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Faculty Senate Monthly Packet December 2016

Portland State University Faculty Senate

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Faculty Senate, 5 December 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 **5 December 2016** at 3:00 p.m. in **Cramer Hall 53.**
*REMINDER: The subsequent Faculty Senate meeting will take place on January **9th**.*

AGENDA

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 7 December 2016 Meeting – *consent agenda*

C.   Announcements and Discussion
    * 1. OAA response to October notice of Senate actions – *consent agenda*
    2. Announcements by Presiding Officer:
  *   a. draft University policies on copyright and on demonstrations
  *   b. Budget Principles document
      c. Board of Trustees committee meetings
    3. Announcements by Secretary
    4. Discussion: PTR: what has worked well, what needs modification? (Chabon, Padín)

D.   Unfinished Business

E.   New Business
    * 1. Curricular proposals – *consent agenda* (UCC, GC)
    * 2. Graduate Certificate in Public Health, SPH (GC)
    * 3. Proposed resolution: "The Faculty Senate endorses President Wiewel's declaration that PSU is a sanctuary campus" (Steering Committee)

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

G.   Reports from Officers of the Administration and Committees
    1. President's Report
    2. Provost's Report
    * 3. Annual Report of the Internationalization Council – *consent agenda*
    * 4. Quarterly Report of the Educational Policy Committee – *consent agenda*

H.   Adjournment

*See the following attachments:
    B. Minutes of the Senate meeting of 7 November 2016 and appendices – *consent agenda*
    C.1. OAA response to Senate actions for November – *consent agenda*
    C.2.a.1-2. Draft University policies: copyright, demonstrations
    C.2.b. Budget Principles (via BC 2014 Annual Report)
    E.1.a-c. Curricular proposals – *consent agenda*
    E.2. Proposal for Grad. Cert. in Public Health
    E.3. Text of President Wiewel's e-mail message of 18 November 2016
    G.3. Annual Report of IC – *consent agenda*
    G.4. Quaterly Report of EPC – *consent agenda*

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 Elzanowki)	*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*

_____

* 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
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	*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*

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 7 November 2016

Presiding Officer: Brad Hansen

Secretary: Richard H. Beyler

Members Present:
Arellano, Babcock, Blekic, Bluffstone, Bowman, Bratiotis, Brown, Chang, Childs, Clark, Constable, De La Vega, de Rivera, Donlan, Dusschee, Epplin, Fernandez, Fiorillo, Flight, Gamburd, Gelmon, Greco, B. Hansen, Harmon, Harris, Jaén Portillo, Kennedy, Luckett, MacCormack, Maier, Messer, Mitchell, Monsere, Nishishiba, O'Banion, Podrabsky, Raffo, Recktenwald, S. Reese, Robson, Ruedas, Schechter, Schrock, Schuler, Shin, Siderius, Smallman, Sorensen, Stedman, Taylor, Thieman, Tretheway, Walsh, Webb, Winters, Yeigh, Yesilada

Alternates Present:
Susan Lindsay for Camacho, Sarah Eppley for Cruzan, Anna Pittioni for de la Cruz, Pat Burk for Farahmandpur, Karen Popp for Harmon, Natali Pardo for Running

Members Absent:
Carpenter, Riedlinger

Ex-officio Members Present:
Allen, Andrews, Baccar, Beyler, Chabon, Fraire, D. Hansen, Hines, Marrongelle, Marshall, Moody, Padín, Percy, Sanders, 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 **3 October 2016 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements by the Presiding Officer**

   B. HANSEN said that he had been working with the Provost on priorities for the year [see **Minutes Appendix C.2**]. One priority was identifying parts of the Strategic Plan that under Senate's purview and merited action–for example, today's discussion topic. Items might appear on the agenda in several ways: when three senators present an initiative; or when standing committees [including Steering Committee] do so.

   Other items included: input from the Academic Quality Committee; update on copyright policy (forthcoming soon), a follow up to CLARK's presentation at the previous meeting.

   HANSEN announced the membership of the Ad Hoc Committee on Liberal Education: Maurice HAMINGTON, Lisa WEASEL, Yves LABSSIERE, Gina GRECO, Brad HANSEN, Rachel WEBB. The original motion prescribed five to seven members, but the committee would be free to consult broadly among various units and divisions.

HANSEN anticipated the discussion topic for December, with Shelly CHABON, would be the post-tenure review process.

Additional future items: The causes and effects of DFWI grades required attention. A colleague had noted about his class that "The [students] who are showing up are doing really well": participation seems to be key here. A report on FRINQ is expected in February. Standardization of expectations and procedures for emeritus status across departments is needed. The Task Force to explore tenure for teaching-intensive faculty was gathering information and would probably report in spring. Data from the task force on academic program prioritization/review is also forthcoming.

HANSEN hoped to bring back to Senate information from the meetings of Board of Trustees and its various committees. He called senators' attention to the BoT website [www.pdx.edu/board] and urged senators to take note of the Board's work.

HANSEN said that Senate would need to address effects from the passage or failure of Ballot Measure 97. State appropriations to PSU were about $83 million out of a $545 million budget, or about 15%. A 10% reduction in state funding would thus mean a 1.5% reduction for PSU.

3. **Announcements by the Secretary**

BEYLER: senators should have received district assignments, including a list of e-mails, as well as the first "What's Happening in Faculty Senate" message. The January meeting will take place on the 9th, since the University will not be in session on the 2nd.

4. **Discussion: How should consideration of diversity and inclusion affect proposals for new course and development of existing courses?**

HINES said that Steering Committee had tried to identify key areas where the role of Faculty Senate intersected most crucially with goals of the Strategic Plan [SP]. Among these are: elevating student success; maintaining an array of programs that reflects our academic priorities, including a focus on equity and social justice; expanding our commitment to equity. How do diversity and equity apply to curricular issues? Some SP initiatives were couched in terms of faculty training. It's not faculty responsibility to train ourselves; however, it is our responsibility to think about what resources we need to reach these goals. How do we create inclusiveness in classrooms, community connections, and scholarship? Paraphrasing Tolstoy: the students we call well prepared are well prepared in the same way, but diversely prepared students are prepared in diverse ways. This is especially important since one of PSU's prime missions is access. Our students' diversity of preparation includes not just "classically" academic areas, but involves also various other social systems. Teaching to the middle is also a problem with non-"academic" issues. Another danger is supposedly diversifying the curriculum, or specific texts, without diversifying our approach.

SANDERS (chair of UCC) presented several resources for working on course and program inclusiveness. These resources were important not just for individual faculty, but also for departmental, school, and college committees. First was a PSU Library resource guide, Culturally Responsive & Inclusive Curriculum Resources: Creating Culturally Responsive Curriculum & Finding Examples, curated by Kim PENDELL and Bob SCHROEDER, which includes a collection of discipline-specific examples from

across the country. SANDERS recognized Lisa GRADY-WILLIS, new Director of Diversity Education and Learning. More broadly the office of Carmen SUAREZ, Vice President for Global Diversity and Inclusion, offered resources for faculty. He noted the President's Diversity Mini-Grant Program, which included mini-grants for work on bringing diversity to specific courses.

SANDERS called attention to the revised curricular proposal forms. Last spring UCC had taken under advisement some suggestions made by Scott MARSHALL, had made some revisions, and then adopted them as part of the curricular proposal process going forward. The course proposal form asks for consideration of diverse perspectives, and includes a link to examples of what this might include. The new program proposal form also includes questions about cultural responsiveness.

SANDERS suggested that faculty think not just about what UCC is looking for, but also what the department, college, etc. are looking for. He also suggested that faculty keep in mind a distinction between what a course studies and the discipline that frames that study: representations, means of communication, environment in the classroom, etc. A discipline may study phenomena that are not cultural, but the discipline is necessarily a human activity which may be subject to cultural bias. This is new to UCC, as part of shared governance, and so UCC is working through it along with all faculty: it's not UCC's intention to tell faculty to do this and not to do that, but rather to respect academic freedom while faculty and departments develop culturally responsive curricula.

RAFFO/GRECO **moved** that Senate resolve into a **committee of the whole**; the motion was **approved** by unanimous voice vote (at 3:36).

In the ensuing discussion, faculty related specific experiences and raised questions about challenges facing various disciplines. Not just course content, but also teaching and evaluation methods, students' perspectives, etc., were important. Group support is useful and ongoing. Attention to these issues was needed also at departmental or unit level.

> *[The meeting was interrupted by a fire alarm from 3:56 to 4:13.]*

STEDMAN/S. REESE **moved** that the Senate return to **regular session**; the motion was **approved** by unanimous voice vote (at 4:18).

