

11-7-2016

Faculty Senate Monthly Packet November 2016

Portland State University Faculty Senate

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Faculty Senate, 7 November 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 **7 November 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 before the end of Roll Call.

- A. Roll Call
- B. * Approval of the Minutes of the 3 October 2016 Meeting – *consent agenda*
- C. Announcements and Discussion
 - * 1. OAA response to October notice of Senate actions – *consent agenda*
 - 2. Announcements by Presiding Officer
 - 3. Announcements by Secretary: update/reminder on districts
 - * 4. Discussion: How should consideration of diversity and inclusion affect proposals for new courses and development of existing courses?
- D. Unfinished Business
- E. New Business
 - * 1. Curricular proposals – *consent agenda* (UNST Council)
- 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
- H. Adjournment

***See the following attachments:**

- B. Minutes of the Senate meeting of 3 October 2016 and appendices
- C.1. OAA response to Senate actions for October
- C.4. Equity Lens Assessment Tool(s) (OAA)
- E.1.d. Curricular proposals – *note: there is no E.1.a-c*
- G.2. Summaries of program reviews (part of Provost's Report)

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
<i>Blekic, Mirela</i>	<i>ACS</i>	<i>2019</i>
†O'Banion, Liane	TLC	2019
<i>Walsh, Michael</i>	<i>HOU</i>	<i>2019</i>

College of the Arts (4)

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

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
<i>Brown, Kimberley</i>	<i>LIN</i>	<i>2019</i>
<i>Reese, Susan</i>	<i>ENG</i>	<i>2019</i>

CLAS – Sciences (8)

*Ruedas, Luis (for Elzanowki)	BIO	2017
Stedman, Ken	BIO	2017
†de Rivera, Catherine	ESM	2018
†Flight, Andrew	MTH	2018
Webb, Rachel	MTH	2018
<i>Cruzan, Mitchell</i>	<i>BIO</i>	<i>2019</i>
<i>Mitchell, Drake</i>	<i>PHY</i>	<i>2019</i>
<i>Podrabsky, Jason</i>	<i>BIO</i>	<i>2019</i>

CLAS – Social Sciences (6)

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

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 24 October 2016

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
<i>Nishishiba, Masami</i>	<i>PAD</i>	<i>2019</i>
<i>Smallman, Shawn</i>	<i>IGS</i>	<i>2019</i>

Graduate School of Education (4)

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

Library (1)

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

Maier, David	CMP	2017
Monsere, Christopher	CEE	2018
†Trettheway, Derek	MME	2018
<i>Recktenwald, Gerald</i>	<i>MME</i>	<i>2019</i>
Siderius, Martin	ECE	2019

Other Instructional (4)

MacCormack, Alan	UNST	2017
†Camacho, Judy	IELP	2018
*Fernandez, Oscar	UNST	2018
<i>Carpenter, Rowanna</i>	<i>UNST</i>	<i>2019</i>

School of Business Administration (4)

Raffo, David	SBA	2017
Dusschee, Pamela	SBA	2018
<i>Shin, Shung Jae</i>	<i>SBA</i>	<i>2019</i>
†Sorensen, Tichelle	SBA	2019

School of Public Health (2)

*Gelson, 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
<i>Bratiotis, Christiana</i>	<i>SSW</i>	<i>2019</i>

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 3 October 2016

Presiding Officer: Brad Hansen

Secretary: Richard H. Beyler

Members Present:

Arellano, Babcock, Blekic, Bluffstone, Bowman, Bratiotis, Brown, Carpenter, Chang, Childs, Clark, Constable, De La Cruz, De La Vega, de Rivera, Donlan, Dusschee, Epplin, Fernandez, Fiorillo, Flight, Gamburd, Gelmon, Greco, B. Hansen, Harmon, Harris, Kennedy, Luckett, MacCormack, Maier, Messer, Mitchell, Monsere, Nishishiba, O'Banion, Podrabsky, Raffo, Riedlinger, Ruedas, Running, Schrock, Schuler, Shin, Siderius, Smallman, Sorensen, Stedman, Thieman, Tretheway, Walsh, Webb, Winters, Yeigh, Yesilada

Alternates Present:

Susan Lindsay for Camacho, Pat Burk for Farahmandpur, Cassio de Oliveira for Jaén Portillo, Miranda Cunningham for Taylor

Members Absent:

Cruzan, Recktenwald, S. Reese, Robson, Schechter

Ex-officio Members Present:

Andrews, Baccar, Bangsberg, Beyler, Everett, Fraire, D. Hansen, Hines, Hitz, Lafferriere, Marrongelle, Marshall, Moody, Padín, D. Reese, K. Reynolds, Su, Toppe, Wiewel

A. ROLL

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

B. APPROVAL OF THE MINUTES

There having been no objections prior to the end of roll call, the **6 June 2016 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

1. OAA concurrence to June Senate actions was **received** as part of the **consent agenda** [see **October Agenda Attachment C.1**].

2. **Announcements by the Presiding Officer**

B. HANSEN briefly reviewed procedures and rules of order. [For slides see **Minutes Appendix C.2**.] Questions about items on the consent agenda should, ideally, be communicated before the meeting [or no later than roll call]. In addition to the packet mailing, information is also posted on the Faculty Senate website. Districts serve the informal but important function of facilitating communication with faculty; let the Secretary know any changes to make in assignments.

Meetings will follow Robert's Rules of Order, but prioritizing free communication. Senators making motions or otherwise speaking should identify themselves for the record. Amendments to motions need to be resolved before returning to the main motion, and must be formulated in writing [if possible, before the meeting]. Items are placed on the agenda by faculty committees, by the Steering Committee, or by request of (at least)

three senators. Non-senators may participate in discussions upon introduction by a senator and recognition by the Presiding Officer

Prospective upcoming business includes: formation of the Ad Hoc Committee on Liberal Education; program atlas of the Academic Program Review Ad Hoc Committee with responses by various other standing faculty committees; new participation of the Academic Quality Committee; consideration of a request by part-time faculty that they be represented by an ex officio member in Faculty Senate.

3. Announcements by the Secretary

BEYLER referred to the Google Groups which would be used to send messages to senators and ex officio members. Individual messages should be sent to the Secretary directly, not to the group address.

Information on the Faculty Senate districts would be coming soon. Emphasizing that they didn't have any formal constitutional status, BEYLER nevertheless asked that any needed corrections be sent to him.

He also noted to the updated Senate website, including information about committees.

4. Discussion: Presidential search

B. HANSEN indicated that the Presidential Search Advisory Committee was seeking input from faculty regarding qualities desired for the next president. Steering Committee, when discussing this question, had mentioned such qualities as experience in higher education leadership; engagement in shared governance; priority on quality of education; record of collaboration with faculty and staff unions; and commitment to wide range of fields, including arts, humanities, social sciences, natural sciences, engineering, etc.

SCHULER suggested as a qualification having written (at least) two books, thus experiencing the from creation to rewriting to reaching an audience. He wanted to see knowledge of and sympathy with the life of the mind.

FERNANDEZ asked whether search parameters engaged questions of inclusion, diversity, etc. B. HANSEN: this would be discussed in the report later in the meeting. Senators with additional comments or questions could direct them to the Secretary.

DE LA VEGA asked about the timeline for comments. Like the earlier speaker, she was eager to see perspectives of previously marginalized communities included, and hoped that the search process would be transparent. B. HANSEN again indicated that this would be addressed in the later report.

B. HANSEN said that he had brought to the attention of the Board of Trustees, as an example of a process not to emulate, a recent search at the University of Iowa.

According to a report in *Academe*, the board selected a candidate who manifestly did not have faculty support. He perceived, however, that PSU's board was listening to faculty.

4. Discussion: University policies on copyright and intellectual property

CLARK stated he had been involved on the Copyright Task Force, and acknowledged the forward-thinking work of this group. He specifically recognized Joe JANDA, present in the audience. The Task Force would be issuing recommendations soon. CLARK said he would discuss them in detail, because they were still undergoing revision. He would,

rather, give a brief “lecture” or overview of copyright law. [For slides see **Appendix C.4.**]

CLARK’s main points: Ideas as such are not subject to copyright law. Copyright, patent, and trademark are the main types of intellectual property protection. While trademark can be permanent, the other types have varying time limits set by law. Other types exist but are not central to our consideration. Rationales for intellectual property are twofold: the moral rights model, protecting the rights of the author to expression, etc.; and the utilitarian model, protecting intellectual property in order to promote more intellectual work for the public good. This latter model is predominant in the American legal system. Thus U.S. law protects the author primarily as a means to an end, not from a view of the author’s intrinsic rights. Unlike other forms of property, the intangible products of intellectual cannot be used up; e.g., my listening to a piece of music does not prevent anyone else from doing so (nonrivalrous consumption). The free-rider problem is significant in this field: someone may work on a project for a long time, but if that work is not protected, someone else may appropriate it. It is, moreover, often hard to put a clear value on intellectual work.

