com\)](https://psucurriculumtracker.pbworks.com) or follow the specific links after each motion.

Motion E.7. *The Educational Policy Committee moves that Faculty Senate approve the proposal to change the name and organizational status of the Division of Criminology and Criminal Justice into the Department of Criminology and Criminal Justice within the Hatfield School of Government in the College of Urban and Public Affairs.*

Full proposal and supporting documents:

[psucurriculumtracker.pbworks.com/w/page/104174649/Criminology Criminal Justice \(201504\)](https://psucurriculumtracker.pbworks.com/w/page/104174649/Criminology%20Criminal%20Justice%20(201504))

Motion E.8. *The Educational Policy Committee moves that Faculty Senate approve the proposal to change the name and organizational status of the Division of Political Science into the Department of Political Science within the Hatfield School of Government in the College of Urban and Public Affairs.*

Full proposal and supporting documents:

[psucurriculumtracker.pbworks.com/w/page/104175265/Political Science \(201504\)](https://psucurriculumtracker.pbworks.com/w/page/104175265/Political%20Science%20(201504))

Motion E.9. *The Educational Policy Committee moves that Faculty Senate approve the proposal to change the name and organizational status of the Division of Public Administration into the Department of Public Administration within the Hatfield School of Government in the College of Urban and Public Affairs.*

Full proposal and supporting documents:

[psucurriculumtracker.pbworks.com/w/page/104174993/Public Administration \(201504\)](https://psucurriculumtracker.pbworks.com/w/page/104174993/Public%20Administration%20(201504))

Motion E.10. *The Educational Policy Committee moves that Faculty Senate approve the proposal to transfer the administrative home of the Department of Economic from the College of Liberal Arts and Sciences to the College of Urban and Public Affairs.*

Full proposal and supporting documents:

[psucurriculumtracker.pbworks.com/w/file/fetch/105788139/EC Move Administrative Home Proposal and Supporting Materials.pdf](https://psucurriculumtracker.pbworks.com/w/file/fetch/105788139/EC%20Move%20Administrative%20Home%20Proposal%20and%20Supporting%20Materials.pdf)

Motion E.11. *The Educational Policy Committee moves that Faculty Senate approve the proposal to transfer the administrative home of the Department of International and Global Studies from the College of Liberal Arts and Sciences to the College of Urban and Public Affairs.*

Full proposal and supporting documents:

[psucurriculumtracker.pbworks.com/w/file/fetch/105889743/INTL Move Administrative Home Proposal and Supporting Materials.pdf](https://psucurriculumtracker.pbworks.com/w/file/fetch/105889743/INTL%20Move%20Administrative%20Home%20Proposal%20and%20Supporting%20Materials.pdf)

Attachment E.12

Upon recommendation of the University Writing Council, the Steering Committee proposes the following amendment of the Faculty Constitution to add a student member to the UWC.

MOTION: The Constitution of the Portland State University Faculty is hereby amended as follows. Deleted text is struck through ~~thus~~; added text is underlined thus.

Article IV. Organization of the Faculty
Section 4.4.n) University Writing Council

[Paragraph 1]

University Writing Council. This committee shall consist of ~~seven~~ eight faculty members from across the University, ~~including of whom no not~~ more than four ~~would come~~ from CLAS₂, and including a representative from IELP; ~~The Committee shall also have; and four~~ three voting ex officio ~~standing~~ members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, and the Director of the Writing Center; and a student member; ~~and a representative from IELP.~~ Members will serve for two-year terms, with the possibility of continuing. The Committee shall:

Rationale. UWC sees the addition of a student perspective as contributing to its function to support writing instruction at PSU. Other changes in wording are intended to clarify the membership criteria for other members of the Council.

The Faculty Senate Steering Committee proposes the following amendment to the Faculty Constitution in order to add the School of Public Health as division for representation in Senate and on constitutional committees, and to update the language denominating other Senate divisions.

MOTION. The Constitution of the Portland State University Faculty is hereby amended as follows. Deleted text is struck out ~~thus~~; added text is underlined thus.

