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Faculty Senate Monthly Packet March 2017

Portland State University Faculty Senate

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Faculty Senate, 6 March 2017

Portland State
UNIVERSITY

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

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

The Faculty Senate will meet on **6 March 2017** at 3:00 p.m. in **Cramer Hall 53.**

AGENDA

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

A.   Roll Call

B.   * Approval of the Minutes of the 6 February 2017 Meeting – *consent agenda*

C.   Announcements and Discussion
   * 1. OAA response to January notice of Senate actions – *consent agenda*
   2. Announcements by Presiding Officer:
   3. Announcements by Secretary
   4. Discussion. Liberal education at PSU: what do we stand for?
      (Greco & Hamington, co-chairs, Ad-Hoc Comm. on Liberal Education)

D.   Unfinished Business

E.   New Business
   * 1. Curricular proposals – *consent agenda* (UCC, GC)
   * 2. Revision of UNST diversity goal (UNST Council)
   * 3. Undergrad SySc courses to be given academic area designations (ARC)
   * 4. WR 228 to qualify as a University writing requirement course (ARC)
   * 5. Proposed amendment: membership of AQC (Steering)
   * 6. Proposed amendment: part-time ex-officio member of Faculty Senate (Steering)

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. Report by Vice Provost for Finance and Administration
   * 4. Quarterly Report of the Budget Committee – *consent agenda*
   * 5. Quarterly Report of the Educational Policy Committee – *consent agenda*

H.   Adjournment

*See the following attachments:
   B. Minutes of the Senate meeting of 6 February 2017 and appendices – *consent agenda*
   C.1. OAA response to February notice of Senate actions – *consent agenda*
   E.1.a,b,c. Curricular proposals – *consent agenda*
   E.2. UNST diversity goal revision
   E.3. SySc academic area designations
   E.4. WR 228 as writing requirement course
   E.5. Proposed amendment: AQC membership
   E.6. Proposed amendment: XO member for PT
   G.4. BC 2017 Winter Report – *consent agenda*
   G.5. EPC 2017 Winter Report – *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
Burgess, David (for Running)	*OIRP*	*2018*
Kennedy, Karen	ACS	2018
Blekic, Mirela	*ACS*	*2019*
†O'Banion, Liane	TLC	2019
Walsh, Michael	*HOU*	*2019*

CLAS – Arts and Letters (7)

†Childs, Tucker	LIN	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017
†Epplin, Craig	WLL	2018
Jaén Portillo, Isabel	WLL	2018
Brown, Kimberley	*LIN*	*2019*
Reese, Susan	*ENG*	*2019*

CLAS – Sciences (8)

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

CLAS – Social Sciences (6)

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

College of the Arts (4)

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

College of Urban and Public Affairs (6)

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

Graduate School of Education (4)

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

Library (1)

†Bowman, Michael	LIB	2017

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

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

Other Instructional (4)

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

School of Business Administration (4)

Raffo, David	SBA	2017
Hansen, David (for Dusschee)	*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*

_____

* **Interim appointment**
† **Member of Committee on Committees**
New senators in italics
Date: 9 January 2017

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 6 February 2017

Presiding Officer: Brad Hansen

Secretary: Richard H. Beyler

Members Present:
Arellano, Babcock, Blekic, Bluffstone, Bowman, Bratiotis, Brown, Burgess, Camacho, Carpenter, Chang, Clark, Constable, Cruzan, De La Vega, de Rivera, Donlan, Fernandez, Fiorillo, Flight, Gamburd, Gelmon, Greco, B. Hansen, D. Hansen, Harmon, Harris, Kennedy, Luckett, MacCormack, Maier, Messer, Mitchell, Monsere, Nishishiba, Podrabsky, Raffo Recktenwald, S. Reese, Riedlinger, Robson, Ruedas, Schechter, Schrock, Schuler, Shin, Siderius, Smallman, Stedman, Taylor, Thieman, Tretheway, Walsh, Webb, Winters, Yesilada

Alternates Present:
Susan Conrad for Childs, Pat Burk for Farahmandpur

Members Absent:
de la Cruz, Epplin, Jaén Portillo, O'Banion, Sorensen, Yeigh

Ex-officio Members Present:
Andrews, Baccar, Bangsberg, Beyler, Black, Chabon, Chan, Everett, Fraire, Hines, Lafferriere, Marrongelle, Moody, Percy, D. Reese, Sanders, Su, Suarez, Wiewel

A. ROLL

The meeting was called to order at 3:04 p.m.

B. APPROVAL OF THE MINUTES

There having been no objections prior to the end of roll call, the **9 January 2017 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements by the Presiding Officer**

    B. HANSEN stated that revisions to remove inconsistencies in the language of the non-tenure track faculty review guidelines were still being negotiated.

    There have been a number of volunteers for the Educational Policy Committee's Subcommittee on On-Line Education Policy, Strategy, and Practice. Committee on Committee will confirm about eight members to work in that group. HANSEN thanked all those who had offered to participate.

    Negotiations on revisions to post-tenure review guidelines, regarding the calendar for the process and other fine points, were still in progress.

    Steering Committee was considering several issues, including composition of the Academic Quality Committee; policies for granting of emeritus status; proliferation of omnibus courses; recommended language or templates for syllabi; involvement of part-

time faculty in Senate; and information about the recent data phishing incident; and classification of courses for distribution requirements.

HANSEN passed on information from D. REESE that the Presidential Search Committee was planning to bring candidates to campus in the first half of March.

He also noted his recent guest contribution to the [Provost's blog](#) which, in part, summarized the Senate's discussion on shared governance at the January meeting.

3. **Announcements by the Secretary**

BEYLER announced that the Google Groups for communicating to Faculty Senate Districts were now ready for use. Senators could find their group listed under "My Groups" in the Google Groups app. [A list of districts is also posted to the Faculty Senate website](#). The name of the Google Group is Faculty Senate District XXX-#, where XXX-# is the district code given on that list.

