10-3-2016

Faculty Senate Monthly Packet October 2016

Portland State University Faculty Senate

Faculty Senate, 3 October 2016

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

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

www.pdx.edu/faculty-senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

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

AGENDA

NOTE: Items on the *consent agenda* will be approved as submitted in the packet unless objections or requests for separate discussion are registered <u>before the end of Roll Call.</u>

A. Roll Call

B. * Approval of the Minutes of the 6 June 2016 Meeting *– consent agenda*

C. Announcements and Discussion
   * 1. OAA response to June notice of Senate actions *– consent agenda*
    2. Announcements by Presiding Officer: welcome, rules of order, upcoming business
    3. Announcements by Secretary: procedures, communications, districts
    4. Discussion: Presidential search
    5. Discussion: University policies on copyright and intellectual property (Clark)

D. Unfinished Business

    1. Continuous appointment for NTTF: update and next steps

E. New Business
   * 1. Curricular proposals *– consent agenda* (Grad Council, UCC)

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

G. Reports from Officers of the Administration and Committees
    1. President's Report
    2. Provost's Report
    3. Presentation from Presidential Search Committee
   * 4. Annual Report of the Committee on Committees– *consent agenda*

H. Adjournment

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A reception sponsored by the PSU Board of Trustees will follow the meeting.

*See the following attachments:
    B. Minutes of the Senate meeting of 6 June 2016 and appendices
    C.1. OAA response to Senate actions for June
    E.1.b. Curricular proposals *– note: there is no E.1.a*
    G.4. Annual Report of CoC

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2016-17

STEERING COMMITTEE

Brad Hansen, Presiding Officer
Michael Clark, Presiding Officer Elect • Gina Greco, Past Presiding Officer
Committee Members: Michele Gamburd (2017) • Alan MacCormack (2017)
Steve Harmon (2018) • David Raffo (2018)
Ex officio: Richard Beyler, Secretary to the Faculty • Catherine de Rivera, Chair, Committee on Committees
Maude Hines, IFS Rep. (to December) and Board of Trustees Member • José Padín, IFS Rep. (from January).

****FACULTY SENATE ROSTER (64)****

All Others (8)

Arellano, Regina	ACS	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	CAP	2017
Kennedy, Karen	ACS	2018
Running, Nicholas	EMSA	2018
Blekic, Mirela	*ACS*	*2019*
†O'Banion, Liane	TLC	2019
Walsh, Michael	*HOU*	*2019*

College of the Arts (4)

†Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017
de la Cruz (for Wendl)	*COTA*	*2018*
Fiorillo, Marie	*COTA*	*2019*

CLAS – Arts and Letters (7)

†Childs, Tucker	LIN	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017
†Epplin, Craig	WLL	2018
Jaén Portillo, Isabel	WLL	2018
Brown, Kimberley	*LIN*	*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	*PHY*	*2019*
Podrabsky, Jason	*BIO*	*2019*

CLAS – Social Sciences (6)

†Gamburd, Michele	ANT	2017
Schuler, Friedrich	HST	2017
Chang, Heejun	GGR	2018
Robson, Laura	*HST*	*2018*
Luckett, Thomas	*HST*	*2019*
†*Schechter, Patricia*	*HST*	*2019*

College of Urban and Public Affairs (6)

†Schrock, Greg	USP	2017
Yesilada, Birol	POL	2017
*Bluffstone, Randall	ECN	2018
Harris, G.L.A.	PAD	2018
Nishishiba, Masami	*PAD*	*2019*
Smallman, Shawn	*IGS*	*2019*

Graduate School of Education (4)

De La Vega, Esperanza	CI	2017
*Thieman, Gayle (for Mukhopadhyay)	CI	2017
Farahmandpur, Ramin	ELP	2018
Yeigh, Maika	*CI*	*2019*

Library (1)

†Bowman, Michael	LIB	2017

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

Maier, David	CMP	2017
Monsere, Christopher	CEE	2018
†Tretheway, Derek	MME	2018
Recktenwald, Gerald	*MME*	*2019*
Siderius, Martin	ECE	2019

Other Instructional (4)

MacCormack, Alan	UNST	2017
†Camacho, Judy	IELP	2018
Fernandez, Oscar (for Lindsay)	*UNST*	*2018*
Carpenter, Rowanna	*UNST*	*2019*

School of Business Administration (4)

Raffo, David	SBA	2017
Dusschee, Pamela	SBA	2018
Shin, Shung Jae	*SBA*	*2019*
†*Sorensen, Tichelle*	*SBA*	*2019*

School of Public Health (2)

Gelmon, Sherril	*HMP*	*2018*
†*Messer, Lynne*	*CH*	*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*

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* **Interim appointment**
† **Member of Committee on Committees**
New senators in italics
Date: 20 September 2016

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, 6 June 2016

Presiding Officer: Gina Greco

Secretary: Richard H. Beyler

Members Present:
Arellano, Babcock, Bowman, Brodowicz, Camacho, Carder, Carstens, Chang, Clark, Daescu, Daim, Davidova, Donlan, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, George, Gioia, Greco, B. Hansen, Harmon, Harris, Ingersoll, Layzell, Lindsay, MacCormack, Maier, McElhone, O'Banion, Padín, Pease, Raffo, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Taylor, Thieman, Tretheway, Webb, Winters, Yesilada

Alternates Present:
Hartig for Childs, Nielsen-Pincus for de Rivera, Allen for Loney, Rad for Monsere, Basci for Perlmutter, Luckett for Schuler

Members Absent:
Baccar, Bluffstone, Daim, De La Vega, Duschee, Griffin, Kennedy, Popp, Wendl

New Members Present:
Allen (also as alternate), Blekic, Brown, Carpenter, Constable, Cruzan, Fernandez, Fiorillo, Gelmon, Luckett (also as alternate), Messer, Mitchell, Nishishiba, Podrabsky, Recktenwald, Reese, Robson, Ruedas, Smallman, Yeigh

Alternate for New Members Present:
Payseno for Walsh

New Members Absent:
Bratiotis, Schechter, Sorensen

Ex-officio Members Present:
Andresen, Andrews, Beyler, Connolly, Everett, D. Hansen, Hines, Kinsella, Kirtley, Liebman, Marongelle, Mercer, Moody, Natter, Percy, Peyton, Sanders, Wiewel

CHANGES TO THE ORDER OF BUSINESS, made as part of the consent agenda:
Items G.1-G.4 (Reports) and item F (Question Period)
moved to 4:00 regardless the order of business.
Items E.2-E.6 moved to between items D.4 and D.5.

A. ROLL

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

B. APPROVAL OF THE MINUTES

As part of the consent agenda, the **2 May 2016 Minutes**, with the correction of adding the phrase "relative to PSU's comparators" to E.4, paragraph 1, sentence 2 (p. 65, Proposal to amend Constitution to establish an Academic Quality Committee), between the words "faculty activities" and "given the mission, were **approved**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements by Presiding Officer**

   GRECO announced that there would be a question for administrators included with the President's report. She clarified the process for voting with clickers: new senators and continuing senators would vote for officers; old and continuing senators would vote on motions.

   GRECO also announced the plan of the Office of Academic Innovation (OAI) to have a faculty in residence next year to work on issues related to equity, inclusion, and culturally responsive pedagogy: applications would be received in early fall. It is also planned to have mini-grants on this topic, staring in winter term, e.g., for faculty to work together to develop syllabi, etc.

3. **Discussion: writing across the disciplines**

   GRECO introduced Susan KIRTLEY, chair of the University Writing Council (UWC), for a presentation and discussion concerning writing instruction at PSU. [See **Appendix A, slides 8-18**. See also the UWC annual report, attached to the May agenda.]

   KIRTLEY indicated that the UWC is a new committee, charged with making recommendations on writing placement, guidelines, and teaching; making recommendations on improving writing instruction; initiating assessment; supporting training of faculty and mentors; and reporting to Senate.

   The decentralization of writing instruction at PSU, KIRTLEY said, is both a challenge and a responsibility: defining goals, assigning responsibility. UWC has been working to enhance writing instruction through workshops and activities. They have been seeking grant opportunities.

   UWC also has been developing a comprehensive action plan. The Writing Program Administrators Consultant Evaluators Service visited PSU in June 2014 and reported in April 2015 [**Appendix C.3.b**]. In response to this, UWC began working on an action plan together with departments and programs across the university, and in particular with the Dean of CLAS. KIRTLEY indicated five targeted areas: university-wide writing curriculum, undergraduate writing curriculum, graduate students writers, multilingual writers, and faculty and advisor support. Top priorities to start were undergraduate curriculum and multilingual writers, and in both of these areas UWC makes several specific suggestions [see **Appendix A, slide 16**]. Working with multilingual writers was not emphasized in the WPA report, but UWC felt that this was crucial for PSU.

   KIRTLEY believed it was important to consider these issues across the university and not only in specific departments such as English or University Studies. A coordinated plan would bring various units into conversation.

   GRECO noted that the priorities in the action plan arose out of problems raised in the external report. FARAHMANDPUR asked if the external report was available. GRECO said it would be posted to the Senate website and included with the minutes [**Appendix C.3.b**].

GRECO called members' attention to the other committee reports submitted as attachment to the agenda, and thanked the various committees for their work. [Applause.]

ELECTION OF 2016-17 PRESIDING OFFICER ELECT
AND NOMINATIONS FOR STEERING COMMITTEE

GRECO stated that Michael CLARK had been nominated as Presiding Officer Elect and had accepted the nomination. David RAFFO had been nominated from the floor at the May meeting, but had in the meanwhile declined the nomination. CLARK's candidate statement was displayed [**Appendix A, slide 21**].

GRECO announced that pursuant to a request made by five senators, all voting at the meeting would be by clicker.

CLARK was **elected** Presiding Office Elect for 2016-17.

GRECO stated that there had been four nominations for Steering Committee: Ted DONLAN, Michele GAMBURD, Steve HARMON, and David RAFFO. There were no additional nominations from the floor. The four candidates' statements were displayed [**Appendix A, slides 24-27**].

D. UNFINISHED BUSINESS

1. Amendment of Bylaws to update language regarding election of Senate officers

GRECO summarized the proposed amendment: to bring Senate election procedures into accord with the Faculty Constitution and precedents; and to add the faculty member of the PSU Board of Trustees as an ex officio member of the Steering Committee.

O'BANION/CARSTENS **moved the amendment as given in June Agenda Attachment D.1**. The amendment was **approved** (46 yes, 0 no, 0 abstain, recorded by clicker).

2. Amendment of Constitution to add student member to University Writing Council

TAYLOR/HARMON **moved the amendment as given in June Agenda Attachment D.2**. The amendment was **approved** (40 yes, 5 no, 1 abstain, recorded by clicker).

3. Amendment of Constitution to create an Academic Quality Committee

B. HANSEN/BOWMAN **moved the amendment as given in June Agenda Attachment D.3.** The amendment was **approved** (34 yes, 8 no, 2 abstain, recorded by clicker).

4. Amendment of Constitution to establish SPH as a faculty governance division

STEDMAN/GAMBURD **moved the amendment as given in June Agenda Attachment D.4.** The amendment was **approved** (44 yes, 1 no, 0 abstain, recorded by clicker).

The order of business was changed at this point, in the manner noted above.

F. QUESTION TO ADMINISTRATORS *[changed order of business]*

LIEBMAN submitted a question to the President regarding faculty representation on Standing Committees of the Board of Trustees [**Appendix F**].

WIEWEL, answering, stated that he would recommend to the Board's Executive and Audit Committee, at their upcoming meeting on Wednesday [8 June], that they direct the Secretary of the Board to review best practices in this regard, to consult with the Association of Governing Boards about best practices, and to report back to the committee in the fall with recommendations. In the meanwhile, he would continue to encouraged people to attend, such as the Presiding Officer, chairs of the Undergraduate Curriculum Committee, Graduate Council, Budget Committee, etc., as relevant. As to whether they should be ex officio, they [the Board] would investigate best practices.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

[changed order of business]

1. President's Report

WIEWEL said that final spring enrollment numbers are flat compared to last year. Summer enrollment is running 2-2.5% lower than last year.

Highlights of the year for WIEWEL included: the upcoming commencement; completion of the Strategic Plan; the recent academic leadership retreat, which delved into implementation, and other examples of putting the Strategic Plan into use; successful interest-based bargaining with the various unions (bargaining with the police officers will still underway); successful re-accreditation, which takes an enormous among of work; and the creation of the joint OHSU-PSU School of Public Health, with interviews for the dean taking place this week.

WIEWEL noted the role of the equity lens in creating and implementing the Strategic Plan, and noted events such as the Students of Color Speak Out as calling attention to these issues. He characterized this as a change in the way that people think and talk, and increasingly act, though much more remains to be done.

WIEWEL referred to the creation of the College Affordability Coalition. The business payroll tax initiative was withdrawn; instead, the University was entering into a partnership with various members of the business community to identify $25 million annually in new funding sources for PSU. A first meeting would take place later this month.

Construction of the new Business School building and the Viking Pavilion was underway. Thomas Acker had been hired as architect for the planned renovation of Neuberger Hall.

He reviewed several key staffing changes: Bill BOLDT (previously UNLV) had been hired as President of the PSU Foundation. Jon FINK is stepping down as Vice President of Research, and Dan CONNOLLY is stepping down as Dean of SBA.

WIEWEL appreciated the many scholarly achievements of faculty and students, and the work of the Senate during the academic year.

2. Provost's Report

In the interest of time ANDREWS said she would forego the report.

3. Report from Interinstitutional Faculty Senate

HINES said that IFS was planning a faculty summit for early 2017, involving faculty from four-year institutions and community colleges, centered on removing barriers to student success. She reported that the Higher Education Coordinating Commission (HECC) recently revised policies and procedures to include testimony from and consultation with IFS among other groups.

HINES asked members to consider issues for IFS for October, such as how to implement state-wide faculty oversight of curriculum as state-wide issues emerge: what students are arriving with [to college] and where they are going. Specifically, HINES mentioned dual-credit programs, community college transfers, and the contemplated applied baccalaureate degree. IFS will be working on the statement on the latter this fall.

HINES noted that CLARK would be replacing her as IFS representative starting in January, with PADIN becoming the senior member of the PSU delegation.