Article IV. Organization of the Faculty

Section 4. Faculty Committees

Subsection 1) Appointment

[Paragraph 2]

For the purpose of committee representation, the word “division” shall mean: each of the three academic distribution areas of the College of Liberal Arts and Sciences (~~[CLAS]~~ Arts and Letters [CLAS-AL], Sciences [CLAS-Sci], and Social Sciences [CLAS-SS]); the School of Business Administration [SBA]; the Graduate School of Education [GSE]; the Maseeh College of Engineering and Computer Science [MCECS]; the College of the ~~Fine and Performing~~ Arts [COTA]; the Library [LIB], faculty in the School of Public Health whose institutional home is Portland State University [SPH]; the School of Social Work [SSW]; the College of Urban and Public Affairs [CUPA]; Other Instructional Faculty [OI]; and All Other Faculty [AO]; ~~the term “instructional division” shall mean any college, any school outside the colleges, and Other Instructional Faculty.~~

[Paragraph 3]

The following divisions shall elect members in even-numbered years:

- All Others Faculty (1 member)
- School of Business Administration (1 member)
- Graduate School of Education (1 member)
- College of Liberal Arts and Sciences – Arts & Letters (1 member)
- College of Liberal Arts and Sciences – Science (1 member)
- College of Liberal Arts and Sciences – Social Science (1 member)
- School of Social Work (1 member)
- College of Urban and Public Affairs (1 member)

The following divisions shall elect members in odd-numbered years:

- Maseeh College of Engineering and Computer Science (1 member)
- Library (1 member)
- College of Liberal Arts and Sciences – Arts & Letters (1 member)
- College of Liberal Arts and Sciences – Science (1 member)
- College of Liberal Arts and Sciences – Social Science (1 member)
- College of the ~~Fine and Performing~~ Arts (1 member)
- Other Instructional Faculty (1 member)
- School of Public Health (1 member)

Article V. Faculty Senate
Section 1. Membership
Subsection 2) Elected Members

2) Elected Members. Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by the divisions defined above (Article IV, Section 4). Elected members shall have full right of discussion, making of motions and voting. ~~For the purpose of representation, the word “division” shall mean any school or college, the Library, Other Instructional Faculty, and All Other faculty jointly as a single entity; the term “instructional division” shall mean any school or college, and Other Instructional Faculty. Faculty who are involved in programs that are not within an instructional division shall be attached as groups to an appropriate school, college or instructional unit. (See Article V, Section 2, Paragraph 1.)~~

Rationale. The substantive change in Article IV is to establish the School of Public Health as a new division, in anticipation of the move of faculty into that school. The wording about “institutional home,” per the Memorandum of Understanding with OHSU, assures that (only) PSU faculty in SPH participate in PSU faculty governance. Establishing SPH as a division in this passage also provides for SPH representation on those constitutional committees whose membership is apportioned by division.

The SPH selection of a member of the Committee on Committees in odd-numbered years serves to balance between odd and even. If the move of departments/faculty to SPH is approved in 2016, then SPH senators will caucus to choose an interim member of the Committee on Committees for 2016-17, per Article IV, Section 4.1, paragraph 4.

The other changes in Article IV and Article V are to update the language by which colleges are schools are designated. The term “instructional division” does not appear in the Faculty Constitution or Senate Bylaws other than in these defintional paragraphs, and thus evidently does not serve any substantive function.

The Faculty Senate Steering Committee proposes the addition of the faculty member of the Board of Trustees as an ex officio member of the Steering Committee, and other clarifications of the Senate Bylaws regarding the election and terms of service of Senate officers.

MOTION: The Bylaws of the PSU Faculty Senate are hereby amended as follows. Deleted text or text moved to another location is struck through ~~thus~~; added text or text moved from another location is underlined thus.

Section A. Functions and Procedures of the Faculty Senate

[Paragraphs 5-8]

Presiding Officer Elect, Presiding Officer, and Past Presiding Officer

Upon delegation of authority by the President under Article V, Section 3, of the Faculty Constitution, the Senate shall elect from among its members, each year at the last regular scheduled Senate meeting of spring term, a Presiding Officer Elect for a term of one year. The previous Presiding Officer Elect shall thereupon become the Presiding Officer for a term of one year, and the previous Presiding Officer shall become the Past Presiding Officer for a term of one year. who will chair all meetings of the Senate and its Steering Committee. The Presiding Officer is a member of the Senate at the time of service.

Following nominations by voice or in writing to the Secretary, election of the Presiding Officer shall be by secret ballot. If no candidate receives a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until one candidate receives a majority of the votes cast.

The Presiding Officer Elect, Presiding Officer, and Past Presiding Officer shall be members of the Steering Committee. If they are not already elected members of the Senate, they shall be ex officio members of the Senate.

