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Portland State University Faculty Senate

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Faculty Senate, 6 June 2016

ELECTION OF 2016-17 PSU FACULTY SENATE PRESIDING OFFICER ELECT
ELECTION OF MEMBERS OF STEERING COMMITTEE
DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE FOR THIS ACADEMIC YEAR IS ON 6 JUNE 2016 AT 3:00 P.M. **SHARP**. PLEASE RPROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT. IT IS NECESSARY TO COMPLETE THE BUSINESS OF THE 2015-16 ACADEMIC YEAR. **IF THE AGENDA IS NOT CONCLUDED, THE SENATE MEETING MUST BE CONTINUED ON MONDAY, 13 JUNE 2016, AT 3:00 P.M.**

AT THE JUNE MEETING(S), BUSINESS IS VOTED ON BY THE 2015-16 SENATE; OFFICERS ARE ELECTED BY THE 2016-17 SENATE.

A RECEPTION WILL FOLLOW THE MEETING ON 6 JUNE.

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 text 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.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE

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

The Faculty Senate will meet on **6 June 2016** at 3:00 p.m. in **Cramer Hall 53.**

PLEASE NOTE:
If we do not complete the agenda, the meeting will be continued on 13 June at 3:00.
Senators for 2015-16 vote on motions and amendments.
Senators for 2016-17 vote for POE, Steering Committee, and Committee on Committees.
As part of the *consent agenda* it is proposed:

- **to hear oral reports (items G.1-G.4) at 4:00 regardless of agenda sequence;**
- **to move items E.2 through E.6 to between items D.4 and D.5.**

AGENDA

A. Roll – *objections to consent agenda items must be registered before the end of roll call*

B. * Approval of the Minutes of the 2 May 2016 Meeting – *consent agenda*

C. Announcements and Discussion
* 1. OAA response to March notice of Senate actions – *consent agenda*
2. Announcements by Presiding Officer and Secretary
3. Discussion: writing across the disciplines (S. Kirtley, UWC) – *15 minutes*

NOMINATIONS FOR AND ELECTION OF 2016-17 PRESIDING OFFICER ELECT
NOMINATIONS FOR 2016-18 STEERING COMMITTEE MEMBERS (2)

D. Unfinished Business
* 1. Amendment of Bylaws to update language regarding election of Senate officers
* 2. Amendment of Constitution to add student member to University Writing Council
* 3. Amendment of Constitution to create an Academic Quality Committee
* 4. Amendment of Constitution to establish SPH as a faculty governance division
* 5. Resolution on paying benefits for post-doctoral fellowships
* 6. Review of NTTF for continuous appointments

ELECTION OF 2016-18 STEERING COMMITTEE MEMBERS (2)

E. New Business
* 1. Curricular proposals – *consent agenda*
* 2. Transfer of School of Community Health from CUPA to SPH
* 3. Transfer of Health Systems Management & Policy Programs from CUPA to SPH
* 4. PhD in Epidemiology (SPH)
* 5. MS in Biostatistics (SPH)
* 6. Graduate Certificate in Biostatistics (SPH)
* 7. Course proposal: MGMT 100 (UCC)
* 8. Course proposal: UPA 103 (UCC)

F. Question Period and Communications from the Floor to the Chair

G. Reports from Officers of the Administration and Committees
Reports will be given at 4:00. †indicates written report only, as submitted in the packet.
1. President's Report
2. Provost's Report
3. Report from Interinstitutional Faculty Senate
* 4. Report from Task Force on Emeritus Status for NTTF
* 5. Quarterly Report of the Budget Committee †
* 6. Quarterly Report of the Educational Policy Committee †
* 7. Semi-Annual Report of the Faculty Development Committee †
* 8. Annual Report of the Academic Requirements Committee †
* 9. Annual Report of the Advisory Council †
* 10. Annual Report of the General Student Affairs Committee †
* 11. Annual Report of the Graduate Council †
* 12. Annual Report of the Undergraduate Curriculum Committee †

DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES:
AO, CLAS-AL, CLAS-Sci, CLAS-SS, CUPA, GSE, OI, SBA, SPH, SSW

H. Adjournment

YOU ARE INVITED TO A RECEPTION FOLLOWING THE MEETING

***See the following attachments:**

B. Minutes of the Faculty Senate meeting of 2 May 2016 and appendices – *consent agenda*
C.1. OAA response to Faculty Senate actions for May – *consent agenda*
D.1. Amendment to Bylaws re: Senate officers – *note corrections to the version previewed in May*
D.2. Amendment to Constitution adding student member to UWC
D.3. Amendment to Constitution creating AQC
D.4. Amendment to Constitution establishing SPH as faculty governance division
D.5. Resolution on benefits for post-docs
D.6. Materials relating to continuous appointment for NTTF:
a. Proposed guidelines – *note changes to the version previewed in May*
b. Proposed implementation plan
c. Anticipated amendments
E.1.a-c. Curricular proposals – *consent agenda*
E.2-3.a-b. Transfer of units from CUPA to SPH; Budget Committee statement
E.4. PhD in Epidemiology (SPH)
E.5. MS in Biostatistics (SPH)
E.6. Grad. Certificate in Biostatistics (SPH)
E.7. New course: MGMT 100
E.8. New course: UPA 103
G.4.a-b. Report from Task Force on Emeritus Status for NTTF and data spreadsheet
G.5. Quarterly Report of BC
G.6. Quarterly Report of EPC
G.7. Semi-Annual Report of FDC
G.8. Annual Report of ARC
G.9. Annual Report of AC
G.10. Annual Report of GSAC
G.11. Annual Report of GC
G.12. Annual Report of UC

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
Monsere, Christopher	*CEE*	*2018*
†*Tretheway, Derek*	*MME*	*2018*
Other Instructional (3)		
†Lindsay, Susan	IELP	2016
MacCormack, Alan	*UNST*	*2017*
Camacho (Reed), Judy	*IELP*	*2018*
School of Business Administration (4)		
†Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017
Dusschee, Pamela	*SBA*	*2018*
School of Social Work (5)		
Gioia, Sam (for Cotrell)	*SSW*	*2016*
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
Talbott, Maria	*SSW*	*2018*
Winters, Katie	*RRI*	*2018*

Date: 11 Feb. 2016. New Senators in italics

*** Interim appointment**

† Member of Committee on Committees

NEW FACULTY SENATE ROSTER

2016-17 STEERING COMMITTEE
Brad Hansen, Presiding Officer
_____, Presiding Officer Elect • Gina Greco, Past Presiding Officer
Committee Members: Paula Carder (2017) • Alan MacCormack (2017)
_____ (2018) • _____ (2018)
Ex officio: José Padín, IFS Representative • _____, Chair, Committee on Committees
Richard Beyler, Secretary to the Faculty

******2016-17 FACULTY SENATE (63)******

All Others (8)		
Arellano, Regina	EMSA	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	EMSA	2017
Kennedy, Karen	ACS	2018
Running, Nicholas	EMSA	2018
Blekic, Mirela	*ACS*	*2019*
O'Banion, Liane	TLC	2019
Walsh, Michael	*UHO*	*2019*
College of the Arts (4)		
†Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017
Wendl, Nora	ARCH	2018
Fiorillo, Marie	*COTA*	*2019*
CLAS – Arts and Letters (7)		
Childs, Tucker	LING	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017
†Epplin, Craig	WLL	2018
†Jaén Portillo, Isabel	WLL	2018
Brown, Kimberley	*LING*	*2019*
Reese, Susan	*ENG*	*2019*
CLAS – Sciences (8)		
**Ruedas, Luis (for Elzankowki)*	*BIO*	*2017*
Stedman, Ken	BIO	2017
†de Rivera, Catherine	ESM	2018
†Flight, Andrew	MTH	2018
Webb, Rachel	MTH	2018
Cruzan, Mitchell	*BIO*	*2019*
Mitchell, Drake	*PHYS*	*2019*
Podrabsky, Jason	*BIO*	*2019*
CLAS – Social Sciences (6)		
Gamburd, Michele	ANTH	2017
Schuler, Friedrich	HST	2017
Chang, Heejun	GEOG	2018
**Robson, Laura*	*HST*	*2018*
Luckett, Thomas	*HST*	*2019*
Schechter, Patricia	*HST*	*2019*
College of Urban and Public Affairs (7)		
†Schrock, Greg	USP	2017
Yesilada, Birol	PS	2017
**Gelmon, Sherril*	*HSMP*	*2018*
Harris, G.L.A.	GOV	2018
Messer, Lynne	*SCH*	*2019*
Nishishiba, Masami	*PA*	*2019*
Smallman, Shawn	*I&GS*	*2019*
Graduate School of Education (4)		
De La Vega, Esperanza	ED	2017
*Thieman, Gayle (for Mukhopadhyay)	ED	2017
Farahmandpur, Ramin	ED	2018
Yeigh, Maika	*ED*	*2019*
Library (1)		
†Bowman, Michael	LIB	2017
Maseeh College of Eng. & Comp. Science (5)		
Maier, David	CS	2017
Monsere, Christopher	CEE	2018
†Tretheway, Derek	MME	2018
Recktenwald, Gerald	*MME*	*2019*
Siderius, Martin	*EEN*	*2019*
Other Instructional (4)		
MacCormack, Alan	UNST	2017
Camacho (Reed), Judy	IELP	2018
**Fernandez, Oscar*	*UNST*	*2018*
Carpenter, Rowanna	*UNST*	*2019*
School of Business Administration (4)		
Raffo, David	SBA	2017
Dusschee, Pamela	SBA	2018
Allen, Clifford	*SBA*	*2019*
Sorensen, Tichelle	*SBA*	*2019*
School of Social Work (5)		
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
**Constable, Kate (for Talbott)*	*SSW*	*2018*
Winters, Katie	RRI	2018
Bratiotis, Christiana	*SSW*	*2019*

Date: 23 May. 2016. New Senators in italics

*** Interim appointment**
† Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, 2 May 2016

Presiding Officer: Gina Greco

Secretary: Richard H. Beyler

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

Alternates Present:
Thorne for Jaén Portillo, G. Smith for Talbott, Cunningham for Taylor

Members Absent:
Dusschee, Labissiere, Loney, Monsere, Riedlinger

Ex-officio Members Present:
Andresen, Andrews, Beyler, Connolly, Everett, Fraire, D. Hansen, Hines, Jhaj, Kinsella, Liebman, Marshall, Miller, Moody, Natter, Percy, Reynolds, Sanders, Suarez, Wiewel

A. ROLL

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

B. APPROVAL OF THE MINUTES

As part of the consent agenda, the **4 April 2016 Minutes** were **approved** with minor changes made prior to the meeting, viz., on p. 54, item C.4:

for "6% surcharge" read "plus a surcharge"

for "is by definition … the PI's grant." read "is by definition temporary and rarely lasts for the five years required to become vested in PERS, the postdoc collects no retirement benefit, nor does the benefit return to the PI's grant."

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements by Presiding Officer** *(originally C.4 in the agenda)*

   GRECO announced that the Alumni Association has offered the use of the Simon Benson House for a space for faculty lunch on Tuesdays, starting in October.

   GRECO circulated summaries of table discussions from the Winter Symposium in January: curriculum breadth and depth; equity and inclusion; global/local concerns; wellness [see **May Minutes Appendices C.2.a-d**].

3. **Changes to administrative committees** *(originally C.2 in the agenda)*

BEYLER announced certain changes to administrative committees listed in the Faculty Governance Guide. The appointment of members for three committees that allocated monies from student fees–the Smith Memorial Union Advisory Board, the Academically Controlled Auxiliary Activities Committee, and the Educational Activities Speakers Program Board–would now be the responsibility of ASPSU. (This had already been the case on a trial basis.) The Campus Alcohol and Other Drugs Policy Committee, which had been listed as inactive, would now be discontinued. The Academic and Research Space Subcommittee of the Capital Advisory Committee would henceforth have a faculty member on a regular basis.

GRECO added that for the latter case, this had already been the case informally, but would this would now be a part of the faculty committee appointment process.

4. Modification of Faculty Senate elections process for 2016 *(originally C.3)*

BEYLER deferred this announcement till later in the meeting.

5. Discussion: culturally responsive courses and curricula

GRECO introduced the discussion topic, starting with presentations by several faculty on introducing or modifying syllabi, curriculum, etc., to highlight cultural diversity and responsiveness. [For slides see **Minutes Appendix C.5.a**.]

Kerth O'BRIEN (PSY), in several courses which were not designated "diversity-related" as such, had introduced this kind of material by accretion, because it would have been bad social science not to. In social psychology, there is a discussion of values and assumptions, which means examining whether what happens for one group is true for the wider population. This shows limitations of the field, not to besmirch it, but to inspire a more expansive, inclusive kind of science. Pointing out limitations leads to new questions. In research methods, she discusses whether survey questions are sensitive to some populations more than others. Is informed consent negotiated only at an individual level, or are group involvements taken into account? This is done primarily because it would have been bad social science not to ask these questions. A winter course on social determinants of health included looking at the influences of stress due to prejudice. O'BRIEN acknowledged the help of the Library in designing materials. A potential pitfall is the need for support to recover from mistakes. Making mistakes is part of the learning process; recovering from them leads to better science.

Shirley JACKSON (chair of BST) related experience of curriculum change at several institutions. As new chair of Black Studies at PSU she has revised the curriculum starting winter term. Serving as a member of the American Sociological Association's Departmental Resources Group, she had visited several sociology departments around the country. The ASA has recommended that departments offer a course or series of courses that focus on diversity. JACKSON called on us to prepare students for life outside the university, therefore to include diversity issues in an intentional way in a variety of courses. The Strategic Plan calls for a commitment to equity. Are we really doing this, or leaving it to someone else? We are in a diverse and global environment, and need to serve students in this environment. The speak-out event by student of color and the visit by representatives of the Black Lives Matter initiative showed that these issues are salient

to PSU students. In 2014, one quarter of the population of Portland were non-white; this means that these issues affect essentially everyone in the community.

Jeff ROBINSON (chair of COMM) referred to an exit poll given to majors in Communication. One result is that students are demanding attention to diversity. What do they mean by that? In addition to faculty and student racial diversity, students want pedagogical diversity. They want to see themselves in course materials, exercises, discussions, etc. About two years ago, COMM made some changes which demanded little cost or time. ROBINSON noted that this was not meant to preclude specific investments: in faculty of color, consultants to help faculty re-design curriculum, etc. He also noted that these changes did not ask faculty to move outside their zones of expertise or training. It was not forcing faculty to teach "intercultural communication," or to add topics to already full syllabi. Instead, there was attention to choosing reading materials for concept exposition. Systematically, an effort was made to include (or replace) readings so as to focus on diverse populations. Courses not nominally diversity courses could still include diversity related materials. Thus for an introductory course on content analysis, one could encounter readings that deal only with Caucasian populations; instead, a reading is included that discusses police-civilian interactions among different populations. It promoted a sensitive discussion of fundamental concepts.

Tim GARRISON (chair of HST) was unable to be present, but submitted a brief report on examples of cultural diversity-related curricula in the History Department [printed as **Minutes Appendix C.5.b]**.

B. HANSEN/RAFFO **moved** that the Senate resolve into a **committee of the whole**; the motion was **approved** by unanimous voice vote (at 3:28).

Among the questions raised during the discussion were the response of students to these initiatives, the significance of our changing student profile, and the need to include consideration of these issues beyond the humanities and social sciences.

STEDMAN/CARSTENS **moved** that Senate return to **regular session**; the motion was **approved** by unanimous voice vote (at 3:38).

NOMINATIONS FOR 2016-17 PRESIDING OFFICER ELECT

BEYLER indicated that the POE became Presiding Officer for 2017-18, and then Past Presiding Officer for 2018-19. It was in this sense a three-year commitment. Nominations could also be submitted in writing to the Secretary prior to the June meeting, and also from the floor at the June meeting prior to the vote.

David RAFFO was nominated.

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 **May Agenda Attachment E.1**, were approved, there having been no objection prior to the end of roll call.

2. Undergraduate Certificate in Global Studies

SANDERS, on behalf of UCC, presented the proposed Undergraduate Certificate in Global Studies, brought forward by the Department of International & Global Studies, contained in **May Agenda Attachment E.2**. The certificate originated in a suggestion by the Internationalization Council. It would be an additional credential for students. It comprises twenty credits or, in effect, five courses. At least four courses must be upper-division; one must come from a core of several options; the other four courses are drawn from a list of pre-approved courses from about twenty departments. Other courses, including study abroad and internships, may be included with advisor approval. International Studies majors and minors are not eligible to take this certificate: it is meant to be added to other majors.

CHANG/YESILADA **moved the proposal as given in Attachment E.2**.

RUETER asked how the certificate differed from a minor in International Studies. To answer the question YESILADA recognized Shawn SMALLMAN (chair of IST): the number of credits is lower, and the available courses are diverse. Internationalization Council suggested a way to document international learning that could include students from a variety of majors, e.g., engineering. This was also why it did not include a language requirement. It could overlap with the Global Perspectives UNST cluster. It is meant not to compete with the regional studies certificates: classes were intended to have a global perspective. RUETER wondered why the Foundations of Global Studies course was not included in the certificate. SMALLMAN said that it had been a challenge to keep the number of required courses low. The course in question entailed a great deal of theoretical background, was reading-intensive, and aimed at students in the major. The certificate, conversely, reached out to students across campus. Since courses could be included with advisor approval, one could make an argument to include this course on an individual basis. GAMBURD asked if there a way to move courses on or off the approved list. SMALLMAN said there would be an annual review; however, they wanted courses offered regularly and not 399's.

The **motion was approved** (42 yes, 7 no, 4 abstain, recorded by clicker).

3. Review of Non-Tenure Track Faculty for Continuous Appointments

GRECO said this was a preview of information for an anticipated vote next month.

DeLys OSTLUND (CLAS and WLL), presented the proposed guidelines on behalf of the Task Force on Review of NTTF Faculty for Continuous Appointments. [For slides, see **May Minutes Appendix E.3**; for text of the anticipated proposal, see **May Agenda Attachment E.3**.] OSTLUND noted that there are two types of non-tenure line faculty: fixed term, who are on an appointment for a fixed span of time which is not renewable; and those on a probationary appointment which could be renewed. The proposal does not cover fixed-term faculty [in the former sense]. She emphasized that this discussion is not to be confused with the discussion around tenure for teaching-intensive faculty. There are two primary sources for the document created by the Task Force: the language of Article 18 [from collective bargaining], and the faculty P&T [promotion and tenure] guidelines. Only the highlighted language in the document is thus open for debate; other

language has already been approved. The Task Force held two public forums and also distributed a survey.

OSTLUND reviewed the three stages of the proposed process. First, NTTF faculty on a probationary appointment would be reviewed annually. A milestone review would then occur in year six. Following that, there would be evaluation every three years. Annual reviews prior to the milestone would document and evaluate faculty contributions, and provide developmental feedback aiming at the milestone review. Feedback indicated considerable diversity in what NTTF faculty are doing across campus, and it was intended that the review process acknowledge that. The milestone review, at year six, would determine whether faculty would receive continuous appointment. It would be consistent with contractual obligations, such as classroom activities or contributions to the curriculum, and also include possibility for peer evaluation. OSTLUND noted that the committee included both NTTF and tenure-line faculty; they all felt that review committees needed to include (at least one) NTTF faculty member. Provision was made for departments that did not have more than one NTTF faculty. After the milestone review, the process would be comparable to post-tenure review, but every three years.

OSTLUND referred to the two documents submitted [in the packet]: one the general review procedure, the other an implementation plan for NTTF faculty already on campus. This latter group included those who had already been promoted, and would be grandfathered in; those who had been here six years with at least four positive annual reviews, who would also be grandfathered in; and those who had been here for six years but had not been evaluated, who would have a cumulative review.

OSTLUND indicated that the Task Force believed there were still questions which needed discussion. One was the issue of diversity and equity. Another was the issued of post-review professional development.

BOWMAN suggested changing language about materials for review which seemed restricted to instructional activity: this did not apply to all NTTF, for example, clinical professors or professors of practice. OSTLUND took note of this for the Task Force.

B. HANSEN called attention to the provision on p. 2 [of Attachment E.3] that time assigned to university, community, and professional service shall not exceed 10%. OSTLUND commented that this language had come out of bargaining, not from the Task Force. B. HANSEN wondered how closely this would be enforced.

DONLAN was curious about why there was not explicit reference to Faculty Senate service in criteria for evaluation. OSTLUND responded that the criteria included what people were required to do, but also allowed inclusion of activities that they opted to do as part of their service. DONLAN hoped that we could encourage NTTF to participate in Senate without penalizing them.