Looking specifically at applications in academia, CLARK mentioned: The work for hire doctrine is supported by much legal scholarship which claims that there is no exception for teachers to this general doctrine; however, some jurisprudence, e.g., that of Richard Posner, holds that there is such an exception. We are employees of an institution: does the institution own our work? This is usually spelled out more clearly regarding patents. There are academic freedom issues; how does copyright affect faculty’s free speech? On-line work has created a rapidly changing set of questions. For example, does a syllabus created for an on-line program constitute “work for hire”? There are strong legal arguments that it does, but also strong countervailing claims that it doesn’t. In academia, in many cases, monetary reward may not be the prime consideration. Insofar as universities are engines of thought, the main goal ought to be to keep that engine running. Determining the boundaries of fair use is also very important in the academic context.

CLARK stated that the spirit of discussions in Copyright Task Force has been, that by establishing faculty ownership of their academic and artistic works, the University fosters an environment of scholarly and professional advancement. He urged faculty who had questions about copyright issues to ask librarians.

RAFFO/D. HANSEN **moved** that the Senate resolve into a **committee of the whole**; the motion was **approved** by unanimous voice vote (at 3:47).

In the ensuing discussion, CLARK fielded questions about a number of specific topics of concern to senators, including the timeline of the task force’s report; intellectual property rights of students; status of material posted to University websites; rules about recording or videotaping in the classroom; and intellectual property law relating to administrators and academic professionals.

D. HANSEN/GRECO **moved** that the Senate return to **regular session**; the motion was **approved** by unanimous voice vote (at 3:58).

D. UNFINISHED BUSINESS

1. Continuous appointment for NTTF

B. HANSEN reviewed the status of this business. **October Packet Attachment C.1** comprises the version passed by Faculty Senate on June 6th and forwarded to AAUP for negotiation. The negotiating team finished a revised draft, which they sent to the administration. A negotiation session is scheduled for mid-October; it is projected that a final version will go to AAUP members for ratification around the end of October. This would then likely come before Senate in December. Since departments have to craft their own guidelines on the basis of final language, reaching a conclusion is a high priority.

BEYLER stated that the June 6th version is also posted to the website. This may not be the version as revised in the negotiations between AAUP and the administration.

THIEMAN said that she had seen the proposed edits, and that they did not seem major.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

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

F. QUESTIONS TO ADMINISTRATORS & COMMUNICATIONS FROM THE FLOOR

None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President's Report

WIEWEL adverted to the recent passing of former PSU President Daniel BERNSTINE. WIEWEL observed that BERNSTINE, as president from 1997 to 2007, had presided over considerable growth of the University, which positioned PSU to take its place as one of the three "big" academic institutions in Oregon. WIEWEL requested a moment of silence in memory of President BERNSTINE. [The Senate observed a minute of silence.] WIEWEL indicated that a campus memorial service was in planning, as well as a website on which people could post memories and memorabilia. Comments already received showed that BERNSTINE was a well-liked figure.

WIEWEL cited the new student orientation, the convocation, the party in the park, and other events as a good start to the year. While final numbers are not in, new enrollment is down from last year, which is a concern. New freshmen numbers are affected by the Oregon Promise; transfer numbers, by a decline in community college enrollment. There are also apparent declines out-of-state students, possibly connected to decreasing tuition in Washington and increasing capacity in the California system.

WIEWEL reminded senators of the announcement that he would be stepping down sometime next summer. He wanted to make clear that he would be present and active this academic year. His first focus would be on implementation of the Strategic Plan, working on many of the initiatives contained in it, and monitoring progress closely.

He would also work intensely on funding issues, above all in the legislative session. The great unknown was what will happen with Measure 97. The Governor had announced that if Measure 97 did not pass, she expected to ask for 10-11% budget cuts for state agencies. Since state funding is only 20% of the PSU budget, this would represent a 2% overall cut, but a higher proportion of the E&G budget. On the other hand, if Measure 97 passes, there will probably be more funding for universities to cover PEBB and salary increases, and likely possibilities to do more besides.

Another funding priority, WIEWEL said, was the new capital campaign. Bill BOLDT, the new President of the PSU Foundation (as of July 1st), had hit the ground running with this. The College Affordability Coalition, formed with business and local government leaders, was also making progress, but also waiting to see about Measure 97.

WIEWEL would also be working on the transition to the new president with members of the executive team. He offered the advice that the best way to ensure a good match with the new president was outreach from the faculty.

WIEWEL mentioned PSU's ninth place ranking of innovative schools in *U.S. News and World Report*, and other high rankings in media lists of "cool schools" and LGBTQ-friendly schools.

Lead testing had been conducted over the summer. Some results had been round in older buildings, in fixtures that had not been used in several weeks. Nevertheless, in older buildings, filters were being put in place in these older fixtures.

WIEWEL called attention to plans for the new building for the Graduate School of Education, between 4th and 5th avenues, and Harrison and Montgomery streets. It would be jointly occupied with the City of Portland and Portland Community College (specifically its pre-dental program) and, probably, at least one other educational partner. This project is ranked first on the state's capital requests list. Because of the participation of other partners, the philanthropic funding needs will be less. Fundraising is still underway for the Viking Pavilion and the Neuberger Hall renovation.

WIEWEL finally gave reminders for: the Simon Benson Awards Dinner on November 3rd, with Jay Leno as the speaker; the second Thursday faculty receptions; the reception following the meeting with the Board of Trustees; and upcoming athletic events.

2. Provost's Report

[See **Minutes Appendix G.2** for an outline of the Provost's comments and supporting documents.]

ANDREWS introduced David BANGSBERG, founding dean of the OHSU-PSU Joint School of Public Health. She noted that for the accreditation team for the new school was very impressed; there were only a few unproblematic questions to answer. She praised the enthusiasm and hard work of the faculty in establishing this new school.

She reverted to a question posed at the May meeting [see **May Minutes, agenda item F**] about faculty workload across the various colleges. Over the summer she polled deans; responses are compiled in her written comments [part of **Minutes Appendix G.2**].

ANDREWS discussed the status of academic program review. Our accreditation agency, NWCCU, had said that PSU was not doing systematic program reviews. A process was

developed, with help of Senate. ANDREWS said that a number of reviews had been completed this past summer, and several more would be done over the course of the academic year. It was a rigorous process, including a departmental self-study, external evaluations, and an action plan developed by the department and the dean and reviewed by the Provost and others. There are then follow-up meetings after one and three years. OAA is not posting the self-studies, external review, nor action plans themselves, but they will be provided to appropriate Faculty Senate committees and other faculty concerned. She would, however, provide summaries of the reviews to Faculty Senate, beginning in the next month's packet.

In spring, AAUP and the administration began working on the possible creation of a distinguished professor designation. ANDREWS stated that they were unable to reach agreement. Therefore, she continued, both groups are asking that Faculty Senate to re-entertain this question, and see about making this a title. When Senate considers this question, ANDREWS suggested, they might invite both AAUP and administration representatives to present the issues that arose [in the negotiation].

ANDREWS mentioned nominations for the honorary doctorate (deadline October 31st).

She also called attention to the Course Materials Checklist handout [in **Minutes Appendix G.2**], created by the Task Force on Textbook Affordability. It's up to faculty members what materials they require students to have; this list comprises suggestions to potentially reduce costs for students. In this connection ANDREWS noted that a bill recently passed required PSU [and other universities] to include in our course schedule an icon indicating low-cost courses—namely, those with materials costing less than \$50.

ANDREWS reminded the audience that every Tuesday, from 11:00 to 2:00, faculty could bring their own lunch to gather at the Simon Benson House. Participants were asked to clean up afterward. DE LA VEGA asked whether there was a microwave. Answer: yes.

WEBB said, apropos of textbook affordability, that she had been surprised by the high markup by the bookstore. Could this be addressed? ANDREWS replied that issues of this kind with the bookstore should be sent to her, and that she was working with the bookstore on several related questions. GAMBURD asked when the schedule icons needed to be ready. ANDREWS said that this summer would be the first time. It would be a self-identification.