4. **Introduction of new administrators**

B. HANSEN introduced Valerie CLEARY, the newly appointed Athletic Director. CLEARY, who had previously been at PSU as assistant and interim AD, said she was pleased to be returning to work with PSU's student athletes as AD. She had not been a student athlete, but got into this profession because of her love of being a student. Working in athletics, she was able to work with students throughout their time in college, to meet with their families, etc. She believed that athletics adds a special component and spirit to the campus community, and provides an avenue for participation by students with this area of interest outside the classroom–just as for many others. She looked forward to working with faculty on retention and graduation of student athletes. She reported on the new construction underway: athletics staff were expected to move to offices in the new Pavilion in August, with other spaces opening up in March.

HANSEN then introduced Isaac DIXON, Associate Vice President for Human Resources. DIXON was pleased to be back at PSU in in this new role. Five of his former students were now working in his office. One of his goals was to make HR products and services more user-friendly and accessible. He was also interested in automating certain routine, labor-intensive processes over the next few years. He was working with HR staff to develop a strategy for departmental, team, and individual goals.

DIXON also discussed briefly the recent incident in which information had been disclosed in an e-mail phishing incident. They had met with federal authorities (IRS and FBI) last week. Based on the information released, they believed that the chances of follow-up activity were minimal. Evidently no Social Security numbers nor addresses had been released. DIXON stated that the HR team was undergoing intensive training on phishing and data security.

5. **Discussion. Copyright policy**

B. HANSEN gave background on the issue copyright policy. Previous discussion and questions have been summarized into several main points [see **slides, Appendix C.5.a**]. CLARK (as a copyright lawyer, member of the Copyright Policy Committee, and member of Steering Committee) provided some legal background material and references [see **slides, Appendix C.5.b**].

HANSEN reviewed the background and previous comments. The default rule in copyright law is "work for hire," by which productions of an employee of a corporation or other institution were intellectual property of that institution. The proposed policy waives this default rule for faculty (not staff) with a couple of exceptions: if it is part of a sponsored grant, or if the University hires someone to create a work by separate contract. The University then has a non-exclusive license to use scholarly materials, such as course materials. However faculty could request that this license revert back to themselves after one term. Steering Committee felt that rather than making this the default, faculty should be given a choice to either opt-in or opt-out of the licensing in an easily accessible form.

HANSEN noted that "course materials" was defined very broadly, and that the University's license was for "any use," including teaching of courses in future years. This raised concerns for some faculty. It was reasonable, however, that the University should have access to syllabi for certain purposes such as accreditation, assessment, tenure procedures, etc. Faculty members could place copyright notice on any work.

Comparison of other universities' policies suggested to HANSEN it would be worthwhile to have a copyright or intellectual property advisory committee which could arbitrate issues and claims and, if necessary, revisit the policy. The University of Washington, for example, had a committee of five members of whom the majority were faculty.

HANSEN wished for clarification on how adjuncts, non-tenure-track faculty, part-time faculty, etc., would be treated in regard to this policy. The status of derivative works, either with or without the original author's permission, also required clarification. What was the status of works, such as videos, photos, etc., created using the faculty's own equipment? It also seemed that AAUP would want to weigh in on several of these issues.

HANSEN summarized: the default legal principle was work-for-hire. The draft policy waived this for faculty. The University, however, automatically held license to use products such as syllabi, unless faculty chose to have this license revert to themselves.

RAFFO/CLARK **moved** that Senate resolve into a **committee of the whole**; the motion was **approved** by unanimous voice vote (at 3:42).

Questions raised during the discussion included: timing of opt-in or opt-out of licensing; role of an advisory board; the status of academic professionals or staff, particularly in collaborations with faculty; possible differences among different media; processes for sharing, borrowing, exchanging, etc., scholarly work; the place of open access.

S. REESE/MAIER **moved** that the Senate return to **regular session**; the motion was **approved** by unanimous voice vote (at 4:16).

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Proposals Consent Agenda

The new courses, changes to courses, and changes to programs listed **February Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no further objection before 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 reported winter term enrollment was down 1-2% from last year, which was about the same amount as fall term. OAA was working hard with the colleges on this gradual decline. Good news, however, was that retention continued its gradual increase.

    As reported earlier, construction on the Viking Pavilion was progressing; so, too, was work on the Miller Center [SBA building]. For the Neuberger Hall renovation, we had entered the initial design phase. $1 million out of $10 million necessary matching funds was in hand, with promising discussions underway regarding further gifts. Planning was underway for the Fourth & Montgomery building for GSE, City of Portland, PCC pre-dental program, and another partner. More immediate projects included renovations of restrooms in the Fourth Avenue Building and elevators in Cramer Hall.

    WIEWEL reported the Governor's proposed budget for higher education was $665 million, the same as in the previous biennium. The Senate and House Ways & Means co-chairs suggested a small increase above this proposal; Senator Devlin had stated that a flat budget for higher education was unacceptable. Whether additional funding will actually be available remains uncertain, but there are strong advocates in the legislature. The University will have to fight hard for restoration of the Sports Lottery Scholarships. Together with the community colleges, the universities were emphasizing the Oregon Opportunity Grant and other existing programs.

    WIEWEL stated that the administration had been spending considerable effort responding to the recent turmoil over immigration and travel bans. He said he had mostly received strong support from faculty and students. [Applause.]

2. **Provost's Report**

    [See **Appendix G.2.a** for an outline.]

    ANDREWS encouraged faculty to nominate colleagues for the Faculty and Staff Excellence Awards [see **Appendix G.2.b**].

    Responding to questions at the previous meeting, ANDREWS distributed a handout [see **Appendix G.2.c**] on suggested syllabi statements. She was informed that statements regarding ADA, Title IX, etc., were not required, but she believed that it was important to provide this information to students. While PSU did not have a formal syllabus policy, UCC and Grad Council were discussing how best to communicate this this kind of information.

    ANDREWS noted efforts to reach out to students regarding weather disruptions, extended add-drop deadlines, etc.