4. Report of Task Force on Emeritus Status for Non-Tenure Track Faculty

LINDSAY, chair of the Task Force, introduced the group and its charge [see report, **June Packet Attachment G.4;** and presentation slides, **Appendix A, slides 38-44**]. There was evidently confusion across the University on emeritus status for non-tenure track faculty (NTTF): examples were known, but the Human Resources (HR) website stated that emeritus status was reserved for tenured faculty. The committee determined that since 1975, 148 faculty had been awarded emeritus status, of whom 24 were NTTF. Promotion and tenure guidelines state that the rank may be awarded upon retirement in recognition of outstanding service; there is no mention of a designation for tenured faculty only. There was thus inconsistency between the listed policy, examples of past practice, and information as presented, e.g., by HR, as well as inconsistent application among various schools.

LINDSAY noted that there were questions about the cost of these benefits. Interviews with the staff involved with these benefits showed that the cost was generally minimal. The biggest concern, LINDSAY indicated, was with parking. Analysis was presented in **June Packet Attachment G.4.b**. In most categories, the cost was comparatively small; parking staff, however, desired that the costs be borne elsewhere and not by them.

Summarizing, LINDSAY stated the task force's conclusion that NTTF had been and were still eligible for emeritus status in recognition for outstanding service, and its recommendation that there be consistency in the information presented by HR (e.g., on its website) and units.

LIEBMAN asked what the next step would be. LINDSAY said that she believed the task force had completed its charge. Updating information from HR would be a simple fix. She believed that OAA could work with departments to make sure that they were aware of this policy and to apply it consistently.

It was asked whether a change to the promotion and tenure guidelines would be necessary. GRECO responded that there was apparently nothing in the current wording which precluded emeritus status for NTTF, but that it would be possible to make an amendment to make this explicit.

ELECTION OF STEERING COMMITTEE MEMBERS *[changed order of business]*

Steven HARMON and David RAFFO were **elected** as new members of the Faculty Senate Steering Committee.

E.   NEW BUSINESS *[changed order of business]*

1.   Curricular Proposal Consent Agenda

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

2.   Transfer of School of Community Health from CUPA to SPH

GRECO explained the question as the transfer of this specific program and its faculty from CUPA to the (already established) SPH. Individual faculty could choose not to move; however, those decisions did not come under Senate purview. BEYLER added that the previous vote had established SPH as a Senate division; the present vote concerned populating that division with faculty.

STEDMAN/RAFFO **moved the proposal as given in June Agenda Attachment E.2**. The motion was **approved** (40 yes, 1 no, 2 abstain, vote recorded by clicker).

3.   Transfer of Health Systems Management & Policy Programs from CUPA to SPH

CARSTENS/RUETER **moved the proposal as given in June Agenda Attachment E.3**. The motion was **approved** (42 yes, 1 no, 1 abstain, recorded by clicker).

4.   PhD in Epidemiology (SPH)

GRECO explained the issue for the next three items. OHSU had approved prior PSU degree programs now offered by the joint SPH; it was now up to PSU to approve (or not) prior OHSU degree programs that would offered by SPH. Graduate Council had recommended approval of these degree programs.

RAFFO/TAYLOR **moved the proposal as given in June Agenda Attachment E.4**. The motion was **approved** (45 yes, 1 no, 0 abstain, recorded by clicker).

5.   MS in Biostatistics (SPH)

ELZANOWSKI/STEDMAN **moved the proposal as given in June Agenda Attachment E.5**. The motion was **approved** (43 yes, 2 no, 0 abstain, recorded by clicker).

6.   Graduate Certificate in Biostatistics (SPH)

LIEBMAN/ELZANOWSKI **moved the proposal as given in June Agenda Attachment E.6**.

LIEBMAN asked, referring to page 1 of the proposal: what are K-awardees? ANDRESEN said that these refer to awards from the National Institutes of Health and other major funders for post-doctoral certificate programs.

The motion was **approved** (42 yes, 3 no, 0 abstain).

The order of business now reverted to the regular sequence.

D. UNFINISHED BUSINESS [cont'd]

5. Resolution on paying benefits for post-doctoral fellowships

GRECO summarized the proposed resolution as voicing PSU's support for legal measures to allow paying benefits to postdoctoral fellows comparable to those given to other employees, but at a lower cost [to the grant PIs]. She noted that Faculty Senate cannot resolve this problem itself: it requires legislative action. The resolution states support for exploration of such action.

MAIER/STEDMAN **moved the resolution as given in June Agenda Attachment D.5**. The motion was **approved** (40 yes, 2 no, 2 abstain).

LIEBMAN asked about the status of post-docs at the joint School of Public Health. GRECO replied that the question pertained only to persons with PSU contracts; those with OHSU contract were not under PSU Faculty Senate purview.

6. Review of NTTF for continuous appointments

GRECO reviewed procedure for the upcoming discussion: after a motion and second, the floor would then be open for discussion and for any amendments to the main motion. The amendments would then be considered one by one; each amendment had to be considered on its own before going to another amendment or the main motion. BEYLER clarified additionally that the main motion is contained in two documents: **June Agenda Attachment D.6.a** is the proposed guidelines; **D.6.b** is an implementation or phase-in plan for implementation of the guidelines as they pertain to NTTF who have already been at PSU for a number of years; though these are two documents, since **D.6.b.** only makes sense in the context of **D.6.a** it is asked that they be moved together.

B. HANSEN/CAMACHO **moved the motion as given in June Agenda Attachments D.6.a and D.6.b**.

BEYLER gave a point of information: Prior to the meeting three potential amendments were received in writing, and comprise **June Agenda Attachment D.6.c** in the packet. A fourth potential amendment was received too late to go into the packet, but circulated by e-mail as **June Agenda Attachment D.6.d**. All of these potential amendments, however, had to be moved and seconded from the floor in order to receive discussion and an up-or-down vote.

THIEMAN asked for clarification about amendment #4. GRECO explained that this amendment had been received from the Provost. THIEMAN was under the impression that this amendment was to be considered first. GRECO responded that this was not necessarily the case. PERCY voiced appreciation for the work of the work of the task force, and clarified the import of the amendments as clarifying what may be included for review by faculty with, for example, research expectations. GRECO continued by noting that Steering Committee had received two alternative wordings for Amendment #1, and that it would be necessary to choose one or the other of these for consideration.

LIEBMAN/RAFFO **moved the second bullet-point of amendment #1 as given in Attachment D.6.c**, viz.:

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

● 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

CARSTENS did not understand the last phrase, "academic affiliation." PERCY said it related to professional associations related to scholarly work. CARSTENS wondered if there were a better way to say this: "academic affiliation" could mean many things. LIEBMAN suggested: "professional certification."

LIEBMAN/RAFFO **moved to amend the amendment [#1]**, viz., changing "academic affiliation" to "professional certification."

CLARK objected that "certification," as something bestowed upon someone by someone else, might be very different from affiliation or membership. LAYZELL wondered if it might actually mean "non-academic" affiliation, e.g., maintaining a continuous certification as a CPA in order to teach in the Business School: this was not an academic affiliation. LIEBMAN asked if this meant periodical re-certification. LAYZELL: yes. The argument seemed to be about academic affiliations, whereas the change in wording seemed to imply non-academic affiliations. B. HANSEN thought it was too narrow to refer [only] to certification; he thought the point was affiliation with professional organizations as something that <u>may</u> be included in the review. It was asked whether to be consistent with other criteria, whether we could use the language of "licensed" or "certified." GRECO believed that this would be a matter for departments to decide, and that department guidelines could be more specific than the general university guidelines.

The proposed change in wording (replace "academic affiliation" with "professional certification") was **defeated** (12 yes, 30 no, 4 abstain, recorded by clicker).

LAYZELL/RAD (alternate for Monsere) **moved to amend the amendment [#1]**, viz. changing "academic affiliation" to "non-academic affiliation." The proposed change in wording was **defeated** (6 yes, 36 no, 2 abstain, recorded by clicker).

MCELHONE/TAYLOR moved to amend the amendment [#1], viz., that the bullet point read:

● Evidence of scholarly activities, beyond the classroom, as defined by the discipline

BABCOCK, noting that wording this removed the employee's discretion, asked about the implications of this. GRECO observed that this was the part of the guidelines about what <u>may</u> be included in the review; thus, it was already at the employee's discretion. There was a difference between what <u>must</u> be and what <u>may</u> be included. THIEMAN spoke against the change: the original intent came from surveys and forums held by the NTTF Task Force. The concern was that some NTT faculty started employment with a research expectation, say as part of

a project. If the expectations or job description later changed, they still wanted to be able to use this work in their review. That distinction is lost in the proposed change. B. HANSEN supported this observation: it allowed for the accumulation of evidence even if the job description or expectations had changed. MACCORMACK spoke in favor of the change it wording as being broader and including a variety of scholarly activities. If there were originally no expectations of research, for example, that activity would not be included. D. HANSEN emphasized that we were considering this change without the broader context of the guidelines. The guidelines say these "may" be established by the committee if they choose to do so; this doesn't mean that they can be overruled by the employee's discretion. Without that language, it is a much broader prospect.

The change in wording (to "Evidence of scholarly activities ...") was **approved** (24 yes, 16 no, 6 abstain).

Amendment #1 as revised was approved (39 yes, 4 no, 3 abstain).

THIEMAN/SIDERIUS **moved amendment #2 as given in June Agenda Attachment D.6.c**.

GRECO explained that this amendment, in three places in the guidelines (annual, milestone, and ongoing review), inserted language that reviews <u>may</u> (not must) include evidence of ability to work effectively with individuals from and topics related to diverse populations. In response to a question from the floor, GRECO stated that we would consider all these changes as one amendment; if it were desired to remove one of them for separate considering, that could be done by amending the amendment.

THIEMAN referred senators to the rationale included in **Attachment D.6.c**: similar wording had been included in the promotion & tenure guidelines for senior instructors. Also, the Strategic Plan emphasized elevating student success and expanding a commitment to equity, and the Task Force believed that this amendment was important so support that work. PERCY said that this work exemplified how to apply an equity lens to new policies. GRECO said that the document referred to [by THIEMAN] was about promotion of non-tenure-faculty; this was thus part of the guidelines for review of the same people, to allow them to include the same material in these processes. MACCORMACK asked for clarification about the term "may include"; previously, D. HANSEN and said this referred to the committee's decision to include or not include material. Or is it the individual's option. GRECO said that in her reading of the [overall] guidelines, it would the employee's decision. Departments and units could add to the guidelines. D. HANSEN asked where this was to be found in the guidelines. THIEMAN pointed to the distinction (e.g., on page 3 [of **Attachment D.6.a**]) between "should include" and "may include."

GRECO said that since the employee is the one submitting the items [for review], the word "may" signifies that it is the employee's decision to submit these items or not, since no one else could submit the materials for the employee. However, it could be required in a unit's guidelines.

Amendment #2 as given in Attachment D.6.c was approved (38 yes, 4 no, 3 abstain).

THIEMAN/CARSTENS **moved amendment #3 as given in June Agenda Attachment D.6.c**. The **amendment [#3]** was **approved** (40 yes, 0 no, 2 abstain).

PERCY/CARSTENS moved the amendment #4 as given in **June Agenda Attachment D.6.d**., circulated by e-mail.

B. HANSEN summarized the substantive changes as threefold: first, replacing language referring to "NTT faculty" with language referring to "NTT instructional faculty"; second, adding the phrase "at a minimum" to language referring to materials that should be submitted for review; third, adding the phrase "but is not limited to" to language referring to materials that may be submitted for review. An additional change was to change on p. 2 the phrase "NTTF being hired" to the phrase "Bargaining unit members." ANDREWS indicated that this change made the language identical to that in the collective bargaining agreement.

D. HANSEN asked about the language [in the second box on p. 1 of **D.6.d**] removing the sentence about non-eligibility of fixed-term contract faculty for continuous employment: what was the intention of this change? PERCY stated that the original language [disallowing eligibility] was to distinguish between the two types of appointment. THIEMAN said that the language explaining fixed-term appointments vs. probationary appointments was as originally written by the Task Force. The proposed change eliminates a redundancy. It was noted, however, that the question pertained to the first passage, not the putatively redundant passage. ANDREWS gave the rationale: we might fight that we have fixed-term faculty who might be hired in another department, or hired to fill an unanticipated new demand [for a NTT position], and she did not want to penalized someone if needs changed and we were able to offer them a continuous appointment. PERCY added: a probationary appointment. GRECO said that while this was a nice thought, the original wording meant that if you were on a fixed-term contract, you should not expect to be eligible to apply for a continuous appointment. D. HANSEN stated that in collective bargaining, the discussion was about "up and out"; what they wanted to rectify was a situation in which someone would be hired for a succession of fixed-term appointments. GRECO agreed, but said that this was not what this wording was about. It said that if you were fixed-term, you could not expect to have a milestone review.

> D. HANSEN/TAYLOR **moved to amend the amendment [#4]**, viz., by striking box 2 on page 1 [and thus retaining the sentence "Instructional faculty under ... for continuous employment" in amendment #4].
>
> CAMACHO asked if a vote of yes means that instructional faculty would thereby be ineligible for continuous appointment. GRECO clarified that this was not the case. What it meant was that NTT instructional faculty henceforth would be on either fixed-term contracts or non-fixed-term. In the latter case, after a certain period of time they would be eligible for a milestone review and continuous appointment. In the former case, fixed-term is be used in cases such as sabbatical replacement positions. What the document [D.6.a] currently states is that if you are fixed-term, you are not eligible for review for continuous appointment.
>
> MACCORMACK recognized Anmarie TRIMBLE (UNST, a member of the Task Force). TRIMBLE stated that the Task Force did not define the difference

between fixed-term and non-fixed-term appointments. GRECO: correct. TRIMBLE thus believed it was not possible to make this amendment without also changing the bargaining agreement. To remove the sentence in question would be to change the definition of "fixed term." GRECO said that if we remove the sentence, as proposed by ANDREWS, it would mean that people on fixed-term contracts would be eligible to apply for continuous appointment. ANDREWS said that she perhaps relied on a too-literal reading: that fixed-term faculty would never be allowed to apply for other appointments. If this was not the intent of the passage [in **D.6.a**], she would be satisfied to leave it in.

The **amendment to the amendment [#4]**, viz. striking box #2 on p. 1, was **approved** (36 yes, 1 no 3 abstain).