D. HANSEN asked whether the distinguished professorship was a proposed rank or a proposed title. ANDREWS: rank. D. HANSEN also mentioned, regarding textbook markups, the data for textbooks in the [federal] Bureau of Labor Management's Producer Price Index. Using this information, he had some success going to publisher's representatives and getting the wholesale price to the bookstore reduced.

3. Presentation from Presidential Search Advisory Committee

Gale CASTILLO, PSU Trustee and Chair of the Presidential Search Advisory Committee, assisted by David REESE, Secretary to the Board of Trustees and PSU General Counsel, made a presentation about the search underway for the next president of the University. [See **Minutes Appendix G.3** for slides.]

CASTILLO said the search was a historic moment for the institution. The newly independent University, with a newly formed Board of Trustees, will select its own

president for the first time. On behalf of the committee, she solicited input from the University community. The committee was making every effort to listen carefully, because they wanted to ensure that, for whoever would be selected, there will be a good working relationship with the faculty and other members of the University community. They hope that the person selected is someone faculty will welcome with open arms, with collaboration to improve the University for the future.

The Board selected a search firm, Isaacson Miller, and created a Search Advisory Committee. A website is up and running [www.pdx.edu/board/presidential-search]. A basic process had been determined, including various forums for input. The committee membership includes [inter alia] seven faculty members, three students, and two other university presidents (U of O, OHSU).

CASTILLO, responding to a question raised earlier, said that their approach uses an equity lens. The first committee meeting included a presentation by Carmen SUAREZ about avoiding bias; the firm was committed to finding a diverse pool of candidates. Perfection was of course impossible, but the intent was to keep diversity in mind.

Several “scoping forums” would be held in October, for faculty to tell the committee their thoughts. CASTILLO said that it is the committee’s job to narrow down the list of candidates to an unranked slate for the Board Chair. In consultation with the Board of Trustees, this will be reduced to a list of finalists. The campus community will have a chance to see the finalists. The earlier stages of the process are highly confidential, so as to not for the finalists there will be some opportunity for input. The final decision will be voted by the Board of Trustees in an open meeting.

At the forums, the search firm will be asking for what you would like to see from the new president after one or several years; how you would measure success; and how best to sell PSU to a candidate. (What is great about PSU?) There will also be a survey.

GAMBURD thanked CASTILLO for talking with Faculty Senate and for seeking faculty input on the search. She suggested that the events of last year surrounding the decision to arm campus security officers put relations between Senate and the Board somewhat on the wrong foot. She said it was refreshing to hear of a more collaborative approach.

DE LA VEGA noted that many students were working during the day; given that the student forums were during the day, what opportunities might they have for comment? CASTILLO responded that the community forum on the 20th would be in the evening, and they were welcome to come to that.

B. HANSEN gave appreciation to the members of the committee who were donating their time and efforts to the process, and said he was encouraged by what he had heard so far.

4. Annual Report of the Committee on Committees

The annual report of the Committee on Committees, as given in **October Agenda Attachment G.4**, was **accepted** as part of the **consent agenda**.

H. ADJOURNMENT

The meeting was **adjourned** at 4:48 p.m.

October Minutes Appendix C.2

Portland State University Faculty Senate

Faculty Senate Orientation

September 26, 2016

Portland State University Faculty Senate

Today's Agenda

- Pre-Meeting: how to prepare
 - the packet
 - online materials
 - district consultation
- The meeting: Robert's Rules of Order
- Shared governance: Roles of the Faculty Senate and the AAUP; the PSU Board of Trustees
- University Committees

Portland State University Faculty Senate

Please identify yourself, by last name and department or unit, before speaking.

Portland State University Faculty Senate

Monthly Senate Packet

- Agenda
- Consent agenda (& minutes)-check
- Reports-read
- Motions-read carefully

Portland State University Faculty Senate

Consent Agenda

- Steering Committee has agreed these items are routine and without controversy
- They are distributed in the meeting packet
- After roll call, presiding officer will state:
"There being no objection, the consent agenda is adopted." There is no vote, and minutes of the previous meeting are approved.

Portland State University Faculty Senate

Consent Agenda

In case of concerns:

- Attempt to resolve before Senate meeting by contacting the Senate Secretary
- An objection may be raised at the meeting, before roll call is concluded, and an item removed from the agenda

October Minutes Appendix C.2

Portland State University Faculty Senate

Online materials - more information

<http://www.pdx.edu/faculty-senate/senate-issues-and-motions>

- A list of actions scheduled for the meeting
- The curriculum tracker

Portland State University Faculty Senate

Pre-Meeting: Consult with district

- Approved motions
- Discussion Item
- Forthcoming motions

Portland State University Faculty Senate

Robert's Rules of Order: General

- Agenda and reports are recommendations
- Once made and seconded, the motion belongs to the floor
- The majority has the right to amend

Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. **Under no circumstances should "undue strictness" be allowed to limit full participation.**

Portland State University Faculty Senate

Robert's Rules of Order: Motion

- **MOTION:** "I move that we ..." & "I second..."
- **DEBATE:** PO: "it has been moved and seconded that we ..."
 - **AMEND:** "I move to amend"
 - Amendment seconded, discussed, voted up or down, then return to the main motion. (**NOTE: debate on the MOTION is suspended until debate of the amendment is completed**)
- **VOTE:** PO: If there are no objections, calls for a vote.

Portland State University Faculty Senate

NOTE: Main proposals/motions are submitted in writing, preferably in advance so that steering can preview and publish in the packet.

How do I bring an issue to the attention of the senate?

- Appropriate [Senate committee](#). The committee then brings to Steering.
- [Senate Steering Committee](#)
- A group of 3 or more senators can place a proposal or resolution on the Senate's agenda.

Portland State University Faculty Senate

Robert's Rules of Order: Rules of Debate

Debate is not discussion between members

- Speakers recognized by Presiding Officer
- **I identify themselves by name and unit**
- Members address the Presiding-Officer
- Members speak in turn when recognized
- To speak again, Member waits for all others

October Minutes Appendix C.2

Portland State University Faculty Senate

Robert's Rules of Order: Rules of Debate

Non-members may contribute at the request of a Senator:

1. Presiding Officer recognizes Senator
2. Presiding Officer then recognizes visitor
3. **Visitor identifies him/herself by name and unit**

Portland State University Faculty Senate

Robert's Rules: motions

- **Table to Definite Date**
- **Limit Debate**
- **Withdraw/Modify Motion**
- **Point of Order**
- **Postpone to a certain time**
- **Postpone indefinitely**

Portland State University Faculty Senate

"Committee of the Whole" for monthly Discussion Items

Used for important issues and future actions

PROCEDURE:

Introduce the topic with a presentation

MOTION is made to begin the Committee of the Whole, which suspends the minutes

Presiding officer chairs discussion

Conclude discussion and resume minutes

Portland State University Faculty Senate

Senate: Represents PSU FT Faculty

The Faculty shall have power, subject to legal limits, (1) to take action to **promote faculty welfare**. The Faculty shall have power (2) to act upon matters of **educational policy**, (3) to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and (4) to decide upon curricula and new courses of study. This power shall include, but not be confined to, ...

From ARTICLE III, Section 1. Faculty Powers – [PSU Faculty Constitution](#)

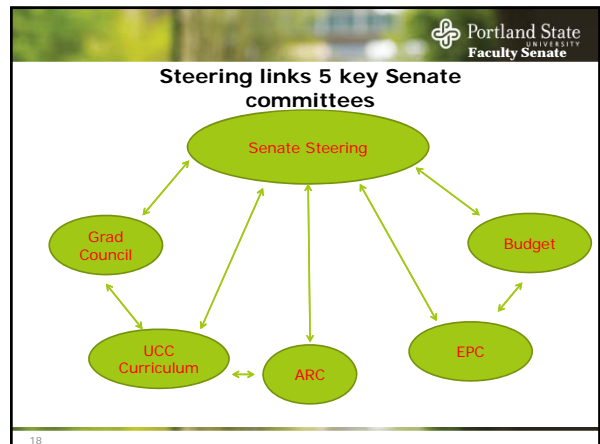
Portland State University Faculty Senate

AAUP: Also Represents PSU FT Faculty

President of AAUP – Jose Padin

The important role our Union plays


PSU BOT: Our Board of Trustees



 Portland State
UNIVERSITY
Faculty Senate

Committees: 3 Categories

- Constitutional committees (Article IV Section 4)
 - Big 5 - Budget, EPC, UCC, GC, ARC
 - Oversee responsibilities assigned Senate/Report to Senate
 - Members chosen by **Committee on Committees (CoC)**
- Administrative committees
- Ad hoc & special committees

 Portland State
UNIVERSITY
Faculty Senate

Faculty Governance Guide

Gives Standing Constitutional Committees

- Charge (responsibilities & authority)
- Size & representation: Faculty, Students, Administration: voting & ex officio
- Required report(s) to Faculty Senate

October Minutes Appendix C.4

The Wonderful World of Copyright Law



Forms of Intellectual Property Law

Patent
Copyright
Trademark



But wait! There's more!