GRIFFIN observed that for tenure-track faculty the process includes “excellence” in at least one of the categories of review. He asked if there is a similar criterion of excellence for continuous appointment: what is the expected level of evaluation. OSTLUND said that was a good question. GRECO said that this would depend on departmental guidelines: the university as a whole does not tell departments how to evaluate people. GRIFFIN reiterated that the university specified “excellence” [in tenure cases].

OSTLUND responded that the document was intended to be as broad as possible, allowing individual units to make more specific recommendations.

A question was asked about faculty who have joint appointments or who move their departmental home: where would they be reviewed. THIEMAN, a member of the Task Force, answered that they took the language of the collective bargaining agreement [on this point] as given. OSTLUND added that this could be decided by the department. LIEBMAN noted that the wording here is a supplement to the wording of the contract; the union does not have the power to write promotion and tenure guidelines, but acts as a steward to make sure they are in keeping with the rest of the contract. He felt it would be wise to include protections for someone who changes from one department or school to another, to ensure that reviews are fair and that favorable reviews are acknowledged.

LIEBMAN also noted that these guidelines, once approved, would also undergo a final review by AAUP to make sure they are compatible with the negotiated contract. GRECO added that the contract deals with process; it is the departments that set expectations and write guidelines; she urged departments to take that role seriously. LIEBMAN agreed that the contract was mainly about procedure; what remained was to write evaluation criteria of an academic portfolio

THIEMAN asked whether Senate wanted a statement about what departments might include in their guidelines. Language that departments "should" include items was meant to apply university-wide. GRECO noted that any changes in language to the guidelines would require amendments [to the main motion]. BEYLER circulated several possible amendments which had already been received, and noted that further proposed amendments could be sent in advance of the June meeting or made at the meeting. GRECO asked that, if possible, amendments be send in advance.

4. Proposal to amend Constitution to establish an Academic Quality Committee

GEORGE reported from the Task Force on Academic Quality [TAQ]. [See slides, **May Agenda Attachment E.4.b**.] TAQ was initiated about two year ago as a result of collective bargaining. The original charge was to consider expectations for various kinds of faculty activities given the mission of PSU, characteristics of the student body, resources, etc. TAQ in its first year "flipped around" its understanding of the charge, and decided to ask first what faculty think constitutes academic quality. They distributed a survey, which had a good response rate. TAQ analyzed the survey and conducted a literature review, and thereupon settled on several aspirational practices as well as several recommendations connected with these.

GEORGE said that another task this year was to consider whether this committee should become a standing committee. Borrowing imagery developed [last year] by Mark JONES: the university has to respond to budgetary considerations as well as external forces, which have clear metrics such as dollars, student credit hours, etc. What's less clear is the indicators for academic quality. There is a sense of dread that we might, for example, seek to increase [easily measurable] graduation rates but at the expense of academic quality. The suggestion of TAQ is to develop a dashboard to monitor aspects of the academic experience for faculty and students, and use this to help manage the university. This monitoring would be the function of a proposed standing committee. It would administer a biannual survey of faculty, digest the information, make

recommendations to the Faculty Senate, and involve other committee in examining particular issues in more detail.

Annabelle DOLIDON (WLL) discussed several aspirational practices that had been identified by TAQ working in subgroups [see **May Agenda Attachment E.4.b**]. These arose from faculty survey; TAQ considered what other committees might already be working on them and how they connected to the Strategic Plan; and offered preliminary recommendations. 1) Undergraduate research was linked to the Strategic Plan goal of elevating student success. TAQ recommended creation of an ad hoc committee to advocate this issue. 2) They recommended, similarly, looking at graduate student experience. 3) Student writing is already being looked at by a university committee; TAQ emphasizes writing in the disciplines, and favors the re-establishment of the writing intensive course curriculum in some form. 4) Interdisciplinary research and teaching is also part of the Strategic Plan. TAQ sees this a potential domain of excellence for PSU. They suggest, inter alia, working with the Library to create more supports. A project like ReThink might be a way to foster interdisciplinary research and teaching. 5) Support for faculty activities was, in part, discussed on contract negotiations ongoing the time, and thus now, in part, already addressed. Other initiatives include writing support for international faculty; possibility to re-arrange teaching to allow terms off; etc.

TAQ's overall recommendation, DOLIDON continued, was to create an Academic Quality Committee, with a charge as given in **May Agenda Attachment E.4.a**. The committee would continue to monitor these aspirational practices, in cooperation with other relevant committees, and maintain the dashboard as described above.

GIOIA wished to see more about development of instructional practices and support for faculty to remain current with instructional practices. GEORGE responded that the list was not meant to be exclusive; other concerns could be added and it did come up in the survey. GIOIA said that the change [from the survey] seemed dramatic. GEORGE said that the process was integrative and would work on several different things.

5. Creation of an Ad-Hoc Committee on Liberal Education

GRECO reminded senators that several Senate discussions in winter and spring, as well as the Winter Symposium, were devoted to this topic. Steering Committee brings a motion [**May Agenda Attachment E.5**] to create a five-person ad hoc committee to address questions: What skills and outcomes should a successful undergraduate demonstrate? How will we assess quality in this area and respond to this assessment? Do our stated general education goals and campus-learning outcomes reflect our sense of what liberal education should encompass? What should be we doing differently to enhance our students' liberal education experience, to make it more meaningful and engaging? How can we involved faculty across campus in this effort? How do we evaluate transfer students and ensure their successful transition?

PERLMUTTER/SCHULER **moved the motion as given in May Agenda Attachment E.5**.

LIEBMAN/MAIER **moved an amendment** to interpolate "PSU" between the words "successful" and "undergraduate" in the first bullet point. The amendment was **approved** by unanimous voice vote.

ELZANOWSKI asked if the term "liberal education" been defined. GRECO said, yes it was, last month. It is not liberal economics or liberal politics; it is not only the humanities. It is a combination of breadth and depth; the depth comes from the major; the breadth comes typically from general education, including aspects of knowledge, ways of thinking, and ways of knowing that the university decides are important for students.

SCHROCK asked if the charge is discrete, for one year, or will it become a standing committee. GRECO said that it is starting with the idea of a one-year charge. The plan is for someone from AQC (if approved) to sit on this committee. It will look at defining and evaluating liberal education; specific proposals would then come forward for a vote.

The motion as amended was **approved** (42 yes, 7 no, 5 abstain, recorded by clicker).

6. Pre-baccalaureate certificate option

MACCORMACK, chair of ARC, presented the proposal as contained in **May Agenda Attachment E.6**. He noted, as background, that PSU currently has options for undergraduate, post-baccalaureate, and graduate certificates. This proposal would provide an option for students to take a certificate without being a degree-seeking student at PSU; it would also allow students seeking a degree to receive a certificate before graduation. UCC and EPC have both reviewed and approved this policy change. ARC had waited to see if there would be a concrete program proposal. The Geography Department, he understands, might have done so with their GIS undergraduate certificate proposed last January, but the option was not then available. Unlike various informally designated "certificates" apparently in existence, proposals would now have to undergo the curricular review process. There would be a minimum of sixteen credits for a pre-bacc certificate, with three-quarters taken at PSU. Departments could add further requirements. MACCORMACK clarified that financial aid would not be available for non-degree-seeking students. The proposal was aimed, in part, at addressing the apparently proliferation of informal, non-transcriptable so-called "certificates." He knew of interest from SBA and, as noted, Geography.

STEDMAN/RUETER **moved the motion as given in May Agenda Attachment E.6**. The motion was **approved** (38 yes, 7 no, 5 abstain, recorded by clicker).

KENNEDY asked if other Oregon universities offered pre-bacc certificates. MACCORMACK answered that OSU has something equivalent to this proposal; U of O does not. He was not sure about the other campuses. He suggested that OSU, in comparison to U of O, had more technical programs in which a certificate might be valuable to students before graduation. His thought that PSU's urban situation might mean more students here interested in discrete programs.

RUETER stated that the proposals for certificates from ESM, submitted last fall, originally had a pre-bacc option in mind. Is there a path to get them approved now? MACCORMACK said that this would have to go through the curricular review process, but he guessed it would be largely pro forma. RUETER questioned whether pre-bacc was the best name. MACCORMACK replied that they wanted to be able to preserve the option for certificates to be awarded only with graduation. The discussion had been ongoing for two years, and he had not heard a better suggestion. GRECO thought it was

not necessary that the certificate itself say "pre-bacc"; it would simply be a "certificate in XYZ." Right now there is no way to give someone a certificate of whatever kind unless they are already getting [or already have] a degree.

WEBB wondered if it is labelled as post-bacc, does that mean that someone already with a degree cannot go back to get the certificate? She also wondered if there is a time limit on achieving the certificate. MACCORMACK answer regarding the second that there is no overall limit, but departments may include limits in their proposals. BACCAR said in regard to the first question that this option as such would not prevent someone with a degree from pursuing the certificate: it simply becomes available to students prior to graduation. Regarding the second question, she noted that curricular requirements in general are subject to the seven-year catalog rule.

BLUFFSTONE inquired whether certificates of completion would need to meet the standard requirements for credit hours, contact hours, etc. MACCORMACK observed that BACCAR was nodding her head, but said that he did not understand the question. BLUFFSTONE explained that he was asking whether or not there would be anything special about the courses in these programs. MACCORMACK answered that the programs would have to go through the regular curriculum approval process: we were talking about normal credit-bearing courses, now transcripted in a new way.

CLARK asked if post-baccalaureate certificates were available on the same model. MACCORMACK said they already existed. Certificates could be available on multiple sets of requirements. BACCAR clarified that for a post-bacc certificate, the department requires that the student already have a degree. CLARK observed then that just the name "certificate" is not sufficient. BACCAR stated further that terms such as "post-bacc" are primarily internal, defining which students are eligible.

ARELLANO was concerned about quality control, particularly for students who may not have any college experience. She alluded to the prior discussion about writing and math ability. She also wondered whether earning just a certificate and nothing else would enhance a student's possibilities in the job market. MACCORMACK saw two parts to the question. Are we getting into competition with the community colleges? The specific proposals so far have comprised 300- and 400-level courses, some with specific prerequisites. The UCC needs to consider the value of the proposal to the students. He did not see how to write this as a general rule; it would be necessary to rely on the judgment of Senate and its curricular committees.

INGERSOLL stated that while she is a member of ARC she does not support this particular proposal. One reason is that she does not see any way to distinguish what kinds of certificates can be approved as undergraduate certificates [requiring a degree] or as pre-bacc certificates [not requiring a degree]. MACCORMACK wondered whether that was such a terrible thing. GRECO stated that she recognized the quality issue, but noted that specific proposals generally included upper-division courses and would require Senate review. She noted also that federal loans would not be available for students in such programs. MACCORMACK observed that you needed to be a degree-seeking students to received financial aid stated that the university would be guarded in how it promotes these programs. "How?" someone interjected. BACCAR said that it would be up to departments to stipulate requirements for students to take a given certificate

program, e.g., that they be degree-seeking students. In the curricular approval process, they should indicate why it would be appropriate to open it to non-degree students or not.

LAYZELL was in favor of certificates because people seeking them perhaps just want to be happy and may not care directly about career issues. He understood quality issues, but assumed this could be taken care of with careful wording. He was in favor of people coming and studying stuff. MACCORMACK observed that we have a broad community and said it is important to draw them [in].

KENNEDY, along with other advisors, expressed concerns about the struggles of students. What about a student who is non-admissible as a college student, but would nevertheless be trying to get a certificate. What are the standards for creating these certificates? How will this apply to academic standing policy? It could be that, like MOOCs, the certificates will attract mainly college-educated people who want to add certificates. But she wondered if people concerned about their economic situation would think: "I'll just go to PSU and get a certificate; it'll be a cinch," come here, and then flounder. They will be accumulating debt.

THIEMAN, as a new member of Senate, appreciated the different perspectives on this motion. She is intrigued by the idea that this is another way for the university to serve the community. There are many people who would like to come to the university but who are not interested in getting a degree. They want to expand their horizons. Non-traditional students add to diversity and richness of the classroom experience. GIOIA added that universities are traditionally not serving a public need, and this is one of the reasons for the rise of private colleges. He would like us to be part of that, in a responsible way, rather than allowing it to be the Wild West.

The motion was **approved** (34 yes, 16 no, 2 abstain, recorded by clicker).

GRECO, observing that the vote was relatively close, proposed that the advisors formulate a note explaining to students and faculty what these certificates are and what they are not.

[NOTE: Because items E.7 through E.9 below were fundamentally similar in character, they were introduced all together.]

7. **Change from division to department for Criminology & Criminal Justice**
8. **Change from division to department for Political Science**
9. **Change from division to department for Public Administration**

PADIN presented the recommendation of EPC to approve motions given in **May Agenda Attachments E.7, E.8, and E.9**. These proposals change current divisions within the Hatfield School (within CUPA) into departments. He characterized the proposals as thorough and persuasive, and embodiments of faculty governance in action. He stated that the cover letter from Dean PERCY could be passed on from EPC verbatim. There had been two years of conversations within CUPA, in order to preserve valuable characteristic of the Hatfield School. PADIN said that EPC views the proposals as preserving the goals and mission of the Hatfield School, and as providing for more effective administration, with the department chairs reporting directly to the dean and allowing more effective faculty participation in shared governance. From EPC perspective the proposals were a model.

The Budget Committee evaluation of these three proposals was circulated [see **May Minutes Appendix E.7-9**].

HARMON/YESILADA **moved the motion given in Attachment E.7** to change the Division of Criminology & Criminal Justice to a Department. The motion was **approved** by voice vote.

YESILADA/SCHROCK **moved the motion given in Attachment E.8** to change the Division of Political Science to a Department. The motion was **approved** by voice vote.

YESILADA/SCHROCK **moved the motion given in Attachment E.9** to change the Division of Public Administration to a Department. The motion was **approved** by voice vote.

[NOTE: Because items E.10 and E.11 below were fundamentally similar in character, they were introduced together.]

10. Move of Department of Economics from CLAS to CUPA
11. Move of Department of International & Global Studies from CLAS to CUPA

PADIN presented the next two proposals, also of a kind, to transfer of two departments from the College of Liberal Arts and Sciences to the College of Urban and Public Affairs: viz., the Department of International and Global Studies and the Department of Economics. The arguments in both cases were similar. The self-determination of the departments in question was positive, PADIN stated, as was the buy-in from the sending and receiving deans. Both departments are essentially saying that the move is to a more favorable ecosystem: they would rather be fish in a smaller than in a larger lake. EPC was recommending both proposals.

The Budget Committee evaluations of these two proposals were circulated [see **May Minutes Appendices E.10 and E.11**].

GRECO reminded senators that last month Provost ANDREWS had shared the MOU's [memoranda of understanding] that underlay the proposals.

RAFFO/CARSTENS **moved the motion given in Attachment E.10** to transfer the Department of Economics to CUPA. The motion was **approved** by voice vote.

YESILADA/ARELLANO **moved the motion given in Attachment E.11** to transfer the Department of International and Global Studies to CUPA. The motion was **approved** by voice vote.

BEYLER now made the announcement deferred from earlier regarding faculty elections. These had been postponed till now, pending the result of these votes. They would now occur, taking into account the departmental moves just approved. It was asked whether this would changed the representation in senate. BEYLER said yes; due to proportion of one senator per twenty faculty, and the rounding up or down of the changed numbers in each division, there would be one additional senator. This difference was one of several reasons that the faculty senate election had been delayed.

12. Proposal to amend Constitution to add student member to University Writing Council

GRECO introduced the proposed amendment, **given in May Agenda Attachment E.12**, to add a student member to the University Writing Council. Since it is a constitutional change, a preview is required this month for a vote next month.

DE LA VEGA asked if the student member would be a graduate student. GRECO said the proposed motion did not specify either way. She added that it was possible to propose amendments prior to the vote next month.

13. Proposal to amend Constitution to establish School of Public Health as a faculty governance division

GRECO introduced the proposed amendment, **given in May Agenda Attachment E.13**, to establish the School of Public Health as a faculty governance division. The School of Public Health itself had already been created a year ago; it does not yet exist in the Faculty Constitution. Since it is a constitutional amendment, it is being previewed this month.

14. Proposal to amend Bylaws to update language regarding election of Senate officers

BEYLER said that the proposed amendment to the Bylaws [see **May Agenda Attachment E.14**] was to bring the Bylaws into accord with the provisions of the Faculty Constitution. One substantive change was to add the faculty member of the PSU Board of Trustees as an ex officio member of the Steering Committee. GRECO noted that this addition would keep open channels of communication between the Senate and the Board. De facto, since HINES has also been senior IFS representative, the faculty Board member was ex officio in Steering, but this would not always be the case.

GEORGE asked if there was a change to the Chair of Committee on Committees as an ex officio member of Steering. BEYLER clarified, no.

D. HANSEN brought attention to an inconsistency between the proposed changes and the proposed final text. GRECO ruled that this was a typographical correction, not requiring an amendment, which would be fixed prior to the vote next month. D. HANSEN also asked whether the term "ex officio members" meant that they would have voting members. GRECO stated that the past practice was that the ex officio members in Steering were non-voting members. D. HANSEN asked for clarification. GRECO stated that this could also be clarified prior to the vote next month.

GRECO asked that any proposed amendments to the above be sent in writing, if possible, before the June meeting.

F. QUESTION PERIOD AND COMMUNICATIONS FROM THE FLOOR

WENDL, on behalf of a colleague in COTA, Eliza GREENSTADT, submitted the following question to Provost ANDREWS:

These questions seek information and background related to faculty teaching loads. A Joint Task Force is examining a proposal that tenure be awarded for teaching-intensive faculty, so it will be necessary to establish the existing standard load. The rationale behind the answers to these questions is welcome.

1. What is the standard teaching load across campus for tenure-track faculty?

> This request is for information on standard teaching loads, as indicated in policy documents, not on individually negotiated employment contracts. To instantiate the answer, we request any and all policy documents the university has approved involving the teaching load for tenure-track faculty. There is evidence that individual schools and colleges have implemented guidelines, by-laws, and handbooks for chairs that cite a range from 24 to 30 credits per year. Other documents cite the number of courses to be taught. Currently, tenure-track faculty in some colleges and schools teach fewer credits than in others. We would like to know if there is a standard teaching load that department heads would be authorized to initially offer a candidate for tenure-track employment.
>
> 2. What percentage of time should a tenure-track faculty member spend on scholarship, teaching, and service respectively?
>
> Again, the request is for any and all policy documents that the university has approved identifying the percentage of time faculty should devote to different responsibilities required of a tenure-track position. The responsibilities we refer to are scholarship, teaching, and service. In the absence of such policies, the administration's perspective on this matter is requested, observing that the vote was relatively close, proposed that the advisors formulate a note explaining to students and faculty what these certificates are and what they are not.

B. HANSEN recognized GREENSTADT to provide some background. GREENSTADT said that she had assumed, during fifteen years of working at PSU, that there was a standard teaching load for faculty, unless there was an individually negotiated deal upon hiring. When recently moving from one college to another, she discovered that this was not true: there variations among colleges and even within units, with variations from 24 to 30 credits per year. The second part of the question, GREENSTADT said, related to proportions of teaching, service, and research regarded as standard. It could be that faculty in different disciplines might be different types of teaching. Behind this question was also the possibility of tenure for teaching-intensive faculty.

ANDREWS had prepared some initial remarks, and would submit a more comprehensive statement [printed as **May Minutes Appendix F**]. She recognized that the task force, voted on as a result of the administration's and AAUP's negotiations, would probably ask these and similar questions. She would respond as best she could today, but also ask that we gather relevant information in the context of the task force's work. Providing consistent information would be helpful, and hence she hoped the questions would be refined.

Answering the first question, ANDREWS stated that there is not a standard, university-wide policy about teaching load for faculty members. At this time, it is not possible provide the relevant college policy documents, but she will ask for these documents and report back to Senate and the task force. To the second question, ANDREWS said that she would again ask for deans and department chairs to provide further information. Her opinion, however, was that she did not think there should be a campus-wide uniform policy on the percentage work assignments [for teaching, research, and service] for all tenure-track faculty. She concurs with the P&T guidelines, which have been approved by Faculty Senate, stating that faculty can contribute to the university in varying proportions. Statements of this kind can be found

in various sections of the P&T guidelines, which she illustrated by reading several sections. ANDREWS said that these would also provide these in her written statement. ANDREWS believed that her view was consistent with the view, which had been approved by Faculty Senate, that it is up to colleges and departments to determine deployment of faculty talent.

GREENSTADT asked how this applied to persons who have a higher teaching load than others in their unit. Could she request course releases, for example? ANDREWS said that understood the P&T guidelines to say that individual faculty decide this on their own; they could, however, make such requests based on departmental and college criteria.