D. HANSEN, referring to box #3 on p. 1, suggested that the supposedly redundant language was not exactly duplicating prior language. GRECO observed, however, the document as a whole [**D.6.a**] does include the redundant language albeit in two different places. The rationale is to strike language that occurs elsewhere.

D. HANSEN asked regarding the language about "bargaining unit members" on p. 2 [of **D.6.d**]: not all individuals represented are members. The language would therefore seem to exclude some individuals. ANDREWS stated that this exactly the wording of the collective bargaining agreement (CBA); she wanted to make the language in this document identical to the CBA. WEBB: as a bargaining unit we bargain for people who are not members. D. HANSEN said a similar issue pertained to voting on the contract. LIEBMAN said that the guidelines were not a one-to-one match with the CBA. GAMBURD said that bargaining unit members are people who are represented by the union, regardless of whether they are voting members of that union; thus, we are talking about the category of faculty represented by that union. It is not something that is up for Senate decision.

As a question for the Task Force, D. HANSEN asked whether the language "should," together with the addition of "at a minimum," meant that these items were mandatory. THIEMAN said that "should" indicates an expectation, and "at a minimum" meant that departments could go beyond that [in their own guidelines]. D. HANSEN then asked whether the list of specific items after "at a minimum" was whether this list could become more expansive. PERCY said that this list was to signal items that might be relevant, but not to say that this was exclusive. GRECO said that this meant that individuals could include items that were particular strengths for themselves.

D. HANSEN then asked about the phrase "related to unit mission," wondering whether this also included service beyond the specific unit: would it exclude service at the college or university level? MAIER said that since it's on the "may" list, the wording did not exclude anything. GRECO agreed this did not limit inclusion other service activities. The specific items in the "may include" list were, so to speak, included in order to jog people's memories about work done for the University.

LUCKETT (alternate for SCHULER)/LIEBMAN **called the previous question** [viz., amendment #4]. **The motion to call the question passed** (36 yes, 0 no, 2 abstain).

The **amendment #4 as given in Attachment D.6.d**, **modified** to remove box 2 on p. 1, was **approved** (30 yes, 4 no, 4 abstain, recorded by clicker).

It was observed that discrepancies in specific wording would have to be resolved. GRECO: yes. Since the Provost's amendment [#4] came last, its language could also pertain to the previous amendments. Any remaining issues could come before Faculty Senate in September.

The main motion as given in Attachment D.6.a-b, and amended by Attachment D.6.c (as revised above) and Attachment D.6.d (as revised above) was approved (30 yes, 2 no, 5 abstain, recorded by clicker).

E. NEW BUSINESS (cont'd)

7. Course proposal: MGMT 100

SANDERS, chair of UCC, presented this and the subsequent course proposal (E.8) together. They were courses aimed at improving student success in SBA and CUPA. Regarding MGMT 100, he noted that SBA had many programs and it took time for students be sorted into these programs. SBA hopes that this course will help students move more quickly into the specific program, and thus save resources. There is advising, but hard for students to catch all the nuances in just a couple of sessions.

RAFFO/D. HANSEN **moved the proposal as given in June Agenda Attachment E.7**.

GAMBURD thought that providing good advising was laudable, but wondered whether it was proper to charge students for that. Should we not do that for them for free? SANDERS answered that SBA does provide free advising, but it is sometimes not enough, and it would be helpful for students to incorporate this one unit into their program. RAFFO recognized Becky SANCHEZ (SBA), who said that the course supplements academic advising; it had been offered already for several years, and students who have been in it have a retention rate that is 5 [percentage] points higher. The class adds personal finance pieces, quantitative skills, etc., which are not covered in advising. B. HANSEN agreed that students need this information; in his unit, there were zero-credit proficiency or competency exams, but not charge for advising. His feeling was that senators might want to discuss this proposal, since it was likely that there would be similar proposals in the future. WEBB said that there had been similar one-credit skills courses in Mathematics for several years. What was the percentage of advising in the proposed course? SANCHEZ: about 30-40%, college skills relevant to SBA, as well as career information. LIEBMAN said he had voted against this proposal in Steering Committee, because of an overlap with the 200-level course approved as part of the consent agenda. What was the separation between the two courses? SANDERS answered that UCC did see them as different, with the 200-level course building on the 100-level. RUETER said that there is a similar course in his department [ESM], and that they seek to get students to pay attention to it. It involves exercises about career issues, etc. He indicated that there were similar courses in other departments: it's a technique being used across the University. D. HANSEN asked whether it was a required course. SANCHEZ: no. D. HANSEN said that his experience in SBA was that students had limited money to pay for their degree, and that making a mistake in choosing the pathway

due to lack of guidance had major negative consequences; for many students, this kind of guidance would save them money down the road.

The proposal as given in Attachment E.7 was approved (28 yes, 5 no, 2 abstain, recorded by clicker).

8. **Course proposal: UPA 103**

SANDERS emphasized that UCC evaluated these advising/student success courses seriously. This proposal had originally come to UCC as a 103/303 proposal, and UCC rejected the latter option. They commended CUPA for their focus on student success.

D. HANSEN/RAFFO moved the proposal as given in June Agenda Attachment E.8.

CARSTENS thought the course seemed very similar to what require of students in Freshman Inquiry. Why was a separate course needed? PERCY said that his college was concerned about student retention, and about students who may lack specific skills. This course is not limited to freshmen but also open to transfer students. O'BANION recognized Tracy BRADEN (advisor in CUPA): the course was developed out of focus on advising; the intent was to allow CUPA students to integrate skills into curriculum and to connect with faculty. It is a robust course with reading, writing, and discussion that cannot be done in an academic advising appointment that happens once or twice a year.

The proposal as given in Attachment E.8 was approved (24 yes, 10 no, 2 abstain, recorded by clicker).

DIVISIONAL CAUCUSES TO SELECT MEMBERS OF THE COMMITTEE ON COMMITTEES

Results
AO: Liane O'BANION
CLAS-AL: Tucker CHILDS, Craig EPPLIN
CLAS-SS. Michele GAMBURD, Patricia SCHECHTER
GSE: to be determined
OI: Judy CAMACHO
SBA: Tichelle SORENSEN
SPH: to be determined
SSW: Ted DONLAN

H. ADJOURNMENT

The meeting was **adjourned** at 5:45.

CONSENT AGENDA APPROVED AUTOMATICALLY AT END OF ROLL CALL

June 6, 2016 consent agenda includes:
Curriculum Items (new courses)
Approval of Minutes of May meeting
Agenda order switched as announced in packet

ADDITIONAL AGENDA SWITCH

Question to / Answer from Administrators (item F) added to President's Report (item G.1), at approximately 4:00.

WARNING

FACULTY SENATE WILL MEET AGAIN NEXT WEEK MONDAY, JUNE 13
IF WE DO NOT COMPLETE THE ITEMS ON THE AGENDA.

REMINDER

RECEPTION AFTER TODAY'S MEETING
FOOD AND ADULT BEVERAGES
PARTY SITE :
TO BE ANNOUNCED AT END OF MEETING

COMING NEXT YEAR: APPLY

- FALL TERM: RFP for FACULTY IN RESIDENCE AT OAI, with focus on equity and culturally responsive curriculum and pedagogy
- WINTER: RFP for AIM mini-grants to support faculty workshops on culturally responsive curriculum and pedagogy, led by the PSU Faculty in Residence and other PSU faculty

THANK YOU TO THE SENATORS WHO ARE MAKING THIS HAPPEN.
THEY THANK YOU, THEIR COLLEAGUES, WHO INSPIRED THEM DURING THE VARIOUS SENATE DISCUSSION ITEMS RELATED TO EQUITY AND THE CURRICULUM.

UNIVERSITY WRITING COUNCIL
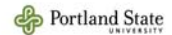
ANNUAL REPORT
and
BRIEF QUESTIONS/ DISCUSSION

THANK YOU

TO ALL COMMITTEES FOR THEIR WORK THROUGHOUT THE YEAR

ANNUAL REPORTS

WERE INCLUDED IN THE ATTACHMENTS TO THE MAY AND JUNE SENATE PACKETS

PLEASE READ.

AND THANK YOU TO THE COMMITTEES.

University Writing Council Report

June 2016

Dr. Susan Kirtley, Chair

Portland State

2015-16 Council Members:

- **Committee chair:**
- Kirtley, Susan (English)

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

UWC Charge

- *From the PSU Faculty Constitution, Article 4 Section 4: University Writing Council*:
- The Committee shall: 1) Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses.
- 2) Offer recommendations for improving writing instruction across the university.
- 3) Initiate assessment of the teaching and learning of writing at PSU.
- 4) Support training of faculty, mentors, and WIC Assistants teaching writing.
- 5) Advise on budgeting writing instruction.
- 6) Act in liaison with appropriate committees.
- 7) Report at least once a year to the Senate, outlining committee activities.

Challenges

✧ Decentralized writing makes it difficult to create comprehensive goals and assign responsibility

---

2015-6 Goals:

✧ Support and enhance writing instruction through workshops and activities

✧ Develop comprehensive plan to improve writing at PSU

Workshops and Activities

- ✧ Grant Proposal for "Internationalizing WR 121"
- ✧ May 31st workshop "Engaging Students through Writing in Community-based Learning Across Disciplines" in collaboration with OAI

Action Plan

- ✧ **History and Process:**
  - ✧ **WPA Consultant Evaluators Service visited PSU and gave a report in June 2014**
  - ✧ **UWC made a response to the report in April of 2015**
  - ✧ **UWC was asked to create an "Action Plan" for Writing at PSU**
  - ✧ **After numerous meetings and consultations, sent latest draft of the Action Plan to the Dean of CLAS in June 2016**
  - ✧ **UWC hopes to see this Action Plan discussed and adopted in years to come**

Five Targeted Areas of Focus:

- ✧ **University-Wide Writing Curriculum**
- ✧ **Undergraduate Writing Curriculum**
- ✧ **Graduate Student Writers**
- ✧ **Multilingual Writers**
- ✧ **Faculty and Advisor Support**

Priorities: Undergraduate Writing Curriculum and Multilingual Writers

- • *Undergraduate Writing Curriculum*
  - ✧ Hire WAC Director
  - ✧ Hire additional composition specialists
  - ✧ Create an effective placement process and assess student writing
  - ✧ Reinstate WIC program
  - ✧ Set writing class sizes at WPA/NCTE/CCC recommended levels
  - ✧ Explore possibilities for expanded bridge programs
  - ✧ Increase funding for Writing Center
  - ✧ Develop shared learning outcomes for composition courses (English)
  - ✧ Offer more hybrid and online writing courses
  - ✧ University Studies must be held accountable in regards to effective faculty practices and student learning outcomes for writing

- • *Multilingual Writers*
  - ✧ Offer workshops for faculty on best practices for teaching writing to multilingual writers
  - ✧ Develop and offer new courses for multilingual writers

The Action Plan represents a vision to improve writing instruction at Portland State University, and this responsibility falls to departments and units across campus. Improving writing instruction at PSU requires a coordinated plan that will bring various units into conversation, uniting to help our students become successful writers.

Next Steps:

- ✧ Submitting Action Plan and working with Dean Marrongelle and OAA in 2016-17

- ✧ We invite feedback and ideas!

3

PRESIDING OFFICER ELECT

NOMINATIONS
followed by
ELECTION

PRESIDING OFFICER ELECT

Nominated prior to the meeting:

Michael CLARK

Candidate statement: Michael CLARK

- I have been teaching at PSU since 1996, and I taught here during the summer from 1991 through 1995, when I was a full-time NTTF faculty member at the University of Oregon. I have served on one bargaining team (2001) and will be doing so again this year and next. I have also been very active in curricular development, having authored the MFA program in English and the Minor in Film Studies program that is shared by Film, English, and Communications. I have also been the director of the Portland Center for Public Humanities from 2012 to the present.
- I've been around PSU for a while. In my more ebullient moments, I've often suggested that PSU should be something like an NYU of the Northwest – but with full access.
- I hold an M.A. in philosophy, a Ph.D. in Comparative Literature (SUNY-Binghamton), and a J.D. from the University of Oregon. My philosophical and literary work focuses on Michel Foucault, Slavoj Zizek, and Theodor Adorno. My J.D. focused on intellectual property, First Amendment rights and, increasingly, rights of privacy in the digital age.
- Our three greatest issues: (1) race (2) writing and critical skills (3) access. If we can improve those three things, we'll have done something worthwhile.
- P.S. I know Robert's Rules quite well, a residue of law school. You know those lawyers.

PRESIDING OFFICER ELECT
Vote for one

A. Michael CLARK

B. Abstain
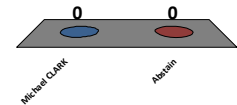
STEERING COMMITTEE

NOMINATIONS

Nominated prior to the meeting:

William "Ted" DONLAN

Michele GAMBURD

Steve HARMON

David RAFFO

Candidate's statement: Ted DONLAN

I am running for a seat on the Faculty Senate Steering Committee. I am an Associate Professor in the School of Social Work (SSW), and I have been a tenure stream faculty member here at PSU since 2006. During this time I have observed an erosion of the important role of faculty shared governance in higher education across our nation. As a result of this perception and in effort to prevent its occurrence at PSU, I have served:

- as PSU AAUP unit representative in the SSW from 2009 to the present,
- on the PSU AAUP Legislative Committee from 2011 to the present,
- as Secretary on the PSU AAUP Executive Council from 2013 to the present,
- as Vice President for Political Action on the AAUP Oregon Executive Committee from 2014-2015
- as a member of the Faculty Senate and the Committee on Committees since 2014

If elected, I will work hard to ensure that our Faculty retains and meaningfully exercises its constitutionally derived powers in the shared governance of PSU.

Candidate's statement: Michele GAMBURD

I would be honored to serve on the Senate Steering Committee. If elected, I would bring the following experience to the position:

- PSU Faculty Member, 1995-present
- Department Chair – Anthropology, 2012-2016
- Faculty Senate – Senator, 2014-present
- Faculty Senate Ad Hoc Committee for Post-Tenure Review member, 2014-2015
- Faculty Senate - University Budget Committee member, 2012-present
- Faculty Senate - Academic Requirements Committee member, 2012
- PSU-AAUP Vice President for Collective Bargaining; Labor Management Committee, Workload
- Task Force, Fixed Term Faculty Task Force, 2008-2010
- PSU-AAUP Collective Bargaining Team member, 2006-2008
- Faculty Senate - Human Subjects Research Review Committee, 2005-2007
- Faculty Senate - Faculty Development Committee, 1997-1999

Candidate's statement: Steve HARMON

- Has been an academic professional at PSU since 1997.