A number of other legal protections exist for intangible and informational products.

1. **Trade Secret law:** (like the formula for Coca-Cola). If you want to keep a secret, lock it in the vault!
2. **Unfair Competition Law:** Usually involved in "passing off," where a party passes off its good and services as belonging to someone else (like "knockoffs").
3. **The Right of Publicity:** Exploiting the persona or image of a celebrity to promote a product without permission.
4. **Misappropriation:** A brand of unfair competition based in equity law where a party improperly benefits from the labor or product of another party. (P.S. Don't worry about this one – it's a very rarely used legal remedy.)

Property Comes in Different Forms

- *Real* property: Real estate – land, houses, and the like.
- *Personal* property: Cars, clothes, and so forth.
- *Intellectual* property: Products of the mind, if you will.

A curiosity: Intellectual property can become *personal* property without the associated IP rights being transmitted. For instance, I may purchase a print by Rothko without owning its copyright; that is, I would own the object, but not the right to reproduce it. Of course, I'd have the right to bury it in my basement, hide it, and so forth. I can inherit IP. I can transfer IP. And I can give it to the world. The same goes for a novel, for instance. I own the novel, but not the copyrighted material inside it. Or a DVD recording. And so on and so forth.

Philosophical Rationales for IP

Moral rights theory:

The right to reap the fruits of one's labor (an offshoot of Lockean natural law philosophy), with the concomitant notion of a "droit d'auteur" possessed by the artist, for whom the work of art is an expression of spirit (see Hegel, too). This is much more common in the continental law tradition.

Utilitarian Model:

Common in the Anglo-American legal world. Rewards are granted to authors as a means to a larger social end – "to promote the Progress of Science and the useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries." (Art I, Sec. 8, Cl. 8)

Note One: "Science and the useful Arts" – All art and all inventions

Note Two: We protect artists in the U.S. to promote more art, not the artist.

The problems posed by Intellectual Property

Intangible products, or products of information, have a special characteristic: Once created, they can never be used up. I can read or recite Keats' "Ode on a Grecian Urn," forty times a day without affecting the rights of others to do so. Alternatively, if I eat your sandwich, it's gone. If I listen to "Stairway to Heaven" over and over, it's still available for you – even simultaneously.

October Minutes Appendix C.4

The academic's dilemma

The status of intellectual property might be *the* central issue for scholars, since (in many cases) that is the *essence* of what we produce – information, knowledge and, intangible products. (Apologies to the inventors out there ... but even the inventor is working with IP first.)

More trouble for academics

The "Free Rider" problem. Once information is produced and released, a creator's product (a poem, a film, a unique process, a course design) can be copied by a free rider who can benefit without the expenditure of labor, talent, or money.

The "public goods" issue

Intangible and informational works have two more important characteristics, often described as their "public goods" characteristics:

- **Nonrivalrous consumption:** One person's use of a television signal, for instance, can be used simultaneously by millions. I don't have to contest you for it.
- **Nonappropriability:** The producer has a hard time (often) to appropriate the products value through sale. If I record a song, and it is improperly re-recorded by someone else, I won't get a return on my creation.

How do we respond?

We've created a **limited monopoly** for IP:

- Copyright: Life of the author + 70 years (or the oldest author if a joint work – important for academics), or 95 years from publication or 120 years from creation (for anonymous works), whichever comes first.
- Patent: Either 20 years (utility patent) or 14 years (design patent).
- Trademark: Starts upon use of the mark, and conceivably may never end, so long as use continues. The Starbucks logo may never die!

The U.S. approach to copyright

The utilitarian approach is clearly dominant in the U.S. This probably best summarized by Justice Potter Stewart in *Twentieth Century Music Corporation v. Aiken*, 422 U.S. 151, 156 (1975). The goal of copyright law, he says:

"... is to secure a fair return for an author's creative labor. The ultimate aim is, by this incentive, to stimulate artistic creativity for the public good. "The sole interest of the United States and the primary object in conferring the monopoly," the Supreme Court has said, "lie in the general benefits derived by the public from the labors of authors."

The issue, simply put, is how to encourage creative activity at an optimal level for the good of the society.

The broad features of the academic challenge

- The "work for hire" doctrine: Who owns faculty-produced work?
- The fair use issue: What work can we use from other sources?
- Academic freedom issues: How does copyright ownership affect faculty free speech?
- The online issue: Who owns work (including syllabi and course content) that has been posted online – either on an open-access website or on a university-sponsored platform like D2L or Blackboard?

The academic challenge – Part One

- For scholars, the likelihood of substantial monetary return on their IP is generally quite low. While patents can be quite lucrative, and some artistic works can be translated into mass cultural phenomena (works of history that become hit plays, like *Hamilton*, novels that get adapted for film, like *Blade Runner*), such instances are rare. Generally, the scholar's work is a labor of love and commitment – closer to the *droit d'auteur* model than the utilitarian one. The "return" comes in the contribution to our disciplines and to the wealth of knowledge circulating in the world.

The academic challenge – Part Two

- Universities are engines of thought. Faculty comprise and power that engine. Therefore, it is imperative to encourage faculty *intellectual* creativity by all means possible. Such activity serves not only the individual faculty member, but also the university, the community, and more.

The academic challenge – part Three

Faculty members are also employed by the university. This invokes the "work made for hire" doctrine."

The academic challenge – Part Four

- Does "course release" for online or course development create a work for hire?
- Does a stipend for online or course development create a work for hire?

Fair Use Issues

- We all know about this one. Faculty members are collaborative thinkers and creators. We need clear guidelines about what we can use "fairly" in our respective fields. In my view, we have increased the clarity in this area, thanks in part to the TEACH Act. Still, some ambiguity exists.

The Teach Act

- The TEACH Act (Technology, Education, and Copyright Harmonization Act) was passed in 2002 to facilitate faculty use of digital materials for classroom instruction. The Act makes it possible for teachers to use copyrighted materials provided certain conditions are met. The next slide contains a checklist of those conditions.

TEACH Act Checklist

- 1. Accredited nonprofit educational institution
- 2. Institutional copyright use policy
- 3. Educational materials on copyright available
- 4. Work is not a digital educational work
- 5. Work is lawfully made and acquired
- 6. Work is integral to class session
- 7. Work is part of systematic, mediated instructional activities
- 8. Work is directly related to instructional assistance to teaching
- 9. Work is (check one):
 - Non-dramatic literary work (may use all)
 - Non-dramatic musical work (may use all)
 - Reasonable and limited portion of any other work (for a performance) or
 - Display of any work in amount analogous to live classroom teaching
- 10. Reception limited to students enrolled in course
- 11. Reasonable downstream controls instituted
 - No retention of work longer than class session
 - No dissemination beyond recipient
 - Fair conversions of analog to digital
 - No digital version available to institution
 - Digital version available is technologically protected
- 12. Warning notice to students present on work

What is the copyright task force up to?

- **“By establishing Faculty ownership in their scholarly, academic and artistic works created by them, the University fosters an environment of creativity and scholarship and encourages professional advancement.** The policy’s purpose is to protect the academic freedoms enjoyed by Faculty at a public University, to establish University ownership in limited circumstances, and to allow as many rights back to Faculty as possible when University ownership is required or recommended. By clarifying University ownership, the University protects public resources and establishes expectations for other employees who contribute to the University in the course of their employment.”

One final thought

- When in doubt, start by asking a librarian. They run the warehouse ... they know the rules.

Postscript: Common misperceptions

- Copyright is federal law – it’s always a federal case.
- What is an “author?” Anyone (including multiple authors) to whom a work owes its origin. There is no review of copyrighted material for novelty, originality, or quality (that’s the opposite of patent law).
- The bundle of rights:
 - Reproduction right: the right to make copies
 - Distribution right: the right to sell or distribute copies
 - Derivative or Adaptation rights: the rights to modify a work and create new works based on the underlying work.
 - Examples: Novel => Play => Musical => Film
 - Performance and display rights: the right to perform a work, display a work, and the right to prevent such performance.