    ANDREWS reviewed efforts to provide information, resources, etc., to students in light of the sanctuary campus declaration and recent political issues–for example, a [webpage of the Office of Global Diversity and Inclusion](#). Updates would be shared with deans and department chairs to pass on to faculty. SCHULER expressed the view that all such

efforts were worthwhile. S. REESE asked if there efforts to bring back campus escorts, buddy system, or similar services. She had had multiple students express concerns about harassment. ANDREWS said that a message had been sent to students about campus safety, and that if they felt need of an escort to contact the Campus Public Safety Office.

Apropos of the CPSO, RUEDAS asked about enforcement of the non-smoking policy.

ANDREWS called attention to the lecture series on the current political climate on Thursdays, 2:00-3:00, beginning February 23rd, in Hoffmann Hall.

A previous entry on her blog concerned philanthropy, highlighting ideas from faculty for the upcoming compressive campaign, as well as a program that the PSU Foundation was working on to raise money to support faculty: the Portland Professorship.

ANDREWS encouraged them to nominate student speakers for commencement. The deadline is the second week of April, and materials are on the commencement website. Tenured faculty are required to attend. Again, she will conduct a challenge for the department with the best attendance rate.

MACCORMACK, reverting to the previous discussion, wondered about how to advise international students regarding travel at spring break. EVERETT responded that PSU had about sixty students from countries named in the travel ban. The Office of International Student and Scholar Services office was advising them not to travel at this time; they were updating their information as more information became available to them. They expected that students from other countries would be able to travel, but encouraged all international students to check in with that office regarding their visa status, etc. She encouraged any questions about advising international students should be channeled to that office. ANDREWS affirmed their work. [Applause.] A senator reported from a meeting of immigration lawyers that he had attended that also naturalized citizens were being advised to have with them copies of their naturalization certificate. Another senator reported she had heard, at the same meeting, that naturalized citizens traveling internationally should make sure that someone inside the country should have a copy of their passport, and that they have an alternative plan if they are not let in. EVERETT acknowledged that the rollout of the orders had produced great uncertainty and legitimate concerns; therefore, she urged that students with questions contact ISSS advisors, since they were endeavoring to sift what was known and not known, and to separate definite information from rumors. MACCORMACK commented that he had warned international students about getting caught up in the exuberance of demonstrations. ANDREWS said further suggestions could be sent to her.

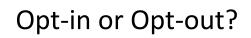3. **Semi-Annual Report of Faculty Development Committee**

The fall-winter report of the Faculty Development Committee was **received** as part of the **consent agenda** [see **February Agenda Attachment G.3**].

4. **Budget Principles, submitted by Budget Committee**

A statement on budget principles, submitted by the Budget Committee, was **received** as part of the **consent agenda** [see **February Agenda Attachment G.4**].
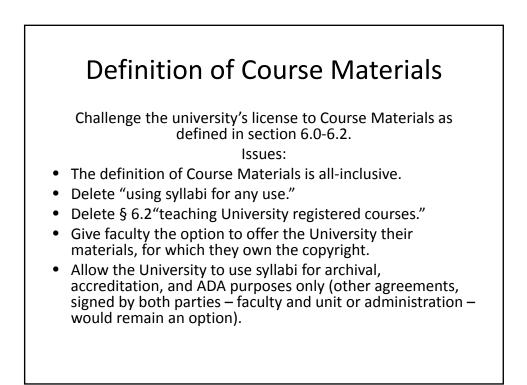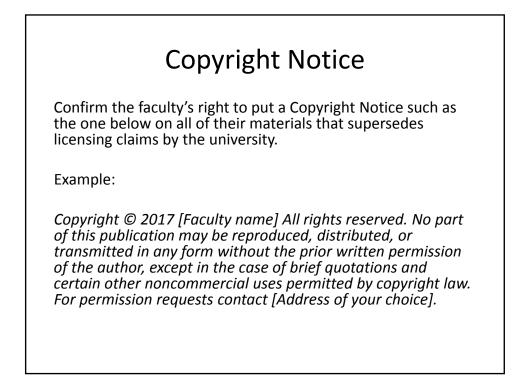
H. **ADJOURNMENT**

The meeting was **adjourned** at 4:47 p.m.
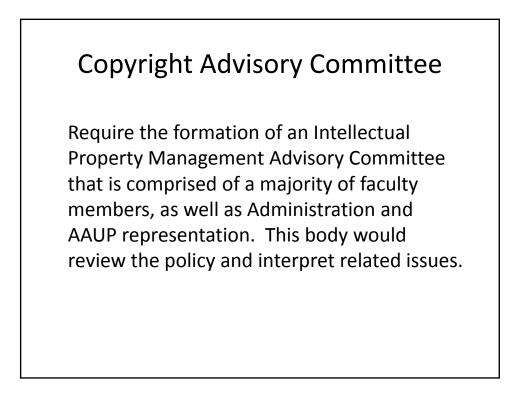
Opt-in or Opt-out?

Give faculty the choice to "Opt-In" and license or share their work (scholarly or course materials) with the university and others, rather than forcing each faculty member who chooses not to license their materials to complete a legal form reassigning the ownership/license back from the university, or "Opt-Out."

Provide appropriate sample forms for assigning or reverting ownership back to faculty.

Definition of Course Materials

Challenge the university's license to Course Materials as defined in section 6.0-6.2.

Issues:

- The definition of Course Materials is all-inclusive.
- Delete "using syllabi for any use."
- Delete § 6.2"teaching University registered courses."
- Give faculty the option to offer the University their materials, for which they own the copyright.
- Allow the University to use syllabi for archival, accreditation, and ADA purposes only (other agreements, signed by both parties – faculty and unit or administration – would remain an option).

1

Copyright Notice

Confirm the faculty's right to put a Copyright Notice such as the one below on all of their materials that supersedes licensing claims by the university.

Example:

Copyright © 2017 [Faculty name] All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form without the prior written permission of the author, except in the case of brief quotations and certain other noncommercial uses permitted by copyright law. For permission requests contact [Address of your choice].