~~The Chair of the Committee on Committees is an ex officio member of the Steering Committee.~~

The Presiding Officer shall serve for a term of one year, and chair all meetings of the Senate and its Steering Committee. After completing this term, the Presiding Officer becomes the Past Presiding Officer for a term of one year. The Presiding Officer is a member of the Senate at the time of service. In the event that the Presiding Officer resigns or is otherwise unable to complete the one-year term, the Presiding Officer Elect shall become Presiding Officer for the remainder of the term and continue in that position in the subsequent year.

Presiding Officer Elect

The Presiding Officer Elect shall preside in the absence of the Presiding Officer at all meetings of the Senate and its Steering Committee and, after one year serving in that position, shall succeed as Presiding Officer. ~~be elected according to the same procedures as the Presiding Officer.~~ If the Presiding Officer Elect resigns or is otherwise unable to complete the one-year term, the Senate shall choose a new Presiding Officer Elect at its next regular meeting, in accordance with the procedure described above.

The Past Presiding Officer shall serve in that position for one year, after completing a one-year term as Presiding Officer.

~~The Chair of the Committee on Committees is an ex officio member of the Steering Committee.~~

....

[Paragraph 10]

Steering Committee

After the election of a Presiding Officer and a Presiding Officer Elect, the Senate shall elect two of its members each year to serve two-year terms, ~~with the Presiding Officer, Presiding Officer Elect, Past Presiding Officer, and Secretary,~~ as members of the Steering Committee of the Senate. Following nominations by voice or given in writing to the Secretary, elections of the two ~~additional~~ members of the Steering Committee shall be by secret ballot, with each Senator voting for two candidates. If two candidates do not receive a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until ~~four~~ two candidates receive a majority of the votes cast.

In addition to the four members each elected for two-year terms, the Steering Committee shall comprise the Presiding Officer, the Presiding Officer Elect, and the Past Presiding Officer. The Secretary to the Faculty, the Chair of the Committee on Committees, the representative from Portland State University to the Interinstitutional Faculty Senate with the greatest seniority in that position, and the faculty member of the Portland State University Board of Trustees shall be ex officio members of the Steering Committee. A elected member of Steering Committee (serving the second year of a term) who is not already an elected member shall be an ex officio, non-voting member of Senate.

Rationale. The substantive change is the addition of the faculty member of the PSU Board of Trustees as an ex officio member of the Steering Committee. It is intended that the faculty member in this position can serve as a conduit of information and perspectives from the Senate to the Trustees, and also be able to inform Senate actions through familiarity with the perspectives and actions of the Board. The other changes are intended to bring the text of the Bylaws into accord with relevant passages of the Faculty Constitution, and to better reflect precedent and current practice for the election of Senate officers.

HERE IS WHAT THE TEXT WOULD BE WITH DELETIONS AND ADDITIONS AS GIVEN ABOVE:

Presiding Officer Elect, Presiding Officer, and Past Presiding Officer

Upon delegation of authority by the President under Article V, Section 3, of the Faculty Constitution, the Senate shall elect from among its members each year at the last regular scheduled Senate meeting of spring term, a Presiding Officer Elect for a term of one year. The previous Presiding Officer Elect shall thereupon become the Presiding Officer for a term of one year, and the previous Presiding Officer shall become the Past Presiding Officer for a term of one year.

The Presiding Officer Elect, Presiding Officer, and Past Presiding Officer shall be members of the Steering Committee. In the event they are not already elected members of the Senate, they shall be ex officio members of the Senate.

Following nominations by voice or in writing to the Secretary, election of the Presiding Officer shall be by secret ballot. If no candidate receives a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until one candidate receives a majority of the votes cast.

The Presiding Officer Elect, Presiding Officer, and Past Presiding Officer shall be members of the Steering Committee.

The Presiding Officer shall serve for a term of one year, and chair all meetings of the Senate and its Steering Committee. The Presiding Officer is a member of the Senate at the time of service. After completing this term, the Presiding Officer becomes the Past Presiding Officer for a term of one year. In the event that the Presiding Office Elect resigns or is otherwise unable to complete the one-year term, the Presiding Officer Elect shall become Presiding Officer for the remainder of the term and continue in that position in the subsequent year.

The Presiding Officer Elect shall preside in the absence of the Presiding Officer at all meetings of the Senate and its Steering Committee and, after one year serving in that position, succeed as Presiding Officer. In the event that the Presiding Office Elect resigns or is unable to continue in office in the middle of the one-year term, the Senate shall choose a new Presiding Officer Elect at its next regular meeting, in accordance with the procedure described above.

The Past Presiding Officer shall serve in that position for one year, after completing a one-year term as Presiding Officer. The Past Presiding Officer shall be an ex officio, non-voting member of the Faculty Senate if not already an elected member.