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

The curricular proposals from the UNST Council listed in **October Agenda Attachment E.1** were **approved** as part of the **consent agenda**, 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 characterized the previous discussion as open and constructive about a topic which was admittedly not easy. He was impressed that there was already movement from rhetoric to institutionalization. He had cited the example of inclusion of these criteria on curricular proposals at a recent higher education conference.

Referring to HANSEN's previous comment about Measure 97, WIEWEL stated that state funding is about 25% of the E&G [education and general] budget, so that a 10% decrease in state funding would represent about a 2.5% cut in E&G. Cost increases, meanwhile, were 5-6%. So if Measure 97 fails, we will likely deal with tuition increases and de facto cuts. With the buildup of reserves, it won't be necessarily to take these all in one year, but there will probably be cuts. WIEWEL stated that within OAA, any cuts would follow principles that were formulated for budget decisions in 2013, discussed with the Budget Committee. There might be discussion as to whether these should be modified, but there were principles in place, which the process would follow.

WIEWEL reported on the Simon Benson Awards Dinner, which had an attendance of 1600, including the governor, mayor, and mayor-elect, three congressmen, and other civic leaders. The goal of $1 million was exceeded. He praised the student presentations.

The memorial for former President Daniel BERNSTINE is planned for November 10th.

WIEWEL noted that Lincoln High School is now using PSU-designed, environmentally friendly portable classrooms: a nice connection back to the early days of PSU in Lincoln Hall. 53 of these portables have been sold, altogether.

He announced the Four Years Free Program: students who are Pell grant eligible, have at least a 3.4 GPA, and who come to straight to PSU as full-time freshmen, will not have to pay tuition or fees (taking the Pell and Oregon Opportunity grants into account). We were already doing this in many cases de facto; this was now announced as a clear, salable policy. This has received good feedback from high school counselors.

2. Provost's Report

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

ANDREWS gave an overview of the program review process. When program reviews are completed, OAA would provide Senate with a summary, such as those in **November Packet Attachment G.2**. Full copies of the resulting action plan [for each review] would be available to UCC, GC, EPC, and Steering Committee, and could be requested by others, but they would not be posted on websites, etc. The OAA website includes a page on program review. In 2012, the Northwest Commission on Colleges and Universities said that PSU was not meeting expectations for systematic program review. A process was developed, and then approved by Faculty Senate. The goal is improving a program, based on self-study and input from external evaluators, through development of an action plan. There is a detailed set of guidelines to help departments design and work through the self-study. The website also includes a schedule for program review. Programs that have specialized accreditation still need to go through this process, but the schedule was designed so that, if possible, program review and special accreditation would overlap.

The schedule can be modified based on special circumstances, such as anticipated curricular changes or leadership changes. External evaluation might take place on-site or "virtually." After the self-study and external evaluation, there is a meeting among the Department Chair, Dean, Vice Provost for Academic Planning, Provost, and (if appropriate) Dean of Graduate Studies to discuss and create a plan for improvements. This then becomes the Dean's plan, and the Dean's responsibility to implement changes. The Provost meets with the Dean after one year to review progress and, if necessary, make modifications, and then again after three years. The summaries include basic data about faculty, student credit hours, etc., compared with five years ago; synopses of reviewers' comments; and high-level overviews of the action plan.

PERCY commented that review in CUPA and led to interesting conversations with external reviewers, which in turn had led to useful, positive changes based on new ideas.

ANDREWS then discussed the legislative concept developed by the Higher Education Coordinating Committee [HECC] for an applied baccalaureate. This would allow community colleges [CCs] to award baccalaureates. A number of state universities– Eastern, Southern, Western, and OIT–currently offer applied baccalaureates. The push from CCs has been in two areas: early childhood education and nursing. OHSU offers nursing degrees on other state university campuses (except for PSU). The potential legislation is not about particular fields, but rather about allowing community colleges to offer applied baccalaureates in general. They would still have to seek and receive accreditation. Florida is an example, and Georgia is about to become an example, of states that allow CCs to grant baccalaureates. The Provosts Council and Interinstitutional Faculty Senate [IFS] are undertaking research, trying to figure out what is the need and the demand. Steering Committee submitted a list of useful questions, but ANDREWS also welcomed other questions and input.

GAMBURD asked about a slippery slope: would CCs then begin to do everything we do? ANDREWS did not want to be alarmist, but said it could potentially develop in that direction. Some legislators and members of the public evidently thought that CCs would be able to offer bachelor's degrees more cheaply and effectively, not realizing the costs, energy, etc., involved in supporting students at these levels. Some see this as a way to boost flagging CC enrollments. There are movements in this direction across the country. But right now the legislative concept is written just for applied baccalaureates, not baccalaureates in general.

MESSER asked what happened with enrollments in Florida when CCs began offering baccalaureates. ANDREWS said the data was not clear, because the change is new. She was also looking at data from Georgia. It's hard to predict what causes shifts in enrollments.

MACCORMACK asked if PSU were to offer an applied baccalaureate, whether this would affect if or how HECC would pursue this issue. ANDREWS noted that she had already proposed that PSU look at this question. She said that HECC believed it was trying to meet a demand; however, whether this demand was real or perceived was something that the Provosts Council was investigating. She thought that for HECC, what is important is not who offers an applied baccalaureate, but rather just that it is offered, as long as they recognize that CCs cannot offer it a low, discount rate.

LUCKETT asked what an applied baccalaureate would be at PSU, and how different from a regular baccalaureate? ANDREWS: it typically takes a professional-technical degree–e.g., dental hygiene–and then adds credits to complete a baccalaureate degree, while allowing the student to remain in the chosen career path. It is analogous to an applied master's degree.

D. HANSEN: apropos nursing, how would it differ from a two-year degree or four-year BS degree? ANDREWS understood that the nursing profession was moving to the expectation of a bachelor's degree even for entry-level positions. The CCs would like the nursing profession to look at the applied baccalaureate as an equivalent to the [regular] bachelor's. Which is "better" would seem to depend on the environment. OHSU's preference seems to be for the [regular] bachelor's.

KENNEDY asked, given the complexity of nursing as a profession and hence the demands of training, and given the high demand for the few seats available in nursing programs, if HECC had talked to OHSU about expanding their program, adding satellite programs, etc. ANDREWS: OHSU does currently offer nursing programs at the six state universities (other than PSU). The universities were not consulted when the legislative concept was developed.

It seemed to DE RIVERA that CCs were not equipped to offer this kind of degree, so the effort was misplaced. Does the legislature understand the differences between different types of schools, what they can do and why? ANDREWS said that these were good points. We need to remind legislators and others that there is an ecosystem of higher education, and then when you push on one part of it, there are changes in other parts. If we ask CCs to create a business plan, what will it take to offer these degrees?

CLARK said the topic was under extensive discussion by IFS.

GAMBURD: if we take students with technical training and bring them into our system, does this mean they would not go through the preparatory work we ordinarily expect of freshmen and sophomores? How would the meshing occur? ANDREWS: faculty would need to make this this decision, via the curriculum proposal process, for any applied baccalaureate program.

FIORILLO said that CCs have, historically, worked in tandem with universities. If CCs want to increase their enrollment, perhaps they should rethink how they work with four-year institutions to make transfer and articulation smoother. This might be a win-win approach, rather than trying to create new programs that might not be cost-effective. ANDREWS: this work is also happening, to create more seamless pathways.

H. ADJOURNMENT

The meeting was **adjourned** at 5:02 p.m.