LIEBMAN observed that some departments have very explicit tallies about various activities which could result in a reduction of teaching load.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President's Report

In the interest of time WIEWEL waived his report.

2. Provost's Report

[For written comments from the Provost, see **May Minutes Appendix G.2**.]

ANDREWS thanked O'BRIEN, JACKSON, and ROBINSON for the presentation earlier in the meeting. She viewed it as important for Faculty Senate and the curriculum committees to continue to discuss this issue.

She made her plea for faculty to attend Commencement on June 12th; it is part of the contract for tenured faculty member. The Provost's Graduation Challenge is that she will throw a party for the department with the greatest participation.

The following reports from committees were accepted as given in Attachments to the May Agenda:

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**

In the interest of time, the oral presentation from UWC was deferred till next month.

H. ADJOURNMENT

The meeting was **adjourned** at 5:18.

2016 Winter Symposium
Table Discussions/ Input on
Curriculum Depth and Breadth

Scope of the Discussion:

A large part of discussion focused on how we should define breadth for our student body, the financial and societal contexts that can make breadth a difficult sell to students, and the importance of making the curriculum relevant to our students' needs and experiences. In terms of academic content, discussion was fairly general, noting the value of balancing knowledge with skills, and providing content related to life, citizenship and career. Quite a bit of discussion explored ways to structure the curriculum and design pedagogy to meet these goals, including the importance of transparency, and the use of interdisciplinary approaches, team work and community engagement. Finally, there was much attention focused on how to address challenges posed by students' increasing lack of college readiness and financial impediments. Many of the topics and suggestions that emerged from the discussion fall within the purview of Faculty Senate and will thus be the basis for future senate activity.

Faculty Senate Action:

- The Faculty Senate held a discussion about liberal education (February 1, 2016 Senate meeting).
- The Faculty Senate Steering Committee proposed that the Senate approve a Task Force on Liberal Education to explore these issues further (vote at May 2, 2016 Senate meeting). Their charge will be to suggest proposals for improving curriculum and pedagogy. As incoming Presiding Officer, Brad Hansen will sit on the task force as an ex officio member.

Intersections with the Strategic Plan:

The themes and suggestions that emerged from the discussion intersect, either directly or indirectly, with initiatives in Goal 1, Elevate Student Success; Goal 2, Advance excellence in teaching and research; and Goal 3, Extend our leadership in community engagement. Much of discussion focused on improving student success by making the curriculum relevant to students' needs and experiences, developing curriculum around local-global intersections, and providing students with the tools needed for success in life, in society and in careers (Goal 1, 1.3, 4.1, 4.3, 7.2). There was also considerable discussion about using pedagogy that is responsive to our students' diverse experiences and incorporates a variety of high-impact practices (Goal 2, 1.5, 2.3; Goal 3, 3.2). As indicated below, other themes address different aspects of these three strategic goals.

Themes:

First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. How should we define breadth? (19):

Many symposium participants felt that we should take into account student needs, student interests, and real world relevance when we define what the breadth of the curriculum should include. For some, relevance focused on career development and employer needs, while for others, relevance was related to our current global context, and for yet others, it was important to acknowledge the value of breadth in and of itself. A number of participants focused on the challenge of communicating the value of a broad liberal education in the current economic context. (Goal 1, 1.3, 4.1, 7.2; Goal 2, 2.3)

2. What should we teach? Academic content/ subject matter (23):

Participants explored the question of what content we should provide to students, as future citizens, employees and human beings. A number of comments focused on the need to address global issues, and several emphasized the value of connecting global with local concerns. Some argued that, in our interconnected world, dichotomies between humanities and science, skill and content, career prep and personal development, etc. are false divides and that we need to change the conversation. (Goal 1, 4.1, 4.3, 7.2; Goal 2, 2.3)

3. How should we structure the curriculum? What should be our focus? (27):

There were questions, but not necessarily answers, about how structured or open the curriculum should be, and a reminder that we should make decisions based on data and best practice. Some participants sought a balance of skills and content, others felt that the focus should be more on liberal arts content, another suggested using minors to develop skills. Many comments endorsed an integrated, interdisciplinary approach as a way to make connections, including connections between skills and content, and as a way to engage students. A tension was acknowledged between using the first two years to build a foundation for learning, while the majority of students enter PSU as juniors. And there were a few question about whether the traditional structure of 180 credits, etc., makes sense. (Goal 1, 1.3, 2.3, 4.1, 7.2; Goal 2, 1.5; 2.3)

4. Pedagogical and curricular transparency/ Importance of being explicit (18):

Many participants spoke of the value of transparency in different aspects of curriculum and pedagogy, arguing that we should explicitly address the utility of general education and cross-disciplinary study, and establish clearly the relevance of the curriculum and its applicability to life, citizenship and career. (Goal 1, 2.2, Goal 2, 1.5, 2.3)

5. Pedagogical practice (21):

In addition to arguing for greater pedagogical transparency, underscored the value of four elements of curricular and pedagogical design: building in connections between people (student-student/ student-teacher/ etc.), developing critical thinking, assigning effective teamwork and requiring community-based experiences. (Goal 1, 4.1, 4.3; Goal 2, 1.5, 2.3; Goal 3, 3.2)

6. Extracurricular Experiences (7):

Several suggestions were made to help extend learning beyond the classroom, including designing class schedules that create opportunities for increased student interaction, creating more social

spaces, and using more team assignments. As one participant noted, breadth can come from contact with other students, yet that contact is not easy to find at PSU. (Goal 2, 1.5)

7. Career exploration and life advising (7):

Several participants spoke of the importance of career and life advising. Others argued for a career exploration experience for every freshman. (Goal 1, 4.1, 5.5; Goal 3, 3.1, 3.2, 3.3)

8. Study abroad (5):

Some participants spoke to the value of study abroad and the need to provide students with access to quality programs that can be integrated with their major. (Goal 1, 7.1)

9. College preparedness/ skill building (19):

A number of participants spoke about the lack of college readiness among students, and our need to meet them where they are and find ways to address their needs without stigmatizing them. Suggestions included creating short, skill-based courses (4 weeks), scaffolding those (and other) courses, to help students improve their skills, particularly in writing. (Goal 1, 1.3, 5.5; Goal 2, 2.3; Goal 3, 1.3)

10. Helping students move out of their comfort zone (6):

Some participants spoke about the importance of challenging students to question their assumptions and boundaries, while others noted that our students already come with a variety of life experiences, and perhaps they don't need us to push them in this way.

11. Financial concerns/ impediments (19):

A number of comments focused on the practical and economic problems that our students face. Some people argued for a need to address students' basic needs, by making resources more accessible, lobbying the legislature on students' behalf, etc. Other participants noted the challenge of interesting students in some coursework if it requires paying for classes that don't seem relevant to their future career. (Goal 1, 1.4, 4.3, 5.4)

12. Miscellaneous (13)

2016 Winter Symposium
Table Discussions/ Input on
Equity and Inclusion

Scope of the Discussion:

The majority of discussion focused on the need for cultural competence training, and how to ensure equity and inclusion in the curriculum and classroom. Three leitmotifs run through the comments: this is important; this will be time and labor intensive; significant support will be required from the administration to address these issues and implement any initiatives. The topics and suggestions that emerged from the discussion (outlined below) align better with the charge of the Diversity Action Council than that of a future Senate Task Force on Liberal Education.

Faculty Senate Steering Committee Action:

- The Faculty Senate Steering Committee forwarded these summaries and notes to (1) the Diversity Action Council, and (2) the provost, so that she can share with other groups whose work on Strategic Plan Initiatives aligns with these topics.
- The Faculty Senate invited members of the Diversity Action Council to introduce and lead a discussion about cultural competence (March 7, 2016 Senate meeting).
- Faculty Senate looks forward to working in partnership with the DAC to respond to the needs of our student body.
- The Faculty Senate invited faculty who have recently changed their curriculum to make it culturally relevant to share their experiences and lead a discussion about curriculum (May 2, 2016 Senate meeting).

Intersections with the Strategic Plan:

The themes and suggestions that emerged from the discussion intersect, either directly or indirectly, with all 7 initiatives of Goal 4, Expand our commitment to equity. The most direct overlap is with initiatives 1.1, 1.3, 1.4 and 3.2; however, initiatives 1.2, 2.1 and 3.1 are all actions that were implied by the discussion and would be necessary to support, monitor and/or assess success in this area. There were also intersections with Goal 1, Elevate student success, initiatives 1.3, 3.1, 3.2, 5.3, 7.3 and Goal 2, Advance excellence in Teaching & research, initiatives 1.5, 1.6, 2.3.

Themes:

First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. Cultural competence training (54):

Many symposium participants expressed a desire for professional development/ training opportunities in cultural competence/ equity and inclusion. While there were different views as to whether such training should be mandated or incentivized, there was strong agreement that it would require institutional support. There was also significant recognition that finding time for training will be difficult. (Goal 4, 1.1; also Goal 1, 3.2 and Goal 2, 2.3)

2. Pedagogy and classroom climate (33):

There were a number of specific suggestions for creating equity/ inclusion/ cultural competence in the classroom environment, and examples of effective pedagogical practices. These would be items to consider in the development of any cultural competence training. (Goal 1, 1.3; Goal 2, 2.3; Goal 4, 1.1, 3.2)

3. The importance of defining and assessing equity (22):

There was broad acknowledgement of the need to track and analyze data and then make evidence-based decisions to improve equity and inclusion on campus. (Goal 4, 1.3; also Goal 2, 1.5, 1.6)

4. Extracurricular/ Advising/ Outreach (17):

Outside of the curriculum and pedagogy, there were comments, questions and suggestions about campus resources, campus life, and also about the role of faculty beyond teaching. One strong theme was the importance of personal outreach and a caring environment. (Goal 1, 3.1, 3.2, 5.3, 7.3; and Goal 4, 1.1)

5. The curriculum (11):

There were a number of comments recognizing the importance of ensuring equity/ inclusion/ cultural competence in the curriculum. Questions also emerged, such as: How do we get there? Where do we get the time? It was noted that the responsibility must be shared, that institutional support is required. (Goal 4, 1.1, 3.1, implies 3.2; also Goal 1, 1.3 and Goal 2, 2.3)

6. The different roles of students, faculty, student support, administration (7):

There were different ideas about the roles and responsibilities different members of our community, with comments focused mostly on process.

7. Heritage language speakers (4):

There were some comments and questions about whether we do enough to recruit and retain students who have grown up in two cultures and two languages. This topic seems to have come up elsewhere during the day—so these comments might be moved.

8. Miscellaneous (7)

2016 Winter Symposium
Table Discussions/ Input on
Global and Local Concerns

Scope of the Discussion:

The scope of discussion included curriculum, pedagogy, extracurricular opportunities for students, and faculty development. After exploring the varied connections between local and global, the majority of comments focused on ensuring a global/ international perspective in the curriculum, recognizing the value of language learning for a broad spectrum of life and career pathways, and supporting faculty development of pedagogical techniques that foster intercultural/ global competencies. Participants highlighted the rich cultural diversity on campus, and proposed that we find more ways to foster multicultural interactions outside of as well as inside the classroom. Finally, participants recognized the need to hire and retain faculty from diverse cultures and backgrounds.

Faculty Senate Action:

- The Faculty Senate held a discussion about liberal education (February 1, 2016 Senate meeting).
- The Faculty Senate Steering Committee will create a Senate Task Force on Liberal Education to explore these issues curricular and pedagogical issues further (vote May 2, 2016 Senate meeting). Their charge will be to suggest proposals for improving curriculum and pedagogy. As incoming Presiding Officer, Brad Hansen will sit on the task force as an ex officio member.
- The Faculty Senate Steering Committee will forward these summaries and notes to (1) the Office of International Affairs, (2) the Diversity Action Council, and (3) the provost, so that she can share with other groups whose work on Strategic Plan Initiatives aligns with these topics.

Intersections with the Strategic Plan:

The themes and suggestions that emerged from the discussion intersect, either directly or indirectly, with initiatives in Goal 1, Elevate Student Success; Goal 2, Advance excellence in teaching and research; Goal 3, Extend our leadership in community engagement; and Goal 4, Expand our commitment to equity. Most discussion focused on improving student global awareness and competence, and their appreciation of the diversity of global-local connections, through curriculum, language and culture learning, pedagogical practice, international experiences and internships. As indicated below, the themes addressed different aspects of these four strategic goals.

Themes:

First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made

about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. Connections between local and global (15)

A number of comments highlighted the connections between local and global from different perspectives: many domestic companies are in fact global, many local businesses have to interact with other nations, global issues (such as sustainability, nuclear power) can be linked to local concerns, etc.

Curricular (56), divided into general curriculum and student outcomes (25); language and culture (17); work/study abroad (14).

2. Curriculum and Student Learning Outcomes (25)

Multiple symposium participants spoke to the importance of integrating a global perspective into both general education and the majors, in both course content and scholarly approaches. One participant proposed including international experience on degree maps for seamless understanding of outcomes. It was suggested that the university help departments understand what global competency means through both an institutional statement of support and resource allocation. (Goal 1, 1.3, 4.1, 4.3, 5.5, 7.1, 7.2; Goal 2, 1.5, 2.3; 3, 3.1, 3.2; Goal 4, 1.1, 3.1, 3.2)

3. Language and Culture

Comments focused on the primary role of language and culture in global competence, noting that they are important not only for the humanities, but also for business, engineering, and other specialties. Several pointed out the benefit of bundling a major with a minor in foreign languages. Participants highlighted the value of bilingualism and fostering the home/heritage language of our many multilingual students. (Goal 1, 1.3, 4.3, 7.1, 7.2, 7.3, 7.5; Goal 4, 1.4)

4. Study Abroad (14)

The benefits of international experiences (study, internships or work abroad) were frequently mentioned, along with calls for a paradigm shift so that study/work abroad would not be a privilege but an option for everyone. (Goal 1, 7.1, 7.3)

5. Pedagogical Practice (32)

Participants created a rich list of classroom techniques and instructional models to foster international/ global competencies. Suggestions included: value the potential contributions of our international and immigrant students; educate students in listening skills and the suspension of judgment; be explicit about what's at stake for students if they don't master group work across differences; include presentations on how the same issue is handled on other continents; and

incorporate global/ intercultural/ equity issues across a broad range of classes in meaningful ways to enhance student engagement with subjects. (Goal 1, 1.3, 4.3, 7.2; Goal 2, 1.5, 2.3; Goal 3, 3.2; Goal 4, 1.1, 3.2)

6. Intercultural competence/ Cultural humility (17)

Participants pointed out that intercultural competence does not have to be international, but includes considering other cultural perspectives. Cultural humility, respect for differences, and recognition of a diversity of values, were deemed pertinent competencies for students and faculty alike. Several people mentioned that Institutional funding is needed to develop this goal, which aligns with the strategic plan. (Goal 1, 1.3, 3.2, 7.2; Goal 2, 3.2; Goal 4, 1.1, 3.2)

7. Student body and Alums: diverse/ international (11)

Much discussion centered on ways to foster cultural awareness and intercultural interactions among our diverse student body, both local and international. (Goal 1, 7.4, 7.5; Goal 3, 1.1; Goal 4, 1.1, 1.4)

8. Extracurricular (11)

Discussion of extracurricular activities to increase global and cultural competence explored both fostering opportunities for increased multicultural social interactions and bringing international speakers and conferences to campus. (Goal 1, 3.2, 7.1, 7.2, 7.4, 7.5)

9. Faculty (5)

Participants noted the importance of hiring more diverse faculty and then providing the support needed to retain those persons. (Goal 4, 2.1)

10. Collective Conscious/ Social Justice (5)

Participants noted the importance of centering social justice in the conversation about global and cultural competencies, including exploring global power differences, colonial history, and the imbalance of natural resource consumption across the globe. (Goal 3, 2.2)

11. Challenges (12)

Participants mentioned a range of challenges that we face: students lack time for extracurricular activities and money for study abroad; cultural awareness can fall into tokenism; these topics can be difficult to explore and require safe places; recruiting diverse faculty to Portland is difficult; there are many more obstacles than incentives for collaboration across disciplines in curriculum design; inadequate financial support. (Goal 1, 7.3; Goal 2, 2.3; Goal 4, 1.1, 2.1, 3.2)

12. Miscellaneous (12)

2016 Winter Symposium
Table Discussions/ Input on
Wellness

Scope of the Discussion:

With the exception of some discussion about wellness in the curriculum, the topics that emerged from this set of table notes do not fall within the purview of the Faculty Senate. For example, there are ideas related to (1) resources to support student retention and success, which intersect with initiatives in the Strategic Plan, and also (2) issues of faculty work/life balance.

Faculty Senate Action:

The Faculty Senate Steering Committee will forward these summaries and notes to (1) the Provost, to share with those who are addressing relevant initiatives of the Strategic Plan, (2) the Standing Committee on Work/Life Balance, to inform their work, and (3) the Office of the Dean of Student Life, to consider the comments on/suggestions for communicating information about resources on campus.

Intersections with the Strategic Plan:

Many of the themes and suggestions that emerged from the discussion are related to student retention, completion and success, in that student physical and financial wellness are necessary conditions for academic progress and achievement. There are numerous examples of direct intersection with Goal 1, Elevate student success, initiatives 1.4 and 3.1, but there are also indirect links to Goal 1, initiatives 1.1 and 1.2.

Themes:

First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. Wellness spaces and resources (28):

What exists on campus? How can we better inform students and faculty? What's missing? Some themes that emerge about resources were that faculty should be better informed of programs and resources that exist so they can let students know about them. Other discussion focused on how to meet the basic needs of our student population. It wasn't mentioned, but it might be useful to create a brochure for faculty that outlines the resources mentioned here, and others not mentioned. (Goal 1, 1.4, 3.1)

2. Finances and wellness (10):

Student financial insecurities came up quite a bit, along with the needs to better publicize the resources that exist and to create (and fund) additional resources. (Goal 1, 1.4)

3. What can/should faculty and advisors do for students (15):

An oft-repeated theme was that faculty need to be made more aware of the resources that exist to help students so that they can refer students appropriately. (Goal 1, 1.4, 3.1)

4. Concerns about faculty involvement in student wellness (6):

While there was much discussion about what faculty might be able to do to help students, there were also concerns raised about faculty intervention.

5. Campus climate and wellness (22):

There was a lot of discussion about different aspects of the campus climate and how they affect students, faculty and staff. While people noted that wellbeing is fostered by security—nutritional, emotional, employment—and impeded by conflict, they also recognized the very individualized nature of wellbeing. (Goal 1, 1.4; ALSO Standing Committee on Work/Life Balance)

6. Faculty wellness (17):

What can/should faculty do for themselves? What should PSU do to foster wellness among its employees? There were many comments about the importance of fostering wellness for all on campus, not just the students. There is a joint administration/AAUP committee on Work/Life balance. That group should consider the following questions and suggestions.

7. Wellness and the Curriculum (8):

Classes/ workshops for students. These are suggestions that can relate to the curriculum, but also to workshops that could be developed as resources for students. (Goal 1, 1.2, 1.4)

8. Societal impediments to wellness (3)

9. Technology and wellness (3)

10. Miscellaneous (9)

Developing a culturally responsive curriculum

Kerth O'Brien
Associate Professor, Department of Psychology
Shirley A. Jackson
Professor and Chair, Department of Black Studies
Jeffrey Robinson
Professor and Chair, Department of Communication
Tim Alan Garrison, Katy Barber (handout)
Professor and Chair, Department of History
Associate Professor, Department of History

Kerth O'Brien
Department of Psychology

What I do

- I integrate diversity-related material into courses that were not originally created for diversity-related purposes.

Example courses:
- Social Psychology
- Applied Survey Research Methods
- Health Psychology

O'Brien (cont'd)

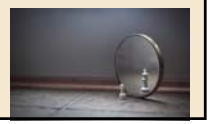
Why I do this
- To note the assumptions
- To offer suggestions

Resources
- Research findings
- Library

Pitfalls
- How do we recover from classroom hiccups
- There is, however, a silver lining

Shirley A. Jackson

- Experience – curriculum revision/change in two different kinds of departments – sociology (at my former institution) and Black Studies (during the Winter quarter) at PSU and suggesting change as an external reviewer to sociology departments. The ASA acknowledges the **necessity of including courses exploring diversity**, particularly racial/ethnic, into the sociology curriculum.
- Whether inclusion of diversity is at either the program level or incorporated at university-wide, **we need to be intentional** in efforts to include it in the curriculum so that it is not simply about "a" course but through courses that are inclusive when it comes to racial/ethnic content and not merely "additive".