- Believes Academic professionals should and do play an invaluable part in PSU's shared governance process.

- Believes Academic professionals should strive to have representation on all Faculty Senate committees including the Steering Committee.

- Has served on the Student Conduct Committee, the EPC, the Graduation Program Board, the UCC, the University Faculty Development Committee, the University Sexual Diversity Committee, the Budget Committee, and the Deadline Appeals Committee.

- Has been elected to the Faculty Senate seven times.

Candidate's statement: David RAFFO

This is my 21st year at Portland State University as a professor in the School of Business. I have a deep commitment to shared governance and having all voices included – faculty, staff and the administration. I believe that when this happens, we, as a university community, make better decisions. I am not convinced that running our academic programs like a business is always best approach (i.e. increasing class sizes, increasing reliance on adjuncts, etc.) We need to be practical. Still, our priority needs to be offering a quality education that is student centered and faculty driven. I am asking you to elect me to the Faculty Senate Steering Committee so that I can support these goals. My past experience with Faculty Senate includes: being a Senator for 8 years, Co-Chairing the Educational Policy Committee (next year), Chairing the Ad Hoc Committee on Post Tenure Review, and serving on the Committee on Committees.

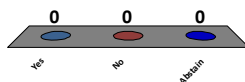## Amendment to the Senate Bylaws

WHY?

1. **Housekeeping to update language regarding election of Senate officers to bring the Bylaws into accord with the Constitution.**
2. **Add Faculty Member of the Board of Trustees to Steering as non-voting, ex officio member, to facilitate communication.**

TEXT: D. 1

PROMPT: I MOVE TO AMEND THE FACULTY SENATE BYLAWS, AS PRESENTED IN ATTACHMENT D.1.

AMENDMENT TO SENATE BYLAWS (D.1)

A. Yes
B. No
C. Abstain

0	0	0
Yes	No	Abstain

Amendments to the Senate CONSTITUTION

1. A vote to add a student member to the University Writing Council **(D2)**
2. A vote to make TAQ, the Task Force on Academic Quality, a standing Senate Committee: the Academic Quality Committee **(D3)**
3. A vote to make the School of Public Health a separate division for Faculty Senate and committee representation **(D4)**
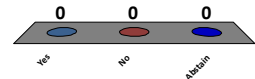
AMENDMENT TO CONSTITUTION (D.2):
ADD STUDENT REP TO UWC

WHY? The University Writing Council sees the addition of a student perspective as contributing to its function to support writing instruction at PSU.

PROMPT: I MOVE TO AMEND THE FACULTY SENATE CONSTITUTION, AS PRESENTED IN ATTACHMENT D.2.

AMENDMENT TO CONSTITUTION (D.2):
ADD STUDENT REP TO UWC

A. Yes
B. No
C. Abstain

0   0   0
Yes   No   Abstain

AMENDMENT TO CONSTITUTION (D.3):
CREATE STANDING COMMITTEE ON ACADEMIC QUALITY

WHY: The Task Force on Academic Quality proposes that a committee continue their work of developing indicators and tracking the progress on academic quality.

PROMPT: I MOVE TO AMEND THE FACULTY SENATE CONSTITUTION, AS PRESENTED IN ATTACHMENT D.3.

AMENDMENT TO CONSTITUTION (D.3):
CREATE STANDING COMMITTEE ON ACADEMIC QUALITY

A. Yes
B. No
C. Abstain

0   0   0
Yes   No   Abstain

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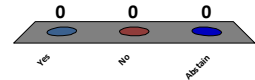
AMENDMENT TO CONSTITUTION (D.4):
SPH AS FACULTY GOVERNANCE DIVISION

WHY: HOUSEKEEPING. The new School of Public Health will be established in the constitution as a division, so that PSU faculty in the SPH have representation in faculty governance.

PROMPT: I MOVE TO AMEND THE FACULTY SENATE CONSTITUTION, AS PRESENTED IN ATTACHMENT D.4.

AMENDMENT TO CONSTITUTION (D.4):
SPH AS FACULTY GOVERNANCE DIVISION

A. Yes
B. No
C. Abstain

0   0   0
Yes   No   Abstain
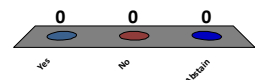
IT MUST BE 4:00 BY NOW:
REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. PRESIDENT'S REPORT and QUESTION TO / ANSWER FROM ADMINISTRATORS
2. PROVOST'S REPORT
3. IFS REPORT
4. TASK FORCE ON EMERITUS FOR NTTF

Task Force on Emeritus Rank for Non-Tenure Track Faculty

Charge to the task force

- Examine the current use of emeritus status
- Explore cost and sustainability of benefits
- Create a clear, consistent procedure for all

PSU emeriti since 2005

- Very small total numbers

School year	Emeriti
2005-06	8
2006-07	9
2007-08	7
2008-09	7
2009-10	10
2010-11	7
2011-12	22
2012-13	20
2013-14	17
2014-15	19
2015-16	22
Total all emeriti since '05	148

Past practice NTTF

- NTTF have historically been granted emeritus status at PSU
- 24 out of 148 are NTTF

*Data from 2005 on

School	Inst.	Asst .	Assoc.
SBA			3
Engineering			
GSE	1		2
CLAS	2	1	10
LIB			1
Arts		2	
CUPA		2	
OAA			
SSW			
Sub Total*	3	5	16

Current policies

- P&T Guidelines do not exclude NTTF
- Inconsistent statements between HR website, bargaining agreement, past practice
- Inconsistent application procedures across schools

7

Cost considerations

Cost to PSU is
currently negligible

Benefits
Parking
Library
Gym membership
Email
ODIN account
Non-transferable staff fee for credit courses

Finding

- The provision for award of emeritus status as outlined in campus P&T guidelines means NTT Faculty are, and have been, eligible for emeritus promotion.
- Per campus P&T Guidelines emeritus status is granted in recognition of outstanding performance.

Recommendations

- PSU should ensure consistent language on HR website, faculty handbooks, memos, regarding eligibility of NTTF for emeritus status
- PSU should ensure that all academic units have clear and fair procedures for promotion to the emeritus rank
- All faculty, regardless of appointment type, should receive the same benefits and privileges

STEERING COMMITTEE
Vote for **two**
(your last two votes will be recorded)

A. Ted DONLAN

B. Michele GAMBURD

C. Steve HARMON

D. David RAFFO

E. abstain

0	0	0	0	0
Ted DONLAN	Michele GAMBURD	Steve HARMON	David RAFFO	abstain

REMEMBER: AGENDA SHIFT

E.2 – E.6 ARE MOVED HERE, BETWEEN D.4 AND D.5.

WHY: TO GET THROUGH ALL HOUSEKEEPING-TYPE BUSINESS QUICKLY.

VOTES ON TRANSFER OF PROGRAMS/FACULTY FROM CUPA TO THE SCHOOL OF PUBLIC HEALTH

1. School of Community Health to move to SPH (E.2)
2. Health Systems and Policy PhD to move to SPH (E.3)

NOTE: These two groups of faculty have voted to move from CUPA to the new School of Public Health. Faculty who wish to move are moving; those who wish to remain in CUPA will have that option, but those individual decisions do not come under Senate purview.
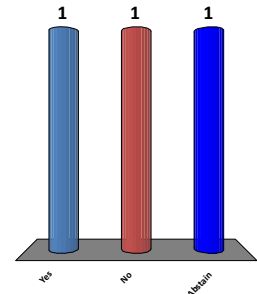
**TRANSFER of
the School of Community Health
from CUPA
to the SCHOOL OF PUBLIC HEALTH**

PROMPT: I MOVE TO APPROVE THE PROPOSAL IN E.2 TO TRANSFER THE ADMINISTRATIVE HOME OF THE SCHOOL OF COMMUNITY HEALTH FROM CUPA TO THE OHSU-PSU JOINT SCHOOL OF PUBLIC HEALTH.

TRANSFER of the School of Community Health from CUPA to the SCHOOL OF PUBLIC HEALTH (E.2)

A. Yes
B. No
C. Abstain

**TRANSFER of
the Health Management and Policy Programs
from CUPA
to the SCHOOL OF PUBLIC HEALTH**

PROMPT: I MOVE TO APPROVE THE PROPOSAL IN E.3 TO TRANSFER THE ADMINISTRATIVE HOME OF THE HEALTH MANAGEMENT AND POLICY PROGRAMS FROM CUPA TO THE OHSU-PSU JOINT SCHOOL OF PUBLIC HEALTH.

TRANSFER of the Health Management and Policy Programs from CUPA to the SCHOOL OF PUBLIC HEALTH (E.3)

A. Yes
B. No
C. Abstain
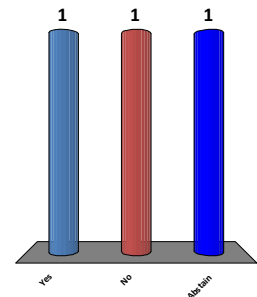
TRANSFER OF DEGREE PROGRAMS FROM OHSU TO JOINT OHSU-PSU SPH

WHY are we voting? Faculty Senate has already approved the JOINT SCHOOL. These votes accept the transfer of pre-existing OHSU programs into the school. OHSU had to approve, and already did so, to move PSU programs into the joint school.

Graduate Council evaluation: Recommends that we approve.

THE PROGRAMS:
1. PhD in Epidemiology (E.4)
2. MS in Biostatistics (E.5)
3. Graduate Certificate in Biostatistics (E.6)
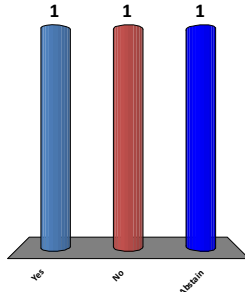
**TRANSFER OF DEGREE PROGRAM 1 :
PhD in Epidemiology (E.4)**

PROMPT: I MOVE TO APPROVE THE TRANSFER OF THE OHSU PhD IN EPIDEMIOLOGY INTO THE JOINT OHSU-PSU SCHOOL OF PUBLIC HEALTH.

TRANSFER OF DEGREE PROGRAM 1 :
PhD in Epidemiology (E.4)

A. Yes
B. No
C. Abstain

TRANSFER OF DEGREE PROGRAM 2 :
MS in Biostatistics (E.5)

PROMPT: I MOVE TO APPROVE THE TRANSFER OF THE OHSU MS in BIOSTATISTICS INTO THE JOINT OHSU-PSU SCHOOL OF PUBLIC HEALTH.

TRANSFER OF DEGREE PROGRAM 2 :
MS in Biostatistics (E.5)

A. Yes
B. No
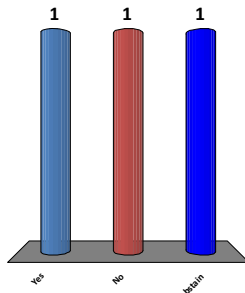C. Abstain
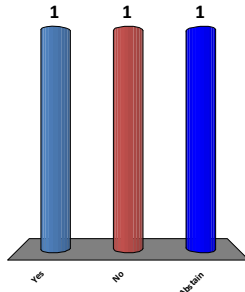
TRANSFER OF DEGREE PROGRAM 3 :
Graduate Certificate in Biostatistics (E.6)

PROMPT: I MOVE TO APPROVE THE TRANSFER OF THE OHSU GRADUATE CERTIFICATE in BIOSTATISTICS INTO THE JOINT OHSU-PSU SCHOOL OF PUBLIC HEALTH.

TRANSFER OF DEGREE PROGRAM 3 :
Graduate Certificate in Biostatistics (E.6)

A. Yes
B. No
C. Abstain

BACK TO D.5 AND D.6

PSU FACULTY SENATE RESOLUTION ON POSTDOCTORAL FELLOWS (D.5)

WHAT: THIS RESOLUTION IS SIMPLY A STATEMENT OF SUPPORT FROM THE FACULTY SENATE TO EXPLORE LEGAL WAYS TO OFFER POSTDOCTORAL FELLOWS BENEFITS THAT ARE COMPARABLE TO THOSE OF OTHER EMPLOYEES, BUT AT A LOWER COST.

DISCLAIMER: FACULTY SENATE CANNOT RESOLVE THE PROBLEM ITSELF. THAT WILL REQUIRE LEGISLATIVE ACTION. THIS RESOLUTION SIMPLY STATES SUPPORT FOR EXPLORATION OF SUCH ACTION.

PSU FACULTY SENATE RESOLUTION ON POSTDOCTORAL FELLOWS (D.5)

PROMPT: I MOVE TO APPROVE THE RESOLUTION ON POSTDOCTORAL FELLOWS AS ELABORATED IN ATTACHMENT D.5.

PSU FACULTY SENATE RESOLUTION ON POSTDOCTORAL FELLOWS (D.5)

A. Yes
B. No
C. Abstain
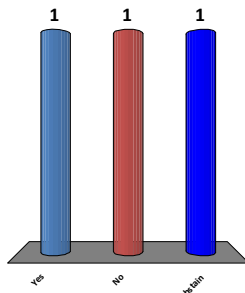
GUIDELINES FOR REVIEW OF NON-TENURE TRACK INSTRUCTIONAL FACULTY and IMPLEMENTATION PLAN (D.6.a and D.6.b)

NOTE:
- **FIRST THERE NEEDS TO BE A MOTION TO APPROVE THE GUIDELINES.**
- **THE "POTENTIAL AMENDMENTS" IN YOUR PACKET ARE NOT ACTUAL AMENDMENTS UNTIL A SENATOR MOVES THEM. EACH MUST BE MOVED SEPARATELY. THEY WILL ONLY BE DISCUSSED, AND VOTED UPON, IF AND AS MOVED.**

GUIDELINES FOR REVIEW OF NON-TENURE TRACK INSTRUCTIONAL FACULTY and IMPLEMENTATION PLAN (D.6.a and D.6.b)

PROMPT: I MOVE TO APPROVE THE GUIDELINES FOR REVIEW OF NON-TENURE TRACK INSTRUCTIONAL FACULTY AND THE IMPLMENTATION PLAN AS GIVEN IN ATTACHMENTS D.6.a and D.6.b

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POTENTIAL AMENDMENT 1 (in D.6.c) : EVIDENCE OF SCHOLARLY ACTIVITIES

Insert after final bullet point under "Annual Review submission materials may also include" in the section Annual Review:
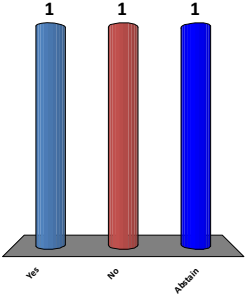
● At the employee's option, if any preceding job description included research requirements, including required academic affiliation, evidence of scholarly activities.