How does copyright come into existence?

- Copyright comes into existence the moment a work is:
 - Fixed
 - In a tangible means of expression
 - Possesses an absolutely *de minimis* element of creative expression
- NOTE: The threshold for “creativity” is absolutely minimal – any iota of creative expression is protected: the lamest poem, the worst painting, and so forth.
- Copyright must be “original to the author.” This creates odd metaphysical possibilities: If I were to compose a poem entitled “The Grecian Urn,” that was *identical* to Keats’ “Ode on a Grecian Urn,” I could copyright it, *provided that I had never seen Keats’ poem and that my poem was entirely my own creation.*

Other things to know

- Ideas and facts are not protected.
- *Expression* is protected. Thus an idea embedded in a larger lyrical essay is free for the world to use. The expression is not.
- Public domain works are not protected (either through expiration of copyright term or surrender of copyright)
 - Stanhope Press (cast iron press – given to world by the Earl of Stanhope)
- Fair Use exceptions: a bundle of limited circumstances in which fair (“permitted”) use *trumps* the copyright owner’s rights
- Government documents and publications

PROVOST ANDREWS' COMMENTS: OCTOBER 3, 2016 FACULTY SENATE MEETING

SCHOOL OF PUBLIC HEALTH

Dean David Bangsberg introduction

Council on Education for Public Health (CEPH) site visit

MAY 2016 QUESTION TO ADMINISTRATOR FOLLOW-UP

See attached

ACADEMIC PROGRAM REVIEW (APR)

[Process](#). Programs are reviewed every 7 years. Requires self-study, external review, college action plan.

Reviews completed since policy has been in place:

- CLAS - English
- CLAS – Environmental Sci & Management
- CLAS - Philosophy
- COTA - Art+Design
- CUPA – Political Science
- CUPA – Urban Studies and planning
- SBA - Healthcare MBA
- SSW – Child and Family Studies

Reporting to Senate:

- Self-studies, external reviews and action plans provided to Faculty Senate Steering Committee, Undergraduate Curriculum Committee, Graduate Council, Academic Requirements Committee, Academic Quality Committee, Educational Policy Committee.
- APR Summaries provided to Senate

DROP-IN CONVERSATIONS WITH THE PROVOST

- Oct 7, Friday 11:00 am – noon SMSU 258
- November 10, 2:00-3:00 pm SMSU 258
- December 8, Thursday 3:00-4:00pm SMSU258

DISTINGUISHED PROFESSOR TITLE

Request that the Senate reconsider making Distinguished Professor a rank.

Brief Background:

Professor Lisa Zurk's report ([minutes from February 1, 2016 Senate meeting](#)) "...based on feedback, e.g. from the Steering Committee, about the complexities of making this a rank [Distinguished Professor], it was decided not to make it a formally bargained rank (though that is an option within the Oregon Administrative Rules designations)."

AAUP Executive Director Phil Letch informed the Administration on July 27, 2016 "PSU-AAUP is not interested in the distinguished professor as a designation. We are interested reaching agreement with admin on a joint request to the faculty senate to create an ad hoc committee to modify the University P&T guidelines to create the distinguished professor as a rank along with

the procedure for nomination and award for the rank. As we have done before, we would want to cite that the ad hoc committee have representatives from both OAA and AAUP.”

HONORARY DOCTORATE CALL FOR NOMINATIONS

Nominations due October 31st. [Honorary Degree Website](#) and **Currently** have info

COURSE MATERIALS CHECKLIST

Faculty and Department Chair Checklists (see attached) for reducing course materials cost.

Provost [Sept 21st blog](#)

OAA FALL TERM BUDGET FORUM

[November 21st, 1:00-2:00PM, SMSU 294.](#)

NEXT SECOND THURSDAY SOCIAL CLUB: October 13th, 4 – 6:30 pm, OAI

FIRST FACULTY BRING YOUR LUNCH EVERY TUESDAY GATHERING: October 4th, 11 am – 2pm,
Simon Benson House

My Blog: psuprovostblog.com

**Provost Andrews' October 2016 Follow-up Response to
May 2016 Faculty Senate Question to Administrator**

Information below is based on a survey of all deans of all schools/colleges

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

No school/college, with the exception of the Graduate School of Education (see attached) has a policy for tenure-track faculty members that specifies a standard teaching load. There is a common expectation in some schools/colleges that tenure-track faculty members will spend 40% of their time teaching, 40% on scholarly activity and 20% on service, however, departments are given discretion on faculty teaching loads based on department needs, faculty expertise and other faculty work responsibilities (advising, research, service).

No school/college, with the exception of the Graduate School of Education (see attached) has a standard teaching load that department chairs are authorized to offer a candidate for tenure-track employment.

Question 2. The request is for all policy documents that the university has approved identifying the percentage of time faculty should devote to different responsibilities required of a tenure-track position.

There are no university-wide or school/college-wide policies, with the exception of the Graduate School of Education (see below) identifying the percentage of time faculty devotes to different responsibilities required of a tenure-track position.

GSE Work Assignment Guidelines for Tenure Track Faculty

As stated in the PSU-AAUP collective bargaining agreement (Article 4), *Duties are normal duties of University faculty members. Among those duties are scheduled and unscheduled teaching; academic advising of students, including provision for regularly scheduled office hours; scholarly activities; professionally related public service; administrative activities, including assistance in the admission, orientation, and registration of students, and service on committees; student support service activities; attendance at spring commencement by all tenured faculty (which shall be conducted as a secular activity); and course and curriculum planning.*

Faculty assignments are determined according to the provisions noted below:

All tenure-track faculty begin with a 27-credit-per-year teaching and/or supervision assignment for full-time appointments. Releases may be granted for program coordination, specific scholarly or service work, or special projects. Releases instruction for such purposes must have designated funding.

The Department Chairperson has responsibility to assign faculty work. Chairs will consult with faculty as department assignments are developed. Releases from instruction must have designated funding.

Supervision

The 27-credit teaching assignment can include supervision of field experiences. Faculty members who supervise are expected to have regular and intensive contact with the student and/or his or her cooperating practitioner or supervisor. Length and number of visits may vary somewhat by program depending on the nature of the field experience, program standards, and accreditation requirements.

Department Chair

The department chairperson is a 12-month 0.5 FTE position (September 1 – August 31). The other 0.5 of the chair's full-time assignment is designated to teaching, supervision, and/or program coordination (September 16 – June 15).

Advising

Academic advising and meeting with students is an essential part of supporting students in the GSE. Faculty serve as advisors to prospective students and to students enrolled in their classes and in their programs, and are expected to maintain availability for those students and to be responsive to them in a timely way. Availability can take several forms including: traditional office hours, one-on-one appointments, before- or after-class meetings, phone, email or other online communication. Full-time faculty should plan for approximately four hours per week of availability; half-time faculty should plan for approximately two hours per week of availability. Open advising may be counted as fulfilling part of this expectation. Faculty should include information for students in every syllabus about how they can make arrangements for consultation. Information on specific availability of faculty for meeting with students should be updated quarterly, maintained with the GSE front office receptionist, posted outside the faculty member's office, and shared with Department Chairs.

Scholarship

All tenured and tenure-track faculty are expected to maintain an active scholarly agenda. Untenured tenure-track faculty receive a 3-credit release per year for five years to pursue their scholarly agenda. (See Promotion and Tenure Guidelines for additional information.)

Cohort Leadership

See GSE Administrative Releases for information per specific cohort.

Other Service

All faculty are expected to serve actively on department and GSE committees. In keeping with the university's motto (Let knowledge serve the city), faculty are expected to participate in community service by maintaining relationships and consulting with local and state agencies/organizations.

Reviewed 9/5/06 by the GSE Coordinating Council
Updated 1/25/09 by the GSE Coordinating Council
Updated 7/21/10
Updated 4/24/12 by the GSE Faculty
Reviewed 8/14

For reference: Provost Andrews' Response to Faculty Senate Question to Administrator**May 2, 2016.**

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

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

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

Response to Q1:

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

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

Question 2. *What percentage of time should a tenure-track faculty member spend on scholarship, teaching, and service respectively?*

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

Response to Q2:

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

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

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

II. SCHOLARSHIP

A. Overview of Faculty Responsibilities

At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases.

B. Scholarly Agenda

1. Individual Faculty Responsibility. Section A, (bullet #3) clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, or governance, and...

As a faculty member grows and develops, his or her scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems which engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance.