5

- Goal 3 of the Strategic Plan purports that the university strives to "**Expand our commitment to equity**" but we cannot do this through lip service alone and esoteric statements about equity that are agreed upon in theory only and not by our actions.
- Global diversity is perceived as both desirable and valuable. Yet, **U.S. racial/ethnic diversity** is not seen as having the same value. Given our student body, the likelihood that many will remain in the state, and that racial/ethnic diversity exists in the state, it **is extremely salient**.
- We create a student body that is knowledgeable about diversity, able to see "race matters" and can address education, politics, culture, literature, etc., through **a race/ethnic lens** that is inclusive, different instead of deficient, and relevant.

6

Jeffrey Robinson
Department of Communication

7

Tim Alan Garrison, Katy Barber
Department of History

(Please see the handout.)

8

Thank you

Kerth O'Brien, *obrienk@pdx.edu*

Shirley A. Jackson, *shja2@pdx.edu*

Jeffrey Robinson, *jeffreyr@pdx.edu*

Tim Alan Garrison, *timgarrison@pdx.edu*
and Katy Barber, *barberk@pdx.edu*

May Minutes Appendix C.5.b

To: Gina Greco, President, Faculty Senate
From: Tim Garrison, History Department
Date: April 26, 2016

Re: Public History and a Culturally Responsive Curriculum

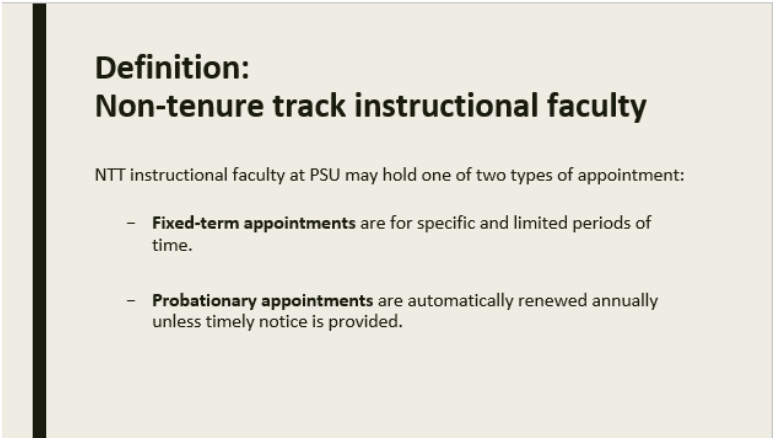
First, I want to thank Gina for providing our department with an opportunity to comment on this important subject. I apologize for my absence and my inability to deliver this response in person.

Historians have been engaged in the scholarly examination of issues of ethnicity, gender, identity, class, political sovereignty, and social justice for decades. In an effort to provide an example of how historians address these issues at the curricular level, I asked Katy Barber, our specialist in the field of public history, to explain how she has integrated culturally responsive principles into her courses. Following is her response:

> The Public History track in the History Department has at its core a culturally responsive curriculum that requires students to consider how historical narratives circulated for public audiences can legitimize inequities or make them legible. The program does this by:
>
> - Exploring the ways museums and other public institutions have historically broadcast the successes of settler colonialism in the U.S. and globally;
> - Examining the critiques by people of color and Indigenous nations to public history metanarratives;
> - Reviewing case studies that suggest best practices embedded in specific public history projects and/or institutions;
> - Providing students the tools to develop their own reflexive practice; and
> - Collaborating with community partners in ways that interrupt Mary Louise Pratt's "asymmetrical relations of power."
>
> Our students and faculty have developed recommendations for outreach strategies to Native and Latino/a communities for the Oregon Historical Society; collaborated with the Chinook Indian Nation on public programming and the collection of oral histories from elders; and processed the Verdell and Otto Rutherford collection, materials from two important African American activists, for the PSU Archives and Special Collections.
>
> A commitment to a culturally responsive curriculum is about approach as much as it is about content. In my own work introducing students to collaborative projects with the Chinook Indian Nation, we practice methods that set the philosophical foundations of our work: research return, the collaborative development of research and public history projects that will benefit the tribe, commitment over time, responsiveness to changing needs and circumstances, formalized approval of culture committees and tribal councils, and adoption of tribal protocols.

Slide 1

Slide 2



Slide 3

Slide 4

Sources for this policy document

- The draft document "Continuous Appointments for NTTF" pulls existing language together from
  - *2016-20 CBA, Article 18*
  - *PSU P&T Guidelines*
- Text which is highlighted in light blue is new language drafted by the CA NTTF Task Force and is the only language in the document that can be edited by Faculty Senate
- Two public forums and a campus-wide faculty survey

Slide 5

Three stages of review

- Annual Review for five years
- A Milestone Review in the sixth year after which Continuous Appointment may be awarded
- Evaluation every third year following Continuous Appointment

Slide 6

Annual Developmental Review for Probationary NTT Instructional Faculty

- Documents and evaluates faculty contributions
- Provides developmental feedback and guidance in preparation for the Milestone Review
- Is consistent with the faculty member's letter of appointment

Slide 7

Milestone Review for Continuous Appointment

- Determines whether or not the NTT instructional faculty member receives continuous appointment
- Is consistent with contractual responsibilities across the probationary period
- Includes classroom activities and contributions to larger curricular goals
- May include peer evaluation of teaching and curricular innovation

NTT Milestone Review Committee must include one NTT instructional faculty member

Slide 8

Evaluation Following Continuous Appointment

- Will occur every three years
- Evaluation materials will be the same as for the Annual Review

Slide 9

Implementation Plan for NTT faculty hired prior to Sept. 16, 2016

- NTT instructional faculty members who have been promoted and have at least four years of experience will be automatically converted to continuous employment.
- NTT 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 employment.
- NTT instruction faculty members with six years of experience but who have not undergone at least four reviews will be given a cumulative peer review and awarded continuous appointment status following a satisfactory evaluation. In the case of an unsatisfactory evaluation, they will be given a remediation plan.

Slide 10

Additional questions and issues to be addressed

- Recommend adding a statement regarding the ability to address diversity and equity in review materials
- Support (financial and professional development) during probationary period
- Others?

Slide 11

How is CA for NTTF different than Indefinite Tenure?

- There are broader reasons for termination of NTTF on CA, which include:
  - *Retrenchment*
  - *Progressive Sanctions*
  - *Changes in curricular or programmatic needs/requirements*
  - *Unsatisfactory reviews and failure of NTTF to remediate deficiencies*

Slide 12

Budget Committee Statement on HSOG Proposals

15 February 2016

The only significant budgetary impact of the conversion of Criminology and Criminal Justice, Political Science, and Public Administration from divisions to departments is in the increased compensation of the chairs.

The division chairs currently have a two course buyout and a stipend. Department chairs have a twelve-month contract, three course buyouts, and a stipend. The stipend is remaining the same. The increased cost is approximately $81,000 per year to convert the three chairs to twelve-month contracts, and an increase to the adjunct budget of about $18,000 to cover course buyouts. Estimated budgetary impact is $99,000 per year. This cost will rise as salaries increase.

May Minutes Appendix E.10

Budget Committee Statement on the Move of Economics to CUPA

29 April 2016

There should be no significant budgetary impact for this move. The two colleges have worked to determine the portion of the College of Liberal Arts and Sciences' revenue requirement that would be responsibility of the Department of Economics. The department's budget and revenue requirement will be transferred to the College of Urban and Public Affairs. Indirect cost returns earned by Economics faculty will not transfer to CUPA until FY17. Two-thirds of remaining startup funds for Economics faculty will be transferred to CUPA, and CUPA will cover the other one-third.

The Economics graduate program currently charges differential tuition. No program in CUPA does so. The ability to charge differential tuition will not need to be reviewed as a result of this transfer as the permission is granted to the programs, not colleges.

Budget Committee Statement on the Move of International & Global Studies

25 April 2016

There should be no significant budgetary impact for this move. The two colleges have worked to determine the portion of the College of Liberal Arts and Sciences' revenue requirement that would be responsibility of the Department of International and Global Studies. The department's budget and revenue requirement will be transferred to the College of Urban and Public Affairs. Indirect cost returns earned by IGS faculty will not transfer to CUPA until FY17.

Provost Andrews' Response to Faculty Senate Question to Administrator, May 2, 2016.

I preface my response by acknowledging that the Senate has voted, as per the Administration's and AAUP's MOU, to establish a Joint Task Force to examine awarding tenure for teaching-intensive faculty. TheTask Force will ask and need various kinds of information, including some contained in today's questions to me. I will respond as best I can today, but ask that the gathering of this, and other relevant information, be done in the context of the Task Force's work. I imagine they might refine these questions and need additional information.

Question 1: *What is the standard teaching load across campus for tenure-track faculty?*

*This request is for information on **standard** teaching loads, as indicated in policy documents, not on individually negotiated employment contracts. To instantiate the answer, we request any and all policy documents the university has approved involving the teaching load for tenure-track faculty. There is evidence that individual schools and colleges have implemented guidelines, by-laws, and handbooks for chairs that cite a range from 24 to 30 credits per year. Other documents cite the number of courses to be taught. Currently, tenure-track faculty in some colleges and schools teach fewer credits than in others. We would like to know if there is a standard teaching load that department heads would be authorized to initially offer a candidate for tenure-track employment.*

Response to Q1:

We do not have a standard university-wide teaching load for tenure-track faculty members.

I regret I cannot at this time provide the college and department policies in the five business days from getting the request. I will ask the deans to provide college and department policies, report to the Senate at the October meeting and provide this information to the Task Force.

Question 2. *What percentage of time should a tenure-track faculty member spend on scholarship, teaching, and service respectively?*
Again, the request is for all policy documents that the university has approved identifying the percentage of time faculty should devote to different responsibilities required of a tenure-track position. The responsibilities we refer to are scholarship, teaching, and service. In the absence of such policies, the administration's perspective on this matter is requested.

Response to Q2:

I will ask the deans to provide college and department policies, report to the Senate at the October meeting and provide this information to the Task Force.

As far as my opinion on the percentage of time a tenure-track faculty member spends on scholarship, teaching, and service respectively-- I do not think we should have a campus-wide, uniform policy for tenure-track faculty member work assignments.

I concur with our P&T guidelines, approved by this body. They state that faculty contribute in different proportions to teaching, research and service. This can be found in the following sections:

> *II. SCHOLARSHIP*
> *A. Overview of Faculty Responsibilities*
>
> *At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases.*
>
> *B. Scholarly Agenda*
>
> *1. Individual Faculty Responsibility. Section A,.(bullet #3) clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, or governance, and…*
>
> *As a faculty member grows and develops, his or her scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems which engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance.*
>
> *2. Departmental, School and College Responsibilities.*
> *The development of a scholarly agenda supports a collective process of departmental planning and decision-making which determines the deployment of faculty talent in support of departmental and university missions.*

My view is consistent with the approved P&T guidelines. Colleges and departments determine "the deployment of faculty talent..."

I look forward to working with the Task Force and providing them with all the information they need to make a thoughtful recommendation to the Senate.

May Minutes Appendix G.2

PROVOST ANDREWS' COMMENTS: MAY 2, 2016 FACULTY SENATE MEETING

COMMENCEMENT

Sunday, **June 12**, 2016 at Moda Center at the Rose Quarter
Ceremony Times:

- College of Liberal Arts & Sciences: 10:00 a.m. to approximately. 12:30 p.m.
- Professional Schools & Colleges: 3:30 p.m. to approximately. 6:00 p.m.
- Faculty Luncheon –to start approximately 1:00 p.m.

We have 3,700 graduates registered for the two ceremonies to date.

Reminder! AAUP/University CBA Article 4. RESPONSIBILITIES OF THE MEMBERS: *"Members of the bargaining unit shall …attendance at spring commencement by all tenured faculty (which shall be conducted as a secular activity)…"*

Faculty can register for the ceremony and find information about regalia.

Provost Graduation Challenge: Again this year, a party at the Provost's House for the department with the greatest participation at Commencement.

Honorary Doctorates:

- **The Honorable Paul De Muniz**, Distinguished Judge in Residence, Willamette University, will speak at the College of Liberal Arts and Science Commencement ceremony.

- **Dr. Jeffrey Sachs**, Quetelet Professor of Sustainable Development and Professor of Health Policy and Management at Columbia University, will speak at the Professional Schools Commencement ceremony.

DROP-IN CONVERSATIONS WITH THE PROVOST

Remaining Spring date

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

OAA BUDGET

March 31st OAA Budget Forum slides available on OAA Integrated Planning-Enrollment & Budget page.

Updates have been made and shared with the Faculty Senate Budget Committee. Minor updates are still needed.

My Blog:psuprovostblog.com

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

Portland State UNIVERSITY

To: Provost Sona Andrews

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

Date: 2 May 2016

Re: Notice of Senate Actions

On 2, May **2016, the Faculty Senate approved** the curricular consent agenda recommending the proposed new courses, changes to existing courses, and changes to programs listed in Attachment E.1 to the May 2016 Agenda.

5-3-16—OAA concurs with the recommendation and approves these new courses, changes to existing courses, and changes to programs.

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

• The proposal for a new Undergraduate Certificate in Global Studies, brought by the Undergraduate Curriculum Committee, as given in Attachment E.2.

5-3-16—OAA concurs with the recommendation and approves the certificate.

• The creation of an Ad-Hoc Committee on Liberal Education, with charge as indicated in Attachment E.5.

5-3-16—OAA concurs with the recommendation to create the committee.

• A provision to allow for pre-baccalaureate undergraduate certificates, as indicated in Attachment E.7.

5-3-16—OAA concurs with the recommendation and approves the provision.

• A change from division to department status for the academic units Criminology & Criminal Justice; Political Science; and Public Administration (all in CUPA).

5-3-16—OAA concurs with the recommendation and approves the change in status.

• The transfer of the departments of Economics and of International & Global Studies from CLAS to CUPA.

5-3-16—OAA concurs with the recommendation and approves the transfer of these departments.

• 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.

5-3-16—OAA concurs with the recommendation and will recommend the program to the PSU Board of Trustees.

Best regards,

Gina Greco
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

Sona Andrews
Provost and Vice President for Academic Affairs

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. (Corrections to the version previewed in May are highlighted in green.)

****

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.~~ If 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 Presiing 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, non-voting members of the Steering Committee. An elected member of Steering Committee who is not already an elected member of the Senate 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 wih 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.

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 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. If 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. If 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.

....

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, non-voting members of the Steering Committee. An elected member of Steering Committee who is not already an elected member of the Senate shall be an ex officio, non-voting member of Senate.

Attachment D.2

Upon recommendation of the University Writing Council, the Steering Committee proposes the following amendment of the Faculty Constitition 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 CLAS, and including a representative from IELP;~~. The Committee shall also have; and four~~ three voting ex officio s~~tanding~~ 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.

Attachment D.3

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

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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 Conmmittee. 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.

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 Other~~s~~ 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.)~~

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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 represention 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.

Attachment D.5

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.

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

[Note by the Secretary: text added to/changed from the version in the May packet is highlighted in green]

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

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[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.

Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a 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 Descriptions[6]

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.

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[3] 2016-2020 CBA, Sec. 3
[4] 2016-2020 CBA, Sec. 3
[5] 2016-2020 CBA, Sec. 3
[6] 2016-2020 CBA, Sec. 4

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]

Prior to the implementation of this annual review process, 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, or another school or college if necessary.

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 that 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 or appropriate assessments of teaching since the last review.

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[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.

- Syllabi and/or other pedagogical materials from the review period.

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 Appointment[11]

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.

- 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 or appropriate assessments of teaching since the last review.
- Syllabi and/or other pedagogical materials from 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,
- 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:

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[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

- 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 or appropriate assessments of teaching since the last review
- Syllabi and/or other pedagogical materials from the review period.

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,

[17] 2014 P&T Guidelines, Sec. 3
[18] 2016-2020 CBA, Sec. 2 f

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 Terminated[20]

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

1. Pursuant to Article 22 (Retrenchment).
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.

[19] 2016-2020 CBA, Sec. 2 g (also including following three paragraphs)
[20] 2016-2020 CBA, Sec. 2 e

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

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[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.

POTENTIAL AMENDMENTS TO NTTF REVIEW GUIDELINES

Note from the Secretary: The following have been received as potential amendments to the proposed guidelines for review of non-tenure track faculty for continous appointment (Attachment D.6.a). Once the main motion is on the floor of the Senate, it is anticipated that these will be moved as amendments to be voted on prior to consideration of the main motion.

Amendment 1

Move to insert after final bullet point under "Annual Review submission materials may also include" in the section Annual Review:

- At the employee's option, if any preceding job description included research requirements, including required academic affiliation, evidence of scholarly activities.
- Evidence of scholarly activities, at the employee's discretion, if the job description for any of the annual reviews included research requirements, including required academic affiliation

Amendment 2

Move to insert after final bullet point under "Annual Review submission materials may also include" in the section Annual Review:

- Evidence of ability to work effectively with individuals from and topics related to diverse populations

Move to insert after final bullet point under "Milestone Review submission materials may also include" in the section Milestone Review for Continuous Employment:

- Evidence of ability to work effectively with individuals from and topics related to diverse populations

Move to insert after final bullet point under "Materials for evaluation following continuous appointment may also include" in the section Evaluation Following Continuous Appointment:

- Evidence of ability to work effectively with individuals from and topics related to diverse populations

[Rationale for adding permissive language for annual review, milestone review, and post continuous appointment review to allow faculty to include "evidence of ability to work effectively with individuals from and topics related to diverse populations." This language was approved by Faculty Senate on April 7, 2014 when it adopted the revised PSU Policies and Procedures fo the Evaluation of Faculty for Tenure, Promotion, and Merit Increases. This language was included in requirements for Promotion to Senior Instructor I and Senior Instuctor II (III Ranks, p. 15.) Subsequently the Graduate School of Education included it in evidence that may be included for Promotion to Professor of Practice, Associate Professor of Practice, and Assistant Professor of Practice.]

Amendment 3

Move to insert as the final sentences of the second paragraph of the section Annual Review, following the sentence "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":

In the event that an NTTF has had annual contracts with more than one unit during the probationary period, the department chairs or equivalents and the employee will mutually decide which unit will be responsible for the evaluation. In the event that a mutual decision cannot be made, the Dean designee of the relevant college, or Provost or designee in the case of multiple colleges, will make a determination.

May 11, 2016

TO: Faculty Senate

FROM: David Kinsella
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

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

College of Liberal Arts and Sciences

Change to Existing Program

E.1.a.1

- CRTGR in Gender, Race, and Nations - change to existing program: replace required course, add new approved electives
  FSBC: see wiki

New Courses

E.1.a.2

- GRN 520 Critical and Decolonizing Research Methodologies, 4 credits
  This interdisciplinary and multidisciplinary graduate course will provide an overview of critical and decolonizing research methodologies focused on relations of race, gender, nations, and sexuality, with attention to other dimensions of difference and power. Emphasis will be on novel approaches to research as an avenue for social justice.

E.1.a.3

- GRN 530 Social Justice Pedagogy, 4 credits
  Focus on contemporary radical pedagogical theories and practices. Students will analyze, experience and develop their own social justice pedagogies. Students will examine radical theories of education and co-create practical strategies with the intention of building towards social transformation.

E.1.a.4

- GRN 550 Seminar in Gender, Race, and Nations, 4 credits
  In-depth study of varying topics related to gender, race, and nations from an interdisciplinary and intersectional approach. Focus is on rethinking and challenging foundational western, heteropatriarchal, colonialist, heteronormative, and white supremacist ways of understanding the topical focus related to the reproduction and production of social relations, domination and resistance.

Maseeh College of Engineering and Computer Science

Change to Existing Degree Program

E.1.a.5

- MENG Mechanical Engineering – eliminate degree program
  FSBC: see wiki

E.1.a.6

- MS Electrical and Computer Engineering - change to existing program: add new track in Design Verification and Validation
  FSBC: see wiki

E.1.a.7

- MS Mechanical Engineering - change to existing program: add coursework only option
  FSBC: see wiki

E.1.a.8

- PhD Mechanical Engineering - change to existing program: reduce required number of 600-level courses
  FSBC: see wiki

New Courses

E.1.a.9

- ECE 593 Fundamentals of Pre-Silicon Validation, 4 credits
  Introduction to theory, strategy, and methods to validate functionality of digital integrated circuit using simulation based techniques. Topics include complete validation flow, validation environment, stimulus, checking, and coverage. Familiarity with computer architecture and System Verilog is required. A design project is an integral part of this course. Prerequisites: ECE 351 or equivalent, ECE 571 or permission of instructor.

E.1.a.10

- ECE 595 Emulation and Functional Specification Verification, 4 credits
  Introduction to theory and techniques to verify digital circuit designs with emphasis on non-simulation methods. Topics include hardware emulation, formal verification, and abstract system specification. Familiarity with computer architecture and System Verilog is required. A design verification project is an integral part of this course. Prerequisites: ECE 351 or equivalent, ECE 571 or permission of instructor.