Copyright Advisory Committee

Require the formation of an Intellectual Property Management Advisory Committee that is comprised of a majority of faculty members, as well as Administration and AAUP representation. This body would review the policy and interpret related issues.

Scope of Employment

Clarify language related to scope of employment (adjunct, NTTF, tenure-line), derivative works, audio/video production, and the role of the AAUP.

Work-for-Hire Definitions

Address the historical application of the "Default Rule" in higher education, since long-standing practices in academia do not always follow the corporate model related to Work Made for Hire (WMH).

Is the "Default Rule" an interpretation of WMH?

AAUP Statement on Copyright

https://www.aaup.org/issues/copyright-distance-education-intellectual-property/resources-copyright-distance-education-and/intellectual-property-issues-faculty

Columbia University Statement on Copyright Policy

http://www.columbia.edu/cu/provost/docs/copyright.html

The Teacher Exception

Williams v. Weiser:

The teacher exception – California state court embraces the idea that faculty owns their intellectual output. It is uncertain if this is still good law.

78 Cal. Rptr. 542 (Cal. Ct. App. 1969)

Jacob H. Rooksby: *Copyright in Higher Education: A Review of Modern Scholarship*, 54 Duq. L. Rev. 197, (2016)

… The common-law based teacher's exception was not expressly codified in the 1976 Copyright Act, which only set the stage for the ownership question to emerge after the Act's passage: should college and university professors still be presumed to own copyright in their scholarly output, or was such work subject to institutional ownership as work-made-for-hire?"

54 Duq. L. Rev. 197, 198 (2016)

Two more important contributors:

Todd F. Simon, *Faculty Writings: Are They "Works Made for Hire" Under the 1976 Copyright Act?*, 9 J.C. & U.L. 485, 486-92 (1982-83)

Leonard DuBoff, *An Academic's Copyright: Publish and Perish*, 32 J. COPYRIGHT SOC'Y U.S.A. 17, 17 (1984).

Simon and DuBoff

Both provide lengthy historical analyses of the teacher's exception. Simon's essay argued that the 1976 Act "legislatively overruled" the teacher's exception, and Du Boff suggested that the following language be added to the 1976 Act:

(see next slide)

DuBoff:

"… the work prepared by an employee whose principal duties are to teach and lecture to students of the employer shall not be considered a work made for hire" unless the parties agree otherwise in a signed writing. Congress never acted on the proposal. (Id. at 198)

Professor Rochelle Cooper (1987):

The Creative Employee and the Copyright Act of 1976, 54 U. CHI. L. REV 590

Professor Cooper argues that faculty have three pecuniary interests in their creative work:

1. **Possessory interest (how the work comports with the author's vision)**
2. **Integrity interest (how or if the work is commercialized – the "integrity" of the work)**
3. **Reputational interest (how the work is presented to the public)**

Robert Denicola

Denicola (2006) argues for university ownership with full licensing back to faculty – except in well-established practices like patents (including software)– to avoid the vagaries of current case law and statutory law)

Denicola's argument stresses that we should look to *contract*, not settled law, for solutions

Copyright and Open Access: Reconsidering University Ownership of Faculty Research, 85 NEB. L. REV 351 (2006)

Robert Gorman (1998)

Argues that copyright has the potential to infringe on academic freedom in four ways (I've added some of my own thoughts here).

"to treat faculty writings as works made for hire would affront, in the most fundamental way, the tenets of academic freedom"

Robert A. Gorman, *Intellectual Property: The Rights of Faculty as Creators and Users*, 84 ACADEME 14, 16 (May-June 1998)

Gorman

1. The orphan syllabus problem
2. The derivative work syllabus problem (University owns syllabus; faculty member must receive permission to modify his/her own syllabus, because s/he would be creating derivative work *owned by a third party* (the University).
3. The chilling effect: If faculty don't fully own their syllabus, why wouldn't they minimize the size and scope of the syllabus to protect their IP?
4. The viral syllabus problem: Faculty member imbues syllabus with creative authorship. It is then transferred to a new faculty member, who modifies it in ways not representative of first author's intent/content.

PROVOST ANDREWS' COMMENTS: FEB 6, 2017 FACULTY SENATE MEETING

FACULTY, STAFF AND STUDENT RESOURCES
- GDI Resource page
- President's page
- Periodic updates to deans and chairs
- Messages directly to faculty, staff and students

FACULTY AND STAFF EXCELLENCE AWARDS
- Call for nominations

WINTER DROP-IN CONVERSATIONS WITH THE PROVOST
- Friday, February 24, 2017, 10:00 AM - 11:00 AM, SMSU SMSU 258
- Thursday, March 16, 2017, 9:00 AM - 10:00 AM, SMSU SMSU 258
  Dates also posted in Currently and on OAA website

OAA BUDGET
- Status: Integrated Planning and Budget (IPEB)
- OAA Winter Budget Forum: Monday, February 13, 1-2:00 in SMSU 296

PROVOST'S OFFICE LECTURE SERIES
The lectures to be held on **Thursdays, from 2:00-3:00 p.m. in Hoffmann Hall**. Open to all students, faculty and staff at PSU. Begins Feb 23.

PHILANTHROPY
- Big Ideas
- Portland Professorships

COMMENCEMENT
- **Student speaker recruitment**: Encourage undergraduate and graduate students to apply to be student commencement speakers.

- **Faculty and staff participation**: A reminder that the AAUP/University CBA requires all tenured faculty to attend the university-wide commencement ceremony. The committee is always looking for Saturday AND Sunday volunteers. Volunteers can sign up at the commencement volunteer website where there is a volunteer form.

- **Commencement Provost Challenge** prize to the unit with the greatest percentage faculty participation

NEXT SECOND THURSDAY SOCIAL CLUB: February 9, 4:00 – 6:30 pm, held in the Office of Academic Innovation

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

My Blog:psuprovostblog.com

Coming Soon!

Call for Nominations: Excellence Awards

Academic Affairs requests nominations for annual Faculty and Staff Excellence Awards to acknowledge individuals who have achieved outstanding scholarship and accomplishments at Portland State University.