....

Steering Committee

After the election of a Presiding Officer and a Presiding Officer Elect, the Senate shall elect two of its members each year to serve two-year terms as members of the Steering Committee of the Senate. Following nominations by voice or given in writing to the Secretary, elections of the two members of the Steering Committee shall be by secret ballot, with each Senator voting for two candidates. If two candidates do not receive a majority of the votes cast on the first ballot, successive run-off elections shall be held among the leading candidates whose combined votes total at least 50 percent of the votes cast, until two candidates receive a majority of the votes cast.

In addition to the four members each elected for two-year terms, the Steering Committee shall comprise the Presiding Officer, the Presiding Officer Elect, and the Past Presiding Officer. The Secretary to the Faculty, the Chair of the Committee on Committees, the representative from Portland State University to the Interinstitutional Faculty Senate with the greatest seniority in that position, and the faculty member of the Portland State University Board of Trustees shall serve as ex officio members of the Steering Committee. A elected member of Steering Committee (serving the second year of a term) who is not already an elected member of the Senate shall be an ex officio, non-voting member of Senate.

Honors Council 2015-2016 Annual Report to the PSU Faculty Senate

The Honors Council develops and recommends policies and standards for the University Honors Program and departmental honors tracks; coordinates with the UCC to review proposed new courses and curricular changes for the Honors Program, as well as new departmental honors tracks or changes to existing tracks; reviews campus-wide resources, practices, and services in regard to high-achieving students.

Council chair:

Dean Atkinson (Chemistry)

Council members:

Ann Mestrovich (ACS)
Bin Jiang (Math)
Bob Schroeder (Library)
John Hall (Economics)
Lawrence Wheeler (Honors)
Lee Shaker (SP)
Michael Bartlett (Biology)
Nina Spiegel (JST)
T. Martin Siderius (Electrical and Computer Engineering)
Travis Bell (COTA)
Neil Ramiller (Business)
Daneen Bergland (University Studies)

Student members:

None approved at time of report, despite request in early December

Consultants:

Betsy Natter (Interim Honors College Director)

Completed business:

1. The optimal structure of the Honors College was examined. Because PSU has an integrated general education curricula for both Honors and University studies which align with AAC&U recommendations for pedagogical principles and high impact practices, the Council endorses:
 - A hybrid faculty structure that includes:
 - Core University Honors College faculty for the general education component, including all freshman, most sophomore, and senior thesis courses.
 - Collaborations with faculty from other departments for most specialty junior seminar classes, and some sophomore methods classes.
 - Adequate staffing to reduce class sizes at the freshman and senior level back to 24 (as advertised).

- Addition of two tenure-track faculty to the Honors Core to cover current teaching needs (one hire should occur as soon as is practicably possible to adequately serve current students).
- A minimal teaching load (one or two courses per year) for the Director or Dean.
- Formalization of the process for “buying out” the faculty from other departments (e.g., a standard memorandum of understanding and a transparent funding mechanism).
- A moderate amount of additional growth in student population, targeting 5% of the general University fall enrollment in the long term. As of fall the enrollment was 769, and we anticipate having over 800 students next fall (see Figure 1).
- An exploration of Honors tracks within select departments (using the Honors General Chemistry sequence as a model).
- Facilitation of student thesis work (small grants program).
- Maintenance of high standards for admission and continuation within the Honors College.