● 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

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AMENDMENT 1 (in D.6.c) :
EVIDENCE OF SCHOLARLY ACTIVITIES

A. Yes
B. No
C. Abstain

POTENTIAL AMENDMENT 2 (in D.6.c):
WORK EFFECTIVELY WITH DIVERSE POPULATIONS

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

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
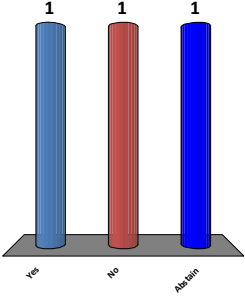
Insert after final bullet point under "Materials for evaluation following continuous appointment may also include" in the section Evaluation Following Continuous Appointment:
● Evidence of ability to work effectively with individuals from and topics related to diverse populations

VOTE ON AMENDMENT 2 (in D.6.c):
WORK EFFECTIVELY WITH DIVERSE POPULATIONS

A. Yes
B. No
C. Abstain
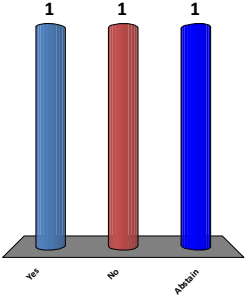
POTENTIAL AMENDMENT 3 (in D.6.c):
CONTRACTS IN MULTIPLE UNITS

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.

VOTE ON AMENDMENT 3 (in D.6.c):
CONTRACTS IN MULTIPLE UNITS

A. Yes
B. No
C. Abstain

VOTE ON GUIDELINES FOR REVIEW OF
NON-TENURE TRACK INSTRUCTIONAL FACULTY and
IMPLEMENTATION PLAN (D.6), AS AMENDED

A. Yes
B. No
C. Abstain

NOW CONTINUE TO E.7 AND E.8: NEW COURSE PROPOSALS

WHY ARE THESE COURSES NOT INCLUDED IN THE CONSENT AGENDA?
Steering did not include these courses, proposed by different units, in the consent agenda because members had questions about awarding credit for program orientation. Steering thought that Senators might want to discuss them since **we anticipate more courses of this type in the future, and wonder if there should be a consistent way to approve such courses/award number of credits, etc**.

- The courses seemed similar, but were assigned different numbers of credit by different units. Is the assignment of credits appropriate to each course?
- These courses, which are orientations to programs, raise a cost question. Do they add to the cost of a degree? OR, Is paying for orientation credits worth it to students because time to degree is made shorter and/or degree completion is increased?
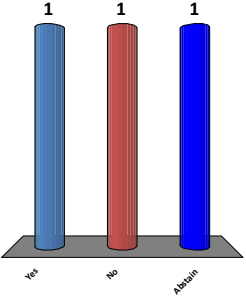
New Course in SBA (E.7)

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

New Course in CUPA (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.

VOTE TO APPROVE NEW COURSE MGMT 100 (E.7)

A. Yes
B. No
C. Abstain
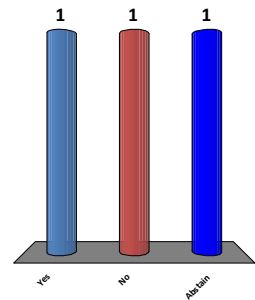
VOTE TO APPROVE NEW COURSE UPA 103 (E.8)

A. Yes
B. No
C. Abstain
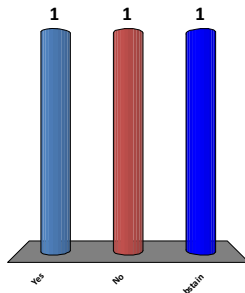
ONE LAST THING BEFORE THE RECEPTION

Division Caucuses to choose new member(s) of Committee on Committees

AO, CLAS-AL, CLAS-SS (2), GSE, OI, SBA, SPH, SSW

The Committee on Committees undertakes vital work on behalf of the Senate. Please consider carefully who you think would be a good representative in this important role, and whether you would be willing and able to undertake it yourself.

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RECEPTION

FOOD AND ADULT BEVERAGES

PARTY SITE :

SMSU 236 (CASCADE ROOM)

Writing at Portland State University: A Campus-wide Responsibility

Submitted on behalf of the
Council of Writing Program Administrators

By

Barbara Cambridge
Professor of English Emerita-Indiana University Purdue University Indianapolis
Director- Washington Office, National Council of Teachers of English

and

Charles Schuster
Professor of English and Director of the Honors College
University of Wisconsin-Milwaukee

June 2014

Introduction

The field of rhetoric and composition has deepened and widened in the past thirty years as research and practice have revealed the centrality of writing to the learning process. Research shows ways in which writing promotes learning as well as represents learning in every discipline. The scholarship of teaching and learning practiced throughout the arts, sciences, professions, and civic life continues to establish the influence of writing on disciplinary knowledge, democratic life, and personal development. Pedagogies enabled by multiple technologies provide both scholars of rhetoric and composition and scholars in other disciplines the ability to help students develop habits of mind essential to their lives in the academy, the workplace, and the community.

The Framework for Postsecondary Writing, published in 2011by the National Writing Project, the Council of Writing Program Administrators, and the National Council of Teachers of English, identifies essential habits of mind for learners: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. These habits of mind are fostered through writing, reading, and critical analysis that develop students' rhetorical knowledge, critical thinking, writing processes, knowledge of conventions, and abilities to compose in multiple environments <http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>. By renewing a commitment to teaching writing, Portland State will inculcate those habits of mind and learning goals that will reward programs, departments, faculty, and students.

Renewing an emphasis on writing, which includes not only teaching composition but the larger constellation of Writing Studies that constitutes such areas as creative and analytical thinking, rhetorical understanding, digital rhetoric, and professional and technical writing, represents a significant challenge. Composition cannot be taught effectively in isolation; it is not a one- or two-time inoculation that immunizes a student against feverish word choices and ague-ridden sentences. Rather, writing instruction must be embraced by multiple faculty in multiple disciplines, including but not exclusively English, over four years of undergraduate study. Portland State has already instantiated this model of education with University Studies, and so it is aware of the kinds of institutional changes necessary for such a model of education to flourish. Like General Education as conceived by UNST, writing flourishes in a spiral model of education. In the following recommendations, we offer steps and choices for PSU to consider in order to achieve the important outcomes of effective writing instruction and student learning.

Recommendation 1: Portland State University should include in its mission statement an explicit commitment to writing as a means of learning and representing learning.

Portland State University has a vision and organizational structure that could support the centrality of writing throughout the curriculum. An earlier version of the university's mission statement, for example, clearly pointed to writing as part of the university's mission and goals. Because omitting writing injures Portland State's unique focus on community interaction and responsibility and ignores the ways in which writing can distinguish Portland State, we

2

recommend that communication with an emphasis on purposeful and effective writing be reincorporated into the university's Mission Statement, with the exact wording to be agreed upon by the PSU President, administration, and Faculty Senate.

Portland State is known throughout higher education for its curricular innovations in relation to General Education and its commitment to interaction with the community as enacted in students' experiences throughout the curriculum. Although many curricular interactions with the community randomly include writing, the university has yet to intentionally highlight the various genres of writing in this work that PSU so values. Letters to the editor, infographics for political decision makers, blog entries for public discussions, and short reports for parent groups are examples of potential kinds of writing that employers could expect PSU graduates to have had experience composing. As PSU continues to establish and publicize reasons for students to come to PSU, it might promise not only writing experiences throughout the curriculum but also specific kinds of writing experiences that reinforce other parts of PSU's mission and goals.

University-wide Responsibilities

We urge Portland State to assume a university-wide commitment to improving the quality of writing instruction. This commitment should include fulfillment of the promise of University Studies in relation to writing, assessment of writing for formative purposes, expansion of the Writing Center, establishment of a Writing-across-the-Curriculum program that includes more faculty development in writing, and investing strategically in select writing courses that address the needs of both native and non-native speakers of English.

Recommendation 2: If University Studies continues to receive funding for and assume responsibility for writing instruction, it must be held responsible for effective faculty practices and student learning outcomes.

University Studies has practices and goals that portend well for student writing. The addition of a Writing Coordinator, a position currently ably held by Dr. Annie Knepler, has yielded a mentorship program for a core group of faculty who know effective pedagogies for writing. Interim University Studies director Dr. Yves Labissiere acknowledges the need to build further faculty capacity for teaching writing so that responsibility does not lie only with English faculty. He asserts that all faculty members need to take ownership of the goal of writing instruction and that UNST must be vigilant about fulfilling its responsibility in this area: intentions here are strong. In addition, the potential adoption of eportfolios across the campus offers opportunities for more coordinated teaching and learning of writing within University Studies and in all departments in the university. Labissiere hopes that the fall 2014 adoption of a technology platform and the establishment of the University Writing Committee will propel the campus to development of an eportfolio program that fosters the habits of mind in the Framework mentioned earlier in this report.

University Studies, however, is currently not putting the emphasis on writing that it was expected to provide. Under its "Communication" goal, UNST states that: "Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in

appropriate communication technologies." For those faculty members whose history dates back to the founding of UNST, this modest emphasis on teaching writing represents an unfulfilled promise. When funding shifted from composition courses to UNST, a university-wide writing requirement was eliminated with the promise that UNST would fulfill that same learning outcome. However, a series of events, including changes in leadership, establishment of other important goals and outcomes, and a lack of funding, derailed UNST's emphasis on teaching writing. FRINQ and SINQ, for example, have multiple purposes and for the most part insufficiently attend to the teaching of writing. Moreover, faculty members report that junior clusters and capstones have particular challenges. Faculty members outside UNST who teach in junior clusters are sometimes not prepared to teach the disciplinary conventions of writing in their disciplines. Students come into capstones with wildly varied writing experience and ability. Some capstone instructors use rubrics so that students understand expectations; others just use checkmarks to respond to writing. Commitment to providing initial instruction and helpful feedback is strong with some faculty and weak with others. UNST needs to have clear expectations of faculty, provide faculty development, and rehire only faculty members who meet these expectations.

Recommendation 3: Portland State should assess writing of incoming freshmen, writing of transfer students, and writing in departmental clusters and capstones.

We are convinced that a vital first step for Portland State is to make a budgetary investment in assessing student writing across campus. By "writing assessment" we are not calling for a focus on accountability but rather on a formative indication of readiness and ability. Faculty members and administrators across the campus indicated the inadequacy of the current web-based initial writing placement system. In its place, they supported a new system that would more accurately place all students into writing courses that would be most suitable for their further development as writers, wherever those courses would be situated. In addition, transfer students need a way to indicate their readiness to enter into their majors and the UNST stream of courses, including the first two years of classes, the junior clusters, and the capstones. Given the diversity of students who enroll in PSU (first-year, transfers, ESL), writing placement would need to be supple and almost certainly reconfigured for different populations: first-semester freshmen might be evaluated holistically or with a much-improved self-directed placement system; ESL students might need TOEFL/IELTS plus a one-on-one analysis; transfer students might need to produce course syllabi (or PSU-accepted articulation) and/or portfolios.

Whatever method(s) chosen, the institution needs a meaningful, accurate formative assessment of writing ability. Seniors in UNST (since this curriculum is common to all seniors) need a robust exit indicator, adding to the current group of written products from classes student-selected pieces and a reflective piece of writing so that the communication goal can be better represented. UNST has teams of faculty members who develop rubrics within curricular themes, and some schools have assessment directors to lead practices in their schools; but the addition of eportfolios for all students with a range of writing chosen by students and responded to by faculty would signal students' self-efficacy regarding writing ability. Those are some among many potential ways that assessing student writing could add to the fullness and quality of writing instruction at PSU.

Although these assessments are not primarily for accountability, they will contribute to PSU's recognition as a campus that understands the value of assessment. For example, Kathi Ketchison noted that University Studies is "a bright spot on campus, setting the gold standard for learning goals and assessment," its practices having been recognized during regional accreditation. Positions like Rowanna Carpenter's in UNST (as the director of assessment and upper division clusters) make effective assessments more easily developed because the expertise and coordination necessary for this effort already reside on campus.

Recommendation 4: The University Writing Committee and the Academic Leadership Team can provide significant leadership in improving writing instruction at Portland State by structuring interaction on a regular basis.

Fortuitously we thought, the Faculty Senate approved on our first day on campus an amendment to the Constitution of the Portland State University Faculty." This Amendment created a new Constitutional Committee, the University Writing Committee, which has seven responsibilities**:**
>   1. Make recommendations to the Dean, Provost, and Faculty Senate on such matters as writing placement, guidelines, and staffing for teaching writing in UNST, WIC, and composition courses.
>   2. Offer recommendations for improving writing instruction across the university.
>   3. Initiate assessment of the teaching and learning of writing at PSU.
>   4. Support training of faculty, mentors, and WIC Assistants teaching writing.
>   5. Advise on budgeting writing instruction.
>   6. Act in liaison with appropriate committees.
>   7. Report at least once a year to the Senate, outlining committee activities.

This very positive step offers wonderful opportunities to Portland State for campus-wide activity to improve writing instruction. During our visit, faculty members and administrators alike found renewed hope for collaboration and innovation through this important university committee. Although budget realities present daunting challenges, improving writing instruction will be worth the efforts of faculty and administrators.

Just as faculty members have a university-wide committee looking not at their individual units but the welfare of the entire campus, Provost Sona Andres described an Academic Leadership Team whose members represent not their own schools but the university at large. Coordinated efforts of the University Writing Committee and the Academic Leadership Team could make a real difference in PSU's commitment to writing excellence among its students.