These awards are one example of how we honor, recognize and incentivize the ongoing excellence of PSU faculty and staff, both through scholarship and dedication to PSU students.

Each award, including its individual eligibility and nomination requirements, is described in detail here.

https://www.pdx.edu/academic-affairs/call-for-nominations-excellence-awards

Nomination Process

With the help of Enterprise Applications in our Office of Information Technology (OIT), we are excited to host an electronic nomination platform to make management of the process more helpful for all involved.

Nominations for all Excellence Awards are to be submitted via the 2017 Excellence Awards Nomination Form. The electronic nomination process **does not** have to be completed in one session. You will be allowed to save and complete later.

Note: to submit more than one nomination, visit the Excellence Award Nomination Form each time.

Deadlines

Nomination deadlines for the 2016–17 Faculty and Staff Excellence Awards:

- Friday, March 17, 2017 for the nomination name
- Friday, April 21, 2017 to complete the nomination

Be thinking about who you would like to nominate and check the OAA website at the end of this month for more details on the electronic nomination process. **Please note**: the electronic nomination form will be active in March 2017.

SYLLABI STATEMENTS

I was asked at the January Senate meeting to provide information on syllabi statements related to ADA and Title IX.

No laws specifically state this information must be provided in a syllabi. However, it is best practice to do so because it is one more way that the university can ensure we are making the effort to give students information on their rights, responsibilities and services as often and in as many places as we can.

Recommended syllabi statements are on our website:

Sexual harassment, sexual assault, dating/domestic violence and stalking. The Office of Global Diversity and Inclusion has provided a recommend syllabi statement (at the bottom of the first full paragraph).
http://www.pdx.edu/sexual-assault/faculty-staff-resources-responding-to-students-in-distress

Any questions can be addressed to Julie Caron, PSU's Title IX Coordinator at 503-725-4410 or jucaron@pdx.edu.

Disability accommodations. The Disability Resource Center has provided a recommended syllabi statement.
http://www.pdx.edu/drc/suggested-syllabus-statement

Any questions can be addressed to Jen Dugger, DRC Director at 503-725-2035 or drc@pdx.edu.

Of Note:
- The Oregon Attorney General Sexual Assault Task Force has recommended that all Oregon universities provide a statement regarding the faculty members' Title IX reporting obligations and who they may contact for confidential services. Numerous universities and colleges, including UO and SOU, are requiring this information to be in their in syllabi statements.

- Title IX of the 1972 Education Act requires "responsible employees" to report any Title IX incident they learn of to the Title IX Coordinator or her designee. The Department of Education specifically designated faculty members as responsible employees. These reports include any information about sexual harassment, sexual assaults, rape, stalking and domestic/dating violence and must be reported even if the responsible employee does not know all the details, such as the name of the perpetuator.

- Title IX, the Clery Act, which was amended by the Campus Sexual Violence Elimination Act (Campus SaVE Act), and Oregon Senate Bill 759 require universities to provide students with information about who has reporting obligations, what confidential sources are available on campus and how to report. The Oregon Senate Bill 759 requires this information to be provided to students in writing.

- The PSU Office of Global Diversity and Inclusion does receive reports about Title IX incidents from faculty who did not inform the student that they have reporting obligations. The student was upset that the faculty member reported the incident, thinking they could trust the faculty member to keep the information confidential. It is best that a student learns about faculty members' reporting obligations before they are in crises and the syllabi statement is the best avenue to do so.

- Additionally, Campus SaVE Act has very specific detailed information that it requires students to receive, beyond what is in the syllabi statements. The Safe Campus Module provides that information. Informing students of their requirement to complete the module in the syllabi statement will enhance our efforts to obtain a higher percentage of student completing this requirement.

Sona K, Andrews
February 6, 2017

Attachment C.1

Portland State
UNIVERSITY

To: Provost Andrews

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

Date: 17 February 2017

Re: Notice of Senate Actions

On **6 February 2017 the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses and changes to courses given in Attachment E.1 to the February 2017 Agenda.

> **2-17-17—OAA concurs with the recommendation and approves these new courses, and 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

February 9, 2017

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 as well as Faculty Senate Budget Committee comments on new and change-to-existing 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 Liberal Arts and Sciences

Change to Existing Program
E.1.a.1
- CRTGR in Mathematics for Middle School Teachers - change to existing program: remove two requirements; increase all courses from 3 to 4 credits

E.1.a.2
- MA in History - change to existing program: update course numbers for existing requirements

E.1.a.3
- PHD in Earth, Environment, and Society - change to existing program: revise core curriculum

Change to Existing Courses
E.1.a.4
- GEOG 694 Methods and Models in Ecosystem Services, 4 credits - change course number to GEOG 574/674; change course title to Methods and Models in Socio-ecological Systems; change course description; break cross-listing with MGMT 694

Graduate School of Education

Change to Existing Program
E.1.a.5
- CRTGR in Children's and Young Adult Literature - eliminate program

Maseeh College of Engineering and Computer Science

New Courses

E.1.a.6

- EE 529 Signal Processing Practicum, 4 credits
  Topics include scholarship skills, framing of signal processing problems, and algorithm verification. Students design, implement, and verify an engineering solution for a signal processing application. This course is intended to be taken after students have completed most of their other graduate coursework in signal processing. Prerequisites: EE 519, EE 522, and permission of instructor.

College of Urban and Public Affairs

Change to Existing Program

E.1.a.7

- MPP in Public Policy - change to existing program: add new course and change required course in core

New Courses

E.1.a.8

- PAP 514 Institutional Dynamics of Public Policy, 3 credits
  Focus on the institutional determinants and factors that shape the public policy arena. Coverage includes the varieties of institutions, including their rules and cultures that affect public policy, how policy change strategies can incorporate institutions, and how institutions shape policy outcomes and impacts.

E.1.a.9

- USP 597 Regional Economic Analysis, 2 credits
  Reviews analytical tools and data sources and provides hands on training for applying them to questions about regional economies. Includes demographic analysis, regional business structure, analyzing regional economic change, labor market analysis, researching firms, and conducting cluster analysis and economic opportunities analysis. Expected preparation: a basic statistics course.