E.1.a.11

- ECE 597 Post-Silicon Electrical Validation, 4 credits
  Methods, tools, and processes used to validate electrical concerns of modern electronic designs, including silicon, circuit boards, and communication interfaces. Includes validation of design specifications and manufacturing processes. Hardware and software tools. Special emphasis to complex microprocessor based systems, though material applicable to any electronic system. Prerequisite: graduate standing in ECE or permission of instructor.

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.12

- PhD Community Health - change to existing program: change requirements for students entering without an MPH; update to reflect new course names
  FSBC: see wiki

E.1.a.13

- MA/MS Health Studies - change to existing program: add core requirement, reduce concentration credits
  FSBC: see wiki

New Courses

E.1.a.14

- PHE 524 Social Epidemiology Methods & Theory, 3 credits
  Surveys social epidemiology practice—including measurement, study design, analysis and translation—for researching behavioral, social, economic, and cultural determinants of population distributions of health outcomes. The course emphasizes the application of social epidemiology methods tightly coupled to theory salient to community health practice & policy. Prerequisites: PHE 530 and PHE 515.

Change to Existing Courses

E.1.a.15

- PHE 513 Health, Behavior, and the Social Environment, 3 credits - drop

May 5, 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.**

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- ENG 496/596 Comics Theory, 4 credits
  Focus on various critical approaches to comics, exploring interdisciplinary theories and methods and applying these theories to primary texts. Prerequisite: Upper-division standing.

E.1.b.2

- ESM 415/515 Road Ecology, 4 credits
  Environmental impacts of roads and mitigation. Issues associated with road system construction, maintenance, and operation. Projects on the ecological effects of roads will bring real-world perspectives to the class, helping students understand current problems and research needs. Prerequisite: any undergraduate environmental science course.

E.1.b.3

- WS 451/551 Interrupting Oppression, 4 credits
  Advanced exploration of diversity and social justice. It provides a framework for understanding specific interlocking systems of oppression and how they affect us. It gives a pedagogical frame for training about concepts of oppression and diversity; and how to apply this knowledge through the practice. Prerequisite: Upper-division standing.

Change to Existing Courses

E.1.b.4

- FR 411/511 Advanced French, 4 credits - change course description; change prereqs

E.1.b.5

- FR 412/512 Advanced French, 4 credits - change course title to Creative Writing in French; change course description; change prereqs

School of Public Health

New Prefix
E.1.b.6
- HSMP – new course prefix for Health Systems Management and Policy

Change to Existing Courses
E.1.b.7
- Proposal from CUPA and SPH to Cross List PAH Courses:

Cross-list the following list of courses for the next two academic years.

Existing Prefix	Additional Prefix	Course #	Course name
PAH	HSMP	320	Health Ethics: Contemporary Issues
PAH	HSMP	399	Selected Studies
PAH	HSMP	410	Selected Studies
PAH	HSMP	504	Cooperative Education/Internship
PAH	HSMP	505	Reading and Conference
PAH	HSMP	507	Seminar
PAH	HSMP	509	Organizational Experience (3 and 6 credit sections)
PAH	HSMP	510	Selected Studies
PAH	HSMP	543	Culture and Health Care
PAH	HSMP	570	Health Administration
PAH	HSMP	571	Health Policy
PAH	HSMP	572	Health Politics
PAH	HSMP	574	Health Systems Organization
PAH	HSMP	586	Introduction to Health Economics

Cross-list the following list of courses for the next two academic years, but make the PAH section inactive, but not deleted, at this time.

Existing Prefix	New Prefix	Course #	Course name
PAH	HSMP	541	Organizational Behavior in Health Services
PAH	HSMP	542	Marketing in Health Services Organizations
PAH	HSMP	544	Leadership and Governance in Health Services
PAH	HSMP	573	Values and Ethics in Health
PAH	HSMP	575	Advanced Health Policy
PAH	HSMP	576	Strategic Management of Health Care Organizations
PAH	HSMP	577	Health Care Law and Regulation
PAH	HSMP	578	Continual Improvement in Health Care
PAH	HSMP	579	Health Information Technology and Systems Management

PAH	HSMP	580	Health Services Human Resources Management
PAH	HSMP	587	Financial Management of Health Services
PAH	HSMP	588	Program Evaluation and Management in Health Services
PAH	HSMP	589	Research Design in Health Services

Move the following list of courses from the PAH prefix to the new HSMP prefix (the PAH version of the courses would be deleted at this time).

Existing Prefix	New Prefix	Course #	Course name
PAH	HSMP	603	Dissertation
PAH	HSMP	605	Reading and Conference
PAH	HSMP	607	Doctoral Seminar in Health Systems and Policy
PAH	HSMP	641	Organizational Behavior in Health Services
PAH	HSMP	660	Contemporary Research in Health Systems and Policy
PAH	HSMP	671	Health Policy
PAH	HSMP	673	Values and Ethics in Health
PAH	HSMP	674	Health Systems Organization
PAH	HSMP	677	Health Care Law and Regulation
PAH	HSMP	686	Introduction to Health Economics
PAH	HSMP	689	Research Design in Health Services

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.8

- ME 428/528 Scanning Electron Microscopy for Materials and Device Characterization, 4 credits
  The study of the design concepts and applications of scanning electron microscopy (SEM) and spectroscopy. Topics include electron optical principles, specimen preparation, and SEM imaging and interpretation. The spectroscopy of microanalysis covers qualitative and quantitative chemical analysis of materials. The lectures and lab sessions are integrated to enhance students' learning experience. Prerequisites: one year of general engineering or physics or with instructor approval.

E.1.b.9

- ME 429/529 Transmission Electron Microscopy and Chemical Analysis of Materials, 4 credits
  Introduction to the theoretical concepts and practical applications of transmission electron microscopy (TEM) and spectroscopy for materials characterization. The chemical analysis techniques include energy dispersive X-ray spectroscopy and electron energy loss spectroscopy. The lab provides hands-on experiences for students to operate the state-of-the-art TEM and the attached analytical accessories. Prerequisites: one year of general engineering or physics or instructor approval.

Change to Existing Courses
E.1.b.10

- ME 441/541 Advanced Fluid Mechanics, 4 credits - change course number: drop 441, add 641; change description

School of Business Administration

Change to Existing Courses
E.1.b.11

- ISQA 469/569 Productivity Analytics, 4 credits - change course title to Lean Management; change course description

May 10, 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

New Courses

E.1.c.1

- Mgmt 200 Business School Basics: How to get the most out of the SBA (2)
  This course is designed to enhance student success in the School of Business at Portland State University. The course will focus on tools specifically designed to help students survey appropriate career and academic choices, learn more about campus resources, and focus on skills specific to success in the university environment.

Changes to Existing Courses

E.1.c.2

- ISQA 479 Integrated Supply and Logistics Management – change title to Global Supply Chain Strategy and Sustainability Management; change description.

E.1.c.3

- Mktg 448 Digital Media Planning and Design – change prerequisites.

Maseeh College of Engineering and Computer Science

New Courses

E.1.c.4

- ME 240 Survey of Manufacturing Processes (2)
  Survey of manufacturing processes, including casting, forming, machining, joining, and nontraditional processes. Emphasis on process capabilities and limitations and design for manufacturability. Also includes topics in product design, material selection, and process planning. Prerequisite: ME 213.

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.c.5

- BA/BS in Environmental Studies – change in core course requirements.

New Courses

E.1.c.6

- BSt 318 Black Families in the U.S. (4)
  Overview of contemporary theories and research of the Black family in the U.S. Examination of the historical and socio-economic contexts surrounding families and the impacts on family structure and experiences. Topics for discussion include health issues, family formations, racism, community organizing, welfare and economic security.

E.1.c.7

- ESM 343 Environmental Problem Solving (4)
  Inquiry based course that addresses many problems that can be addressed through environmental restoration. Analysis of potential solutions based on ecological principles and management efficacy. Projects will address site evaluation, tests for effectiveness, and design considerations.

E.1.c.8

- Intl 380 Globalization, Representation and Difference in Media and Film (4)
  Culture Industries such as television, film, social/digital media, community-based media, & local press are global in reach and influence. We use international cultural artifacts to understand how globalization impacts the representation of difference & commoditization of culture.

Undergraduate Studies

New Courses

E.1.c.9

- Unst 170 Multilingual FRINQ Lab (2)
  Using materials and assignments from FRINQ courses, students develop strategies for completing reading and writing assignments, class participation, and small group work. For students enrolled in Freshman Inquiry (FRINQ) whose first language is not English, or who could benefit from additional support with English.

E.1.c.10

- Unst 321 Learning in Action (4)
  Applied learning experience in the Unst cluster. Two required parts: 1) Individual community internship, volunteer experience, or project. 2) Online course exploring connections between disciplinary approaches in cluster and community work, different forms of engagement, intersections of race, class, and gender with community work, and development of professional skills.

E.1.c.11

- Unst 390 TRiO Student Support Services Transfer Student Bridge Program (2)
  Introduction to personnel, resources, and systems at PSU. Through classroom activities, discussions, group work, and presentations, the class aims to give transfer students a solid foundation for understanding how to successfully navigate their experience at PSU and get the most out of their education.

College of Urban and Public Affairs

New Courses
E.1.c.12

- UPA 335 World Changing Jobs: Career Exploration (4)
  Expose students to a wide array of career related resources in urban and public affairs, allow for skill building and professional networking. Students will gain a better understanding of what career options would be a good fit for them and ways to use their educational experience for professional development purposes. Assignments will allow students to further develop communication, research, and presentation skills.

Attachment E.2-3.a

For the full text of proposals for items E.2 and E.3, see the EPC section of the PSU Curriculum Tracker (psucurriculumtracker.pbworks.com) or follow the specific links after each motion.

Motion E.2. *The Educational Policy Committee moves that Faculty Senate approve the proposal to transfer the administrative home of the School of Community Health from the College of Urban and Public Affairs to the OHSU-PSU Joint School of Public Health.*

Full proposal and supporting documents: psucurriculumtracker.pbworks.com/w/file/fetch/105788139/EC Move Administrative Home Proposal and Supporting Materials.pdf

For Budget Committee statement, see Attachment E.2-3.b.

Motion E.3. *The Educational Policy Committee moves that Faculty Senate approve the proposal to transfer the administrative home of the Health Management and Policy Programs from the College of Urban and Public Affairs to the OHSU-PSU Joint School of Public Health.*

Full proposal and supporting documents: psucurriculumtracker.pbworks.com/w/file/fetch/105889743/INTL Move Administrative Home Proposal and Supporting Materials.pdf

For Budget Committee statement, see Attachment E.2-3.b.

Budgetary Impact of the School of Public Health Proposal

Faculty Senate Budget Committee
12 May 2015

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

Creation of the School

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

Where did this $400,000 come from? It came from Academic Affairs as a whole. It increased the Academic Affairs budget cut for this fiscal year from $2.6 million to $3.0 million. The units all proposed lists of potential budget cuts (including the impact on revenue of each cut), which totaled significantly more than $3 million. The Administrative Leadership team discussed the proposed cuts. Based on the discussion in ALT, the Provost and Vice Provost of Budget, Planning and Internationalization (Kevin Reynolds) picked cuts totaling $3.0 million from those proposed. They did not choose $2.6 million in cuts and then an additional $400,000, and therefore we cannot specify which units in Academic Affairs sustained the cuts needed to fund the SPH.

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

Transfer of Units and Programs to the School

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

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

Much work has been undertaken to disentangle the budgets and revenue requirements of programs making up the new SPH and the new CUPA. There will undoubtedly have been some small subsidies that may have been missed (perhaps some Hatfield School staff time spent in support of the PA health degrees or unrecovered

indirect costs favoring CUPA over SPH). The effects of these will be small, and it is to be hoped there will be the flexibility to allow for budgetary tweaks to account for them as they arise.

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

The Cost of Growth

One of the arguments for the creation of the School is the growth opportunity an accredited school of public health affords. Applications to the related masters and PhD programs this year were significantly higher than last year. Most of that increased interest is from non-resident students. Nationally, undergraduate public health programs are seeing much stronger growth than graduate programs are experiencing. The BA/BS in Health Studies would be the major tuition driver for SPH.

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

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

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

Conclusion

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

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

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

Oregon University System

Academic Strategies Committee

New Academic Program Proposal
Oregon Health & Science University – Ph.D. in Epidemiology

Oregon Health & Science University seeks Board approval to establish an instructional program leading to a Ph.D. degree in Epidemiology.

1. *Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.*

   The Ph.D. in Epidemiology program will support the Oregon Health & Science University's (OHSU) mission as well as the new vision, mission, and core competencies developed for the proposed OHSU-PSU School of Public Health. The OHSU mission includes educating tomorrow's health professionals and scientists; exploring new applied research frontiers in health sciences; leading and advocating for programs that improve health for all Oregonians; and extending OHSU's education, research, and health care missions through community service partnerships and outreach. The Ph.D. in Epidemiology program supports and showcases these mission components.

   The Epidemiology program was constructed to support directly the vision, mission, and core competencies for the proposed OHSU-PSU School of Public Health, as follows:

   Vision Statement: Through education, research and community engagement, the OHSU-PSU School of Public Health will be a leader in promoting health and eliminating disparities in Oregon and beyond.

   Mission Statement: The mission of the OHSU-PSU School of Public Health is to prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations.

   Core Competencies: All graduates of the OHSU-PSU School of Public Health will act ethically and demonstrate cultural competence to 1) integrate social determinants into public health science, practice and policy; 2) engage with communities to improve population health; and 3) apply public health knowledge and skills to eliminate health disparities.

2. *What evidence of need does the institution have for the program?*

   The evidence of market demand include the (a) national shortage of epidemiologists, especially at the doctoral level (Council of State and Territorial Epidemiologists; Association of Schools of Public Health); and (b) shifting demographics of the U.S. population (e.g., older, more diverse) requires collecting and tracking empirically sound statistical data to understand health care needs, disease rates, health disparities and disease prevention (National Institute of Health, 2005c; IOM, 2003; Department of Health and Human Services *Healthy People 2020* initiatives). Subsequently, the demand for epidemiologists is expected

to grow by 24 percent between 2010 and 2020; higher than for jobs overall (14 percent) as well as for jobs in the life sciences (20 percent).

The Epidemiology program will generate public health/health protection practitioners prepared to work in a number of different settings at the forefront of investigating and combating disease outbreaks and will contribute to a healthier Oregon. Epidemiologists work for non-profit organizations, universities, hospitals and larger government entities such as the Centers for Disease Control and Prevention, the Health Protection Agency, the World Health Organization, as well as for-profit organizations such as pharmaceutical and medical device companies in market research or clinical development.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

The Oregon Master of Public Health program and Master of Public Health (MPH) tracks were built in 1994 on the collective expertise and experience of three partner universities – OHSU, Oregon State University (OSU), and Portland State University (PSU) – to assemble the array of MPH concentrations needed to be accredited by the Council on Education for Public Health (CEPH). The programs developed over the last two decades reflect the distinct differences and strengths of the host universities.

OHSU offers three MPH tracks in public health aligned with its mission of clinical research and training of a wide range of health professionals. The School of Medicine offers MPH and Master of Nursing (MN)/MPH tracks in Epidemiology and Biostatistics. The School of Nursing offers the online MPH track in Primary Health Care and Health Disparities.

OSU offers five MPH tracks in International Health, Health Management and Policy, Health Promotion and Health Behavior, Epidemiology, and Biostatistics. OSU also offers a Ph.D. in Public Health with several "transcript visible" concentrations in Environmental and Occupational Health and Safety, Health Policy and Health Promotion, and Health Behavior. OSU public health faculty are planning a concentration in epidemiology. The OSU Ph.D. in Public Health graduated 24 Ph.D. in Public Health in 2011-12.

PSU offers three tracks built on their strengths in social and urban environmental influences on health. These include social work (Master in Social Work [MSW]/MPH) and urban and public affairs (Master of Urban and Regional Planning [MURP]/MPH). Students at PSU pursue an MPH, MSW/MPH, or MURP/MPH (Health Promotion) in the College of Urban and Public Affairs, within the Health Promotion track in the School of Community Health or Health Management and Policy track in Public Administration, a division of the Mark O. Hatfield School of Government.

After nearly 20 years, two separate structures or schools are better suited for the three universities to focus on public health within their unique institutional missions and capacity in research and educational programs to better serve the needs of the state. The Oregon

Master of Public Health has been evolving into two schools — one in Corvallis at OSU and the other in Portland as a joint venture between OHSU and PSU. OSU established a new College of Public Health and Human Sciences with a strong traditional public health program, as described in their CEPH Self-Study Report. The OHSU-PSU partnership will retain their combined focus plus develop new concentrations. The differentiated program concentrations or tracks produce graduates with distinctive knowledge and skill sets with diverse employment opportunities.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

   The proposed new academic offering will require one new faculty line to support upper-level methodological teaching and advising of new students. This requires core OHSU administrative support, which is forthcoming as part of the plan to develop an accredited School of Public Health between OHSU and PSU.

   The expectation is that the Ph.D. in Epidemiology will have a "steady state" of 15 FTE students by year four of the program. OHSU expects all incoming students will be provided a stipend and tuition package from a variety of sources, such as sponsored project and training grants, as well as University investments. Masters-level students perform teaching assistance tasks for courses in the department that would be transferred to Ph.D. students.

   The program will operate at a slight financial deficit in the first three years related to start-up and non-recurring costs, which are expected to disappear as student enrollment increases. OHSU is committed to providing the necessary financial support to permit the program to reach a steady state.

All appropriate University committees and the OUS Provosts' Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE

The OUS Provosts' Council recommends that the Board's Academic Strategies Committee authorize Oregon Health & Science University to establish an instructional program leading to a Ph.D. degree in Epidemiology, effective Fall 2014. With the Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)

Admissions Requirements: PhD in Epidemiology

Application Process

The Doctoral Program in Epidemiology is open to students with a wide variety of disciplinary backgrounds. A master's degree in a relevant field is advised before admission into the PhD program. In general, a student with a completed master's degree in epidemiology would be prepared to take the qualifying exam at the completion of one additional academic year.

For admission to the PhD in Epidemiology program, prospective students must apply directly through the Schools of Public Health Application Service (SOPHAS) system, the centralized application service for CEPH accredited schools and programs of public health.

Applicants submit the following materials directly to SOPHAS:

- Three letters of recommendation.
- A personal statement (approximately 500 words) addressing areas of research interests; career goals; relevant experiences in teaching, researching, publishing, and/or volunteering; and how the epidemiology program connects to academic and professional goals.
- Curriculum vitae or resume.
- Graduate Record Examination (GRE) scores Applicants whose GRE scores are more than five years old are strongly encouraged to retake the exam. Desired GRE scores are: 500/153 Verbal, 600/148 Quantitative, and 4.5 Analytical.
- Official TOEFL scores, if applicable.
- Official Transcripts.
- Confirmation of completion of minimum pre-requisites (one graduate-level course in epidemiology, biostatistics, and human biology/pathophysiology.
- One academic, public-health or epidemiology writing sample. Examples might be a paper written for a graduate course or published academic journal article. The applicant must be the sole or primary author.

Completed PhD in Epidemiology applications must be submitted by February 1 for consideration. With rare exceptions, doctoral students are admitted in the fall of each academic year.

Attachment E.4

Doctor of Philosophy in Epidemiology

A minimum of 135 credits are required. Coursework below totals 99 to 106 credits, depending on course selection.

EPIDEMIOLOGY CORE REQUIREMENTS		
Epidemiology II	PHPM 513/613	3-4 credits
Epidemiology III	PHPM 514/614	3-4 credits
Epidemiology Data Analysis & Interpretation	PHPM 636	4 credits
A minimum grade of 3.0 is required for this course		
Infectious Disease Epidemiology	PHPM 568	2-3 credits
Chronic Disease Epidemiology	PHPM 576	2 credits
Epidemiology Journal Club	PHPM 630	1 credit
A minimum grade of 3.0 is required for this course		
Epidemiology Doctoral Methods Seminar	PHPM 610	3 credits
Intro to Research Design	PHPM 540	3 credits

BIOSTATISTICS CORE REQUIREMENTS		
A minimum grade of 3.0 is required for every course in the Biostatistics core		
Survival Analysis, OR Applied Longitudinal Data Analysis	BSTA 514, OR BSTA 519	3 credits
Data Management (SAS)	BSTA 515	3 credits
Linear Models	BSTA 612	4 credits
Categorical Data Analysis	BSTA 613	4 credits

PUBLIC HEALTH CORE REQUIREMENTS		
Ethics & Epidemiology, OR Practice & Ethics of Science	PHPM 520, OR CONJ 650	3 credits 1 credit
Health & Social Inequalities	CPH 621, OR PHE 622	4 credits PSU course
2 Public Health Cognate Courses	PHPM 517, 518, or 519	6 credits total

ELECTIVES		
12 Credits in Approved Methods Electives	BSTA 516, 517, 518, 611, GIS 588, GEOG 597, HIP 517, PHPM 556, 557, 558, 640*	12 credits total
	**maximum of 6 credits of PHPM 640 allowed.*	
10 Credits in Other Approved Electives	BMI 512, 582, 612, HIP 509*, 527, 530 NUTN 530, PHPM 553, 555, 572	10 credits total
	**maximum of 6 credits of HIP 509 allowed.*	

OTHER REQUIREMENTS		
Mentored Teaching	PHPM 660	1 credit
Epidemiology Qualifying Exam	To be taken after student completes all required methodology courses with a grade of 3.0 or higher	N/A
30 Credits in Thesis Research/Dissertation	PHPM 603	30 credits total

Oregon University System

New Academic Program Proposal

Oregon Health & Science University – M.S./Masters in Biostatistics

Oregon Health & Science University seeks Board approval to offer an instructional program leading to a M.S. and Masters degree in Biostatistics.