A whole series of questions could be asked by the University Writing Committee in tandem with the Academic Leadership Team with the goal of generating a vision of improvement of writing instruction. This vision must be based on structural, budgetary, and curricular realities, not on wishful thinking or a desire to turn the clock back twenty years. Some key questions could include: What is the institutional commitment to improving student writing? How can PSU best achieve these results given issues of retention, non-native speakers of English, and transfer students? How can a productive synergy be established between the teaching of writing in other departments and UNST? To what extent is the English Department willing and able to reshape its faculty and curriculum, develop writing portfolios for students, and/or develop and staff one

or two required composition courses for all undergraduates? How can PSU gain a realistic understanding of its current needs and practices in relation to writing?

We recommend three immediate steps to begin to answer these and other questions about writing at PSU.

Recommendation 5: Portland State should develop a Writing Inventory to determine current expectations, practices, and outcomes on campus. This Inventory is descriptive, not evaluative.

We think Portland State needs to allocate resources so that an appropriate faculty committee (not the director of composition) can complete a Writing Inventory. The Inventory, administered in the upcoming winter or spring quarter after items are formulated and the Inventory is beta-tested, could ask faculty members about student writing and their own pedagogical practices. Items might include:

- For each course that you teach regularly, list the regular kinds and numbers of assigned writing, such as papers, lab reports, correspondence, e-mail, grant proposals, journal articles, fiction, poetry, etc.

- List beside each type of writing the teaching techniques you find most productive for students, for example analysis of writing in my discipline for modeling of conventions, in-class time to draft, referral to the Writing Center, analysis of audiences for their writing, help with sentence structure and punctuation, sharing of my own writing, grading and commenting on final drafts only, etc.

- List beside each type of writing the way(s) that you respond to drafts and/or the final written product, such as comments on drafts, references to a rubric shared with students, peer reviewing in class, on-line responses to questions from students, sending students to the Writing Center, etc.

If constructed well, the Inventory can provide a rich description of the current state of writing instruction on campus. With technology that offers ease of responding, such as possible lists of items from which to choose with open-ended offerings as well, faculty can take a reasonable amount of time to do their descriptions. The provost, deans, and department chairs need to strongly support such involvement, and a description of the means for sharing the results campus-wide should be given before the Inventory is administered. Faculty members do not need to be identified by name in the subsequent report if that possibility insures full faculty participation. This description, used in campus-wide discussion, offers a reasonable starting place for pedagogical reform.

Recommendation 6: Because faculty members need to understand and use the Writing Center in more ways, the Writing Center needs more space and staffing and better ways to share goals and expertise.

If writing is to succeed in the ways we are describing, PSU needs a strong and vital Writing Center that supports students and faculty across the campus. The Writing Center can be a campus resource for strong and weak writers alike and a facility that supports researchers writing grants and proposals and faculty working on books and articles. Such a campus resource offers workshops that help faculty members craft better assignments, build better web pages, and respond more effectively to student writing. It offers workshops that help students develop ways to overcome fears of the blank page, engage in productive research, and integrate sources effectively into their writing. It supports students and teachers in composition classes and faculty and students across campus who are learning to write effectively in their own disciplines by providing expert and peer review. This vision of Writing Centers is supported by universities across the country, published research, and the International Writing Center Association <http://writingcenters.org/>.

Unfortunately Writing Centers are often regarded by faculty unfamiliar with them as places for remediation. PSU is no exception: asked about sending students to the Writing Center, many faculty members indicated that they sent students with major problems. The Writing Center's new website will broadcast more widely the variety of questions that it addresses, from analysis of audience to building an argument in a particular discipline; but the Writing Center needs other means of alerting faculty members to its capacities. The Center could issue a regular newsletter about the kinds of assignments it is seeing, the questions students bring, literature about writing in different disciplines, and/or particularly strong writing that it sees. The Center could send online after each visit a very short description of the work that a student did there, of course with student permission. More faculty members could be invited to GA meetings, getting them physically into the Center and interacting with the Center staff members who will be helping their students.

Physical capacity is essential for an effective Writing Center. PSU's Center is crowded and swamped much of the time as students fill the room. An auxiliary site consisting of one desk in the library offers marginal help but does not alleviate the waiting lines and the need to turn students away. Students with whom we met complained that they have often been unable to get the help they desire. Furthermore, giving the Writing Center a windowless room in an over-crowded space hardly signals that it is a vital campus resource

Writing Center administration is a professional field, with scholarship in philosophy, learning theory, research methodologies, and instructional practices. An energetic professional director whose publishing research field is Writing Center scholarship and who has an attachment to his or her greater professional community can invigorate the Center in multiple ways. Without a robust Center, writing improvement across the disciplines will wither since faculty across campus will not have access to one-on-one tutorial support their students will need, especially if a campus-wide Writing Across the Curriculum program is initiated.

Recommendation 7: Portland State needs to create a new Writing-across-the-Curriculum program with a Director of Writing-across-the-Curriculum who provides the leadership and coordination needed for high quality and thorough writing instruction at Portland State.

A report about PSU published in a national journal in Fall, 2013 ("When the Writing Requirements Went Away: An Institutional Case Study of Twenty Years of Decentralization/Abolition" (*WPA Journal*, 37.1, Fall, 2013, 54-800) includes startling statistics.

> Faculty surveys revealed a pervasive dissatisfaction with student writing abilities. While faculty are notoriously disgruntled about student writing at almost every institution, a startling 94.3% of respondents said they were moderately, somewhat, or not at all satisfied with their students' writing abilities, and 95.3% said that that their students' educations had given them only moderately, somewhat, or not at all adequate writing preparation. In the eyes of faculty, the problem resided largely with the curriculum: 30.6% of respondents said they were "not at all" satisfied with writing instruction at the university, and not a single faculty respondent indicated that she was "extremely" satisfied with the writing instruction her students were receiving. (67)

Hildy Miller, chairperson of the English Department, expressed the views of many when she commented: "overly decentralized writing became an exercise in abolition." The WIC program was an attempt to alleviate this decentralization of writing instruction, at least within CLAS, by establishing Writing Intensive classes supported by faculty development workshops and trained Graduate Assistants. By all accounts this program was both modest and successful (see http://www.writingprogram.pdx.edu/wic/wic_tips.html). During our visit faculty members and administrators alike lamented the diminution (some said the demise) of the WIC program, as a result of defunding the Graduate Assistant component (a component, we would add, that partly compensated for inadequacies of the Writing Center). The innovative mentoring included in that program promoted faculty development and drew attention to effective pedagogies. Students did more writing and integrated more easily the lessons about writing in one class to those in another.

The WIC program, established by Duncan Carter in the 1990s, was part of a national effort known variously as Writing Intensive, Writing Enrichment, Writing in the Disciplines, or Writing Across the Curriculum. Writing-Across-the-Curriculum is a field in itself, with an extensive faculty network that includes research and published scholarship about goals, practices, and outcomes. A WAC specialist could be hired with a faculty appointment, usually but not necessarily in the English Department. The faculty hire can best report to someone in the Provost's office since WAC is a campus-wide responsibility. This faculty line would be added to the department in which the person resides, not taking a current or promised line. Although an immediate concern will be funding, the campus needs to reallocate if necessary to fund such a position. One possible source of funding could be the Provost's Initiative.

A WAC director who works closely with the Office for Academic Innovation and integrates WAC work within UNST and the majors would accelerate PSU's advances in writing instruction and learning. For example, faculty members across disciplines who wish to do research about writing in their disciplines would have help in research methodologies and publication outlets. Faculty members untrained in graduate school in identifying writing conventions in their disciplines that need teaching would get help in developing instructional strategies. And, faculty members could work across disciplines, examining student writing in order to help students transfer knowledge from one discipline to another.

WAC thrives when departmental faculty members take on a mentorship role, helping their undergraduate majors master disciplinary constraints, teaching them how to write as part of a scholarly conversation. For this to occur successfully, faculty members who have little or no experience teaching writing must learn basic principles and practices in funded faculty workshops. Courses must be supported with low enrollment caps and either graduate assistant or Writing Center support. New courses must be developed; older courses must be continuously refreshed and assessed. Strongly as we support a major WAC effort, especially at a school like PSU with its urban setting and transfer student population, it should be initiated with eyes open concerning the commitment necessary to make it work long-term. WAC requires consistent budgeting, successive faculty development, a supple infrastructure, and a leadership team with strong credibility at every level of the institution.

Recommendation 8: Placement into required writing courses and credit for prior learning must be done accurately.

The following writing requirement was put into place in 2012:
http://www.pdx.edu/advising/writing-requirement. Its description follows:

> Beginning Fall 2012, students must complete 2 college-level composition courses or their approved equivalents for their baccalaureate degree requirements. This requirement may be satisfied in one of the following ways:
>
> - Students admitted to PSU as freshmen (0-29 credits) meet the requirement by completing the first two years of University Studies or University Honors (both approved equivalents of composition courses);
> - Students admitted to PSU having earned 30-89 credits meet the requirement with WR 121 (required for transfer admission) and the requisite number of Sophomore Inquiry courses determined by placement into University Studies or University Honors. (The WR 121 requirement may also be satisfied by passing the WR 121 Challenge exam which exempts students from the course);
> - Students admitted having earned 90 or more credits have four options for meeting the requirement:
>   - Transfer into PSU with an approved equivalent of WR 121 plus one approved composition course for which WR 121 (or it's approved equivalent) is a pre-requisite;
>   - Transfer into PSU with two approved composition courses for which WR 121 (or its approved equivalent) is a pre-requisite;
>   - Complete WR 121 plus an additional course from the following PSU course list: WR 200, 211, 222, 227, 300, 323, 324, 327, 333, 394, 400, 420 or a 4-credit Writing Intensive Course (WIC) course. Composition writing courses transferred into PSU may also be considered.
>   - Complete any two courses from the above PSU list. (The Challenge exams for WR 121 and WR 323 may also be used to satisfy the requirement)

This requirement places a significant burden on and makes assumptions about UNST (and Honors) at both freshman and sophomore levels. It assumes that WIC is alive and well, which it

is not. It assumes that placement is effective and that WR 115 and 121 are taught in structured and consistent ways across all sections. It assumes that all students will benefit from a range of WR courses across multiple levels regardless of student ability and preparation. It assumes that the Challenge exams can be administered effectively and produce fair and consistent results. These assumptions are only that: in fact, many faculty members, including those within University Studies, openly assert that few or none of these assumptions is accurate.

If effective writing is to become a significant learning outcome for PSU students, placement procedures must be improved. By all accounts, the current placement system is placement in name only. According to PSU's own web information:

> Entering freshmen are expected to complete a web-based writing placement questionnaire prior to attending their Orientation: Advising & Registration session. This module includes a short self-paced writing task and a questionnaire. Students are encouraged to take as much time as needed to complete the writing task, and are welcome to do it in more than one sitting. The questionnaire should take students approximately 15-20 minutes to complete. < http://www.pdx.edu/advising/placement>

Although self-directed placement (SDP) can be very effective, it cannot be accomplished without significant resources especially including the development of explicit writing criteria and of well-trained advisers who can assess writing and consult with students to be sure they place themselves in appropriate classes (see, for example, "Local Assessment: Using Genre Analysis to Validate Directed Self-Placement" by Anne Ruggles Gere et al., *CCC*, June, 2013). As this article makes clear,

> Establishing the validity of a given assessment, then, requires what Michael T. Kane calls interpretive and validity arguments. The interpretive argument explains "the network of inferences and assumptions leading from the observed performances to the conclusions and decisions based on the performances" (23), and the validity argument evaluates the interpretive argument. In the case of writing placement, interpretive and validity arguments lead, via complex analysis, to an articulation of the positive and negative consequences of placement decisions. (606)

PSU's current web-based placement system lacks interpretive and validity efficacy, and from what faculty told us students basically place themselves according to their own interests and desires.

Appropriate placement into writing courses is no easy matter, whether a university adopts standardized test scores, essay exams, TOEFEL or IELTS scores, writing portfolios, norm-referenced multiple choice tests, holistic assessment, or a combination thereof. Allowing entering students to choose their own placement can only be done effectively when students are fully aware of their own strengths, weaknesses, and likelihood to succeed.

PSU has a significant opportunity to strengthen its placement procedures given that it is the pilot site for a statewide initiative for Credit for Prior and Concurrent Learning, with seed money from the Provost and (let's hope) state funding to follow. Associate Dean Shelley Chabon posits that evaluating learning could be through writing and would like more people from writing to help with development of the Credit process. With Annie Knepler, Susan Kirtley, and Kendall Leon as active members, the total of 64 faculty, staff, and students would have expert help. This work can help in what Dean Chabon calls "the centrality of writing" for students.

English Department Responsibilities

Recommendation 9: The English Department needs to hire more faculty members with expertise in Rhetoric and Composition.

That there is no faculty member with expertise in writing available to be a Primary Collaborator on the Credit for Prior and Concurrent Learning Taskforce led by Dean Chabon underscores the need to hire more Rhet/Comp faculty within English. Susan Kirtley is already overwhelmed with teaching and administrative responsibilities, Hildy Miller is chairing English, and Kendall Leon is new and just starting toward tenure and promotion. Given the interest of the PSU faculty and the associate dean (and possibly the new dean within CLAS) to move forward writing initiatives, more Rhet/Comp personnel are needed. In addition, rhetoric and composition is a scholarly field that warrants a significant place in the research base of an English Department.

According to the English Department's own 2013-14 "Review of the English Department," ambitious plans are in place to strengthen and develop initiatives in many areas including film, social justice, visual narrative, and new media. The Department also needs to hire someone to support Per Henningsgaard's publishing work and to teach creative writing. If, however, English is to have a scholarly base in the range of research in rhetoric and composition and to serve students and faculty across the campus, more hiring in Rhetoric and Composition is necessary. Some of these hires could be fixed-term M.A. or ABD lecturers with both practical and graduate course work in Rhet/Comp. Some, such as the WAC director and disciplinary experts, must be tenure-track faculty members, although not all have to be hired within English (some schools can offer a tenured-position outside the normal departmental structure). Even under current conditions, we emphasize, the department is understaffed: As Director of Rhetoric and Composition, Susan Kirtley is overwhelmed with responsibilities and cannot be expected to do her scholarly work and to fulfill all the obligations that come with her office, let alone the ones we are recommending with this report. Aside from building and maintaining UG and MA concentrations or majors in writing and rhetoric, more faculty are needed to engage in faculty development across campus, to serve on essential writing-related committees, to strengthen and oversee the current array of writing courses, to ensure the ongoing quality of the WR writing sequence, to partner across campus and across the community to strengthen writing. The needs are great and the faculty, currently, are few.