Change to Existing Courses

E.1.a.10

- PHE 540 Mass Media and Health, 3 credits - change prereqs

E.1.a.11

- PHE 541 Media Advocacy and Public Health, 3 credits - change prereqs

February 9, 2017

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 as well as Faculty Senate Budget Committee comments on new and change-to-existing 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 Liberal Arts and Sciences

New Courses
E.1.b.1
- WS 453/553 Feminism and Women's Health, 4 credits
  The medicalization of women's bodies sustains the myth that the female body is essentially a reproductive body and the male body the standard of health. Using a feminist lens of analysis, this class will examine these gendered conceptions relating to health, medical research, and treatments of gendered bodies. Prerequisite: Upper-division standing.

Change to Existing Courses
E.1.b.2
- BST 406/506 Overseas Experience, 4 credits - change course description
E.1.b.3
- BST 412/512 Oregon African American History, 4 credits - change course description; change prereqs
E.1.b.4
- BST 413/513 Slavery, 4 credits - change course description; change prereqs
E.1.b.5
- BST 414/514 Racism, 4 credits - change course number to BST 414 (drop 514); change course description; change prereqs
E.1.b.6
- BST 423/523 African Fiction, 4 credits – drop
E.1.b.7
- BST 424/524 African American/African Culture in Cinema, 4 credits – drop

E.1.b.8
- BST 425/525 Black Cinema: the 1970s, 4 credits - change course description; change prereqs

E.1.b.9
- BST 427/527 African American Films and Film Makers, 4 credits – drop

E.1.b.10
- BST 430/530 African American Political Thought, 4 credits - change course title to Black Political Thought; change course description; change prereqs

E.1.b.11
- BST 484/584 African American Community Development, 4 credits - change course description; change prereqs

E.1.b.12
- MTH 490/590 Computing in Mathematics for Middle School Teachers, 3 credits - drop course

E.1.b.13
- MTH 492/592 Problem Solving for Middle School Teachers, 3 credits – drop

E.1.b.14
- MTH 493/593 Geometry for Middle School Teachers, 3 credits - change course description; change credit hours to 4; change online hours

College of the Arts

Change to Existing Courses

E.1.b.15
- ART 436/536, 437/537 Painting: Topical Issues, 4 credits – drop

E.1.b.16
- MUED 420/520 Choral Literature and Rehearsal Techniques I, 3 credits - change course description; change prereqs

E.1.b.17
- MUED 421/521 Choral Literature and Rehearsal Techniques II, 3 credits - change course description; change prereqs

February 8, 2017

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 as well as Faculty Senate Budget Committee comments on new and change-to-existing 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
- Art 496 BFA Project I (4)
  First in a sequence of two courses in studio production and exhibition preparation in which students produce a body of work for a culminating presentation. Focus on studio production, research, editing, documentation, publication/catalog design and written statements. Required for all BFA students. Prerequisites: Art 336 and Art 439.

E.1.c.2
- Art 499 BFA Oral Review (2)
  Prepares BFA students for the final oral review of their individual culminating projects. Format includes individual research, group critique, practice presentations, written reflections and final formal faculty-reviewed student presentations. Required for all BFA students. Co-requisite: Art 498. Prerequisites: Art 336 and Art 496.

Changes to Existing Courses
E.1.c.3
- Art 472 Communication Design Portfolio – change description; change credits from 4 to 6.

E.1.c.4
- Art 498 BFA Thesis Exhibition – change title to *BFA Project II*; change description, prerequisites.

E.1.c.5
- MuEd 422 Instrumental Literature & Rehearsal Techniques I – change prerequisites.

E.1.c.6
- MuEd 423 Instrumental Literature & Rehearsal Techniques II – change prerequisites.

E.1.c.7
- MuEd 484 Music with Children – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs
E.1.c.8
- Black Studies Certificate – minor changes to certificate language; broadens the scope of areas in which students may choose courses to fulfill requirements.

Changes to Existing Courses
E.1.c.9
- Bi 372U Nanotechnology, Society, and Sustainability – drop.

E.1.c.10
- BSt 202 Introduction to Black Studies – change to description.

E.1.c.11
- BSt 203 Introduction to African American History – change to description.

E.1.c.12
- BSt 204 Introduction to African American History – change description.

E.1.c.13
- BSt 206 Introduction to Caribbean Studies – change title to *Caribbean Studies*; change description.

E.1.c.14
- BSt 207 Introduction to Race, Class, and Gender – change description.

E.1.c.15
- BSt 214 Introduction to Contemporary Race and Ethnic Relations – change description.

E.1.c.16
- BSt 261 The African American Economic Experience – change description.

E.1.c.17
- BSt 302 African American Experience in the 20th Century – change description, prerequisites.

E.1.c.18
- BSt 305 African History Before 1800 – change description, prerequisites.

E.1.c.19
- BSt 306 African History 1800-Present – change description.

E.1.c.20
- BSt 319 Traditional Cultures of Africa – change description, prerequisites.

E.1.c.21
- BSt 325 Race and Ethnicity in Latin America – change description, prerequisites.

E.1.c.22
- BSt 326 Cuba, Dominican Republic, Puerto Rico – change description, prerequisites.

E.1.c.23
- BSt 342 Black Feminism/Womanism – change description, prerequisites.

E.1.c.24
- BSt 345 Black Popular Music: Contextualizing the Black Experience – change prerequisites.

E.1.c.25
- BSt 353 African Women in Film – change prerequisites.

E.1.c.26
- BSt 356 Cuban Film: Politics and Culture – change prerequisites.

E.1.c.27
- BSt 357 Caribbean Spirituality and Resistance – change description, prerequisites.

E.1.c.28
- BSt 362 African Prehistory – change prerequisites.

E.1.c.29
- BSt 372 Sociology of Africa: Post-Colonialist Studies of Africa – change description.