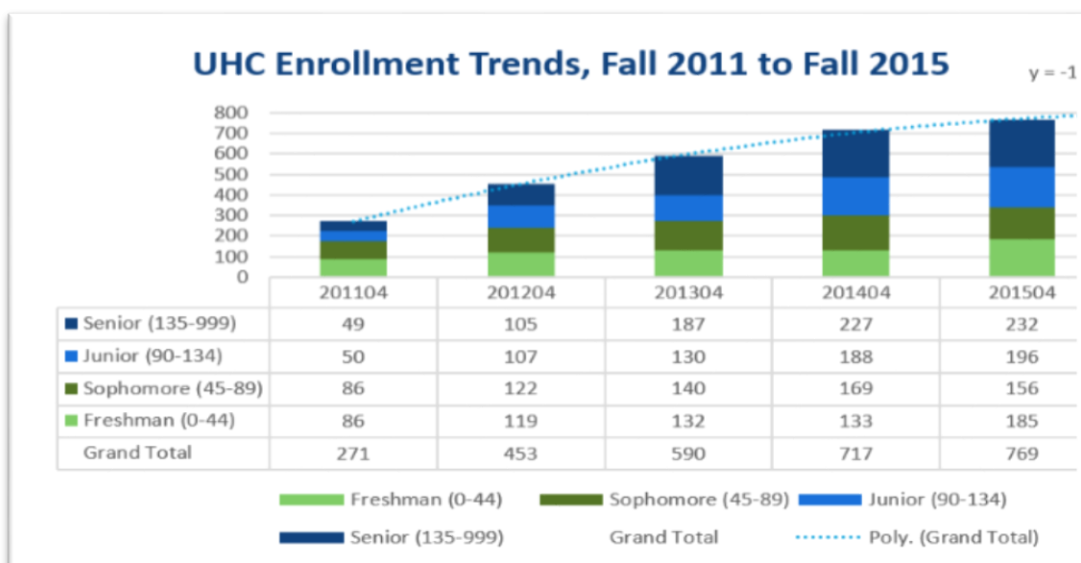


Figure 1 shows the enrollment trend in the Honors College. We are nearing the recommended (by the NCHC) level of 5 percent of the general student population.

2. For the first time, the Council took a (voluntary) role in the evaluation of this year’s applicant pool. This was very enlightening for the members that participated and was helpful for the College faculty and staff, who generally do this work on their own (with help from admissions). Among the “take-homes” from this experience is that Honors attracts very high-achieving students, including many from outside of the state. The Council notes that maintaining this pipeline, including investments to be sure that we are serving these students’ unique educational needs, should be a high priority for the University moving forward. The applicant pool this year was exceptionally large and strong so many students who met the minimum requirements were not admitted. We admitted 414 incoming freshmen, waitlisted 111, and denied 126. Admissions processes and criteria were clearly defined and have been steadily improving. Improvement is needed in the application and reporting tools to make the process more efficient and the database accurate.

Ongoing business:

Supervision and facilitation of the Senior Thesis projects continues to be an area of concern of the Council. Because students are supported through both Honors thesis courses and their departmental advisers, the Council plays a key role in improving the process. We recommend that this responsibility be a key expectation of the new core faculty hire, with support from the new Director, of course.

Academic Program Review is due for honors next year. Work on a vision and goals for the Honors College has begun, and should be completed this year. A strategic plan for the University Honors College will be developed in fall. Council involvement in these efforts will be important to give the PSU community a voice. The Council has also requested more information from students as input to the process, so a student survey and focus group discussions will be done.

Attachment G.4

Intercollegiate Athletics Board (IAB)

Annual Report, April 2015

Members 2014-15 academic year

Chair: Randy Miller, PSC
Toeutu Faaleava, UNST
Robin Beavers, ADM (Left during fall quarter)
Erin Merz CREC
Michael Smith ED (Added November 2014)
Valentina Trillo Student representative
Xavier Coleman Student representative

Ex-officio Members

Professor Brian Janssen SALP NCAA Faculty Athletics Representative
Mark Rountree, Athletics Director (Began January 2015)
Lisa Miller, Senior Associate Athletics Director/Senior Woman Administrator in Athletics
Matt Billings, Deputy Athletics Director

The Intercollegiate Athletics Board is charged by the Faculty Senate to:

- 1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in intercollegiate athletics;
- 2) Report to the Faculty Senate at least once each year.

I. Faculty Athletic Representative Search and other Athletic Department staff changes

- Brian Janssen (Faculty Athletics Representative) President Weiwei announced the appointment of Brian Janssen (SALP) as the new FAR in mid-September 2015
- Mark Rountree provided an update on all the changes in Athletic department staff since he began in January 2015. The departure of Associate Athletic Director and SWA Valerie Cleary, Associate Athletic Director Zack Wallace, Head Track and Field Coach Ronnye Harrison and the release of Head Women's Basketball coach Sherri Murrell. Lisa Miller was hired as the new Senior Women's Administrator and Associate Athletic Director, Matt Biilings was named Deputy Athletics Director, Tygue Howland was named Associate Athletic Director, Len Kennedy was hired as the new Head Women's Basketball coach, Jake Scott was hired as the Fiscal officer through FADM, Brent Eriksen was hired as the new Head Track and Field coach.

Attachment G.4

II. IAB Oversight and Review as Required under the PSU NCAA Certification Agreement

Operating Principle 1.1 (O.P. 1.1---Institutional Control and Shared Responsibilities)

IAB has maintained an active role in policy and procedure development and revision in Athletics. It has reported on athletic policy issues and student-athletes' accomplishments, and has reviewed student life and wellness issues such as: missed classes, food insecurity and the NCAA Academic Integrity policy.