Announcements from the Presiding Officer
November 7, 2016

Senate Priorities Shared with OAA 2017

- Update Senate Response to Strategic Plan
    - Identify Points within Senate Authority
- Define Process for Identifying Senate Priorities
    - Faculty can take concerns to a Standing Committee
- Academic Quality Committee
    - Steering will seek input and invite reports
- Intellectual Property Policy – draft has been released
    - Will be discussed by Senate
- Liberal Education Evaluation and Review
    - Maurice Hamington, Lisa Weasel, Yves Labissiere,
    - Gina Greco, Rachel Webb, Brad Hansen
- Post Tenure Review
    - Topic for Discussion, December meeting, Shelly Chabon presents
- Improve Retention by Reducing DFWI grades
    - Steering will invite feedback on what faculty can do
- FRINQ
    - Report in February
- Standardize Emeritus Qualifications
    - Establish criteria and process across units
- Apply equity lens to curriculum approval
    - Today, we continue that process in our presentations/discussion
- Tenure for Teaching-Intensive Faculty
    - Task Force meeting, gathering information
- Academic Program Prioritization and Program Review
    - Mark Woods, APPC chair, is developing a final report
    - Program Review samples are in your packet
- Board of Trustees – Committee meetings next week
    - Academic and Student Affairs, Nov. 18, 2:00 – 5:00
    - Finance and Administration, Nov. 17, 1:00 – 4:00
    - BOT Website has minutes and Search updates
- Response to results of Ballot Measure 97
    - Senate advocates allocating resources to instruction
    - IF cuts were necessary, they would be small because:
    - State appropriations = $83m; Total budget = $545M
    - This is 15% of the budget; 10% of that is a cut of 1.5%

PROVOST ANDREWS' COMMENTS: NOVEMBER 7, 2016 FACULTY SENATE MEETING

ACADEMIC PROGRAM REVIEW (APR)
Process:
- Each Program reviewed every 7 years
- Department creates a self-study
- External review
- Dean's action plan
- 1 and 3 year follow up
- APR Summaries provided to Senate
- Specialized program accreditation can augment the review, but does not replace it

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

APPLIED BACCALAUREATE
- HECC has drafted a legislative concept (LC 462) for possible submission to the Governor to allow community colleges to award applied baccalaureate degrees.
- Current focus on Nursing and on Early Childhood.
- Statewide Provost Council has collected data on the currently offered applied baccalaureates in Oregon.
- I solicited questions from the PSU Faculty Senate Steering Committee and submitted those for consideration by the Provost Council and the HECC

DROP-IN CONVERSATIONS WITH THE PROVOST
- November 10, 10:00-11:00 am SMSU 258
- December 8, Thursday 3:00-4:00pm SMSU258

OAA FALL TERM BUDGET FORUM
November 21st, 1:00-2:00PM, SMSU 294.

NEXT SECOND THURSDAY SOCIAL CLUB: November 11th, 4 – 6:30 pm, OAI

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

My Blog:psuprovostblog.com

Attachment C.1

Portland State
UNIVERSITY

To: Provost Andrews

From: Portland State University Faculty Senate
        Brad Hansen, Presiding Officer

Date: 8 November 2016

Re: Notice of Senate Actions

On **7 November 2016 the Faculty Senate approved** the Curricular Consent Agenda
recommending the proposed changes to University Studies clusters given in Attachment E.1.c to
the November 2016 Agenda.

> **11-10-16—OAA concurs with the recommendation and approves these changes to
> courses.**

Best regards,

Brad Hansen   Richard H. Beyler
Presiding Officer   Secretary to the Faculty

Sona Andrews
Provost and Vice President for Academic Affairs

Responsible Officer:	Joseph Janda
Responsible Office:	Innovation & Intellectual Property
DRAFT VERSION	11.21.2016

COPYRIGHT OWNERSHIP POLICY

I.   Policy Statement

This policy promotes the Portland State University's (University) scholarly, academic, and service missions by establishing a framework for the ownership and disposition of copyright for materials created at the University.   The University is committed to academic freedom and therefore strives to place copyright ownership with the Faculty creators of scholarly, academic, and artistic works, unless specific circumstances require or recommend University ownership. This policy also sets forth the University's expectations for copyright ownership of works created by students and non-Faculty Staff, and for the disposition of copyright to external sponsors of Faculty projects.

II.   Reason for Policy/Purpose

Establishing a framework for ownership and disposition of copyright material created at the University provides clear guidance to University Faculty and Staff employees regarding their rights in created material. 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 employees who contribute to the University in the course of their employment.

III.   Applicability

This policy applies to all students, employees, contractors, schools, colleges, and administrative units of the University.

IV. Definitions

The Default Rule. Under U.S. copyright law, and in the absence of an express waiver as set forth in this policy, the University holds the copyright (as a Work Made for Hire) in copyrighted works authored by its employees who are acting within the scope of their employment. Otherwise, the University does not hold copyright in a work, unless the copyright has been transferred to it by written assignment, contract, or process of law.

Commercial Use: A grant of copyright to, transfer of copyright ownership for, or sale of Copyright Materials to a third party which is either contingent on monetary consideration or which allows that third party to further grant rights or sell Copyright Materials for monetary consideration.

Copyright Materials: Original works of authorship or creation to which copyright accrues and that are authored/created by Faculty or Staff.

Course Materials: Copyright Materials whose copyright is owned by a Faculty member and which are used by that Faculty member for teaching a registered course at University.

Faculty: All academically ranked Faculty.

PSU Copyright Materials: Copyright Materials for which the copyrights are either owned by the University under the Default Rule, assigned to PSU voluntarily, or may be agreed or required to be assigned to the University under the exceptions to the University's waiver of the Default Rule for Faculty in section 2.

Scholarly Work: Includes, but is not limited to, Faculty authored or created textbooks, journal articles, white papers, monographs, plays, poems, musical compositions, visual arts and other works of artistic imagination. As a guiding rule, any objects that would fulfill the requirement of 'scholarship' under a field and department relevant tenure and promotion review process.

Separate Agreement: A formal (*e.g.*, a contract to create materials) or informal (*e.g.* email exchange) agreement between the University and Faculty regarding the ownership of Copyright Materials to be created using University resources, such as the creation of Copyright Materials for a University funded or directed project, or the creation of Copyright Materials while under a course release.

Sponsored Project(s): Research or service undertaken by Faculty utilizing any external funding source, such as grants, gifts, contracts, or awards.

Staff: University employees who are not academically ranked.

Unit: This means the administrative area within the University that has provided resources specifically for the creation of Copyright Material under a Separate Agreement.

Attachment C.2.a.1

Work Made for Hire: As used in this policy, the term has the same meaning as that in section 101 of the Copyright Act of 1976 as amended and for ease of reference in this policy, it is generally understood as a work prepared by an employee within the scope of his or her employment.

V.   Policy

1.0 The Default Rule. The Default Rule holds for all University employees except Faculty as outlined in Section 2. All Copyright Material that Staff author/create are PSU Copyright Materials.

2.0 University's Waiver of the Default Rule for Faculty. By this policy, and subject to the limitation set forth below, the University hereby waives its rights under the Work-Made-for-Hire copyright law, and agrees that the Faculty author/creator of Copyright Materials will hold the original copyright to those Copyright Materials. This waiver of the Default Rule is contingent on a Faculty member's grant of rights outlined in section 6, and is subject to the following exceptions, under which the Default Rule applies:

> 2.1 Copyright Materials developed under a Sponsored Project
> 2.2 Copyright Materials developed under a Separate Agreement

3.0 Copyright ownership under Separate Agreements. When entering into Separate Agreements, University and the Faculty member may agree that the copyright in Copyright Materials created under the Separate Agreement will be owned by either the Faculty member or the University. For University, this Separate Agreement will be made between the Faculty and the Unit. In proposing ownership of Copyright Materials in Separate Agreements, the Unit shall consider both the level of University resources to be used in the Separate Agreement, and any anticipated incorporation of pre-existing Copyright Materials whose copyright is owned by the Faculty. No Separate Agreement shall be able to change any part of this policy.

4.0 Scholarly Work Exemption. To the extent that any PSU Copyright Materials are necessary to create and disseminate a Scholarly Work, and to the extent that these PSU Copyright Materials are not encumbered by the terms of a Sponsored Project or Separate Agreement, PSU will not assert its ownership in the copyright to such materials. The University will endeavor in all cases to preserve the publishing rights of Faculty members when entering Sponsored Project agreements. The University recommends that when entering into agreements for the publication and distribution of Copyright Materials, authors make arrangements allowing them to archive their materials in PDXScholar, the University's open access institutional repository.

5.0 PSU Copyright Materials License back to Faculty. To the extent that any PSU Copyright Materials authored/created by University employees under a Sponsored Project are not encumbered by the terms of that Sponsored Project and/or are not licensed or expected to be licensed to a third party, the University hereby grants a non-exclusive, non-commercial

copyright license to the Faculty author(s)/creator(s) of that PSU Copyright Material.   This license terminates if the PSU Copyright Materials are licensed to a third party for Commercial Use. Faculty are encouraged to further distribute such PSU Copyright Materials for public benefit under appropriate non-commercial open source (http://www.opensource.org/) or creative commons (http://creativecommons.org/) licenses.

6.0 Course Materials. Upon using Course Materials in a registered course, all Faculty by policy grant to the University, to the extent they are able, a non-exclusive, non-commercial copyright license in those Course Materials, and must upon request provide copies of Course Materials to University, for the purposes of:

> 6.1 archiving and accreditation, making derivatives for the purpose of accommodation and accessibility (such as may be required under the American's with Disabilities Act), using syllabi for any use, and
> 6.2 teaching University registered courses.

Any use of such licensed Course Materials by the University will maintain attributions to the original author/creator and any contributors to derivative works. At any time the Faculty author/creator of those Course Materials may proactively terminate the license under 6.2, above, by providing written notice to the administrative head of their department, school, or college. The University's rights under the licenses granted in 6.2 shall survive for one academic term beyond Faculty's termination of the license to provide University time to replace or remove Course Materials from current teaching materials.