Recommendation 10: The English Department needs to hire or appoint additional administrative support for the Director of Rhetoric and Composition/Writing Intensive Courses Coordinator.

Regardless of the fate of the WI courses, the Rhetoric and Composition Director needs support to manage effectively the current array of courses, train the GAs, and ensure that quality is maintained among all the writing courses. An Assistant or Associate Director, even at 50%, (this individual could be fixed-term) could handle many day-to-day operational duties. New

instructors need trained and experienced mentors, especially since few of them will work for more than two years; the director needs more secretarial support to assist with syllabi, the writing of reports, webpage development, and phone and email correspondence. Given the array of writing courses, the two-year terms of the GAs, the continuous necessity to hire and train, coordination with UNST, and increasing responsibilities campus-wide, additional support for the director is urgently needed. This is especially crucial in the case of Susan Kirtley who is an active scholar and developing a comic art/graphic narrative curricular strand.

Recommendation 11: The English Department should develop shared learning outcomes and means of assessing them in WR 121, 222, 323.

We applaud the efforts of the composition faculty in developing writing courses that fill in some of the gaps left with the elimination of first-year composition and the inability of UNST to fulfill the pledge made on its behalf to teach writing to entering students. Although we were able to visit only one class, the students were positive about their experience in that section with that instructor, but many had less positive comments about their other WR courses, which they felt did not help them improve their writing.

WR 121, 222, and 323 offer a variety of approaches to teaching writing, with their varied emphases on rhetorical strategies, writing processes, research, and critical thinking. However, if PSU is committed to a structured writing program, especially a WAC/WIC/WID program, the writing courses that support this effort must be more organized and coherent in terms of curriculum and outcomes. Granted, no single course, especially on the quarter system, can do more than begin to address writing issues, but all students in all sections of the same course should receive work toward common writing outcomes with appropriate pedagogies in order to lay a foundation for future work. During our visit, faculty repeatedly stated that students who entered PSU as transfers had better writing training than those students who matriculated as freshmen at PSU. This perception indicates that community college writing courses are more effective than FRINQ, SINQ, and presumably the WR sequence. If accurate, this perception is not surprising: FRINQ and SINQ pay insufficient attention to writing, and the WR sequence is taught primarily by first- and second-year graduate students who create their own methodologies in an attempt to achieve shared curricular goals. As indicated in the self-study, "since we [PSU] do not have a centralized writing program, it is difficult to talk about typical activities or materials" in the writing sequence. Although GAs receive teacher training in two two-credit practicums typically taught by the director, instructors report considerable freedom to teach what they want in ways they choose.

WR courses could benefit from the kind of attention that can only come from more faculty/staff support than the current director, in spite of her very best efforts, can offer. As the self-study indicated:

> There are approximately thirty three sections of WR 115, WR 121, WR 222, & WR 323 per term, with approximately fifteen sections of additional composition and rhetoric classes. We thus work with around 3600 students per year through our composition courses. Twelve GTAs teach and three GTAs work in the Writing Center Each term. There are approximately twenty adjuncts each term, around sixty classes per year are taught by adjuncts.

This is a significant burden for any director. As programmatic support for composition is increased, it makes sense for new instructors to teach more consistently across sections during their first semester. Much as graduate student instructors love the freedom to create their own reading and assignments, more consistency is needed if UG students are to proceed in a coherent way through a sequence of courses that build on each other, which presumably is what the WR sequence deems to offer. Moreover, students enrolled in different sections of the same course are entitled to receive similar grades for similar work.

Instructors could collaboratively develop shared syllabi that map out a set of assignments and reading/writing experiences that move students toward increasing competency. Other initiatives that support both consistency and innovation could be put into place. We can imagine a vigorous classroom observation program with GAs receiving feedback from faculty trained in composition. We can imagine a dedicated mentor system to consult with new instructors on how best to respond to student writing. We can imagine a portfolio review system: Instructors evaluating essays or portfolios from sections other than their own can be highly useful in creating and implementing shared standards. We can imagine a Humanities-oriented writing course required of entering freshmen and transfer students taken in conjunction with FRINQ or SINQ. Whatever paths are adopted, the WR courses need to be strengthened across sections and assessed so that the institution has confidence that they are performing as needed.

Although the English Department is not exclusively responsible for two other challenges in writing instruction, it can contribute to addressing the challenges. One major challenge of the writing curriculum is ESL/Generation 1.5/transfer students. Our impression of the IEP staff persons with whom we met was that the IEP group is hard working and dedicated to working with all ESL admits. For example, someone from IEP meets with new GAs regularly during Writing Center staff meetings. Unfortunately, the consensus from the IEP group itself was that "ESL students are not receiving the instruction they need." Learning to speak fluently in another language is challenging; learning to write in another language is much more difficult, given that it demands a second level of abstraction. One possible answer is to develop ESL faculty workshops attended by both disciplinary faculty members, including English, and IEP instructors so that all PSU faculty members can become better equipped to respond productively to ESL student writing. For example, faculty members might be encouraged to spend less time on preposition, grammar, usage, and idiom problems and more time on global concerns such as coherence, fluency, organization, argument, and the use of sources. Needless to say, a strengthened Writing Center with more staff specifically trained in ESL work would also be a major improvement.

The transfer student issue is another major challenge. As we were told repeatedly, most graduates of PSU are transfers, and many arrive at the 300/400 level. Although a composition course at the junior/senior level (like WR 323, which usefully focuses on critical thinking and writing) can be useful as an elective, a better way to address this challenge is through a campus-wide WAC/WIC/WID initiative, because junior and senior students—and their faculty—are most dedicated to working within the major, which is where WAC optimally performs. The English Department itself can be more systematic in writing expectations across its curricula. One PSU faculty member said: "A really strong WAC program would be a great help to UNST." We would add "and to the English Department." Given the curricular innovation and

academic culture that has developed at PSU over the last twenty years, instituting a strong WAC program is a logical next step.

Recommendation 12: The English Department should develop more online or hybrid writing courses including courses that incorporate media and digital components.

We were surprised during our visit by the scant use of hybrid or online instruction and the lack of online, digital instruction and media in writing classes. Given national and international trends, it is not surprising that online and digital instruction is now widely employed in composition classes. Students are highly conversant with digital media, from smart phones to web-based instructional resources to MOOCs, Pinterest, Tweets, and Ted Talks. CCCC is developing "Guidelines for Online Writing Instruction" (co-chaired by Beth Hewett and Scott Warnock), and hybrid and online writing instruction are increasingly an important component in writing programs, especially at urban universities like PSU, where access and parking are often critical problems.

Although only one faculty member directs the writing program and some GAs find D2L cumbersome and ineffective, the addition of a rhetoric and composition faculty conversant in hybrid and online instruction and even doing research on the topic, and concentrated adaption of D2L into an effective online delivery system for composition would bring PSU more into 21st century pedagogies. This kind of teaching is not an add-on to a conventional classroom; it requires a holistic rethinking of what it means to teach writing.

Both the Writing Program and the Writing Center should move as speedily as possible to adopt more hybrid and online pedagogies and include more new media into course readings and writings. This move forward will help students more readily accept writing courses and make productive use of writing instruction. Certainly many students on and off campus will benefit from hybrid and online course/instructor/Writing Center tutor availability. On the Masters level, for the sake of educating GAs who plan to attend Ph.D. programs where digital web-based platforms and media are standard features of writing curricula, PSU should move in this direction. Although the Writing Center did pilot online instruction briefly with little success, expertise in this instruction is readily available in the literature about pedagogy in Writing Centers and in many disciplines. CCCC, the Council of Writing Program Administrators, and the International Writing Centers Association are pertinent sources. If developed thoughtfully and implemented carefully, online tutoring will be of great benefit to both students and instructors. If the composition courses at PSU are to engage students and prepare them for future work and productivity in whatever fields/pursuits they choose, online instruction and media inclusion in the curricula are important next steps.

Conclusion:

Portland State University has a national reputation as an innovative, pioneering, respected university. Much of that reputation comes from UNST and from the Civic Engagement initiative. Even a cursory sampling of websites points to significant resources that have gone into developing these two programs. With UNST and Civic Engagement highlighted by the university, writing instruction must develop its own momentum within those settings and beyond

in departments across the campus, including English, in order to shape the Portland State of the future. To that end, we have offered in this report recommendations that require altering current practice; initiating new concentrations of time, budget, and faculty; and expanding the commitment of faculty and the institution to the writing experiences necessary for students to succeed as citizens, workers, and persons. We are convinced that these investments will benefit students, faculty members, and the institution.

Summary of Recommendations

University-wide Responsibilities

Recommendation 1:   Portland State University should include in its mission statement an explicit commitment to writing as a means of learning and representing learning.

Recommendation 2: If University Studies continues to receive funding for and assume responsibility for writing instruction, it must be held responsible for effective faculty practices and student learning outcomes.

Recommendation 3: Portland State University should assess writing of incoming freshmen, writing of transfer students, and writing in departmental clusters and capstones.

Recommendation 4: The University Writing Committee and the Academic Leadership Team can provide significant leadership in improving writing instruction at Portland State University by structuring interaction on a regular basis.

Recommendation 5: Portland State University should develop a Writing Inventory to determine current expectations, practices, and outcomes on campus. This Inventory is descriptive, not evaluative.

Recommendation 6: Because faculty members need to understand and use the Writing Center in more ways, the Writing Center needs more space and staffing and better ways to share goals and expertise.

Recommendation 7: Portland State University needs to create a new Writing-across-the-Curriculum program with a Director of Writing-across-the-Curriculum who provides the leadership and coordination needed for high quality and thorough writing instruction.

Recommendation 8: Placement into required writing courses and credit for prior learning must be done accurately.

English Department Responsibilities

Recommendation 9: The English Department needs to hire more faculty members with expertise in Rhetoric and Composition in the English department.

Recommendation 10: The English Department should hire or appoint additional administrative support for the Director of Rhetoric and Composition/Writing Intensive Courses Coordinator.

Recommendation 11: The English Department needs to develop shared learning outcomes and means of assessing them in WR 121, 222, 323.

Recommendation 12: By developing more online or hybrid writing courses including courses that incorporate media and digital components, the English Department will vitalize and extends its offerings for students.

ATTACHMENTS

A number of PSU faculty and departmental documents and proposals to the Faculty Senate reveal some of the history that we have drawn upon to make our recommendations. Three of the relevant documents serve as attachments to this report and are included with this email.

ATTACHMENT A: A Comprehensive Plan to Improve Student Performance in Writing at Portland State University (1999)

ATTACHMENT B: Memo to Faculty Senate (2009)

ATTACHMENT C: Review of the English Department (2013-14)

Itinerary for Portland State University Writing Curriculum External Review

External Reviewers:

Dr. Charles Schuster, Professor of English and Director of Honor College, UW-Milwaukee

Dr. Barbara Cambridge, Professor of English Emerita, Indiana University Purdue University Indianapolis, and Director, Washington Office, National Council of Teachers of English

WPA Consultant Service Visit

Sunday, June 1st

6pm   Dinner at Higgins restaurant with Bob Liebman, Susan Kirtley, Kendall Leon, and Dan DeWeese
1239 SW Broadway, Portland, OR 97205 (reservation under Susan Kirtley)

Monday, June 2nd

8-8:45am   Breakfast at Nel Centro with Susan Kirtley and IELP faculty
1408 SW 6th Ave, Portland, OR 97201 (reservation under Susan Kirtley)

9-10 am   Meet Anne Knepler, Ph.D., UNST Writing Coordinator, Interim Co-Director UNST Mentor Program, 117C Cramer Hall

10-10:15 am   Short Break

10:15-11 am   Tour Writing Center with Dan DeWeese, 188 Cramer Hall

11-11:45 am   Meet with Dean Beatty, 341 Cramer Hall

11:45-12:45   Lunch with Rhet/Comp committee, location TBA

1-1:45 pm   Meet with Provost Sona Andrews, Market Center Building, Suite 650

1:45-2 pm   Short Break

2-3 pm   Meet with Professor Hildy Miller, Chair of English, Neuberger Hall, Neuberger 405C

3-4 pm   Meet with Duncan Carter and Greg Jacob, Professors Emeritus, and George Karnezis, NH 407

4pm   Walking tour with Jarrod Dunham, Graduate Teaching Associate

4:40-   Visit Zeke Fry's WR 323 class, Science & Education Center 163

June Minutes Appendix C.3.b

Dinner on our own

Tuesday, June 3rd

9-10 am   Visit GA Seminar in NH 407

10-10:45 am   Meet with Prof. Yves Labissiere, Director of UNST, Cramer Hall 117

11-11:30 am   Meet with interested faculty/break, NH 407

11:30-12 pm   Meet Kathi Ketcheson in NH 407

12-1pm   Lunch with University Writing Committee, location TBA

1:15-2 pm   Meet with UNST faculty and mentors, 117C Cramer Hall

2-2:30 pm   Meet with Associate Dean Shelly Chabon, 341 Cramer Hall

2:30-3pm   Coffee with interested faculty, including WIC faculty, NH 407

3-4pm   Meet with Ann Marie Fallon, Director of Honors Program, NH 407

4-5   Exit interview with Susan, Hildy, and others, NH 407

5:00-9:00   Dinner on our own and planning/writing time

Wednesday, June 4th

Departure from Portland State University

Updated 5/28/14

Faculty Senate
June 6, 2016

Question for Administrators

With the creation of the new PSU Board of Trustees, the Faculty Senate Steering Committee researched best practices for faculty in shared governance at public universities. In a March 2015 Statement to the Board (see below), Steering recommended that faculty members with relevant expertise serve as members of all sub-committees of the new PSU Board in keeping with long practice at the University of California and other institutions, a practice that is supported by the findings of the 2009 report of the Association of Governing Boards, excerpted below.

It is hard to imagine a well-informed academic affairs, finance, or student affairs committee without the membership of faculty. The value of faculty service on board committees was noted by many respondents, particularly chief academic officers. *Faculty, Governing Boards, and Institutional Governance, Association of Governing Boards, 2009*

Questions to the President:
Have you asked the Board to formally consider the March 2015 recommendation of the Senate Steering Committee?
If not, why?
When can the Senate expect a reply from the Board?

Statement by the Presiding Officer, PSU Faculty Senate - March 12, 2015*
To the PSU Board of Trustees

Good afternoon.