- The committee discussed the University policy regarding grade change process and the potential for impact on student athlete eligibility. It was agreed that a review of University policy meets the NCAA requirements and there was not a need at this time to revise to the policy.
 - There was a suggestion of reviewing how many Student Athlete grades had been changed during the recent academic year to determine the level of impact of this policy. Given these results would there be any potential impact on eligibility.
-

III. Discussion of concussion policy (January meeting)

- IAB reviewed and discussed the *PSU Athletics Concussion Policy* at its meeting in January. This policy addresses the protocol for allowing athletes who have suffered a concussion to return to practice and the classroom. The IAB is planning to forward this document to the General Counsel office in June for a thorough legal review.
- The department of Athletics recently submitted a policy to guide the handling of Athletes who suffer a concussion. The policy will guide and monitor an athlete's return to participation and return to academic work. Athletics has submitted this document for review by the Intercollegiate Athletics Board. The final language of this document will be reviewed by the General Counsel and sent to the University Policy Committee for approval before implementation.
-

IV. Possible change to the committee structure

- An ongoing discussion on determining how to make the Intercollegiate Athletics Board better serve the needs of the campus community has been discussed a number of times this year. (*Do we expand the number of members?, Do we keep it as faculty only or open the membership to staff as well?, Do we include a student athlete as a student member in addition to those students who represent ASPSU?, How often should this body report to the Faculty Senate?*) No specific recommendation for changes to the structure of the committee was reached.

Attachment G.4

V. Viking Pavilion construction:

- Meetings are ongoing with the architecture firm to develop the final vision for the renovated facility. Fortis Construction was chosen as the building contractor. Anticipated completion of the project is set for early 2019 at the latest. When final plans are confirmed they will be distributed to the IAB.

VI. Preliminary discussion on academic eligibility

- A request to examine and discuss the possibility of developing specific language related to the minimum GPA requirements for participation of student athletes or other students in extracurricular activities at PSU.
 - It was suggested that this is handled on a departmental level across campus given the lack of a campus wide policy.
 - The Athletic Department will gather figures from the other Big Sky institutions for comparison.

Attachment G.5



College of Liberal Arts and Sciences
Department of Sociology

Post Office Box 751 (503) 725-3926 tel
Portland, Oregon 97207-0751 (503) 725-3957 fax

<http://www.sociology.pdx.edu>

April 8, 2016

Dear Members of the Faculty Senate,

The following is the report from the 2015-2016 library committee,

In 2015-2016, the faculty members serving on the library committee included: Maura Kelly (chair), Jon Holt, Susan Chan, Elizabeth Almer, David Bullock, Subhash Kochar, Lea Millay. Marilyn Moody (Dean of the Library) and other library staff also attended the meetings.

In 2015-2016, the library committee met in October, November, February, and April.

The topics covered at committee meetings primarily consisted of library staff reporting out on library processes, programs, and budgets. These topics included: open access textbooks, textbook cost reduction initiatives, strategic planning for the library, report on campus planning regarding library renovations and library space, collection planning update, streaming media update, review of the budget, student feedback on library service, update on PDX scholar, report from copyright task force, and summit lending times.

In some meetings, there was more extensive discussion between library staff and faculty. Topics included: How to get the most interesting/important info shared at the library committee out to the broader faculty, discussion of textbook costs, and ways the library could better support faculty research and teaching.

This committee provides an opportunity for library staff and faculty to meet, exchange information, and discuss issues that are of mutual interest. We have no issues to report.

Sincerely,

A handwritten signature in cursive script that reads "Maura Kelly".

Maura Kelly
Chair, Library Committee
Assistant Professor of Sociology
maura.kelly@pdx.edu
503-725-8302



Scholastic Standards Committee
Annual Report to the Faculty Senate 2015-16

Chair: Michele Miller, IELP

Faculty: Scott Broussard, CLAS
Paloma Harrison, CLAS
Randy Zelick, BIO
Courtney Sandler, UHRL
Linda Liu, SSS
Liane O'Banion, LC
Derek Garton, MTH
Jennifer Dahlin, SHAC

Ex- Officio: Nicolle DuPont, RO

Consultants: Sona Andrews, OAA
Sukhwant Jhaj, OAA

Students: none appointed

I. Committee Charge

- a. Develop and recommend academic standards to maintain the integrity of the undergraduate program and academic transcripts of the University.
- b. Develop, maintain and implement protocols regarding academic changes to undergraduate transcripts.
- c. Adjudicate undergraduate student petitions for academic reinstatement to the University.
- d. Report to the Senate at least once a year.
- e. Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and the Graduate Council

II. Function of the Committee (petitions can be found at www.pdx.edu/registration/)

The committee reviews petitions for all retroactive changes to the undergraduate academic transcript including: adding courses, withdrawing from courses, dropping courses, refunding tuition, changing grading option and extending incomplete grades beyond one year. The committee also adjudicates petitions for academic reinstatement for any term.