E.1.c.30
- BSt 377 Voudon, Rasta and Islam in the African Diaspora – change description, prerequisites.

E.1.c.31
- BSt 396 Research Methodologies in Black Studies – change description, prerequisites.

E.1.c.32
- BSt 471 Understanding the International Experience – drop.

College of Urban and Public Affairs

Changes to Existing Courses

E.1.c.33

- PA 420 Introduction to Nonprofit Management – change course number to PA 320; removes approval to repeat course.

Undergraduate Studies

New Courses

E.1.c.34

- Unst 450 Mentoring in Higher Education (4)
  Introduction to theories, research, and best practices for peer mentoring in higher education. Focus is on issues that impact the retention and success rates of college students. Students will develop their own frameworks, resources, and skills to become effective peer mentors. Prerequisite: instructor permission.

University Studies Council Motion for PSU Faculty Senate:
Proposal for a Revised Diversity Learning Goal

The University Studies Council submits the following motion for consideration by the Faculty Senate.

******

The University Studies learning goals are hereby changed by replacing this text (1996):

The Diversity of the Human Experience

Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

with the text (2016):

Diversity, Equity and Social Justice

Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

******

Rationale and Process

Reason for Revision & Subcommittee Charge

On January 7, 2016, the University Studies Council (UNST Council) created the Diversity Goal Subcommittee and charged it to present a revision of the Diversity learning goal so that it better reflects current pedagogical practices and aligns in mission with the strategic plan for Portland State University (PSU).

The Subcommittee's Process

• Two meetings of UNST faculty, PSU stakeholders, and community members convened on April 18, 2016 and April 21, 2016 at the Portland State University Library. Invitations to attend were sent to email lists for University administrators, faculty, and ASPSU.

At these meetings, twelve faculty members, identified for their teaching experience and topical authority on the Diversity learning goal, presented short analyses on how they pursue this goal in their curriculum and/or highlight particular challenges relevant to their disciplines. These faculty members included: AlmaTrinidad (Social Work, UNST), Cornel Pewewardy (Indigenous Nations Studies), Vicki Reitenauer & Sally McWilliams (Women, Gender and Sexuality Studies, UNST), Judy Bluehorse (Indigenous Nations Studies, UNST), Roberta Hunte (Black Studies & Women, Gender and Sexuality Studies), Lisa Bates (Urban Studies & Planning, UNST), Cynthia Gomez (Cultural Centers, UNST), Swapna Mukhopadhyay (Education), Leslie Batchelder (UNST), Elena Aviles (Chicano/Latino Studies), Sally Eck (Women, Gender and Sexuality Studies, UNST).

In response to these presentations, small groups of faculty, staff, and stakeholders, discussed the issues raised and how to approach them pedagogically.

• A preliminary report, which included a first draft of a revised goal, was presented to the UNST Council at its May 26 meeting for feedback. The Council asked the Subcommittee to broaden the language of the learning goal, so that it would be more inclusive of different disciplinary approaches.

• Following this meeting, the subcommittee produced a second draft of the new Diversity Goal.

• Over the summer, the UNST Council distributed the second draft of the Diversity Goal to Carmen Suarez (Vice President for Global Diversity & Inclusion), Cynthia Gomez (Executive Director of PSU's Cultural Resource Centers), Shirley Jackson (Chair, Black Studies Department), and Winston Grady-Willis (Director, School of Gender, Race, and Nations) asking for feedback.

• At the October 7th Council meeting, the feedback was discussed, then the Council members asked the Subcommittee to further clarify the language of the goal so that it would address students in particular. The Subcommittee wrote a third draft of the Diversity Goal, which is the current, proposed language.

• To gather feedback on the third draft, the UNST Council Subcommittee:

1. Distributed the revised goal to the Diversity Action Council;

2. Conducted a passive program in the Multicultural Center, whereby the goal was posted on a sheet for student responses;

3. Conducted an informal, online survey of UNST faculty and mentors;

4. Sent the same survey to the Queer Resource Center, the Disability Resource Center, and Veteran Services.

• Based on this feedback, the Subcommittee resolved to submit the third draft to the UNST Council for approval.

• On December 2nd the UNST Council approved the Diversity Goal proposed revision and this report for submission to the Faculty Senate.

• The Undergraduate Curriculum Committee reviewed and approved the proposal on February 15th.

• This draft has been endorsed by Carmen Suarez (Vice President for Global Diversity & Inclusion), Cynthia Gomez (Executive Director of PSU's Cultural Resource Centers), Maurice Hamington (University Studies Director), and Winston Grady-Willis (Director, School of Gender, Race, and Nations).

Rationale for Certain Changes

• The original charge to the Subcommittee directed it to also consider a revision of the Ethics & Social Responsibility goal. In the Subcommittee's meeting of February 16, 2016, they concluded that the Diversity goal was topically focused on the recognition of the substantive historical realities, contemporary identity politics, and related structures of power, privilege, and social justice; while the Ethics & Social Responsibility goal was more about civic action and personal engagement. The Subcommittee decided to focus on the Diversity goal and provided clarification to the UNST Council.

• The Subcommittee used broad, inclusive language around identity and power relationships instead of listing specific groups such as race, class, and gender in order to avoid exclusion of identities, intersectional identities, or a list that constrains the complexity of identities.

• In regards to the current, original language, the "rich complexity" and "appreciation" of the "human experience," is replaced with concepts of exploration and analysis. The current language lacks the contextual rigor of seeing the human experience in terms of power relationships from multiple perspectives. Global and ecological orientations, rather than a species-centric perspective or an US vantage point, are assumed in the revision's charge to teach analysis and exploration from multiple perspectives.

• Concepts of sovereignty, especially as related to equity and inclusion, are addressed by using the language, "power relationships" and "multiple perspectives." The concept of environmental justice is necessarily subsumed under the term "social justice."

• If the proposed goal is approved by the Faculty Senate, then UNST will engage in a rubric development process. This will include a group of six to seven faculty members who represent multiple levels of the program and multiple departments on campus as well as a member from the Diversity Action Council. Also, University Studies will provide professional development opportunities for the faculty.