NOTE: Since the adoption of this proposal in 2011, the Master's level programs have been revised. At the time of approval, all MS degrees required a thesis, so the proposal included two degree programs (MS in Biostatistics and a Masers in Biostatistics-MBST). In 2014 it was decided that the MS degrees no longer require a thesis. As a result degree requirements to the MS were updated by replacing the thesis requirement with a comprehensive exam. All students in the MBST transferred to the MS in Biostatistics program and the MBST was discontinued.

OREGON HEALTH & SCIENCE UNIVERSITY – M.S./MASTERS IN BIOSTATISTICS

1. *Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.*

   Oregon Health & Science University's (OHSU) mission is to improve the health and well being of the people of Oregon and beyond, through excellence, innovation and leadership in health care, education, and research. Today's interdisciplinary and translational research generates enormous amounts of data, especially when new technologies such as genomics, informatics, or large database research are employed. The analysis and interpretation of the data requires sophisticated biostatistical methods beyond the level of training currently offered at OHSU or elsewhere in the Oregon University System. This program will help to train and prepare current and future scientists researchers and clinicians at OHSU, other educational institutions, and federal and state agencies which require support for interpreting data using current biostatistical methods.

2. *What evidence of need does the institution have for the program?*

   Nationally, over the last decade there has been an increasing demand for individuals well trained in the field of biostatistics. This shortage of well trained biostatisticians has been acutely felt in Oregon due in part to the lack of educational programs focused solely on biostatistics in the state. Needs assessments and surveys of OHSU researchers, and individuals involved in research in other institutions and agencies in the Portland metropolitan area and statewide, have indicated a strong interest and need for an M.S. program in Biostatistics.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

   Currently, there are no Masters degree programs in Biostatistics in Oregon. Portland State University (PSU) offers an M.S. in Statistics. However, this program is not focused upon

health issues and health research and targets a different student population. Also, Oregon State University (OSU) offers a Biostatistics track leading to the Master of Public Health, but not a Masters degree in Biostatistics. Nevertheless, OHSU will continue to collaborate with both PSU and OSU to provide the broadest access possible for students interested in Biostatistics education.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

   Sufficient resources to implement the program already exist within the Department of Public Health and Preventative Medicine in the OHSU School of Medicine to initiate the program. Additional funding to support the program will derive from consulting by faculty, staff, and students serving as a service center for biostatical support for research grants and contracts.

All appropriate University committees, the OUS Provosts' Council, and external objective reviewers have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE

The OUS Provosts' Council recommends that the Board's Academic Strategies Committee authorize Oregon Health & Science University to establish an instructional program leading to a Master of Science and Masters degree in Biostatistics, effective Fall 2011.

Admissions Requirements: MS in Biostatistics

Application Process

For admission to the MS in Biostatistics program, prospective students must apply directly through the Schools of Public Health Application Service (SOPHAS) system, the centralized application service for CEPH accredited schools and programs of public health.
The following application materials must be submitted via SOPHAS:

- Three letters of recommendation.
- A personal statement describing the applicant's relevant background and experience, career plans, and why they wish to be admitted into the OHSU MS in Biostatistics program in particular.
- GRE or MCAT scores.
- TOEFL scores, if applicable.
- Official transcripts.

Completed MS in Biostatistics applications are reviewed between December and February. Letters offering admission (or regret) are sent out by mid-March. Students are only admitted for Fall term, and the program does not offer rolling admissions or allow students to defer admissions to the following year.

GRE: 500/153 Verbal, 600/148 Quantitative, and 4.5 Analytical
GPA: 3.0
MCAT: 24 (with scores of 8 as absolute minimums in the individual categories)

International Applicants

International applicants who have not graduated from an accredited English-speaking university take the Test of English as a Foreign Language (TOEFL). Minimum scores are listed below:

Internet exam: 80
Paper exam: 550
Computer exam: 213

All score reports should be submitted to SOPHAS. All test scores must be **no more than 5 years old** at the time of application. All international transcripts are evaluated by the World Education Service.

Program Prerequisites

The MS in Biostatistics program requires the following undergraduate pre-requisite courses be completed prior to matriculation:

- One year of calculus (two semesters or three terms/quarters)
- One undergraduate course in statistics (one semester or one term)

A specific undergraduate degree is not required for admission to the MS program. Students with a variety of academic background are accepted. In order to demonstrate knowledge of statistics or calculous, the applicant's transcript must include an introductory course in statistics and one year (or equivalent) of calculous from an accredited degree granting institution.

Attachment E.5

Master of Science in Biostatistics

A minimum of 48 credits are required. Coursework below totals 48 credits.

CORE		
Biostatistics Lab	BSTA 510	3 credits
Est. & Hypothesis Testing for Applied Biostatistics	BSTA 511	4 credits
Linear Models	BSTA 512	4 credits
Categorical Data Analysis	BSTA 513	4 credits
Survival Analysis	BSTA 514	3 credits
Applied Longitudinal Data Analysis	BSTA 519	3 credits
Statistical Methods in Clinical Trials	BSTA 517	3 credits
Introduction to Probability	BSTA 550	3 credits
Mathematical Statistics I	BSTA 551	3 credits
Mathematical Statistics II	BSTA 552	3 credits

ELECTIVES		
15 Credits in Approved Electives	BSTA 500, 504, 515, 516, 518, 521, 522, 523, PHPM 512, 513	15 credits total

EXAMS		
Certification in Public Health Exam		
Biostatistics Comprehensive Exam	Written and Lab Portions	N/A

Background

Oregon Health & Science University
Graduate Certificate in Biostatistics

Provided is a summary of Oregon Health & Science University's (OHSU) Graduate Certificate in Biostatistics. This summary reflects program structure at the time of approval (2009).

1. *Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.*

   The Division of Biostatistics in the Department of Public Health and Preventative Medicine (PHPM), School of Medicine, proposes to offer a Graduate Certificate in Biostatistics. This certificate is designed to provide basic and intermediate graduate level biostatistics training for a diverse range of students in the health sciences. The certificate will include formal didactic sessions, hands-on statistical computing training, as well as mentored collaborative health science research experiences.

   OHSU's primary mission is to improve the health and wellbeing of people in Oregon and beyond. To achieve the mission, OHSU has a strong emphasis in education and interdisciplinary translational research. The proposed program dovetails with the mission of the institution in these areas.

   Today's interdisciplinary and translational research often produces complex data sets, the interpretation of which often requires statistical skills beyond the basic level of training currently offered at OHSU. While OHSU has a long history of successful clinical investigations and a good record of training clinical investigators in a board range of programs, currently, OHSU has no comprehensive qualitative analysis training program for modern applied biostatistical training. The addition of a certificate program will strengthen other academic programs at OHSU by augmenting their current programs with the proposed program. Additionally, research staff or other working professionals who wish advanced experience in biostatistics can apply to the proposed program to earn a certificate.

2. *What evidence of need does the institution have for the program?*

   Faculty in the Division of Biostatistics receive requests from students in OHSU masters and doctoral programs for biostatistics courses and individual training each year. In addition, many K-awardees have requested mentorship and training form biostatistics faculty. Without a specific program at OHSU, these potential trainees are sent to other non-health science focused regional programs or to individual online training courses.

To further assess the need, the Division of Biostatistics conducted a short online needs assessment survey in January 2009 to determine interest in biostatistics training at OHSU and other institutions/agencies in the Portland Metro area. The results indicated an obvious and strong need for, and interest in a certificate program.

In addition to institutional and local needs for biostatistics training, there is a need for well-trained individuals at the national level. A favorable career outlook, combined with increasing demand, has created a shortage of individuals appropriately trained in the field of biostatistics. This shortage has been felt in Oregon. Biostatistics faculty at OHSU often have difficulty recruiting master's level data analysts. In addition, biostatistics focused students in Oregon MPH program often find employment prior to completion.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

Currently, no comparably focused biostatistics training program exists within the state of Oregon. The certificate is primarily aimed at individuals wishing to become more skilled in applied biostatistics methods and theory. Target audiences for this program include clinical/translational research and students in other OHSU graduate programs, as well as working professionals throughout the state and region (e.g., public health practitioners, data managers, database programmers, and other research professionals).

A certificate program in statistics is offered at Portland State University. This program is not focused on the health sciences.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

It is estimated that the program will be revenue neutral or slightly revenue positive from year 1 by sharing courses with other programs at OHSU. In year one, it is expected that the certificate program will admit part-time students who will typically need two years for completion. After year 1, the certificate program expects to admit full-time students. No federal or grant funds will be used to support program development.

The Graduate Certificate in Biostatistics will utilize existing course of Epidemiology and Biostatistics track of the Oregon MPH program and the Bioinformatics Programs currently taught by faculty in the Vision of Biostatistics in the Department of Public Health and Preventative Medicine.

Admissions Requirements: Graduate Certificate Biostatistics

Application Process

For admission to the MS in Biostatistics program, prospective students must apply directly through the Schools of Public Health Application Service (SOPHAS) system, the centralized application service for CEPH accredited schools and programs of public health.

The following application materials must be submitted via SOPHAS:

- Three letters of recommendation.
- A personal statement describing the applicant's relevant background and experience, career plans, and why they wish to be admitted into the OHSU MS in Biostatistics program in particular.
- TOEFL scores, if applicable
- Official transcripts

Completed MS in Biostatistics applications are reviewed between December and February. Letters offering admission (or regret) are sent out by mid-March. Students are only admitted for Fall term, and the program does not offer rolling admissions or allow students to defer admissions to the following year.

International Applicants

International applicants who have not graduated from an accredited English-speaking university take the Test of English as a Foreign Language (TOEFL). Minimum scores are listed below:

Internet exam: 80
Paper exam: 550
Computer exam: 213

All score reports should be submitted to SOPHAS. All test scores must be **no more than 5 years old** at the time of application. All international transcripts are evaluated by the World Education Service.

Graduate Certificate in Biostatistics

A minimum of 30 credits are required. Coursework below totals 36 to 38 credits, depending on course selection.

BIOSTATISTICS LAB		
Estimation & Hypothesis Testing	BSTA 511, OR PHPM 525**	4 credits
Linear Models	BSTA 512, OR PHPM 526**	4 credits 3-4 credits
Categorical Data Analysis	BSTA 513, OR PHPM 527**	4 credits 3-4 credits
Survival Analysis, OR Applied Longitudinal Data Analysis	BSTA 514, OR BSTA 519	3 credits
Biostatistics Lab	BSTA 510	3 credits

**these options will meet the requirement but are not publicized to students.

ELECTIVES		
12 Credits in Approved Electives	BSTA 500, 504, 515, 516, 517, 518, BMI 550, 551 PHPM 512***, 513***	12 credits total

***these options are not available for dual degree students seeking another credential in Biostatistics or public health

Attachment E.7

May 18, 2016

TO: Faculty Senate

FROM: Robert Sanders
Chair, Undergraduate Curriculum Committee

RE: New Course Submission for Faculty Senate Consideration

The Faculty Senate Steering Committee requests that the proposal be discussed and voted on separately from the Consent Agenda. The following proposal was approved by the Undergraduate Curriculum Committee on May 9, 2016.

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

School of Business Administration

New Course
E.7

- Mgmt 100 How to Succeed in Business School (1 credit)
  Overview of campus and SBA resources, introduction to personal finance, group work and SBA student groups designed to give students an opportunity for major exploration within the SBA.

Rationale:
Permanent Course number is required, course has been offered since 2002 as 199/299.

Course objectives:

- To connect students with the resources and activities available at PSU and within the SBA
- To teach students about the options available in business and the career opportunities for each
- To have an introduction to some of the ethical challenges in business school

Learning outcomes:

- Acquire knowledge that will help students achieve their academic/personal goals
- Learn how to better work with faculty and staff and be successful at PSU
- Obtain information on the options available in business and the career opportunities for each
- Understand some of the ethical challenges in business school

Attachment E.8

May 18, 2016

TO: Faculty Senate

FROM: Robert Sanders
Chair, Undergraduate Curriculum Committee

RE: New Course Submission for Faculty Senate Consideration

The Faculty Senate Steering Committee requests that the proposal be discussed and voted on separately from the Consent Agenda. The proposal was approved by the Undergraduate Curriculum Committee on April 11, 2016.

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

College of Urban and Public Affairs

New Course
E.8

- UPA 103 CUPA Pathways: Student Success (4 credits)
  Focuses on identity, community and skill building for a successful and meaningful educational experience. Assignments enable the development of strong technical and communication skills, preparing students for academic and professional success. Autonomy, realistic educational objectives and support services are highlighted.

Rationale:

CUPA sees the need to support students more fully in meeting their educational objectives. The newly formed CUPA advising center has made student success part of its mission and has the resources in place to assist students in meeting their goals. Faculty and administrators agree that a course of this nature will be helpful for increasing student retention by creating a stronger sense of community within the College and its Schools.

Course objectives:

To improve the success of CUPA students academically and personally so that they can be retained and graduated by the College and the University

Learning outcomes:

- Improve personal self-management/ Increase self-motivation.
- Connect educational experiences with life and career objectives.
- Develop emotional intelligence, coping skills and mindfulness.
- Improve academic self-efficacy.
- Improve communication and presentation skills.
- Improve creative and critical thinking skills
- Master study skills, particularly those related to the social sciences.
- Access resources at PSU.
- Connect with faculty, advisers and fellow College students.

Final Report, May 10, 2016

Report of the Task Force on Emeritus Rank for Non-Tenure Track Faculty

Task Force Members

Clifford Allen, School of Business Administration
Richard Campbell, Maseeh College of Engineering and Computer Science
Nancy Eichsteadt, Graduate School of Education
Robert Gould, College of Liberal Arts & Studies
Susan Lindsay, Intensive English Language Program (Chair)
Stephen Percy, College or Urban and Public Affairs
Gary Smith, School of Social Work

Task Force Charge:

1. Examine the current use of emeritus ranks for NTTF

2. Create a clear procedure that can be consistently applied to all NTTF, and explore the benefits that can be conferred sustainably to an expanded number of emeriti NTTF.

Background Exploration on Emeritus Status for NTTF Faculty

Specification of Emeritus Rank

The Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (effective July 1, 2014) includes the following language regarding the Emeritus Rank (section III, page 13):

> *The Emeritus rank may be awarded upon retirement in recognition of outstanding performance.*

Inconsistency in Campus Information on Emeritus Status

The Task Force explored for policies (other than the provision in the Policies and Procedures document identified above) related to emeritus status. We found that Emeritus faculty status is described on at least two places on the PSU website:

Human Resources: The PSU Office of Human Resources website contains the following information regarding Emeritus Status:

> *Tenured faculty may apply for and receive emeriti status. By taking the emeritus award letter to the ID window in Neuberger Hall along with your picture identification, you will receive a lifetime Emeritus card. This currently entitles you to library privileges, free admission to all PSU athletic events, access to PSU fitness facilities, and non-transferrable staff fee privileges. An Emeritus parking permit will also be issued free of charge upon request and office space may be available based upon departmental*

> *discretion and space availability. Changes to these offerings are subject to the discretion of the University.*[1]

Office of Academic Affairs: The Office of Academic Affairs website includes an "ABC's of Portland State University" page that provides the following information on Emeritus:

> *This rank may be awarded faculty upon retirement. The award process is initiated by the department/area during the regular promotion and tenure process. Reference: PROMOTION AND TENURE GUIDELINES. Special benefits are accorded emeriti faculty upon presentation of an Emeritus Identification Card. To obtain an Emeritus Card, present your emeritus award letter along with the emeriti memo from Human Resources to the I.D. Card window in the Neuberger Hall Lobby during posted hours. A photo Emeritus Identification Card will be issued to you; this is a permanent card and will have no expiration date. For a listing of benefits offered to Portland State emeriti faculty please see READY TO RETIRE. See also RETIREMENT ASSOCIATION OF PORTLAND STATE.*[2]

These provisions on the PSU website are not consistent. The Task Force was unable to identify any other relevant policy document related to emeritus status by faculty employment category.

Data on Past Award of Emeritus Status

The Task Force has found that according to records maintained by the Office of Human Resources, that since 2005, 148 faculty members have been granted emeritus status; 28 of these faculty members had the rank of Non-Tenure Track Faculty.

Benefits Associated with Emeritus Status

The Task Force explored the benefits that are accorded to faculty with emeritus status. According to the Office of Human Resources, retired Emeritus Faculty receive the following benefits:

1. Library Privileges
2. Access to the Campus Recreation Center
3. Email account
4. Free admission to all PSU athletic events
5. Parking
6. Non-transferable Staff Fee Privileges

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[1] See PSU Human Resources website, Employee's Corner, Retired Employees section: http://www.pdx.edu/hr/ready-to-retire-or-retired-employees.

[2] See Office of Academic Affairs website page, "ABC's of Portland State University: http://www.pdx.edu/academic-affairs/abcs-of-portland-state-university-e.

Final Report, May 10, 2016

The Task Force conducted research to ascertain costs associated with provision of benefits to retired faculty with Emeritus Rank. Research included outreach to multiple campus units. We learned the following about the fiscal implications of providing benefits to retired faculty with emeritus rank.

1. *Library Privileges*: From Molly in Library: "I ran the report earlier today and found that we have 482 faculty members with emeritus status. Out of that group only 85 people have books checked out. I talked to my colleague, Barbara Glackin, who oversees our resource services, and she said that we do not have a way to measure who is using our electronic resources. But my guess is that if there are only 85 people checking out books, there aren't many more than that who would be using our databases and ebooks. So I would say the impact is minimal. Plus, we enjoy having our emeritus faculty in the library and staying connected to the University."

2. *Campus Recreation Center:* Conversations with Campus Recreation Center identified that this unit allows emeritus faculty to enroll at the Center at the faculty rate. Less than 25 emeritus faculty currently have Campus Recreation Center memberships.

3. *Campus Email Accounts:* From Jerrod Thomas at OIT. He reports they were able to find 494 current emeritus account holders and that there are two main components to OIT's support of these accounts, systems integration and end-user support. As far as support goes, since these accounts last forever vs. expiring at the end of employment the number of requests is naturally higher, he states "the more emeritus there are, the more the ongoing support burden." These accounts also maintain access to nearly all services we provide support for so there is no reduction/simplification there. His rough estimate for supporting the current emeritus faculty is 10%-20% of one FTE of an Information Technology Consultant 2 classified position. His reported quick calculation puts that between $7k and $15k per year salary cost (including OPE).

   It is important to note that these emeritus email accounts apparently never expire…even if the retired faculty member is no longer living. The committee raised this question to OIT and Jerrod stated there wasn't any way for him to know if the member was no longer living. Therefore the number of actual active emeritus users may be much less than the reported amount.

4. *Athletic Events:* Campus box office reports that it typically allows emeritus faculty to purchase tickets to athletic events at the current faculty rate. On occasion, when asked to provide free admission based upon emeritus status, free access is provided after they check with the event sponsoring department (ex: PSU Football). They report this occurs only once or twice per year.

5. *Parking Office:* Ian Stude of PSU Transportation and Parking provided the Task Force with the following information in response to our request for data and an active survey: "Attached is some of our preliminary data from our counts of Emeriti Permits on campus. We are continuing to count and will provide more analysis by end of the month. From this data, it would appear that utilization is approximately 10-12 permits per day. At our daily rate of parking ($12) this amount of usage over the course of the academic year would amount to approximately $30,000 in value. If each use were billed to an internal PSU department, this would come to approximately $20,000 in expense (or revenue to TAPS)." (See attachment 1 for more detailed information from the parking survey.)