The committee makes recommendations to the Faculty Senate on any changes, additions or policies that have impact on the academic transcript or academic/registration deadlines, including grading.

The committee is responsible for the academic standing policy and interventions therein such as the registration hold that is applied for undergraduate students on academic warning. Changes to any of these policies must be vetted by the SSC and approved by Faculty Senate.

III. Additional committee work this year:

- coordinated with the Registrar's Office to publish meeting dates and petition submission deadlines online on a term-by-term basis; the committee communicates this to the PSU advising community each term
- in coordination with Graduate Council and the Registrar's Office proposed and vetted a revision to the existing policy for incomplete grades; most of the guidelines recommended were approved by Faculty Senate (revised policy: <http://www.pdx.edu/registration/grading-system#/?section=incompletegradei>)
- presented petition review guidelines and helpful advising information at campus Advising Share and Learn training
- in the process of revising and clarifying language in the notice of academic dismissal and academic reinstatement petition instructions

Attachment G.6

Scholastic Standards Committee (SSC) 2015-16 annual report

V. Petitions by the Number 2015-16 (April 2015-March 2016):

Petition Type	2015-16	Granted	Denied	Pending
Reinstatement	164	106 (64.6%)	44 (26.8%)	14
Refunds <i>Granted breakdown: 134=100%</i> <i>1=40%</i> <i>3=20%</i> <i>24= no refund</i>	258	162 (62.7%)	58 (22.5%)	38
Add/Drop Overall (including add only, simultaneous add/drop, drop only no refund/withdrawals)	241	142 (58.9%)	68 (28.2%)	31
Grade option changes	54	28 (52%)	19 (25%)	7
Incomplete Extension	15	13 (86.7%)	2 (13.3%)	
TOTAL *Number is lower than sum of above as drops and refunds may be double counted.	732 <i>(versus 728 from 2014-15)</i>	451	191	90

2015/2016 UNST Council Report to Faculty Senate

Prepared by Joel Bettridge, Chair

The University Studies Council develops and recommends policies, procedures, and regulations for University Studies, and recommends standards for UNST courses and programs; it coordinates with UCC to bring forward recommendations about new courses in the UNST program; reviews the UNST program and assessment, and suggests needed changes; and advises the Senate on all aspects of the UNST program.

Council membership: Amy Spring, Ben Anderson-Nathe, Daneen Bergland, Eleanor Erskine, Jeff Gerwing, Joseph Smith-Buani, Kimberly Willson-St Clair, Melissa Appleyard, Pedro Ferbel-Azcarate, Thomas Szymoniak, Susan Masta, Michael Lupro, Rick Lockwood, Ingrid Anderson, Albert Spencer

Ex-officio: Maurice Hamington, Mirela Blekic, Rowanna Carpenter,

1. Curriculum

- a. The UNST Curriculum Committee (Chaired by Rowanna Carpenter) reviewed and recommended a number of courses for inclusion in various clusters, which the Council then reviewed and approved. The classes are:

Class		Cluster
BST 318	Black Families in the US	Families and Society
ETM 347	Intro to Product Design	DTIE
ETM 356	Intro to Human-Centered Design	DTIE
INTL 391	Media and International Relations	Global Perspectives
PAH 399U/PHE 399U	Health Administration	Leading Social Change
PAH 399U/PHE 399U	Health Administration	Healthy People/Healthy Places
SW 399U/384	Addictions and Recovery: Impact on Families and Communities	Families and Society
WS 369	Global Reproductive Justice	Families and Society
WS 369	Global Reproductive Justice	Gender & Sexualities
CR 310	Fundamentals of Conflict Resolution	Leading Social Change
CR 311	Intro to Conflict Res. Psychology	Families and Society
PH 375/SCI XXX	Climate Change and Human Life	Environmental Sustainability
PH 375/SCI XXX	Climate Change and Human Life	Science in Social Context
SYSC 399	Big Data and the Modern World	Freedom Privacy Technology
SYSC 399	Big Data and the Modern World	Knowledge, Values, Rationality
ANTH 357U	Archaeology of Popular Culture	Examining Popular Culture
BST 345U	Black Popular Music in Context	Examining Popular Culture
BST 353U-	African Women in Film	Examining Popular Culture
BST 356U	Cuban Film	Examining Popular Culture