2. Departmental, School and College Responsibilities.
The development of a scholarly agenda supports a collective process of departmental planning and decision-making which determines the deployment of faculty talent in support of departmental and university missions.

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

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

PSU FACULTY COURSE MATERIALS CHECKLIST



The cost of course materials is a big factor in college affordability and we know there are effective strategies to reduce costs. In response to recommendations from [The Task Force on Textbook Affordability](#), a group worked with me to discuss and develop basic checklists for faculty and department chairs to help reduce costs to students.

Please use this checklist at the time you and your department are discussing and determining course schedules, and BEFORE you have decided on course materials. Doing so will help reduce the cost of course materials for your students. Students will greatly appreciate your effort to make college affordable!

NOTE: [Oregon House Bill 2871](#) SECTION 4 mandates: *Each public university listed in ORS 352.002 and community college shall prominently designate courses whose course materials exclusively consist of open or free textbooks or other low-cost or no-cost course materials. The course designation required by this section must appear in the published course descriptions that are on the Internet or are otherwise provided to students at the time of course registration, including on the campus bookstore course materials list that is provided for the course. See low-cost designation section below for PSU procedures.*

PLEASE DO THE FOLLOWING FOR EVERY TERM, FOR EVERY COURSE:

- Place your textbook order on time with PSU Bookstore
Ordering books on time makes sure the Bookstore can order in bulk and order early. This is one of the most cost-saving measures for students. The [Bookstore publishes deadlines](#) based on registration dates and the [Higher Education Opportunity Act](#) for book orders for each quarter.
- Let the Bookstore know if NO textbook is required or if you are using an OER (Open Educational Resource)
The Bookstore tries to anticipate your needs. The sooner they know you will not be requiring a book, the better. They can also make sure students have this information.
- Let the Bookstore know if the order is a multi-term adoption
Let the Bookstore know if you will be using the same book for multiple terms throughout the year. This will allow them to buy back books from students at the end of each term, and potentially add your text to the rental program if it is not already available. The Bookstore can also leverage future need when sourcing used materials from wholesalers and other campus stores.
- Consider putting a copy on Library reserve
Putting a [copy of the book on reserve](#) allows students to access the materials without making a purchase. See if the Library has a copy, provide your own, or ask the publisher for a desk copy.
- Low-cost option schedule designation
Courses adopting exclusive use of open/free textbooks or other low-cost/no-cost course materials as defined below can be tagged with a searchable ICON in the student class schedule in order to promote these options to students. Department chairs and faculty can tag their courses with the 'low-cost' attribute during the regular term scheduling process via the scheduling draft and CSM process. It is important to notify your department scheduling staff if your course is eligible for the use of the ICON.

The approved definition for determining Low-Cost for purposes of using the ICON is as follows:

- Low-cost threshold is \$50 or less.
- The calculation includes the cost of all required textbooks or course reading materials, excluding such things as calculators, software, lab equipment.
- The cost of a book used for multiple courses in a sequence cannot be sub-divided and spread across the sequence.

THERE ARE MANY DECISIONS THAT FACULTY MAKE WHEN ADOPTING OR CONSIDERING COURSE MATERIAL THAT CAN REDUCE COSTS TO STUDENTS. PLEASE CONSIDER THE FOLLOWING WHEN SELECTING COURSE MATERIAL:**COST OF TEXTBOOK**

THE BOOKSTORE CAN HELP YOU EXPLORE THE COST IMPLICATIONS OF CERTAIN ADOPTIONS, INCLUDING:

- Rentals or digital leasing**
Some items can be rented or leased at a lower cost than purchasing. The Bookstore can help you determine if the materials you are considering can be rented or leased to save students money.
- Pricing implications of bundles**
Some publishers offer textbooks bundled together with online access codes, workbooks, or other “free” material. This bundling often prevents these materials from being rented, offered as used, or sold back by students. Consider and communicate which components you actually require (e.g., the textbook itself, separate online problem sets, separate online videos, etc.) and which are recommended. If you only require the code, and the book is a nice-to-have “freebie,” indicate this in your bookstore adoption so that standalone code availability can be researched.
- Sell back**
Students often sell their materials back to recoup some of the cost. There is a market for some used materials, but not for others. Their value is primarily influenced by future term adoptions on this campus and others, and the overall age of the material/edition. The Bookstore can provide information before you settle on course materials to let you know the potential for students to sell their materials after the course. At the end of the term, you can let students know if the Bookstore will buy back their materials.

SELECTION OF CONTENT

- What is required and what is not**
Think about what course materials, or parts of books, you really require and what you do not. If selecting a bundled textbook or options, check with the PSU Bookstore to see if they can order only what is needed to save the students money.
- Age of material**
Some old material is out of print; difficult to find which will cost the student more money.
- Edition**
Be sure to see if the new edition is really needed or consider allowing students to use multiple editions of a text and list the appropriate pages for each version in your syllabus. Allowing students to buy older versions can save them money.

- Discuss pedagogy and adopt same books**
Consider adopting the same book for multiple sections of the same course. Doing so will save students from buying different if they switch sections. Materials can be purchased in bulk and resale has a greater potential to yield savings for students.
- Are there parts of a bundle or part of a book that you will not be using?**
The Bookstore maybe able to negotiate the price with the publisher if you only require or need parts of a bundle. They can let you know if this will save your students money.

CUSTOMIZATION OF TEXTBOOKS

- Alternative resources**
Sometimes there are alternative sources for the materials you want. Consult with your Librarian to investigate resources to identify material that may be available at a cheaper cost to students.
- Custom text from a publisher**
Some publishers allow you to purchase or use portions of a text or course materials. Check with the Bookstore to see what is possible to save your students money and purchase only material that you will be using in the course.
- DIY (Do-It-Yourself) and Library subscribed content**
You might want to create your own course pack or have materials accessible via the Library. The Bookstore can help you with course packs. The Library can help you with persistent links to your course readings in D2L, placing material on e-reserves and with OERs (Open Education Resources)—see [Library OER Guide](#) or ask your Librarian.

[NOTE TO DEPARTMENT CHAIRS: See Department Chair Materials Checklist](#)

DEPARTMENT CHAIR COURSE MATERIALS CHECKLIST



Department chairs can play a major role in helping reduce the cost of course materials for students by encouraging faculty to be proactive about ordering texts and by helping them identify resources that might be available to lower textbook costs.

- Provide faculty with Faculty Course Materials Checklist**
Provide the [Faculty Course Materials Checklist](#) each time your department does its course scheduling, and encourage your faculty to use it.
- Consider how materials will be selected for courses taught by adjuncts**
Help adjuncts in the textbook selection and ordering process. Do not wait until adjuncts are hired to order course materials if they are teaching a class where the text is already selected by the Department's faculty.
- Explore ways to embed textbook orders in the course planning process**
Help your faculty get into the habit of determining and ordering course materials at the same time you put out the call for the class schedule to be constructed.
- Make sure the bookstore has your contact for follow-up**
Contact the Bookstore to let them know you are the chair. They can work with you if they are unable to get a response from a faculty member or have questions.
- Assess the total textbook costs for your Department**
The Bookstore compiles a report for every department that lists the costs of all textbooks for each class taught by your faculty. The list can be requested from the store manager by emailing 1715mgr@follett.com. The report can provide useful information and give you an understanding of the costs per course and what it costs your majors for multiple courses. It can also help you have a departmental conversation about collectively reducing costs.
- Encourage faculty groups to discuss pedagogy and adopt the same books**
Ask your faculty to consider adopting the same book for multiple sections of the same course. This has benefits as students do not have to buy different materials if they switch sections, more bulk ordering can be done, and resale has a greater potential to yield savings for students.
- Check course enrollment caps**
The Bookstore orders books based on the cap set for a course. Please make sure your caps are accurate and that faculty have access to this information as part of the course scheduling review.
- Share information with faculty about OAI and library resources**
Make sure your faculty are aware that the [Office of Academic Innovation](#) and the [Library](#) are both resources for helping with pedagogy, developing and selecting course materials.