7.0 Faculty disclosure. Faculty using or distributing PSU Copyright Materials under the license granted in section 5 above have an obligation to mark PSU Copyright Materials as "© Portland State University." Faculty desiring to use or distribute PSU Copyright Materials for Commercial Use may seek an appropriate license by disclosing the PSU Copyright Materials to the University's Office of Innovation & Intellectual Property.

8.0 Students' Ownership of Student-Created Works. Each student holds the copyright to any Copyright Materials the student authors or creates unless the creation/authorship of those Copyright Materials was performed by the student under a Sponsored Project, Separate Agreement, or in their capacity as Staff of the University. However, a student may always voluntarily agree to grant permissions to or to transfer their copyright to the University or to another entity. Such permissions or transfers should be in writing and agreed to by the student. University Faculty and Staff shall not use a student's Copyright Material, in their capacity as a University employee or otherwise, without permission. The University shall not require a student's assignment of Copyright Materials to the University or to a third party to fulfill any academic requirement, nor shall the University deny any academic requirement activity in response to a student agreeing to assign their copyright to a third party. The University will seek to advise and help students understand their rights under copyright law.

9.0 Independent Contractors of Works Created Under Contract. Where the University hires third-parties to perform services or undertake other work where Copyright Materials are created, it is the general practice of the University to retain the copyright ownership in those works under the Default Rule. Such materials will be PSU Copyright Materials.

10.0   Collaborative and Joint Works. When people collaborate to author Copyright Materials, a "joint work" often results, in which all the rights holders jointly hold nonexclusive rights to use the work. For example, Copyright Materials may be authored or created by both Faculty and Staff working on project and this collaboration may result in a joint work(s) where the copyright is owned jointly by both the University and the Faculty member(s) and the work created is both PSU Copyright Materials and Faculty-owned Copyright Materials. Prior to authoring or creating such works, Faculty, other University employees, and students who collaborate with each other or with non-University third-parties (*e.g.*, volunteers, visitors, and collaborators) are encouraged to describe or determine the disposition of the resulting copyright.

11.0   Licenses to Third Parties. The license of PSU Copyright Material from the University to third parties for Commercial Use, or for any use in exchange for license fees, including all terms and execution of such license agreements, will be the sole responsibility of the office of Innovation & Intellectual Property under the Vice President for Research & Strategic Partnerships.

12.0   Sponsored Projects.

12.1   When negotiating agreements with external parties for Sponsored Projects, the University shall endeavor to retain PSU ownership of copyright for any Copyright Materials created by all Faculty and Staff under the Sponsored Project. The University may grant rights in PSU Copyright Materials created under a Sponsored Project to an external sponsor commensurate with the purpose of the agreement and the nature of the Sponsored Project, but will not grant a license for Commercial Use in a Sponsored Project agreement unless a separate license to such rights is executed through the Office of Innovation & Intellectual Property.

12.2   For Sponsored Projects or other contracts (*e.g.*, procurement contracts) under which the University is primarily performing a service or allowing use of University equipment without significant intellectual input from University Faculty or Staff (*e.g.*, centers with published external user rates a in the University Fees and Fines book), the University may assign ownership of Copyright Materials created under the Sponsored Project to the external sponsor provided that the Faculty and Staff performing the project acknowledge in writing that for that Sponsored Project:

- No students will create Copyright Materials for the Sponsored Project,
- Only Copyright Materials created under the Sponsored Project will be assigned, and no previously created Copyright Materials shall be included,

- The assigned Copyright Materials may never again be used by University Faculty or Staff,
- The assigned Copyright Materials may never be publishable.

And provided that external sponsor acknowledges in writing that:

- No export controlled information in the Copyright Materials will be assigned, and
- The University is under no obligation to seek export control licenses for such information.

VI. Procedure

1. Policy Interpretation and Dispute Resolution

1.1 This policy and its implementation may require interpretation and review. University constituents should make every attempt to resolve disputes informally with the assistance of one or more of the following: the Office of Innovation & Intellectual Property (for overall policy clarification and matters regarding Commercial Use of PSU Copyright Materials), the Office of Academic Affairs (for issues involving Course Materials and Separate Agreements), and the Sponsored Projects Administration in Research and Strategic Partnerships (for obligations or issues stemming from Sponsored Projects).

1.2 If informal procedures and consultation do not provide resolution of a dispute or policy issue, University constituents may file a request for formal dispute resolution or policy interpretation with the Provost's Office.

2. Revenue On a quarterly basis, and after the recovery of reasonable direct expenses on any PSU Copyright Materials, the Office of Innovation & Intellectual Property shall distribute any licensing revenue received by the University for the granting of licenses to PSU Copyright Materials, including fees, milestone payments, running royalties, liquidated equity, and any other cash received, in the manner described below. All license revenue distributed internally shall not be swept or removed from the department, school, college, or project to which it is assigned, and shall be used in perpetuity to support innovation and research.

2.1 For PSU Copyright Materials that are under continual development within the University and licensed non-exclusively primarily to end users or consumers of the materials:
2.1.1 10% to Innovation & Intellectual Property, and
2.1.2 90% to an internal account controlled by the lead Faculty or Staff on the project that created the PSU Copyright Materials.

2.2 For PSU Copyright Materials in substantially complete form that are licensed for Commercial Use to third parties who have responsibility for selling the PSU Copyright Materials to end users or consumers:

    2.2.1   25% to the Unit in which the author(s) or creator(s) of the PSU Copyright Materials primarily developed the PSU Copyright Materials,

    2.2.2   25% to the office of Innovation & Intellectual Property,

    2.2.3   50% directly as royalties to the author(s) or creator(s) of the PSU Copyright Materials.

        2.2.3.1 If there are multiple authors/creators, or contributors who are not legal authors/creators but whose contribution the authors/creators would like to recognize, PSU requires the authors/creators to reach written agreement, recorded with the office of Innovation & Intellectual Property, on how to further divide this 50%. If no agreement can be reached, the Vice President for Research & Strategic Partnerships will decide on the revenue split for the authors/creators.

VII. Links To Related Forms

[Name As It Appears In the Form Title, with hyperlink](#)

VIII. Links To Related Policies, Procedures or Information

This is where the University could reference a Copyright Handbook, for instance, or a form.

IX. Contacts

If you have any questions regarding this policy, please contact the Office of Innovation & Intellectual Property at (503) 725-_____ (for policy clarification and matters regarding commercialization of intellectual property) or the Sponsored Projects Administration in Research and Strategic Partnerships at (503) 725-_____ (for obligations stemming from sponsored activity.

X. History/Revision Dates [use this date format: May 27, 2012]

Adoption Date: [date policy first approved by UPC and is in effect]

Policy History: Pursuant Section 170 Chapter 768 2013 Oregon Laws, effective _____, 201__, this policy supersedes Oregon Administrative Rules 580-43-0011 _____, and (former)

Oregon University System Internal Management Directive 6.2 et seq. as those rules and policies pertain to copyright ownership. *NOTE: The University would provide a more specific statement about what policies are in fact replaced. This is but an example of language typically in this section.*

Reaffirmation Date: [date UPC concurs with responsible officer that an existing policy requires no change, and remains in effect]

Revision Date: [date policy has been changed and reapproved]

Next Review Date: Month, Day, Year [*at least* every five years, sooner as needed]

XI. Policy Adoption/Reaffirmation/Revision Approvals

Approved _____Date_____

<div align="center">PORTLAND STATE UNIVERSITY PRESIDENT</div>

Approved _____Date_____

<div align="center">PORTLAND STATE UNIVERSITY GENERAL COUNSEL</div>

	Responsible Officer: Chief of CPSO **Responsible Office:** CPSO **DRAFT VERSION** 10-18-2016

PUBLIC ASSEMBLY AND DEMONSTRATIONS POLICY

I.   Policy Statement

Portland State University ("University" or "PSU") is committed to the freedom of speech, inquiry, and artistic expression as means to enhance student learning, innovative research, and community engagement. Such freedom of expression comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition, and includes the right of peaceful protest and orderly demonstration. At the same time, the University has long recognized that the right to demonstrate and engage in other First Amendment activity does not include the right to engage in conduct that disrupts the University's operations or that endangers the safety of others.

II.   Reason for Policy/Purpose

The establishment of parameters for expressive activities such as demonstrations, protests, rallies, parades, artistic displays, picketing, and leafleting does not arise from any desire by the University to control such activities or to impose a civility code. It is derived from the abiding principle that such activities must not materially disrupt other University functions, obstruct free access to University facilities and programs, and must not otherwise violate the rights of others.