6. *Staff Privilege:* It is possible that NTT Emeritus Faculty may be able to enroll in credit bearing courses at the reduced rates available to staff. There is little evidence that this is happening much on campus. For example, according to a data survey by the Office of Human Resources, in all of AY 2014-15, only two Emeritus Faculty used the staff fee privilege.

FINDING

Find no existing university policy to the contrary, the Task Force believes that the provision for award of emeritus status as outlined in the *Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases* applies to all faculty including Non-Tenure track faculty.

RECOMMENDATIONS

The Task Force on Emeritus Rank for Non-Tenure Track Faculty offers the following recommendations:

1. Because of ongoing confusion on the matter, *the Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases* should clarify that NTT faculty are eligible for consideration for emeritus status upon retirement.

2. Emeritus rank may be awarded upon retirement in recognition of outstanding performance. Continued relationships and connections to PSU after retirement is <u>not</u> relevant to award of emeritus rank, consistent with the Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases document.

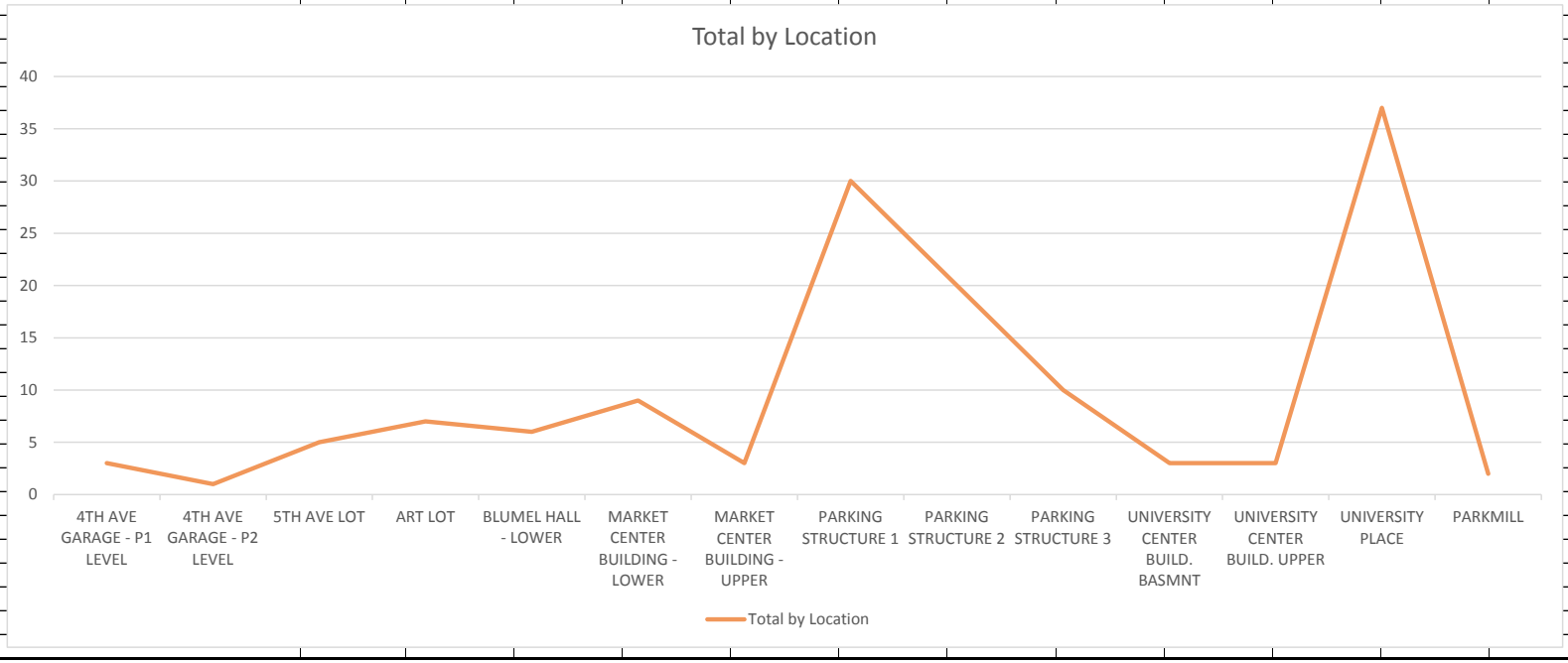
3. The University should ensure that units within the University have approved guidelines in place regarding consideration for promotion to emeritus status. This should include: (1) criteria for assessing outstanding performance and (2) identification of unit decision making bodies for emeritus rank consideration, and (3) other appropriate process elements for a fair and consistent review process.

4. The Office of Human Resources should immediately change its website to eliminate the word "tenured" from its description of benefits available to faculty who achieve emeritus status. We found this reference not supported by any policy and potentially harmful to faculty considering retirement who might believe themselves not eligible to apply for emeritus consideration.

5. All faculty who are awarded emeritus status, regardless of appointment type, should receive the same benefits and privileges.

Attachment G.4.b

Location	2016-04-21	2016-04-22	2016-04-23	2016-04-25	2016-04-26	2016-04-27	2016-04-28	2016-04-29	2016-04-30	2016-05-02	2016-05-03	2016-05-04	Total by Location
4TH AVE GARAGE - P1 LEVEL					1			1		1			3
4TH AVE GARAGE - P2 LEVEL										1			1
5TH AVE LOT	1						3				1		5
ART LOT		2		1		2		2					7
BLUMEL HALL - LOWER				1		1	1			1	1	1	6
MARKET CENTER BUILDING - LOWER		1		1	1	2	3			1			9
MARKET CENTER BUILDING - UPPER					1	1	1						3
PARKING STRUCTURE 1	2	3		7	7	3	3			2	1	2	30
PARKING STRUCTURE 2	3	1		1	3	1	1	1		2	4	3	20
PARKING STRUCTURE 3			1		2	3	1		2			1	10
UNIVERSITY CENTER BUILD. BASMNT						1				1	1		3
UNIVERSITY CENTER BUILD. UPPER					1	1				1			3
UNIVERSITY PLACE	32			2	1		1						37
PARKMILL											2		2
Daily Total	**38**	**7**	**1**	**13**	**17**	**15**	**14**	**4**	**2**	**10**	**10**	**7**	**139**



Budget Committee
Spring Quarter Report
2 May 2016

Members: Ron Babcock (Music), Mirela Blekic (University Studies), Todd Bodner (Psychology), Michael Bowman (Library, co-chair), Elisabeth Ceppi (English), Mitchell Cruzan (Biology), Michele Gamburd (Anthropology), David Hansen (Business Administration), Courtney Hanson (Graduate Studies), Jim Hook (Maseeh College), Gerardo Lafferriere (Mathematics & Statistics, co-chair), José Padín (Sociology, EPC chair, ex-officio), Michael Paruszkiewicz (Northwest Economic Research Center), Candyce Reynolds (Educational Leadership & Policy), Alex Sager (Philosophy), Michael Taylor (Social Work).

Consultants: Sona Andrews (OAA), David Burgess (OIRP), Andria Johnson (BO), Kathi Ketchison (OIRP), Scott Marshall (OAA), Gil Miller (OAA), Kevin Reynolds (FADM).

Committee Charge & Roles

The Budget Committee has a multipart charge:

1. Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
2. Recommend budgetary priorities.
3. Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long term financial viability of the program, and report this to the Senate.
4. Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long term financial viability of the unit, and report this to the Senate.
5. Consult regarding changes from budgets as prepared.
6. Review expenditures of public and grant funding as requested by the Faculty Senate.
7. Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
8. Report to the Senate at least once each year.

Divisional representatives on the Committee are responsible for liaising with their Dean. We also liaise with the Honors College, IELP and University Studies (all of the revenue generating units). All divisions other than CLAS have only one representative, so this year another Committee member has volunteered to liaise with each of the revenue generating units, so one person is not solely responsible for the relationship. This process has been considerably more successful than in the two prior years.

FY17 OAA Budget

The budgets and revenue requirements for the Academic Affairs division have been (mostly) finalized for next fiscal year. The overall division budget is $191,771,186 and the tuition revenue requirement is $189,990,783 (based on FY16 tuition rates). The two major outstanding issues before these become final are:

1. The final results of the unit transfer proposals, and the new home of any faculty not moving with the units. This will shift budgets and revenue requirements between units.
2. Accounting for next year's tuition increase. This will increase the revenue requirements.

The Committee will receive an update on the University's budget from Kevin Reynolds at its June 9th meeting.

Our divisional representatives met with their Deans during the formulation of the college/school's enrollment and resource plans but, in general, not during the later stages of the process. We need to work on more regular involvement of the Committee with the college and school budget process.

Proposal Reviews

Program reviews have continued under the system described in last quarter's report.

This quarter, the Committee as a whole reviewed a number of unit change proposals: the conversion of the three divisions in the Hatfield School of Government from divisions to departments, the transfer of Economics to the College of Urban and Public Affairs, and the transfer of International and Global Studies to CUPA.

The Committee did not review the proposals to transfer the School of Community Health, the Health Systems Management and Policy PhD program, or the Master in Public Health in Health Management and Policy to the School of Public Health. We have considered this last year and included the budgetary impact of these transfers in our statement on the budgetary impact of the creation of the School of Public Health.

Educational Policy Committee
Spring Quarter Report 2016

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

The Constitutional Charge of the Educational Policy Committee

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

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

Spring 2016 Activity

1. Criminology and Criminal Justice Proposal to Change from Division to Department

Received late December 2016. Reviewed Jan-Feb 2016. EPC unanimously approved a motion to recommend at its meeting of 2/8/16. Motion presented and approved at Faculty Senate May 4, 2016 meeting.

2. Political Science Proposal to Change from Division to Department

Received late December 2016. Reviewed Jan-Feb 2016. EPC unanimously approved a motion to recommend at its meeting of 2/8/16. Motion presented and approved at Faculty Senate May 4, 2016 meeting.

3. Public Administration Proposal to Change from Division to Department

Received late December 2016. Reviewed Jan-Feb 2016. EPC unanimously approved a motion to recommend at its meeting of 2/8/16. Motion presented and approved at Faculty Senate May 4, 2016 meeting.

4. Pre-Baccalaureate Certificates

In February 2016, EPC subcommittee met with ARC chair, Alan MacCormack, and agreed on draft language for a motion to Faculty Senate that attempts to handle the concerns that came up in ARC, EPC, and elsewhere. ARC will passed a final draft motion to EPC for review and approval in April.

5. Department of Economics move from CLAS to CUPA

EPC reviewed and approved the proposal in April. Motion presented and approved at Faculty Senate May 4, 2016 meeting.

6. Department of Global and International Studies move from CLAS to CUPA

EPC reviewed and approved the proposal in April. Motion presented and approved at Faculty Senate May 4, 2016 meeting.

7. Proposal to Move the School of Community Health to OHSU-PSU School of Public Health

EPC reviewed in April and May, and approved a motion recommending the move on May 9, 2016.

8. Proposal to Move Health Systems Management and Policy Programs to the OHSU-PSU School of Public Health

EPC reviewed in April and May, and approved a motion recommending the move on May 9, 2016.

9. EPC Recommendations to Faculty Senate Regarding the Need Follow Up to 2011 Ad Hoc Report on Online Learning

In progress.

Attachment G.7

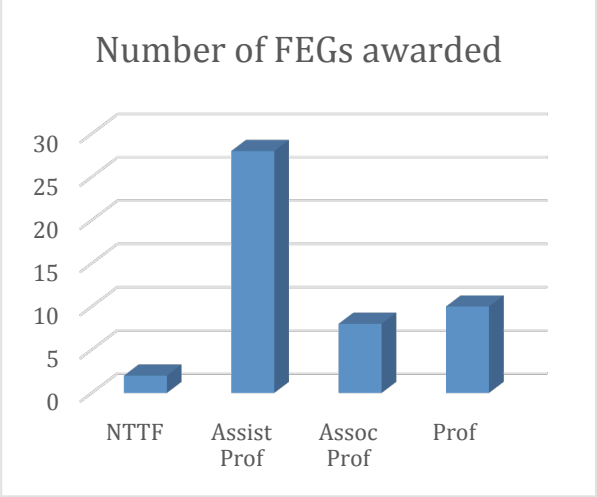
SpringReport*: *Faculty Development Committee (FDC), May 16, 2016

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

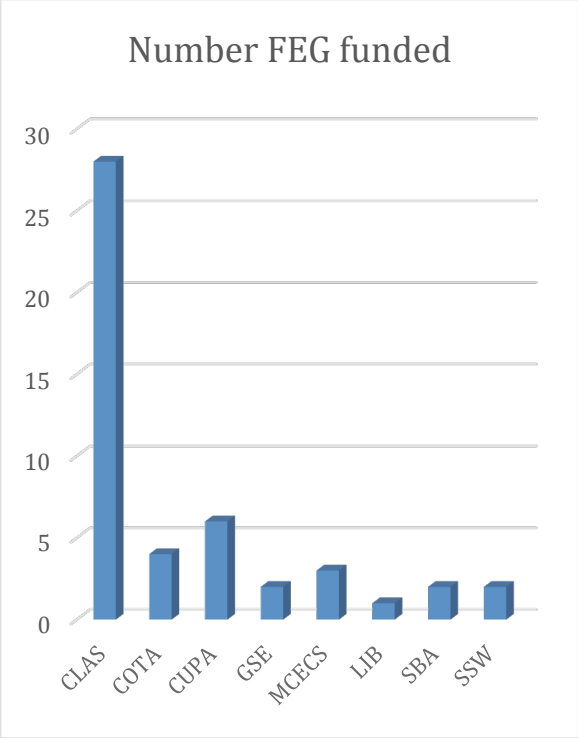
1. Travel Awards (annual allocation is $500,000) Statistical breakdown:

Summer:
$125,839
Fall:
$124,031
Winter:
$113,184
Spring:
$138,573
Total Funded:
$501,627
Funding Rate:
about 75%
Weighted lottery:
(date since last & if present'n)
This is very close to last year's result.

The following graph shows the FEG awards by rank



The following graph shows FEG by College:



2. Faculty Enhancement Awards ($650,000):
Criteria:
A. Contribution to Career Development.

B. Broader Impacts: S*tudent research assistants, etc.*

C. Impact on the community & the university's standing in it.

D. Prior Funding by this program?

Statistics:
Total applications: 118 (112 last year)
Total amount considered: ~$1.6M
Annual allocation for FY16: $0.65M
Funding rate: 48/118 = 40%.

More requests, so %ile funded is down a bit from last year.

Academics Requirements Committee (ARC)
Annual Report

Date: May 3, 2016

Members 2015-16
Alan MacCormack UNST Chair
Martha Dyson LAS
Geoffrey Duh GEOG
Marie Fiorillo COTA
Haley Holmes SBA
Rebecca Ingersoll ACS
Debra Lindberg CCJ
Student Member: None appointed

Consultants:
Angela Garbarino RO
Sukhwant Jhaj OAA

Support Staff: Nicholas Matlick

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

The ARC met regularly (about twice per month) from September 2015 through May 2016. We reviewed 147 petitions, of which 98 were approved (through April 26, 2016). The number of petitions continues to gradually decline. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 14 days, a reduction from previous years.

Significant issues that we worked on:

Post-Baccalaureate Certificate Requirements

A motion to modify the residency requirement for post-baccalaureate certificates was brought to the Senate at the end of the 2014-15 academic year. The residency credits required had exceeded the number of credits required by some certificates. The motion was approved.

Pre-Baccalaureate Certificate

The ARC considered a change in policy regarding the awarding of undergraduate certificates. Transcripted undergraduate certificates have only been awarded upon the completion of an

undergraduate degree. It has been suggested that removing this requirement might allow for more flexibility and possible expansion of undergraduate certificate offerings. The committee prepared a motion for Senate consideration that would allow the development of transcripted undergraduate certificate programs that could be earned by both degree-seeking and non-degree-seeking students and which could be awarded at the time of the certificate completion. The proposal was approved during the May 2016 Faculty Senate meeting.

Residency Requirements for a post-graduation second Baccalaureate degree or an additional major

Under current practice, a student who wishes to earn an additional undergraduate degree from Portland State following their graduation from PSU must have a minimum of 36 additional credits, regardless of the credits required to satisfy an additional major. ARC is in discussion with the Registrar's Office to explore ways to revise this requirement.

Bachelor of Applied Science

The ARC consulted with the Dean of CLAS and the Chair of EPC on a proposal for a Bachelors of Applied Science. The proposal is in its initial stages.

Transfer of Physical Education Classes to Dance and Community Health

Working with the Registrar's Office and Academic Affairs, the ARC clarified that physical education activity courses transferred to the Dance and Community Health programs will still be subject to the 12 credit limit for activity coursework and cannot be used to satisfy BA/BS requirements.

The committee wishes to thank Angela Garbarino and Nicholas Matlick for their excellent support of our work.

Attachment G.9

5.8.2016

TO: Faculty Senate Steering Committee

FROM: Advisory Council

Committee Members: Karen Popp, Candyce Reynolds, Leslie McBride, Linda George, David Hansen, Robert Mercer, chair.

The Advisory Council receives its charge from the Faculty Constitution, Article VI. The duties include: serving as an advisory body to the President on matters of policy, serving the President as a committee on ad-hoc University-wide committees, giving advice on the meaning and interpretation of the Constitution, conducting studies and making recommendations on issues of faculty welfare.

Among the topics discussed this past year were issues of campus safety, contract negotiations, possible effects of changes to student minimum wage, strategic planning , PSU-specific tax proposal, faculty retirement transitions concerns and University response to concerns raised by students of color, and legislative agenda

General Student Affairs Committee: 2015-16 Annual Report

Committee chair: Pamela Dusschee, SBA
Committee Members: Douglas Beyers (Student), Erik Geschke, ART; Sarah Kutten, SALP; Jessica Schmidt, SSW; Claudia Weston, LIB.

This committee is charged by the Faculty Senate to:

1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets and student discipline.
2) Have specific responsibility to review and make recommendations regarding policies related to student services, programs and long-range planning, e.g., student employment, educational activities, counseling, safety, health service and extra-curricular programming
3) Nominate the recipients of the President's Awards each spring term

The committee met three times throughout the year. Spring term will be dedicated to the review of nominations and selection of the President's Awards.

Advisory capacity: The committee was not contacted for advisory services. However, the committee did meet with the EMSA VP to solicit potential areas to assess.

President's Awards: In Spring 2015, the committee participated in the review and selection of the President's Awards. The process will be the same this year, with the review being conducted in spring term. The committee now selects the "best of the best" awards from amongst the winners for each college/school for Academic Achievement, Community Engagement and University Service for the undergraduate, master's and doctoral levels in each category. President's Awards will be selected in May 2016 and awarded in June 2016.

Review and recommendation capacity: New EMSA Stakeholder Meetings

ACTIONS completed:

- Reviewed 2014-15 work on Title 9 and Safe Campus Module and concluded that PSU is making great progress in this area. No more review in this area needed by GSAC.
- Met with Nicholas Running, Special Assistant to the Vice President to discuss EMSA needs.
- Reviewed process for nominating Student Achievement and President's Awards.
- The Committee also met with John Fraire, VP EMSA to learn about his priorities and potential ways GSAC could assist.
- The Committee concluded that the single most important area it could make an impact is to target student engagement on Senate Committees and began the process of creating a summary document of engagement strategies.

ACTIONS to be taken in spring and summer terms:

- Select President's Awards
- Meet with Nicholas Running to discuss the Student Achievement Awards process and how to improve in 2016-17.

RECOMMENDATIONS to 2015-16 committee chair:

- Build engagement with EMSA and other PSU stakeholders to ensure General Student Affairs Committee adds value to PSU Mission.
- Focus work primarily on increasing student engagement and participation on University Committees.
- Work with EMSA to promote student awards, in addition to nominating students for the President's Awards.