PSU Board Chair Peter Nickerson asked me if he could come before the Faculty Senate to open communication between the Board and the faculty. He came in January and gave a great speech. How do I know? First, no one left. Second, his speech brought questions about communication between the faculty and the Board. It was a learning moment for the Senate.

Peter's remarks opened the questions that all university boards must answer:
What is shared governance on their campus ?
What are the roles of the president, faculty, and the Board in it ?

I want to share an answer by a college president, Steven Bahls, written for board members & faculty in Trusteeship, the magazine of the Association of Governing Boards which will devote a session to shared governance at its national meeting that some of you will attend next month.

Bahls asks three questions:
1. What is shared governance?
2. How should it work?
3. What is the payoff?
http://agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practice

His answers
1. Shared governance is a partnership.   It links president, faculty, and the board in a broad institutional vision that AGB calls integral leadership. Faculty and board members play different roles: the board has fiduciary responsibility (revenues, bonding); the faculty set academic policy (admissions, degree requirements, hiring) and are responsible for academic quality. To be effective, they must work in tandem. Writing as a president, Bahls calls on boards to put faculty leaders at the table for key decisions and to learn directly from faculty how they do research, teaching, and service.

2. How should shared governance work?
Bahls suggests an ongoing process of dialog and deliberation among partners.   He urges boards, presidents, and faculty to meet outside board meetings, to allow for a full and open exchange of ideas away from the spotlight.   While universities honor the principle that people agree to disagree, in practice, they need time to share talk to agree on the purposes and priorities of the university.

3. What is the payoff?
For Bahls, the payoff is to increase social capital between board members and faculty. Social capital is the value one receives from who you know, your networks. Here it refers to place-based knowledge: what you know about the university from each other. That's key because universities are learning organizations as well as teaching organizations. When partners learn, things change fast.   To know each other, Bahls invites board members to hear faculty report on their research, scholarship, and teaching.   And he encourages faculty to learn from board members. This builds trust which he sees as critical for moving from a shared governance to a shared responsibility model.

Can PSU learn from Bahls ?   Yes !
Having a campus board creates opportunity for partnerships and processes that couldn't happen with the statewide OUS (OSBHE) board that it replaced.

For example, the PSU Task Force on Academic Quality that I spoke of to you in June 2014 is at work on a report to guide discussion of PSU's comparator universities.   Who are we like? Who might we like to be? How can we get there? The Task Force will share it with the Board and ask for your feedback

Another possibility: The Oregon State Board of Higher Education had the custom of having coffee with faculty before all its meetings in order to discuss issues of the day.   A campus board could start a chain of conversations about the continuing concerns of faculty and students at PSU: how to balance access and quality by directing resources to teaching and

advising, how to recruit and retain strong faculty, and how to facilitate work/life balance for faculty and staff.

Continuing conversations are building blocks for trust, but building trust requires more than talk alone.   Partners must share ongoing work.

On other campuses, board members and faculty join hands in discussions of plans and policies.   At the University of California, faculty and staff sit on all 10 standing committees serving as advisory members to the Regents. They have expertise and insider knowledge that is needed for thoughtful deliberation.   In many cases, they wrote the books or articles that inform the substance of policies or procedures for decision-making.
http://regents.universityofcalifornia.edu/about/committees.html

Based on the experience of faculty on other campuses, PSU Senators are discussing a Resolution for faculty engagement on Board committees.

We feel that it is best practice that faculty partner with the Board in discussions and deliberations that inform policy that bears on the educational mission.

Shared governance is perennially a work in progress in which working partnerships build knowledge and trust needed for decisions that all must own.   I and other PSU faculty look forward to working with you.

Bob Liebman, Presiding Officer, PSU Faculty Senate
*This version is shortened & slightly revised. Hyperlinks added

Attachment C.1

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: 8 June 2016

Re: Notice of Senate Actions

On **6 June 2016, the Faculty Senate approved** the curricular consent agenda recommending the new courses, changes to existing courses, and changes to existing courses listed in Attachment E.1 to the June 2016 Agenda.

> **6-13-16—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:**

• A change to the Bylaws updating language regarding the election of Senate officers, as stated in Attachment D.1.

> **6-13-16—OAA concurs with the recommendation and approves the change to the Bylaws.**

• An amendment to the Constitution of the Portland State University Faculty to add a student member to the University Writing Council, as stated in Attachment D.2.

> **6-13-16—OAA concurs with the recommendation and approves the amendment to the Constitution.**

• An amendment to the Faculty Constitution to create a standing Academic Quality Committee, as stated in Attachment D.3.

> **6-13-16—OAA concurs with the recommendation and approves the amendment to the Constitution.**

• An amendment to the Faculty Constitution to establish PSU faculty in the Joint OHSU-PSU School of Public Health (SPH) as a governance division for purposes of Senate representation and University committees, as stated in Attachment D.4.

> **6-13-16—OAA concurs with the recommendation and approves the amendment to the Constitution.**

Attachment C.1

• A resolution supporting efforts to find legal solutions to offer postdoctoral fellows benefits comparable to those of other employees, as stated in Attachment D.5.

> **6-13-16—No OAA action needed on Senate resolutions.**

• Guidelines for the review of non-tenure track instructional faculty for continuous appointment, as stated in Attachment D.6.a and amended on the floor of the Senate, together with the implementation plan, as stated in Attachment D.6.b. The text of the guidelines with amendments as passed by Senate is provided in Appendix D.6.a to the June Minutes (see enclosure).

> **6-13-16—OAA concurs with the recommendation, will incorporate them into the P&T Guidelines, and share them with AAUP for joint approval.**

• The transfer of the institutional home of the School of Community Health from the College of Urban and Public Affairs to SPH, as stated in Attachment E.2

> **6-13-16—OAA concurs with the recommendation and approves the transfer.**

• The transfer of the institutional home of the Health Systems Management & Policy program from the College of Urban and Public Affairs to SPH, as stated in Attachment E.3.

> **6-13-16—OAA concurs with the recommendation and approves the transfer.**

• A PhD in Epidemiology (transferred from OHSU to SPH), as stated in Attachment E.4.

> **6-13-16—OAA concurs with the recommendation and approves the transfer.**

• An MS in Biostatistics (transferred from OHSU to SPH), as stated in Attachment E.5.

> **6-13-16—OAA concurs with the recommendation and approves the transfer.**

• The proposal for a new course, MGMT 100, as stated in Attachment E.7.

> **6-13-16—OAA concurs with the recommendation and approves the proposal**

• The proposal for a new course, UPA 103, as stated in Attachment E.8.

> **6-13-16—OAA concurs with the recommendation and approves the proposal**

Furthermore, members of the Senate for 2016-17 elected the following officers:

• As Presiding Officer Elect: Michael Clark.

• As new members of the Senate Steering Committee: Steve Harmon and David Raffo.

• As new members of the Committee on Committees, in divisional caucuses: Liane O'Banion (AO), Tucker Childs (CLAS-AL), Michele Gamburd (CLAS-SS), Patricia Schechter (CLAS-SS), Judy Camacho (OI), Tichelle Sorensen (SBA), Lynne Messer (SPH), Ted Donlan (SSW). (A new member for GSE remains to be determined).

Best regards,

Gina Greco
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

Sona Andrews
Provost and Vice President for Academic Affairs

Enclosure:
NTTF Review Guidelines as Amended

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

**Approved by Faculty Senate on 6 June 2016
(June Agenda Attachment D.6.a as Amended)**

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 NTT instructional faculty 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.

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 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) whether the appointment is renewable, and any expectations for research and scholarly work, university service, professional service, or other responsibilities. Bargaining unit members shall have an opportunity to review the letter of offer and position description and will affirm their 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.

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] In the event that an NTT instructional faculty member 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 or designee of the relevant college, or Provost or designee in the case of multiple colleges, will make a determination.

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 instructional faculty member, provide that at least one NTT instructional 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, at a minimum, 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;

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[7] 2016-2020 CBA, Sec. 2 c
[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.

- 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.

Annual Review submission materials may include, but are not limited to:

- 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;
- Evidence of scholarly activities, beyond the classroom, as defined by the discipline;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations;
- Evidence of service activities related to unit mission.

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;
- 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

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[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.

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 instructional faculty member, provide that at least one NTT instructional 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.

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, at minimum, 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 include, but are not limited to:

- 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;

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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

- Evidence of ability to work effectively with individuals from and topics related to diverse populations;
- Evidence of service activities related to unit mission.

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

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

Evaluation Following Continuous Appointment

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

The materials for evaluation following continuing appointment should, at minimum, 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 include, but are not limited to:

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

- 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;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations;
- Evidence of service activities related to unit mission.

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

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

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

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

Conditions under which Continuous Employment May be 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

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

accordance with applicable shared governance procedures. In such a case:

    i.   As soon as practicable, but no later than 60 days prior to issuing a notice of termination, the Department Chair must provide written justification for the decision and explanation of the applicable shared governance procedure to the faculty members, the Dean, the Provost and the Association.

    ii. If the employment of multiple faculty members in equivalent positions, and with equivalent position-related qualifications, skills and expertise, are to be terminated due to the same change in curricular needs or programmatic requirements, then lay-off shall be in order of seniority. Faculty will be laid off in inverse order to length of continuous service at the University.

    iii. The faculty member is to be given at least six months notice of termination of employment, with such termination effective at the end of the academic year.

    iv. The School/College will make a good faith effort to find a comparable position within the University for the faculty member.

    v. If the reason for the decision that lead to the layoff is reversed within three years from the date that notice of termination was provided to the faculty member, the affected faculty members will be recalled in inverse order of layoff. To exercise recall rights, a faculty member must:

        1. Notify Human Resources in writing, within 30 days of the termination notice, of intent to be placed on the recall list. If/when there is a need for a recall list, the parties agree to meet promptly for the purpose of negotiating a process for administering the recall list.

        2. Inform Human Resources of any change in telephone, email or address.

        3. In the event of a recall, Human Resources will contact the faculty member by phone and email, and notify the Association, of the recall.

        4. The recalled faculty member will have ten (10) working days to accept or reject the position. Failure to contact Human Resources within ten (10) working days will be considered a rejection of the position.

        5. A recalled faculty member who rejects a position will be removed from the recall list.

4. If the faculty member receives an unsatisfactory evaluation and fails to remediate the deficiencies during the subsequent academic year.

Attachment E.1.b

September 8, 2016

TO: Faculty Senate

FROM: Mark Woods
            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

Change to Existing Courses
E.1.b.1
- ANTH 472/572 Population Dynamics, 4 credits – change course title to Human Evolution and Adaptation; change course description; change prereqs

E.1.b.2
- AR 413/513 Advanced Modern Standard Arabic: Short Story and Novel, 4 credits – change prereqs

E.1.b.3
- AR 414/514 Advanced Arabic Grammar, 4 credits – change prereqs

E.1.b.4
- AR 423/523 Modern Arabic Poetry, 4 credits – change prereqs

E.1.b.5
- AR 424/524 Classical Arabic Poetry, 4 credits – change prereqs

E.1.b.6
- HST 487/587 Palestine and Israel, 4 credits – change course number from 487/587 to 382

E.1.b.7
- JPN 423/523 Modern Japanese Poetry, 4 credits – change prereqs

Committee on Committees (ConC) Annual Report to Faculty Senate, July 13, 2016

Chair: Sharon Carstens (CLAS-SS); Chair-Elect: Catherine de Rivera (CLAS-Sci)
Members: Karen Popp (AO), Derek Tretheway (MCECS), Dorothy McElhone (GSE), Ron Babcock (COTA), Greg Schrock (CUPA), Craig Epplin (CLAS-AL), Isabel Jaen Portillo (CLAS-AL), Catherine de Rivera (CLAS-SCI), Andrew Flight (CLAS SCI), Evguenia Davidova (CLAS-SS), Michael Bowman (LIB), Susan Lindsay (OI), Ted Donlan (SSW), David Layzell (SBA).

Committee Charge: The ConC is responsible for (1) appointing the members and chairpersons of constitutional committees, (2) making recommendations to the President for numerous committees established by administrative action, and (3) ensuring appropriate divisional representation.

Activities for 2015-2016

- The committee met on November 13 to discuss possible projects for the coming year. Members felt that it was important for faculty in general to better understand the work involved in different PSU committees so that they could make more informed decisions about volunteering for service. We agreed to divide up this task and contact current committee asking for the following information:
  1. A brief updated description of the committee and its main focus
  2. The time commitment expected from committee members:
       a. Typical hours spent on committee work per month
       b. Frequency of meetings
       c. Expected duties for committee members
       d. How work load varies over the academic year
  3. Suggested term of appointment (2 years? 3 years? Staggered turnover?)
  4. If not already stipulated, what is the optimum committee size?
  5. What year did current members first begin serving on this committee?

This data was collected during the Fall and Winter quarters and the information was made available to faculty prior to filling out the 2016 Committee Preference Survey. We expect that this will eventually be made available through the Faculty Governance Guide.

- Over the course of the academic year the ConC worked to fill committee vacancies through e-mail communication and votes. Thanks to the outreach of several members, most slots were filled with the exception of a representative from the Graduate School of Education on the Undergraduate Curriculum Committee, and representatives of the Graduate School of Education and the School of Social Work on the Honors Council. Multiple attempts were made by the ConC to recruit committee members through other channels, but without success. This effort was unsuccessful largely due to insufficient numbers of available candidates from the respective senate divisions responding to the annual Committee Preference Survey.

• The work of filling Senate committees for AY 2015-2016 began in early April with the release of the results of the annual Committee Preference Survey. Via e-mail exchanges and a committee meeting in late May, the ConC appointed, or recommended for appointment, nearly 95% of the 211 constitutional and administrative committee positions. Open slots have occurred where there were no candidates available in the annual Committee Preference Survey and further attempts to identify potential committee members have failed. We will continue to work on this over the summer and into the fall.

• General Comments and Observations: We continue to have difficulty finding committee members for constitutional committees from several units (GSE, SSW, and sometimes BA). GSE is the most troublesome, especially when we cannot fill their slots on important curriculum committees such as GC and UCC. We attempted to handle this last year by contacting the Deans of GSE and SSW, but this did not produce results. Perhaps more specific outreach needs to be made to faculty in these Units to encourage them to opt in for committee service.