Demonstrations and other speech activity that takes place at the University always have potential to disrupt normal University functions. Accordingly, this policy establishes rules for conducting demonstrations, protest, and other speech activities that enjoy the basic protections of the right to free expression. The policy is structured to balance the University's desire to encourage the exercise of free speech, however unpopular, with its desire to prevent or minimize incidents that result in significant disruption of University operations and to ensure that the University's limited space and employee resources are primarily preserved to be dedicated to the needs of the University.

III.   Applicability

This policy applies to all students, faculty and staff, as well as to University-recognized groups and to all visitors and other persons not affiliated with the University who visit the PSU campus and/or who use University facilities.   This policy does not affect any rights which an employee organization, certified as the exclusive representative pursuant to ORS 243.650 and following,

may have been granted pursuant to its collective bargaining agreement or Oregon Revised Statute.

IV. Definitions

Buildings means structures, or portions thereof, owned, leased, or controlled by the University.

South Park Blocks means that portion of the City of Portland's South Park Blocks bounded on the east and west by SW Park Avenue and on the north by SW Market Street.

Speech activities means leafletting, picketing, speech-making, demonstration, petition circulation, and similar speech-related activities.

University facilities means all University owned, leased, operated, or controlled buildings, equipment, or property (including grounds and other real property other than buildings), and University services, where applicable. University facilities includes areas that are open to the general public such as sidewalks, lawn areas and designated portions of some buildings during regular business hours (public areas); areas such as classrooms, laboratories, offices, and residence halls that are not open to the public (controlled areas); and areas that are off limits to unauthorized persons such as utility areas, roofs of buildings and any area that has been marked that access is limited to authorized personnel only (restricted areas).

V. Policy/Procedure

1. Elements of Time, Place, and Manner Applicable to All Speech Activities

1.1 The exercise of freedom of expression does not mean its unlimited expression at all times, in all possible manners, in all places. The University retains the right to regulate the time, place, and manner of demonstrations, protests, and other speech activities to assure the safety of individuals, the protection of property, and the continuity of the educational process and business operations.

1.2 In general, anyone may personally engage in leafletting by distributing non-commercial announcements, statements, or materials in any outdoor, public area of the campus consistent with the orderly conduct of University affairs, the maintenance of University property, and the free flow of vehicular and pedestrian traffic. Efforts must be made to avoid litter and persons may not leave flyers, announcements, or literature of any kind unattended. (Tabling activities are addressed under the University's Facilities Use Policy.)

1.3 Members of the University community and outside guests have the right to peacefully protest a speaker, meeting, or event, so long as the event being protested is able to continue without significant or material disruption. Yet, by asserting their speech rights, individuals cannot decide for the entire community which ideas will or will not receive free expression. Accordingly, seizing control

of a forum for one's own purpose, or directly or indirectly preventing a speaker from speaking (whether in lecture, debate, class, meeting, assembly, or other forum), is an unacceptable form of protest. Any disruption that inhibits the ability of the speaker(s) or other person in attendance from speaking (including vocal dissent due to its prolonged and/or repetitive nature) will be deemed significant and material for purposes of this policy.

1.4   Nothing in this policy should be construed to limit a faculty member's ability to manage his or her classroom. Classes or other scheduled instructional and learning activities shall not be significantly or materially disrupted. A faculty member has discretion to manage their class or activity and to determine what constitutes a significant or material disruption by persons in the class or learning activity that they are instructing.

1.5   Persons may not engage in conduct that threatens the safety and well-being of others and must refrain from any conduct that involves any form of physical violence or physical intimidation.

1.6   Occupancy limits and other general safety rules designed to protect the University community must be observed in the space used for any speech activity. No speech activity shall be permitted or allowed to exceed building occupancy limits and other building safety standards.

1.7   Adherence to University facility closures is expected of persons and organizations participating in speech activities. No person may enter or remain in or on a University facility beyond that facility's normal operating hours unless the University has previously granted a written request to occupy the facility during additional facility hours (or unless on authorized University business).

1.8   Persons may not block and may not erect structures that block ingress and egress into and out of any University facility. Persons may not significantly impede the movement of people or disrupt regular or authorized activities in classrooms, offices, hallways, lobbies, studios, laboratories, sidewalks, and parking lots.

1.9   The University may require speech activities to be conducted 10 feet or more from any exit, entrance, staircase, etc. to allow for ingress and egress. The University may also impose limits on the use of portions of interior floor space of University facilities and of exterior and interior walls of University buildings.

1.10   Placards, banners, and signs are generally allowed but they may not be dangerous for others. Placards, banners, and signs affixed to rigid sticks or poles, whatever the material, are not permitted inside University buildings.

1.11   Placards, banners, or signs may not be tacked or nailed to trees or to other natural features of the campus or to lamp posts, building walls, or windows, nor may chalk, paint, or other markings be made on such natural features and structures.

Exceptions may be permitted under a more specific policy governing a particular facility (*i.e.*, Smith Memorial Student Union).

1.12   Amplified devices may not be used inside University buildings without prior written approval from the appropriate University office that manages the space (*i.e.*, Conferences and Events office for Smith Memorial Student Union; Athletics Director for Peter W. Stott Center; Academic Scheduling and Conference and Events, as may be applicable, regarding academic spaces).

1.13   All outdoor speech activities on or at University facilities using amplified sound must be scheduled by the University Conferences and Events office and must be accompanied by a Noise Variance from the City of Portland where required by the Portland City Code. (All speech activities held out of doors are subject to the City of Portland noise control ordinances at Title 18 of the Portland City Code.) During weekdays during the school term, outdoor amplified sound is allowed on Monday through Friday between 12:00 p.m. to 1:00 p.m., without the need to obtain a separate permit from the City of Portland, upon prior University approval and utilizing the University's noise variance permit. Under the University's noise variance permit from the City, outdoor amplified sound may not exceed a maximum of 70dbs as measured from 50' in any direction and the University may require lower maximum decibels to prevent interference with academic classes, use of laboratory spaces, or events inside nearby buildings. Amplified sound is not permitted at outdoor information tables between buildings.

1.14   The University reserves the right to cancel, move to another area, or deny an approved activity on the basis of safety, pedestrian traffic flow, class schedules, or other university activities or uses deemed necessary.

2.   Scheduling Organized Speech Activities/Events; Reservations; City Permits

2.1   In order to allow for scheduling, promote free expression, and assure public safety, individuals or groups planning an organized speech activity such as a demonstration, protest, or similar speech activity are encouraged to reserve a location with the appropriate University office. Requests for use of Smith Memorial Student Union, the South Park Blocks, and most academic spaces should be directed to the University's Conferences and Events office. If a person is unsure about who to contact to reserve University facilities, they may inquire at the University's Conferences and Events office and/or consult that office's webpage for a list of contacts for different University facilities.

2.2   Individual students and student groups planning an organized speech activity such as a demonstration or protest or artistic display are also encouraged to arrange a meeting with the Dean of Students to discuss the event and the anticipated activities so that the University can take measures to prepare for the event and assure public safety, including coverage by Campus Public Safety, if necessary.

2.3 As with other events or activities at the University, where reasonably possible, a request to hold an organized speech activity such as a demonstration, protest, or artistic display should be submitted to the appropriate University office that manages the facility to be used, preferably at least 72 hours before the start of the event. The use of University facilities must be approved by the appropriate University official charged with management of the University facility.

2.4 Persons wanting to set up and use tables, carts, booths, or similar structures on campus must reserve space as provided in the University's Facilities Use Policy. All reservations and such uses shall conform to the elements of time, place, and manner set forth in this policy.

2.5 Reservations for speech activities (including for tables, carts, etcetera…) will be granted on a content-neutral basis and the holders of such reservations shall have priority over others who attempt to use the space at the same time to the extent the events cannot be conducted simultaneously. If a request is denied, the applicant will be informed of the basis for the denial and the request may be resubmitted after addressing the reasons for the initial denial. A denial may be appealed to the Vice President of Finance and Administration, whose decision shall be final.

2.6 Event organizers may need to acquire City of Portland permits for events occurring on city sidewalks and streets adjacent to the University. They must also adhere to all City ordinances and applicable state and federal law.

2.7 In order to ensure the safety of all participants and others in the area, CPSO may require the attendance of one or more officers at any event held at the University.

2.8 A demonstration, protest, artistic display or other speech activity on campus may invite another form of speech activity, including a counter demonstration. When this occasion arises, the expression of all parties is important. A separate counter demonstration or assembly area may be designated by CPSO for those persons with views that differ from the views held by the event organizers.