Attachment G.11

MEMORANDUM

Date: 12 May 2016

To: Faculty Senate

From: David Kinsella, Graduate Council Chair

Re: Report of the Graduate Council for the 2015-2016 Academic Year

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

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

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

Member	Years Served	College / School
Tim Anderson	2013-16	MCECS
Sarah Beasley	2012-16	LIB
Mirela Blekic	2014-16	OIF
Shannon Carr	2015-16	AOF
David Kinsella – Chair	2013-16	CUPA
Sally McWilliams	2015-16	CLAS
Gerard Mildner	2007-16	SBA
Christina Nicolaidis	2015-16	SSW
Jennifer Perlmutter	2013-16	CLAS
Melissa Robinson	2013-16	COTA
Alex Ruzicka	2015-16	CLAS
Friedrich Schuler	2013-16	CLAS
Dannelle Stevens	2015-16	GSE
Suwako Watanabe	2013-16	CLAS
Mark Woods	2015-16	CLAS

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

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

I. Graduate Policy and Procedures

- The process for allocating proposals to Graduate Council review panels was revised. Each panel's workflow now comprises smaller batches of proposals, but is allocated and processed more frequently. A shared Google drive facilitates communication within panels and between panels and the Council. The goal is to reduce the time between proposal submission and Council decisions. It seems to be working as intended, but further analysis by OGS will be required to confirm this.
- The Council recommended that the 3.3 GPA requirement for admission to the Bachelors+Masters pathway be limited to coursework completed at PSU and not applied to transfer courses.
- With the Scholastic Standards Committee, the Council drafted a revised policy for granting and administering grades of incomplete. The incomplete policy was approved by the Faculty Senate and has been implemented.
- After approving a new course prefix, HSMP, to designate Health Systems Management and Policy courses to be offered by the new School of Public Health, the Council encouraged and received a batch proposal from Public Administration to change the prefix of several PAH (Public Administration: Health) to HSMP or PAH/HSMP. Consideration of these changes in batch was designed to help facilitate a smooth migration of select degree programs from PA to SPH.
- The Council discussed and advised OGS on (i) the possibility of a graduate faculty collaborate involving PSU, UO, OSU, and OHSU, (ii) the possibility of earning duplicate degrees in different concentration areas, (iii) a student success initiative funded by matriculation fees. The Council also discussed and advised OAA on the inclusion of diversity questions on curriculum change forms.
- The Council once again had difficulty recruiting and retaining graduate student members, of which we are supposed to have two. One graduate student attended a few meetings near the beginning of the year; the second position was not filled.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where

noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
Graduate Certificate in Collaborative Governance	PA
Graduate Certificate in Sustainable Food Systems	PA
Graduate Certificate in Global Supply Chain Management	SBA
Graduate Certificate in Business Intelligence and Analytics	SBA
Graduate Certificate in Applied Social Demography	USP

Table 2. Program Changes

Program	Change	Unit
MS in Biostatistics	OHSU program as part of the School of Public Health	SPH
Graduate Certificate in Biostatistics	OHSU program as part of the School of Public Health	SPH
Master of Business Administration	Major program revision: reduction in total credits and elimination of electives	SBA
PhD in Community Health	Change required courses; change requirements for students entering without an MPH	SCH
Graduate Certificate in Computer Security	Change core and optional course requirements	CS
MA/MS in Economics	Reduce total credits from 52 to 48	ECON
MS in Electrical and Computer Engineering	Add new track in Design Verification and Validation	ECE
PhD in Epidemiology	OHSU program as part of the School of Public Health	SPH
MS in Financial Analysis	Change program name to Finance; reduction in credits and restructuring of requirements	SBA
Graduate Certificate in Gender, Race, and Nations	Replace required course; add new approved electives	SGRN
PhD in Health Systems and Policy	Change program prerequisites, research design and methods coursework	SOG
MA/MS in Health Studies	Add core course	SCH

MS in Materials Science and Engineering	Change to core courses; add coursework only option	MME
MA/MS in Mathematics	Reduce credits for sequence requirement	MTH
MS in Mechanical Engineering	Add coursework only option	MME
MEng in Mechanical Engineering	Eliminate program	MME
PhD in Mechanical Engineering	Reduce number of required 600-level courses	MME
MS in Political Science	Eliminate non-thesis option	PS
Graduate Certificate in Public Interest Design	Change one course list	ARCH
PhD in Social Work and Social Research	Major program revision	SSW
Master of Taxation	Re-activation of program and major revisions	SBA
Master of Urban and Regional Planning	Eliminate required specialization area	USP
Master of Urban Studies	Eliminate non-thesis option; change course requirements	USP

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 59 new course proposals were reviewed and recommended to the Senate for approval, along with 47 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	10	16
GSE	14	1
SBA	15	19
COTA	1	1
SSW	8	10
MCECS	4	0
UPA	7	0

IV. Petitions

Teams of three to four Council members reviewed 108 petitions for exceptions to PSU rules pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2015 through April 2016

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	**INCOMPLETES**					
A1	Waive one year deadline for Incompletes	13	12	1	12	92
B	**SEVEN YEAR LIMIT ON COURSEWORK**					
B1	Waive seven year limit on coursework	12	11*	1	11	91
D	**DISQUALIFICATION**					
D2	Extend probation	10	9	1	9	90
D3	Readmission after disqualification	3	3	0	3	100
F	**TRANSFER CREDITS**					
F1	Accept more transfer or pre-admission credit than allowed	13	12	1	12	92
F4	Accept non-graded transfer or pre-admission credits	10	9	1	9	90
F5	Accept miscellaneous transfer credit	2	2	0	2	100
F6	Waive limit on reserve credits	1	1	0	1	100
F8	Waive bachelors+masters limits	3	3	0	3	100
H	**REGISTRATION PROBLEMS**					
H6	Late grade change	2	2	0	2	100
J	**PhD & DISSERTATION PROBLEMS**					
J4	Extend 5 years from admission to comps	6	6	0	6	100
J5	Extend 3 years from comps to advancement	24	24	0	22	100
J6	Extend 5 years from advancement to graduation	4	4	0	4	100
J7	Waive residency requirement	1	1	0	0	100
	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive limit on 501 & 505 credits	2	2	0	2	100
K2	Waive omnibus limits	1	1	0	1	100
K6	Waive limit on 800-level courses	1	1	0	1	100
	TOTAL	**108**	**103**	**5**		**95**

* includes partial approvals

There was a slight increase in the number of petitions over last year. Table 5 shows that the total number of petitions over the last three years is higher compared to the previous several years. This increase is due almost exclusively to two relatively new policies at the doctoral level: the time limit from admission to passing comprehensive exams, and the time limit from passing comprehensive exams to advancement to candidacy. Since these policies have become fully implemented, a high volume of petitions for these issues appears to have become the new normal. Frustratingly, over 40% of all doctoral time limit petitions this year were second requests: students who had an approved petition for a time limit extension but did not meet it, and therefore petitioned again for a second extension of the same limit. The Council hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion and in full compliance of University policies so that fewer students will need to petition these issues.

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

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

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Approved Petitions, Percent of Degrees
2015-16	108	95	[n.a.]	[n.a.]
2014-15	97	97	1677	5.8
2013-14	106	95	1627	6.5
2012-13	69	90	1820	3.7
2011-12	56	91	1642	3.4
2010-11	43	93	1812	2.0
2009-10	50	100	1674	3.0
2008-09	51	80	1645	2.5
2007-08	54	71	1550	2.5
2006-07	75	69	1675	3.1
2005-06	86	71	1494	4.1
2004-05	71	72	1565	3.3
2002-03	56	93	1331	3.9
2001-02	78	81	1218	5.2
2000-01	79	78	1217	5.1
1999-00	102	92	1119	8.4
1998-99	84	77	1088	6.0
1997-98	70	80	998	5.6
1996-97	75	91	1019	6.7
1995-96	61	87	936	5.7

V. Program Proposals in Progress

- The Council has received a proposal for a new Master of Science in Analytics, but not all of the accompanying course proposals are available. The program and all accompanying courses will be reviewed once all materials are received.

VI. Future Graduate Policy

- *Curriculum review retreat.* The Chair of the Council organized a retreat at the start of the 2014-15 academic year, the purpose of which was to discuss the review process for new academic program and course proposals, among other matters, at both the graduate and undergraduate levels. Participants in that retreat generally considered it to have been a useful exercise. While a similar retreat may not be necessary every year, the Council, along with the UCC, probably ought to consider holding such a retreat once every two or three years.
- *Online proposal submission.* A process is under way to evaluate and implement an online process for submitting program and course proposals, one that would interface with the online program and course Bulletin. The Council anticipates that it may be asked to review aspects of this process as it moves forward.
- *Evaluation of online programs*. In its review of proposals for new graduate programs that are to be delivered entirely or mostly online, discussion within the Council has often turned to questions of quality and best practices in an online teaching and learning environment. The sentiment of the Council has generally been that such questions may not fall squarely within the remit of the Graduate Council, but they are deserving of serious attention. The Council is likely to revisit these issues and the potential role that the Council might play in setting standards for online programs.

To: Faculty Senate

From: Robert Sanders, Chair, Undergraduate Curriculum Committee

RE: 2015-2016 Annual Report to Faculty Senate

Chair: Robert Sanders (WLL)

Members: Donald Duncan (ECE), Joe Ediger (MTH), Brian Elliott (PHL), Jennifer Hamlow (OIA), Amy Borden (TA), Tom Potiowsky (ECON), Shung-Jae Shin (SBA), Leslie Siebert (IELP), Emily Ford (LIBW), Sara Key-Delyria (SpHr), Hillary Hyde (CFS)

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

Committee Charge:

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

Participation in the committee work

There was some change in the UCC membership during the year: the chair, Bob Fountain (MTH), took leave Spring term and Robert Sanders assumed the chairship in March; Devon Allen (TA) took sabbatical spring term and was replaced by Amy Borden (TA).

Despite the midterm changes in committee composition, the UCC members have again shown a high level of dedication to the work of the committee. The wiki continues to be an indispensable tool for organizing review and discussion of proposals in anticipation of the face to face meetings.

Steve Harmon has continued to provide a tremendous amount of support; it is difficult to imagine the committee functioning without his guidance and historical knowledge of the committee and the *Bulletin*. The attendance of Pam Wagner is immensely helpful with regard to historical context and the enforceability—and therefore meaningfulness—of program and course requirements and prerequisites.

Future trends

In April Scott Marshall (OAA) presented to UCC a request to include diversity and inclusion factors in the proposal forms for new courses and programs. The request and the additional elements of the proposal forms were well received. The UCC will dedicate its first meeting of the 2016-2017 academic year to new member orientation and to diversity and inclusion training specifically for the purposes of proposal review. The UCC does not expect to be prescriptive in the application of diversity and inclusion requirements, but rather to ensure

that proposers have seriously considered diversity and inclusion issues in the design of their courses and programs and reflect the university's commitment to diversity and inclusion as elaborated in the mission and strategic plan.

Curricular encroachment continues to be the most vexing phenomenon the UCC addresses, requiring careful consideration of the just allocation of university resources. Two areas of significant conflict arose this year, raising serious issues: how to offer (staffing, credit allocation, etc.) courses in new areas of interest when those areas combine elements of courses from different departments; whether or not a unit should be allowed to move ahead with new interdisciplinary courses or programs when the other implicated unit or units are unwilling to collaborate either for lack of interest or because they judge the proposal to be pedagogically or academically unsound; whether or not a unit be allowed to combine in one course or series of courses content that is already taught in another unit but distributed differently among courses or series of courses, in other words, whether or not unique selection or combination of content taught in established courses in another unit amounts to novel content without encroachment.

Curricular Proposal Review

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

In 2015-2016 the Committee will have convened 14 times, on the dates shown below, to review proposals for new programs and courses and changes to courses and programs, and to discuss additional issues related to the charge of the Committee.

Meeting dates:

Fall 2015	Winter 2016	Spring 2016
10/12/15	1/11/16	3/14/16
10/26/15	1/25/16	3/28/16
11/9/15	2/8/16	4/11/16
11/25/15	2/22/16	4/25/16
		5/9/16

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

New Programs (5)
Climate Adaptation & Management Certificate
Conflict Resolution Minor
Forest Ecology & Management Certificate
Global Studies UG Certificate
Urban and Public Affairs BA/BS

Changed Programs (14)
Art History BA/BS
Business Administration BA/BS
Business Administration BA/BS – Marketing Option
Communication BA/BS
Computer Science BS
Environmental Studies BA/BS
Food Industry Management Certificate
Law and Legal Studies Minor
Mechanical Engineering BS
Science in Social Context
Sexuality Gender and Queer Studies Minor
Women's Studies BA/BS
World Languages Minor
Writing Minor

New Prefixes (2)
HSMP – Health Systems Management and Policy
UPA – Urban and Public Affairs

New Courses (75)	
Arch 198	Metal Shop Skills Workshop
ArH 379	Latin American Baroque Art
ArH 474	Art and the Early Modern City
Bi 438/538	Plant Chemical Biology
Bi 440/540	Evolutionary Medicine
BSt 318	Black Families in the U.S.
CI 469/569	Leading in ECE Programs
CR 314	Introduction to Restorative Justice
CS 320	Principles of Programming Languages
CS 498/598	Introduction to Multimedia Computing and Networking
D 395	Dance: Topics
Ec 415	Microeconomic Theory with Calculus
Eng 495/595	Comics Theory
ESM 315	Environmental Sampling & Contaminant Analysis
ESM 343	Environmental Problem Solving
ESM 351	Environmental Biology Concepts and Connections I
ESM 352	Environmental Biology Concepts and Connections II
ESM 415/515	Road Ecology
ESM 417/517	Applied Watershed Restoration
ESM 474/574	Fish Ecology and Conservation
ETM 347	Intro to Product Design
ETM 347	Introduction to Product Design
ETM 356	Intro to Human-Centered Design
ETM 356	Introduction to Human-Centered Design
Heb 344	Israel Through Graphic Novels
Heb 361	Israel Through Film
Hst 369	Women In World History
Intl 365	Digital Globalization
Intl 380	Globalization Representation and Difference in Media and Film
ISQA 412	Intro to Enterprise Resource Planning Systems
JSt 431	The Arts and the Jewish Experience
Mdmt 398	Managing the Innovation Process
ME 240	Survey of Manufacturing Processes
ME 250	Geometric Modeling
ME 427/527	Phase Transformations and Kinetics in Materials
ME 428/528	Scanning Electron Microscopy for Materials and Device Characterization
ME 429/529	Transmission Electron Microscopy and Chemical Analysis of Materials
Mgmt 100	How to Succeed in Business School
Mgmt 200	Business School Basics
Mgmt 485	Career Management and Digital Portfolio
Port 330	Brazilian Culture and Civilization
PS 373	Violence Rebellion and Civil War
PS 477/577	Global Food Politics and Policy
SpEd 411/511	Foundations of Special Education
SpEd 414/514	Legal and Ethical Foundations of Spec Ed
SpEd 415/515	Classroom Assessment, Instruction, and Behavior Management (Elementary)
SpEd 416/516	Classroom Assessment, Instruction, and Behavior Management (Secondary)
SpEd 422/522	Comprehensive Individualized Assessment and Curriculum I
SpEd 423/523	Comprehensive Individualized Assessment and Curriculum II
SpEd 426/526	IEP and Collaborative Teaming (Elementary)
SpEd 427/527	IEP and Collaborative Teaming (Secondary)
SpEd 428/528	Reading Assessment and Instruction (Elementary)
SpEd 429/529	Reading Assessment and Instruction (Secondary)
SpEd 430/530	Families and Advocacy (Elementary)
SpEd 431/531	Families and Advocacy (Secondary)
SpEd 433/533	Math Assessment and Instruction
SpEd 439/539	Historical and Contemporary Issues in Disability Studies
SpHr 471/571	Neurolinguistics
SW 384	Addictions and Recovery: Impact on Families and Communities
TA 347	Mainstage Production
Unst 170	Multilingual FRINQ Lab
Unst 321	Learning in Action
Unst 389	Transition from College to Your Professional Life
Unst 390	TRiO SSS-Transfer Student Bridge Program
Unst 450/55	Mentoring in Higher Education
UPA 303	CUPA Pathways
UPA 335	World Changing Jobs
UPA 425	CUPA Dean's Seminar
Viet 101,102,103	First-year Vietnamese
Viet 201,202,203	Second-Year Vietnamese
WLL 319	Fairy Tales and Folklore
WLL 361	Bestsellers and Blockbusters
Wr 398	Writing Comics
WS 367	War Sexual Violence and Healing
WS 451/551	Interrupting Oppression

Changed Courses (95)	
Anth 379	Practicing Forensic Science
Anth 472/572	Population Dynamics
Ar 304	Intermediate Common Spoken Arabic
Ar 305	Intermediate Common Spoken Arabic
Ar 306	Intermediate Commons Spoken Arabic
Ar 413/513	Adv Modern Standard Arabic
Ar 414/514	Adv Arabic Grammar
Ar 421/521	Extemporized-Sung Poetry & Folk Songs of the Arabs
Ar 423/523	Modern Arabic Poetry
Ar 424/524	Classical Arabic Poetry
Ar 427/527	Adv Classical Arabic: Prose
Arch 280	Design Fundamentals Studio 1
Arch 281	Design Fundamentals Studio 2
ArH 376	Baroque Art: Italy
ArH 377	Baroque Art: The Netherlands
ArH 378	Baroque Art: Spain and the Americas
Art 230	Drawing Concepts I
Art 261	Color Photography
Art 262	Photoimaging I
Art 360	Photographic Exploration I
Art 391	Drawing Concepts II
Art 461/561	Photographic Exploration
BA 301	Research and Analysis of Business Problems
Bi 336	Cell Biology
Bi 431/531	Recombinant DNA Techniques Lab
CE 371	Environmental Engineering
CR 310	Fundamentals of Conflict Resolution
CR 311	Intro to Conflict Resolution Psychology
CS 321	Languages and Compiler Design I
CS 322	Languages and Compiler Design II
CS 415/515	Parallel Programming
CS 420/520	Object-Oriented Programming
CS 438/538	Computer Architecture
CS 445	Machine Learning
CS 454/554	Software Engineering
CS 469	Software Engineering Capstone
CS 470	Software Engineering Capstone
ECE 101	Exploring Electrical Engineering
ECE 102	Engineering Computation
ECE 271	Digital Systems
ECE 341	Introduction to Computer Hardware
ECE 371	Microprocessors
ECE 412	Senior Project Development I
ECE 413	Senior Project Development II
ECE 425	Digital Integrated Circuit Design I
ECE 451/551	Control Systems Design I
ECE 457/557	Engineering Data Analysis and Modeling
ESM 220	Intro to Environmental Systems
ESM 320	Analysis of Environmental Systems I
ESM 321	Analysis of Environmental Systems II
ESM 322	Environmental Risk Assessment
ESM 475/575	Limnology and Aquatic Ecology
Film 384	American Cinema & Culture I
Fr 340	Fundamentals of French Literary Studies
Fr 341U	Introduction to French Literature
Fr 342U	Introduction to French Literature
Fr 343U	Introduction to French Literature
Fr 411/511	Advanced French
Fr 412/512	Advanced French
Ger 484/584	German Stylistics
Hst 325	Mexican American/Chicano History I, 1492-1900
Hst 326	Mexican American/Chicano History II, 1900-present
Hst 385	The Modern Middle East I
Hst 386	The Modern Middle East II
Hst 487/587	Palestine and Israel
Intl 472	Media & International Relations
ISQA 469/569	Productivity Analytics
ISQA 479	Integrated Supply and Logistics Management
It 341U	Introduction to Italian Lit
It 342	Introduction to Italian Lit
Jpn 423/523	Modern Japanese Poetry
Jpn 424/524	Contemporary Japanese Poetry and Pop Culture
Lib 429/529	Young Adult Literature
ME 351	Vibrations & System Dynamics
ME 441/541	Adv Fluid Mechanics
ME 442/542	Adv Heat Transfer
ME 476/576	Materials Failure Analysis
ME 488	Design Experiments
Mktg 448	Digital Media Planning & Design
Mth 261	Introduction to Linear Algebra
Mth 411, 412, 413	Introduction to Real Analysis I, II, III
Ph 261U	General Astronomy I
Ph 262U	General Astronomy II
RE 439/539	Real Estate Valuation I
SpEd 425/525	Student Teaching
SW 430	Generalist Practice with Communities & Orgs
SW 432	Generalist Practice with Groups
TA 314	Lighting Design I
TA 430	Scene Design III
TA 435	Lighting Design II
Wr 312	Intermediate Fiction Writing
Wr 313	Intermediate Poetry Writing
Wr 412	Advanced Fiction Writing
Wr 413	Advanced Poetry Writing
Wr 428/528	Advanced News Writing

Dropped Courses (19)	
Ar 204, 205, 206	Common Spoken Arabic
CE 420/520	Advanced Mechanics of Materials
CE 421/521	Analysis of Framed Structures
CE 456/556	Traffic Engineering
CE 464/564	Hydrologic and Hydraulic Modeling
CE 467/567	Hydrologic and Hydraulic Design
ECE 436/536	Applications in Electromagnetics Optics and Acoustics
Film 135	Classic Movies
Film 365	Classic Movies
Film 385	American Cinema & Culture II
It 342	Introduction to Italian Literature
ME 412L	Mechanical Engineering Lab
ME 416	Internal Combustion Engines
ME 417	Gas Turbines
ME 418	Analysis of Power Plant Cycles
ME 431	Pneumatic and Hydraulic Systems
ME 444	Combustion
TA 313	Scene Design II
PE 101-290L	PE Service Courses