October Minutes Appendix G.3



Presidential Search Process

Trustee Gale Castillo
Chair, Presidential Search Advisory Committee




Updates

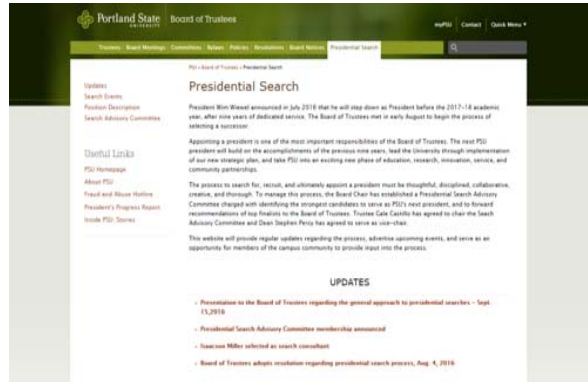
- Isaacson, Miller retained as search firm
- Search Advisory Committee established
- Webpage for updates
- Process
- Campus forums in October
- Campus survey in October

2

<p>Gale Castillo, Chair Board of Trustees</p> <p>Stephen Percy, Vice Chair Dean, College of Urban and Public Affairs</p> <p>Elizabeth Almer Professor of Accounting, School of Business Administration</p> <p>Lielia Forbes Undergraduate Student; President, Associated Students of Portland State University</p> <p>Kelly Hossaini Portland State Alumni Association Board of Directors</p> <p>Maude Hines Board of Trustees; Associate Professor of English, College of Liberal Arts and Sciences</p>	<p>Tom Imeson Board of Trustees</p> <p>Shirley Jackson Chair and Professor of Black Studies, College of Liberal Arts and Sciences</p> <p>Andrew Longhofer Graduate Student and Graduate Assistant</p> <p>Staci Martin President, Portland State University Faculty Association; Adjunct Faculty of Social Work</p> <p>Rick Miller Vice Chair, Board of Trustees</p> <p>Marc Nisenfeld President, PSU Local 503, SEIU; Staff member, College of Liberal Arts and Sciences</p> <p>Jose Padin President, PSU Chapter, AAUP, Associate Professor of Sociology, College of Liberal Arts and Sciences</p>	<p>Quinton Richardson Undergraduate Student</p> <p>Dr. Joe Robertson President, Oregon Health and Science University</p> <p>Mike Schill President, University of Oregon</p> <p>Carmen Suarez Vice President, Global Diversity and Inclusion</p> <p>Evan Thomas Assistant Professor of Mechanical Engineering, Maseeh College of Engineering and Computer Science</p> <p>Wally Van Valkenburg Portland State University Foundation Board of Trustees</p> <p>Christine Vernier Board of Trustees</p>	<p>Marisa Zapata Assistant Professor of Urban Studies and Planning, College of Urban and Public Affairs</p> <p style="text-align: center;"><u>Staff</u></p> <p>David Reese General Counsel and Secretary to the Board of Trustees</p> <p>Clair Callaway Pinkerton Executive Assistant to the President</p> <p style="text-align: center;"><u>Search Consultant</u></p> <p>Deborah Hodson Isaacson, Miller</p>
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Webpage: www.pdx.edu/board/presidential-search



The screenshot shows the 'Presidential Search' webpage with the following content:


- Navigation:** Home, Board Meetings, Committees, News, Policy, Recruitment, Board News, Presidential Search
- Search Bar:** Search
- Updates:**
 - Presentation to the Board of Trustees regarding the general approach to presidential searches - Sept. 13, 2016
 - Presidential Search Advisory Committee membership announced
 - Isaacson Miller selected as search consultant
 - Board of Trustees adopts resolution regarding presidential search process, Aug. 4, 2016

October Minutes Appendix G.3



The Committee's Process

- Understanding the Challenge
 - Scoping forums, meetings and survey
 - Position profile made public
- Networking and Screening of Prospective Candidates
- Narrowing the Field
- Selecting Finalists & Checking References
- Providing input for the Final Choice




Campus Forums

FACULTY AND STAFF
TUESDAY, OCTOBER 11, 1:30-2:30 pm, SMSU 294
WEDNESDAY, OCTOBER 12, 9-10 am, SMSU 294

STUDENTS
TUESDAY, OCTOBER 11, 11:30-12:30 am, SMSU 294
WEDNESDAY, OCTOBER 12, 1-2 pm, SMSU 294

COMMUNITY
TBD




Key Questions for Understanding the Challenge

How would we know—one year, three years, or five years after we hire someone—that we made a great choice for our President?

Are there subjective or informal measures for determining the success of this individual?

Why should candidates want to come to PSU?



Faculty Input is Important!

Scoping Forums

Survey

Comments, questions, nominations may be submitted through webpage and will be forwarded to Isaacson, Miller

Attachment C.1

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



To: Provost Andrews
From: Portland State University Faculty Senate
Brad Hansen, Presiding Officer
Date: 17 October 2016
Re: Notice of Senate Actions

On **3 October 2016 the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed changes to courses listed in Attachment E.1.b to the October 2016 Agenda.

[10-17-16—OAA concurs with the recommendation and approves these changes to courses.](#)

Best regards,

A handwritten signature in black ink that reads "B. Hansen".

Brad Hansen
Presiding Officer

A handwritten signature in black ink that reads "Richard H. Beyler".

Richard H. Beyler
Secretary to the Faculty

A handwritten signature in blue ink that reads "Sona K. Andrews".

Sona Andrews
Provost and Vice President for Academic Affairs

Equity Lens Assessment Tool(s)

Below are the current equity lens questions for use in planning, decision-making and implementation for policies, practices, and programs. These are a guide only, and there may be other factors to consider.

The first section, titled “racial equity lens” is an appropriate starting place for any group.

The second set of equity lens questions provide more global considerations, in addition to specific, and speak to macro issues such as policy as well as individual project, program or micro issue decision making, action and implementation.

These questions come from the PSU strategic planning process document, Portland State 20/20 Strategic Planning Equity Lens.

The Lens is an ever evolving tool for decision making, that changes as our constructs and understandings change.

Basic Racial Equity Lens (From a Home for Everyone)

1. What is the policy, program or decision under review?
2. What group(s) experience disparities related to this policy, program or decision? Are they at the table? (If not, why)
3. How might the policy, program or decision affect the group(s)? How might it be perceived by the group(s)?
4. Does the policy, program or decision improve, worsen, or make no change to existing disparities? Please elaborate. Does it result in systemic change that addresses institutional racism?
5. Does the policy, program, or decision produce any intentional benefits or unintended consequences for the affected group(s)?
6. Based on the above responses, what are the possible revisions to the policy, program, or decision under review?
7. What next step is recommended and how will it be advanced?

Multi-Dimension Equity Lens

(Broad inclusion of multiple as well as intersecting historically marginalized groups and underserved populations)

People

- How have we adequately ensured that our operational processes are inclusive and that elements of the process have not created barriers to meaningful participation?
- Which stakeholder groups would we like to have included but were unable to facilitate?

Equity Lens Assessment Tool(s)

- Who is affected—positively, negatively, or not at all—by this decision, process, and actions? List positives and negatives.
- What are the specific ways this decision, process, or action, etc. is expected to reduce disparities and advance social justice?
- How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment?

Place

- On the basis of PSU's social, physical and cultural location, how does this process compensate for access limitations of various stakeholder groups?
- How have we modified our process to support access by marginalized community stakeholders?

Process

- How are our processes supporting the empowerment of communities historically most affected by inequities?
- How are processes ensuring that participants' emotional and physical safety needs are addressed?
- How are processes supporting participants' need to be productive and feel valued?
- How are our processes building ongoing community capacity for involvement with PSU (beyond the strategic planning process) by those communities historically most affected by inequities?
- How are we using this opportunity to contribute to the leadership development of those from marginalized communities?
- What types of biases have influenced the work of the groups and how have these been identified and addressed?
- What improvements to team processes can you support for naming and identifying unaddressed bias?
- What have we learned about effective empowerment practice that we recommend being continued by PSU in other program and initiative development processes?
- What recommendations do we suggest for the future work of PSU
- What are the barriers to more equitable outcomes? (E.g. mandated, political, financial, programmatic, or managerial)

Attachment E.1.d

October 11, 2016

TO: Faculty Senate

FROM: Joel Bettridge
Chair, University Studies Council

RE: Consent Agenda

The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

New Cluster Courses

E.1.d.1. PA 320	Introduction to Nonprofit Management	Leading Social Change
E.1.d.2. PAH 399/PH 399	Health Policy 399	Healthy People/Healthy Places

The link to the cluster proposals is:

[https://unstcouncil.pbworks.com/w/page/103072303/2016-2017 Cluster and Course Proposals](https://unstcouncil.pbworks.com/w/page/103072303/2016-2017%20Cluster%20and%20Course%20Proposals)

APR Summary Sheet

Program:	Child and Family Studies
Dates of review period:	2014-15 AYR

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	3	3	same
	NTTF:	2	0	+2 people
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	76	60	+27%
	Grad:	0	0	0
	Minors:	0	0	0
	Certificate:	0	0	0
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	2337	1594	+47%
	Grad:	5	0	+5 sch
	PhD	0	0	0

External Reviewers:	Affiliation
Dr. Duane Alan Dowd	Central Washington University
Dr. Karen Peterson	Washington State University, Vancouver

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> ● Strong Community focus/ Practice oriented ● Workforce prospects ● Social Justice and Sustainability ● Full enrollment of classes ● New facility and infrastructure support ● PSU support ● Strong faculty ● Program significance 	<ul style="list-style-type: none"> ● Review and revise curriculum for clarity and transferability ● Develop ongoing program assessment plan ● Review program branding and expand affiliations with professional associations ● Address full-time and part-time faculty imbalance ● Grow support for GTA/GRAs ● Continue initiatives for support of students

Link to full document
https://drive.google.com/drive/u/0/folders/0B38X3nrpJUBSdHpaMDFwTEFYQU0 To request access , please email Brian Sandlin in the Office of Academic Affairs at bsandlin@pdx.edu .