2.9 The University understands that events leading to the desire for unscheduled speech activities, such as counter-demonstrations or protests to address recent events, may arise quickly and unexpectedly. Unscheduled speech activities may be held without a space reservation or permit as long as they do not present a substantial threat to the safety and security of the University community or substantially interfere with other University operations, and as long such activities otherwise conform to content-neutral time, place, and manner standards set by the University.

2.10 It is a violation of this policy for any person to attempt to circumvent the requirements related to notice, approval, space reservation, and City permitting by designating planned events as spontaneous. In determining if a counter demonstration, protest, artistic display, or other speech activity is spontaneous or

planned, the following factors may be considered: (1) whether placards, banners, and/or signs or used at the demonstrations were commercially produced in advance, (2) whether participants used amplified equipment (except megaphones and other hand-held devices), (3) whether security was alerted, or media contacted, substantially in advance of the speech activity, and/or (4) any other information that evidenced advanced planning by one or more of the persons or organizations involved.

3.   Violations

3.1   Prior to issuance of a citation, charge, or sanction, and where circumstances are reasonably safe and appropriate, persons participating in a demonstration, protest, artistic display, or other speech activity should first be provided with a verbal warning of the violation alleged and a reasonable time to correct that alleged violation.

3.2   Students and recognized student organizations who violate this policy may be subject to disciplinary sanction under the Student Code of Conduct. Students should refer to the Student Code of Conduct for additional specific information regarding University rules. Disciplinary action can range from educational activities to reprimand, suspension, or expulsion.

3.3   Faculty and staff who violate this policy may be subject to disciplinary sanction. Employees should refer to the Professional Standards of Conduct Policy and any union or other employment contract applicable to their position. Disciplinary action can range from a verbal reprimand to suspension or discharge.

3.4.   Members of the University community are also reminded that if their conduct violates federal, state or local laws, they may be subject to separate penalties or liabilities under those laws.

VI.   Links To Related Forms

Name As It Appears In the Form Title, with hyperlink

VII. Links To Related Policies, Procedures or Information

Name As It Appears In Policy or Document, with hyperlink

CONSIDER:
Student Code of Conduct
Facilities Use Policy
Conferences and Events Venue Procedures
Chalking and Posting (rules published through Facilities and Property Management)
Professional Standards of Conduct Policy

Portland City Code Title 18

This policy replaces the demonstration guidelines published in the pamphlet titled "Speaking out at Portland State University" by the Portland State University Campus Public Safety office.

VIII. Contacts

If you have any questions regarding this policy, please contact Campus Public Safety Office at (503) 725-4470 or cpso@pdx.edu.

IX. History/Revision Dates [use this date format: May 27, 2012]

Adoption Date: [date policy first approved by UPC and is in effect]

Reaffirmation Date: [date UPC concurs with responsible officer that an existing policy requires no change, and remains in effect]

Revision Date: [date policy has been changed and reapproved]

Next Review Date: Month, Day, Year [*at least* every five years, sooner as needed]

X. Policy Adoption/Reaffirmation/Revision Approvals

Approved _____Date_____
PORTLAND STATE UNIVERSITY PRESIDENT

Approved _____Date_____
PORTLAND STATE UNIVERSITY GENERAL COUNSEL

FY15 Budget Principles

Updated Jan 30, 2014

The University should prioritize student success and academic student services. The University should balance investment and student support for students at each level of matriculation (i.e., lower division, upper division, and graduate students) with attention to engagement and retention of transfer students. The University needs to engage in strategic enrollment management and planning.

The faculty needs to be engaged at all levels to provide input on plans to balance costs and revenues and develop metrics of quality outcomes relative to their department or college/school. The budget process itself needs to be transparent, at the school or college level, the division level, and the whole university level.

The University should be focusing on the net between revenues and expenditures and needs an outward facing look at market forces when evaluating programs. We need to understand the cycles programs go through and take a long view of programs' viability.

- Protect as much as possible activities that support student success and student services
- Protect instruction, programs, and activities that support access to a rounded liberal arts education
- Budget decisions from the other divisions should not adversely impact Academic Affairs
- These principles should apply at the college/school level, not just the academic affairs level
- Consider the impact of reductions on teaching, research, and service
- When making budget decisions about a program consider the state of development of the unit and it's long-term growth potential

November 10, 2016

TO: Faculty Senate

FROM: Mark Woods
         Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

You may read the full text for any course or program proposal, including comments by the Budget Committee for program proposals, by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2016-17 Comprehensive List of Proposals.**

College of the Arts

Change to Existing Programs
E.1.a.1
- MA/MS in Music - change to existing program: remove course as option for meeting Arranging requirement; add two 0 credit courses to list of requirements as placeholders for entrance exams

E.1.a.2
- MARCH in Architecture - change to existing program: change to 3 year track requirements

E.1.a.3
- MM in Jazz Studies - change to existing program: add two 0 credit courses to list of requirements as placeholders for entrance exams

E.1.a.4
- MM in Music: Conducting - change to existing program: change to existing program: remove course as option for meeting Arranging requirement; add two 0 credit courses to list of requirements as placeholders for entrance exams

E.1.a.5
- MM in Music: Performance - change to existing program: add two 0 credit courses to list of requirements as placeholders for entrance exams

New Courses
E.1.a.6
- ARCH 522 Architectural Graphics and Media, 4 credits
  Studio introduction to a broad range of graphic representational techniques and media. Coursework develops skills in graphic visualization, representation and communication as used in architecture and related design fields. Concepts and conventions, from freehand to digital media, are used as a means to imagine, develop and represent design ideas.

E.1.a.7
- ARCH 536 Architectural History and Theory I, 4 credits
  An introduction to the history and theory of architecture. A discipline in its own right and a cultural manifestation among others, architecture is seen in the horizon of human action and history. The course consists of discussions, presentations, lectures, and readings on key topics. This is the first course in a sequence of four: Arch 536, Arch 537, Arch 538, Arch 539 and must be taken in sequence.

E.1.a.8
- ARCH 538 Architectural History and Theory III, 4 credits
  Seminar investigating the history and theory of the practice of architecture around the globe and across time periods. Critically explores the professions and practices that make and shape the built environment and highlights a discussion of buildings, contexts, clients and users. This is the third course in a sequence of four: Arch 536, Arch 537, Arch 538, Arch 539 and must be taken in sequence. Prerequisite: Arch 537.

E.1.a.9
- ARCH 539 Architectural History and Theory IV, 4 credits
  Seminar investigating the problem of post-modernity as it relates to the discipline of architecture. The course understands post-modernity in a historical horizon stretching across the globe. Emphasis placed on cities, buildings, and landscapes, each explored within the cultural and social conditions of post-modernity. This is the fourth course in a sequence of four: Arch 536, Arch 537, Arch 538, Arch 539 and must be taken in sequence. Prerequisite: Arch 538.

E.1.a.10
- ARCH 564 Architectural Technology III, 4 credits
  The third in a 3-part sequence introducing design and construction technologies. Exploration of the physical properties of materials, building assemblies, and methods of construction, leading to the integration of building envelope, mechanical, thermal, and other environmental building systems. This is the third course in a sequence of three: Arch 568, Arch 569, and Arch 564 and must be taken in that order. Prerequisite: Arch 569.

Change to Existing Courses
E.1.a.11
- ARCH 520 Advanced Architectural Graphics and Media, 4 credits - change course number to 523; change course description
E.1.a.12
- ARCH 532 History and Theory of Urban Design, 3 credits - change credits from 3 to 4
E.1.a.13
- ARCH 535 Topics in Modernism, 4 credits - change course number from 535 to 537; change course title to Architectural History and Theory II; change course description; change prereqs; change repeatability
E.1.a.14
- ARCH 567 Advanced Architectural Structures, 4 credits - change course title to Architectural Structures; change course description; change clock hour distribution; change teaching method
E.1.a.15
- ARCH 568 Architectural Technology I, 4 credits - change course description

E.1.a.16
- ARCH 569 Architectural Technology II, 4 credits - change course description; change prereqs

E.1.a.17
- ARCH 583 Architectural Design Studio X, 6 credits - change course number to ARCH 573; change course title to Architectural Design Transition Studio IV

E.1.a.18
- ArH 591 20th Century Art, 4 credits - drop course

E.1.a.19
- ArH 592 20th Century Art, 4 credits - drop course

E.1.a.20
- ArH 593 20th Century Art, 4 credits - drop course

E.1.a.21
- MUS 520 Analytical Techniques, 3 credits - change course description; change prereqs

E.1.a.22
- MUS 521 Advanced Band Arranging, 3 credits - drop course

E.1.a.23
- MUS 560 Music History: Medieval Period, 2 credits - change course description; change prereqs

E.1.a.24
- MUS 561 Music History: Renaissance, 2 credits - change course description; change prereqs

E.1.a.25
- MUS 562 Music History: The Baroque Period, 2 credits - change course description; change prereqs

Maseeh College of Engineering and Computer Science

New Course

E.1.a.26
- EE 528 State Space Tracking, 4 credits
  Modern approaches to estimating the state of linear and nonlinear systems. Topics include linear systems theory, the Kalman filter, the extended Kalman filter, unscented Kalman filter, and the particle filter. Designed to give a solid introduction and fundamental understanding of the advantages, limitations, and tradeoffs for each of these methods. Prerequisite: EE 521.