BST 363U	African Cinema/Cultures	Examining Popular Culture
Chla 330U	Chicano Popular Culture	Examining Popular Culture
Chla 399U	Barrio Culture	Examining Popular Culture
CS 347U	The Internet Age	Examining Popular Culture
INTL 360U	Bollywood Cinema	Examining Popular Culture
INTL 380U	Globalization, Representation and Difference in Media	Examining Popular Culture
JPN 332U	Japanese Religion Through Literature and Film	Examining Popular Culture
JPN 361U	Japanese Literature Through Film	Examining Popular Culture
KOR 330U	Korean Popular Culture	Examining Popular Culture
PH 378U/SCI 355U	Science Through Science Fiction	Examining Popular Culture
SOC 380U	Sports in Society	Examining Popular Culture
WLL 361U	Bestsellers and Blockbusters	Examining Popular Culture

- b. The following courses have been removed from UNST Clusters as part of the comprehensive review of the Popular Culture Cluster (the recommendation for removal was made by the Departments themselves).

COMM 362U	Bollywood Cinema	Examining Popular Culture
COMM 370U	Debate and Forensics	Examining Popular Culture
CS 345U	Cyberculture: The Internet and Popular Culture	Examining Popular Culture
CS 348U	Digital Media and Society	Examining Popular Culture

- c. The Council approved new a FRINQ, titled, “The Challenge of the Great Books,” which will begin in Fall 2016.

2. Program

- a. A large portion of the Council’s work this year has focused on areas of concern identified in the Council’s Freshman Year Experience report (2014-2015), in particular, the need to develop a First Year Mission Statement, a Teaching Award focused on FRINQ, and several key concerns having to do with delivering FRINQ (such as the challenge Departments face staffing a year-long class in UNST and the need to better recognize the demands of teaching FRINQ in the promotion and tenure process of shared-line faculty).
- b. The Council is also currently exploring the question of whether the definition of the UNST Diversity Goal needs to be revised.
- c. All of the above areas of focus have undertaken by a series of UNST Council Subcommittees, each of which includes faculty drawn from stakeholders in the wider university.
- d. In the Spring Term, the Council will review the Chiron Studies program, in particular how its recent shift into UNST is working for both groups.

University Writing Council 2015-2016 Annual Report to the PSU Faculty Senate

From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council

This Committee shall consist of seven faculty members from across the University of whom no more than four would come from CLAS. The Committee shall also have four voting standing members: the Director of Rhetoric and Composition, the University Studies Writing Coordinator, the Director of the Writing Center, and a representative from IELP. Members will serve for two- year terms, with the possibility of continuing. The Committee shall: 1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses. 2) Offer recommendations for improving writing instruction across the university. 3) Initiate assessment of the teaching and learning of writing at PSU. 4) Support training of faculty, mentors, and WIC Assistants teaching writing. 5) Advise on budgeting writing instruction. 6) Act in liaison with appropriate committees. 7) Report at least once a year to the Senate, outlining committee activities.

Committee chair:

Kirtley, Susan (English)

Committee members:

Atkinson, Dean (Biology)
DeWeese, Dan (English)
Jaffee, Daniel (Sociology)
Klein, Charles (Anthropology)
Knepler, Annie (University Studies)
Leon, Kendall (English)
Pickard, Elizabeth (Library)
Spitzer, Linnea (IELP)
Wendl, Nora (Architecture)
Wolf, David (Honors)

Completed Business:

1. UWC members Kendall Leon and Susan Kirtley submitted an Internationalization grant proposal for the project “Internationalizing WR 121,” which would provide additional support for composition instructors and train them to better assist ELL writers.

Ongoing business:

1. At the request of Dean Karen Marrongelle, the University Writing Council is drafting an Action Plan based on last year’s response to the WPA report. The Action Plan, created in collaboration with Associate Dean Matt Carlson, will be submitted to Provost Andrews. The UWC hopes to help implement changes as agreed upon by various stakeholders next year.

2. The UWC is developing workshops and activities to support writing instruction and student writers at PSU. The workshop subcommittee is collaborating with the Office of Academic Innovation to host a workshop on the connection between writing and community-based learning this spring.