¹* Source of data: COGNOS>Human Resources> Department Census Report

² **Source of data: COGNOS>PSU Factbook>Program Review

APR Summary Sheet

Program:	English
Dates of review period:	2013-14

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	29	27	+2
	NTTF:	0	7	-7
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	129	128	+1
	Grad:	64	100	-36%
	Minors:	143	95	+51%
	Certificate:	0	0	0
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	8833	9873	-11%
	Grad:	1287	1908	-33%
	PhD	4	4	0

External Reviewers:	Affiliation
John Gage	University of Oregon
Patricia Okker	University of Missouri
Bruce McComiskey	University of Alabama at Birmingham

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> Highly committed faculty Curriculum intellectually rigorous Unique programs attracting students from the region as well as nationally Deep engagement with local community 	<ul style="list-style-type: none"> Review governance policies and procedures Clarify department leadership model Identify a shared department-wide vision and mission Review and revise undergraduate curriculum Develop BFA program Initiate campus-wide discussion on PSU writing requirements Increase support for writing programs Review and improve departmental assessment practices

Link to full document

<https://drive.google.com/drive/u/0/folders/OB38X3nrpJUBSdHpaMDFwTEFYQUO>

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¹* Source of data: COGNOS>Human Resources> Department Census Report

² **Source of data: COGNOS>PSU Factbook>Program Review

APR Summary Sheet

Program:	Environmental & Science Management
Dates of review period:	2012-13

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	11	9	+2
	NTTF:	2	7	-5
Degrees awarded: (2014-2015 & 2010- 2011)** ²	UG:	62	54	+15%
	Grad:	12	13	-1
	Minors:	36	11	+227%
	Certificate:	3	4	-1
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	3214	1564	+105%
	Grad:	451	531	-15%
	PhD	233	190	+23%

External Reviewers:	Affiliation
Shirley Vincent	National Council for Science & the Environment
Peter S. Homann	Western Washington University
Thomas M. Hinckley	University of Washington

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> Noted regional reputation Passionate, committed, and highly qualified faculty Proven record of publications and grants Student demand continues to grow Faculty have crucial role in STEM, environmental & sustainability education across campus Deep partnerships through centers Active and growing community service 	<ul style="list-style-type: none"> Review space allocation and usage Develop an actionable plan for increasing instructional capacity Review and improve student advising Develop an actionable plan for increasing number of GTAs Develop Professional Science Master's degree Identify high-quality internship opportunities Address future assessment needs Develop strategic enrollment management plan

Link to full document

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¹* Source of data: COGNOS>Human Resources> Department Census Report

²**Source of data: COGNOS>PSU Factbook>Program Review

Program:	Philosophy
Dates of review period:	2014-15 AY

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	7	6	+1
	NTTF:	6	3	+3
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	32	42	-24%
	Grad:	0	0	0
	Minors (2013-14):	33	29	+14%
	Certificate:	0	0	0
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	6186	6241	-1%
	Grad:	16	60	-73%
	PhD	0	4	-100%

External Reviewers:	Affiliation
Dr. Terrance MacMullan	Eastern Washington University
Dr. Edward Pluth	California State University, Chico
Dr. Ryan Wasserman	Western Washington University

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> The dept has a clear & uniform focus on student success Faculty share an impressive commitment to teaching and mentoring students Dept has a historical and ongoing commitment to community engagement Curriculum is particularly strong in the areas of faculty's research specialties 	<ul style="list-style-type: none"> Increase number and diversity of TT and NTTF faculty Explore opportunities to develop partnerships with other disciplines to increase exposure of students to non-traditional areas of philosophy Increase budgetary support of dept. Increase staffing levels in dept. Revise dept's assessment of student learning Continue to improve internal departmental climate

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² **Source of data: COGNOS>PSU Factbook>Program Review

Program:	Political Science
Dates of review period:	2014-15

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	13	9	+4
	NTTF:	0	2	-2
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	70	101	-31%
	Grad:	7	6	+1
	Minors:	26	13	+13
	Certificate:	0	0	0
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	3204	3843	-17%
	Grad:	180	327	-45%
	PhD	20	20	0

External Reviewers:	Affiliation
Thomas Holbrook	University of Wisconsin-Milwaukee
Margaret Ferguson	Indiana University-Purdue University Indianapolis
Shannon Blanton	University of Alabama-Birmingham

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> Scholarly productivity of faculty Faculty highly invested in university and community service Curriculum recognized for rigor and quality Faculty committed to the success of the department and enhancing its national reputation 	<ul style="list-style-type: none"> Enhance instructional staff Provide research skills to undergraduate majors Increase internship opportunities for undergraduate majors Review current curricular focus Increase online course offerings Clarify expectations for UG and GR students in dual-level courses (400/500) Review graduate curriculum Expand support for graduate students Review department's promotion & tenure guidelines Expand service and/or experiential learning opportunities Establish a formal program assessment process

Link to full document

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² **Source of data: COGNOS>PSU Factbook>Program Review

Program:	School of Art+Design
Dates of review period:	2014-15 AYR

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	18	16	+13%
	NTTF:	3	3	0
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	163	148	+10%
	Grad:	11	8	+38%
	Minors:	37	14	+164%
	Certificate:	0	0	0
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	9861	9705	+2%
	Grad:	372	470	-21%
	PhD	0	3	-100%

External Reviewers:	Affiliation
Nancy Palmeri	University of Texas Arlington
Sherwin Simmons	University of Oregon
Kate Wagle	University of Oregon in Portland

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> History and goals of the School are central and significant to the future of PSU Faculty are deeply committed to the program Faculty have solid credentials with strong regional, national & international reputations Faculty have a clear understanding of transformational issues facing the School 	<ul style="list-style-type: none"> Address inadequacy of physical space Increase branding of the School within the University and wider community Create strategic initiatives to increase student success and retention Decrease student/faculty ratio Stabilize funding for graduate students Build a graduate Art History curriculum

Link to full document

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²**Source of data: COGNOS>PSU Factbook>Program Review

APR Summary Sheet

Program:	Urban Studies & Planning
Dates of review period:	2013-14

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	16	13	+3 people
	NTTF:	2	1	+1 person
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	42	53	-21%
	Grad:	55	31	+77%
	Minors:	24	29	-5 people
	Certificate:	9	29	-69%
SCH: (Fall 2015 & Fall 2010 by student classification)**	UG:	2069	2140	-3%
	Grad:	1176	1307	-10%
	PhD	345	341	+4 sch
External Reviewers:		Affiliation		
Robin Boyle		Wayne State University		
Sanda Kaufman		Cleveland State University		
Rachel Bratt		Tufts University		
Commendations from External Review		Recommendations from Action Plan		
<ul style="list-style-type: none"> Program's mission is in alignment with PSU's core values Faculty & students engage with each other across organizational boundaries within the University as well as with public and private sectors in the region Faculty's research performance is 'impressive' in volume and quality Curriculum offers a coherent set of traditional, current, and cutting edge courses Faculty have created innovative teaching approaches, i.e., multiple award winning Planning Workshops 		<ul style="list-style-type: none"> Track graduate careers Diversify faculty and student body Review the role of the graduate student services coordinator and determine whether the now vacant position should be filled Increase financial support for graduate students Align scholarship award process with graduate student recruitment cycle Sharpen image of program to highlight competitive advantage 		

Link to full document

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