November 10, 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 **2016-17 Comprehensive List of Proposals.**

College of the Arts

Change to Existing Courses
E.1.b.1
- ART 490/590 Advanced Painting I, 4 credits - change course title to Advanced Painting; change course description; change prereqs

E.1.b.2
- ART 491/591 Advanced Painting II, 4 credits - change course title to Advanced Painting Topics; change course description; change prereqs; change repeatability

E.1.b.3
- ART 494/594 Advanced Sculpture I, 4 credits - change course title to Advanced Sculpture; change course description; change prereqs

E.1.b.4
- ART 495/595 Advanced Sculpture II, 4 credits - change course title to Advanced Sculpture Topics; change course description; change prereqs; change repeatability

E.1.b.5
- MUS 421/(521) Analysis of Contemporary Music, 3 credits - change course number to 421/521 (add 500-level section); change course description; change prereqs

Graduate School of Education

New Courses
E.1.b.6
- CI 455/555 LGBTQ Advocacy in Pre-K-12 Classrooms, 1-2 credits
  Provides students with knowledge and skills to facilitate increased understanding of others and self around issues of identity, context, sexual orientation, and gender. Using

constructivist approaches, participants develop a personal framework for encountering and making sense of gender and sexual identity as they manifest in PRE-K-12 schools.

E.1.b.7
- CI 469/569 Leading in ECE Programs, 4 credits
  Develop a strong sense of early childhood leadership identity through multiple lenses of directing, teamwork, and/or coordinating classroom pedagogy and practice. Explore leadership roles in schools for young children including: teachers, supervisors, children, and parents. Collaborative and relational dimensions of the early childhood profession are also explored. Prerequisites: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

School of Business Administration

Change to Existing Course
E.1.b.8
- MGMT 442/(542) Human Resources Information Technologies, 4 credits - change course number to MGMT 442/542 (add 500-level section); change course title to Human Resources Information Systems & People Analytics; change course description

November 10, 2016

TO: Faculty Senate

FROM: Robert Sanders, Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

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

You may read the full text for any course or program proposal, including comments by the Budget Committee for program proposals, by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2016-17 Comprehensive List of Proposals.**

College of the Arts

New Courses
E.1.c.1
- ArH 329 Islamic Art: Major Themes and Periods (4)
  Major themes in Islamic Art and/or Architectural History. May be taught as a broad chronological survey or it may focus on a major period or topic (such as Ottoman art and/or architecture), considered in the global context. Expected preparation: ArH 204 (expected of art and art history majors). Open to non-majors. Prerequisite: Upper division standing.
E.1.c.2
- Mus 224 Wellness for Musicians (2)
  Designed to introduce students to a wide range of health-related topics including diet, exercise, sleep, meditation, stress management and injury prevention. Lectures, lab activities, and guest speakers will all be utilized. Students will learn how to improve their health and well-being.

Change to Existing Courses
E.1.c.3
- Art 281 Introduction to Painting I (4) – change title to Introduction to Painting; description, prerequisites.
E.1.c.4
- Art 282 Introduction to Painting II (4) – change title to Introductory Level Painting Topics; description, prerequisites.
E.1.c.5
- Art 291 Introduction to Sculpture I (4) – change title to Introduction to Sculpture; description, prerequisites.
E.1.c.6
- Art 292 Introduction to Sculpture II (4) – change title to Topics in Basic Sculpture; description, prerequisites, repeatability.
E.1.c.7
- Art 373 Intermediate Sculpture I: Contemporary Approaches (4) – change title to Intermediate Sculpture; description, prerequisites.

E.1.c.8
- Art 374 Intermediate Sculpture II: Space, Site, and Intervention (4) – change title to Intermediate Sculpture: Topics; description, prerequisites, repeatability.

E.1.c.9
- Art 392 Intermediate Painting II (4) – change title to Intermediate Painting; description, prerequisites.

E.1.c.10
- Art 470 Contemporary Design Projects (4) – change title to Design Thesis I; description.

School of Business Administration

Change to Existing Courses
E.1.c.11
- Actg 490 Advanced Financial Accounting (2) – change prerequisites.

Maseeh College of Engineering and Computer Science

Change to Existing Programs
E.1.c.12
- Computer Engineering, BS – changes course requirements; raises total number of credits for the degree to 183.

E.1.c.13
- Electrical Engineering, BS – changes course requirements; raises total number of credits for the degree to 181.

E.1.c.14
- Electrical Engineering, Minor – changes course requirements.

New Courses
E.1.c.15
- ECE 211 Introduction to Design Processes (1)
  Introduction to design for electrical and computer engineers. Preparation for a team project in ECE 212. Discussion of design processes, needs, requirements, functional decomposition, testing and project management. Prerequisites: ECE 103 and ECE 172.

E.1.c.16
- ECE 212 Introduction to Project Development (2)
  Continuation of ECE 211. Teams of students work on design projects that integrate electrical and computer engineering skills, knowledge and concepts gained up to this point. Application of structured design methodology to an authentic engineering problem. Prerequisite: ECE 211.

Change to Existing Courses
E.1.c.17
- ECE 311 Feedback and Control (4) – change course number to ECE 317; change title to Signals and Systems III; description, prerequisites.

E.1.c.18
- ECE 312 Fourier Analysis (4) – drop.

Graduate Certificate in Public Health

Attachment E.2

FOR JUNE 2008 BOARD DOCKET

Board Consent Agenda sentence
Oregon Health & Science University School of Nursing, in collaboration with the Oregon Masters of Public Health program, seeks Board approval to offer an instructional program leading to a Graduate Certificate in Public Health.

Oregon Health & Science University – Graduate Certificate in Pubic Health

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

   The Oregon Health & Science University School of Nursing (OHSU SON), in collaboration with the Oregon Masters of Public Health (OMPH) program, proposes to implement an on-line Graduate Certificate in Public Health (GCPH) consisting of 19-20 credits in the five core areas of public health, taken over one to two years, and applicable to future pursuit of the MPH degree at any of the OMPH campuses (Oregon State University, Portland State University, and Oregon Health & Science University). The GCPH is designed specifically for professionals currently working in public health who are not fully prepared in the field.

   To meet accreditation requirements, the OMPH must provide continuing education based on the assessed needs of public health practitioners in Oregon and to develop academic/community links for the purpose of student placements, faculty education, and practice relationships. In addition, the educational and practice missions of OHSU at large and OHSU SON in particular are served by this opportunity to meet the educational needs of the Oregon Public Health Division and 34 Local Health Departments who have requested the development of the GCPH. Finally, the GCPH will assist the OMPH, OHSU, and OHSU SON in supporting public health services in the state and thereby contributing to improving the health of all Oregonians. The unique character of the on-line program in OHSU SON will contribute to rural health needs improvements in particular.

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

   The Oregon Public Health Division discovered through a recent survey that a significant minority of Oregon's public health workforce (approximately 34 percent of those in public health management positions) have not had educational preparation in public health. In addition, although legislated position standards exist, properly prepared hiring pools may not exist, in particular, in rural areas of Oregon where access to higher education is often limited. As such, the Oregon Public Health Division requested of the OMPH program a formal post-baccalaureate certificate program in the five core areas of public health be developed and targeted to Oregon's public health workforce. OHSU SON's existing on-line MPH curriculum is suitable for distance delivery, in particular to underserved rural areas of the state.

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

At this time, the GCPH at the OHSU SON will be the only program in Oregon. However, to serve the needs of all of Oregon's public health workforce, future certificates may be developed and administered collaboratively at the other campuses of the OMPH (Oregon State University and Portland State University). Each program will be a part of the collaborative OMPH and will meet core course requirements agreed upon through the accreditation process and collaborative development of course content.

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

All courses proposed in the GCPH are currently taught in the OMPH track at OHSU SON. No new faculty or administrative resources will be required to accommodate an estimated four to six students each year. It is anticipated that the Oregon Public Health Division will provide tuition support for public health workforce members who meet application requirements for entry into the GCPH.

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

Recommendation to the Board:
The OUS Provosts' Council recommends that the Board authorize Oregon Health & Science University School of Nursing, in collaboration with the Oregon Masters of Public Health, to establish an instructional program leading to a Graduate Certificate in Public Health, effective Fall 2008.

Admissions Requirements:
Graduate Certificate in Public Health

Application Process

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

The following is a list of the minimum guidelines and prerequisite:

- A Bachelors (or equivalent) degree from an accredited US four-year college or university with a GPA of 3.0 or higher, or the equivalent for international applicants.
- Completion of at least one college-level statistics course.
- Three Letters of recommendation
- CV or resume
- Official transcripts
- A personal statement (approximately 500 words) addressing areas of public health interests career goals; relevant experiences in teaching, research, publishing, and/or volunteering; and how the certificate program connects to academic and professional goals.

Early decision applicants must submit their materials by December 1st. All other applications must be received by March 1. Applicants will be notified of the Department's decision approximately two months after the appropriate deadline.

International Applicants

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

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

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

Additional Information

Applicants who are accepted conditionally will be required to maintain a 3.0 GPA during their first year of study.

Graduate Certificate in Public Health

A minimum of 20-21 credits are required. Coursework below totals 20-21 credits, depending on course selection.

CORE REQUIREMENTS

Introduction to Biostatistics	CPH 530	4 credits
Epidemiology I	CPH 541	4 credits
Concepts of Environmental & Occupational Health	CPH 539	3 credits
Principles of Health Behavior	CPH 537	3 credits
Health Systems Organization	CPH 540	3 credits
Choose 1 course from the following:		
Public Health Program Evaluation	CPH 538	3 credits
Professionalism, Ethics & Systems Thinking in Public Health	CPH 535	4 credits

Attachment E.3

Dear PSU community,

We as a community share a commitment to the protection and support of all of our students,regardless of immigration status, national origin, religion or any similar characteristics. Therefore, we declare that Portland State University is a sanctuary campus dedicated to the principles of equity, diversity and safety.

In recent days, concerns have been raised by some students, faculty and other members of the University community regarding possible immigration law changes and the potential impacts of such changes on our students. In particular, concerns have been raised regarding the safety and wellbeing of our undocumented students and those covered by the Deferred Action for Childhood Arrivals (DACA) program.

Although we don't know what the future may hold, PSU is a sanctuary campus for its students. That means:

- The Portland State University Campus Public Safety Office does not and will not enforce federal immigration laws as is required by state law.
- Portland State University will not facilitate or consent to immigration enforcement activities on our campus unless legally compelled to do so or in the event of clear exigent circumstances such as an imminent risk to the health or safety of others.
- Portland State University will not share confidential student information, such as immigration status, with the federal government unless required by court order.

Together, I ask that we reaffirm our unequivocal commitment to each other. All Portland State students, regardless of national origin or immigration status, should be welcome, safe and able to pursue their higher education as full members of the PSU family. That is who we are as a university and that is who we must remain.

Wim Wiewel
President, Portland State University

Internationalization Council Report for Academic Year 2016-2017

Submitted November 10, 2016, Priya Kapoor, Chair

The Internationalization Council provides guidance for the development of a learning environment in which all students are prepared for global citizenship.

During academic year 2015-2016, the Internationalization Council focused on three initiatives to promote internationalization of the curriculum: Two Requests for Proposal and one Faculty-In-Residence position in partnership with the Office of Academic Innovation.

The purpose of these grants was to further the Internationalization Council's goal to increase opportunities for PSU faculty to incorporate international dimensions into their teaching, scholarly agendas, programs, and professional development. The first RFP called for proposals aimed at internationalizing academic programs. The council awarded four proposals and a total of $30,000.

An additional $16,059 were awarded through a second RFP. Drawing on funding from the Confucius Institute at PSU, this RFP was specifically for faculty curriculum development and research efforts related to China.

RFP #1 Internationalizing Academic Programs
Applications Received: 18
Recipients: 4
Total awarded: $30,000

Recipients:
Yiping Fang, Toulan School of Urban Studies and Planning
Project: Enhance the "global dimension of planning" in the MURP curriculum by developing new curriculum content and strengthening existing programs. $10,000

Yasmeen Hanoosh, World Languages and Literature
Project: Establish a network of mutually beneficial language exchange between students of the Arabic language at PSU and native speakers of Arabic among school-age refugee and immigrant populations in the Oregon public school system. $5,000

Priya Kapoor, International and Global Studies
Project: Build and consolidate the scholarship and teaching of the South Asia region by developing an interdisciplinary network at PSU that will connect students and faculty across departments as well as people interested in South Asia in the Portland metropolitan area. $9000

Masami Nishishiba (Public Policy) and Hiro Ito (Economics)
Project: Enhance the understanding of issues related to natural disasters management, disaster preparedness, and community resilience and reconstruction through a new course offered in the Spring 2017. $6000

RFP #2 International Research and Teaching related to China
Applications: 11
Recipients:4
Total awarded: $16, 059

Recipients:
Tae-Kyu Lee, Mechanical and Materials Engineering
Project: Advanced material and additive manufacturing research collaboration with Kunming University of Science and Technology. $4059

Chris Monsere, Civil and Environmental Engineering
Project: Seed development of CEEIXS: Civil and Environmental Engineering International Exchange Scholars. $5000

Douglas Morgan, et al, Hatfield School of Government
Project: Create a research consortium between PSU and Lanzhou University's School of Management, the goal is to become an international center of excellence for research on local government performance.$5000

Lihong Qian, School of Business Administration (Management)
Project: Industry Evolution and Technological Change in the Biofuel Industry: A Comparison between China and the US. $2000

The Internationalization Council also worked with the Office of Academic Innovation to create a Faculty-In-Residence for Internationalization through Technology position. The Council noted that innovative efforts to use technology to enhance international learning had been successful at other institutions, including through the COIL (Collaborative Online International Learning) Center and other initiatives. Though the position was widely publicized, OAI did not receive sufficient faculty interest to fill the position. The Internationalization Council will continue to explore ways to support faculty who are interested in incorporating technology in their internationalization efforts.

For Academic Year 2016-2017, the Internationalization Council has agreed to focus on Study Abroad. This is in response to the PSU Strategic Plan, Goal 1, Initiative 7:
> 7.1: Expand opportunities for international and cross-cultural learning experiences, including study abroad, campus exchanges, internships, community-based learning and co-curricular programs.
> *And*

7.3: Expand financial support to increase the number and demographic diversity of study abroad participants.

In response to these goals, the Internationalization Council will be awarding up to $40,000 for proposals aimed at increasing study abroad opportunities, including faculty-led programs, increasing the demographic diversity of study abroad participants, and developing discipline-specific advising plans for study abroad through curriculum integration projects. The Internationalization Council will also develop a set of recommendations regarding further efforts to increase the number and diversity of students participating in study abroad.

Respectfully submitted by,

Priya Kapoor
Chair, Internationalization Council

Educational Policy Committee

2016 Fall Report

Members: Cindy Baccar (OAA), Barbara Brower (GEO), Rowana Carpenter (UNST), Steve Harmon (OAA), G.L.A. Harris (CUPA), Arthur Hendriks (LIB, Co-Chair), Alison Heryer (COTA), Alastair Hunt (ENG), Betty Izumi (SPH), John Ott (HIST), David Raffo (SBA, Co-Chair), Luis Ruedas (BIO), Stephanie Roulon (WLL), Gary Smith (SSW), Ken Stedman (BIO), Hormoz Zareh (ME), David Hansen (ex-officio, BC), Gerardo Lafferriere (ex officio, BC Chair)

Fall 2016 Activity

During Fall term 2016, EPC was asked to provide input on the Academic Program Review (APR) process. Other topics the EPC focused on were Online Education Policy (continuing work from AY 2015-2016) and Course Sizing Policy.

1. Online Education Policy at PSU

   The number and variety of Online programs being offered by PSU has grown tremendously since 2011 and educational delivery modes have proliferated. In 2011, Faculty Senate charged the Ad Hoc Online Education Committee to look at the status of Online Education at PSU and to make recommendations. A report was delivered to Faculty Senate. During AY 2015-2016, the EPC reviewed this report and found that it was substantially out of date. Moreover, many new and important questions have arisen about the proliferation of online programs and their impact on students, faculty and education quality. This work is in-progress.

2. Academic Program Review

   Academic Program Review is an established process at PSU for accreditation. The EPC will work in collaboration with AQC, UCC, GCC, and ARC in assessing the quality of this process with respect to EPC related issues. This work is in-progress.

3. Course Sizing Policy

   EPC is exploring the impact of increasing class sizes on educational quality. Different course types and different modes of instruction/learning are impacted differently and will be taken into account. This work is in-progress