UNST Council Members

Joel Bettridge, Chair (ENG/UNST), Ingrid Anderson (CI), Ben Anderson-Nathe (CFS), Evguenia Davidova (IGS/UNST), Eleanor Erskine (ART), Pedro Ferbel-Azcarate (BST), Oscar Fernandez (UNST), Richard Lockwood (SPH), Michael Lupro (UNST), Susan Masta (BIO), Mau Nam Nguyen (MTH), Joseph Smith-Buani (BST), Albert (Randy) Spencer (PHL), Amy Spring (RSP), Christof Teuscher (ECE/UNST), Kim Willson-St. Clair (Library)

UNST Council Diversity Subcommittee Members

Pedro Ferbel-Azcarate (Chair), Kimberly Willson-St. Clair, Albert Spencer, Joseph Smith-Buani, Michael Mooradian Lupro

Undergraduate Systems Science Courses to Be Given Academic Area Designations
ARC Motion for Faculty Senate

The Academic Requirements Committee, the Office of the Dean of the College of Liberal Arts and Sciences, and the Systems Science Program endorse the following **motion**:

Undergraduate courses offered by Systems Science shall be classified as belonging to the following academic distribution areas for the purposes of meeting the Portland State University BA/BS requirements as follows:

SySc330U Models in Science   SCI
SySc 332U Introduction to Agent Based Modeling   SCI
SySc 334U Modeling Social Ecological Systems   SCI
SySc 336U Networks and Society   SocSci
SySc 338U Decision Making in Complex Environments   SocSci
SySc 350U Indigenous and Systems Perspectives on Sustainability   SocSci
SySc 413 Holistic Strategies for Problem Solving   SocSci
SySc 421 Systems Philosophy A&L
SySc 431 Data Mining with Information Theory   SCI
SySc 452 Game Theory   SCI

******

Rationale: Systems Science courses are the only courses within CLAS that do not carry an academic distribution designation. This is a consequence of Systems Science only offering graduate courses during most of its existence. This motion will bring the program into conformity with the rest of CLAS. The designations reflect the breadth of the program and an examination and review of the syllabi. Course descriptions follow:

SySc 330U Models in Science   SCI
Overview of the different types of modeling methods used in the sciences.

SySc 332U Introduction to Agent Based Modeling   SCI
A computer-based simulation method for studying interactions between members of heterogeneous populations and how aggregate behaviors emerge from those interactions. The method is applicable in biology, computer science, ecology, economics, social psychology, sociology, and systems science.

SySc 334U Modeling Social Ecological Systems   SCI
Introduces modeling methods useful in studying coupled human natural systems. The methods are applicable in biology, ecology, economics, social psychology, sociology, and systems science.

SySc 336U Networks and Society   SocSci
Introduces network-related ideas and perspectives, how to model and analyze networks, and to use these methods to advance knowledge.

SySc 338U Decision Making in Complex Environments   SocSci
Explores rational choice theory and heuristics that individuals, groups and communities use to make decisions in response to a changing environment; and the factors that nurture and catalyze social change and collective action.

SySc 350U Indigenous and Systems Perspectives on Sustainability   SocSci
This is a seminar style course that explores sustainability through the lenses of Indigenous knowledge and Systems Science, while drawing parallels between these ways of knowing. This is a true Liberal Arts course as it draws upon Indigenous studies, systems science, psychology, anthropology, sociology, linguistics, basic physics, geography, environmental science, philosophy, and the arts. The course actively challenges students to see beyond artificial disciplinary divides. This is proposed as a Social Science course, in part because the Social Sciences tend to be more diffuse in their disciplinary boundaries, more closely reflecting the trans-disciplinary focus of the course.

SySc 413 Holistic Strategies for Problem Solving   SocSci
This is a seminar style course, exploring concepts and tools that apply across *all* disciplines and are particularly relevant for fields dealing with complex, wicked or "soft" problems--namely problems characterized by inter-connectivity across domains and levels of analysis, dynamic complexity, a strong human component, and being subject to divergent points of view on how to define and address the problem. While categorization is antithetical to the principles espoused in the course, this is best categorized as a Social Science course with its focus on ourselves as practitioners. Cultivation of systems thinking skills are a central aim, along with developing awareness of and tools for working with the factors of human perception, mental models, value systems, and the dynamics of groups and larger social and ecological systems that must be navigated to design and implement effective intervention strategies.

SySc 421 Systems Philosophy   A&L
Surveys the central ideas in the systems/complexity sciences, which are applicable not only to the natural and social sciences, but also bear on topics in philosophy, religion, and history, and on structuralism, post-structuralism, and other transdisciplinary theories in the humanities and arts.

SySc 431 Data Mining with Information Theory   SCI
How to prepare data for analysis by exploratory data analysis methods well suited to finding nonlinear and higher order relationships in complex datasets. Examples of data that students have analyzed includes biomedical, ecological and/or environmental data. Could also be applied potentially in physics and chemistry.

SySc 452 Game Theory   SCI
Introduces the idea of games, relevant theories, and their application to a wide array of societal dilemmas and challenges. Could be SocSci, but a SCI designation also makes sense due to the relevance of game theory in evolutionary theory in biology, and has also recently been applied to chemistry (to study the molecular interactions that may be relevant to the origin of life).

WR 228 Media Writing to Qualify as a University Writing Requirement Course
ARC Motion for Faculty Senate

The Academic Requirements Committee, the University Writing Committee, and the English Department endorse the following **motion:**

> The existing course WR 228 Media Writing shall be added to the list of courses that qualify for the University writing requirement.

******

Rationale: The following supporting statement is from Paul Collins, Chair of the English Dept.

The requirements entail a minimum of 6000 words, include recursive exercises, a revised final paper, and a process paper to accompany the final revision. In a nutshell, the course has students learn about research, drafting, and revision -- and their subject matter will be the campus community itself, so it will have the additional effect of engaging students more fully in the life of Portland State.

The essentials they'd cover in any iteration of the course are (1) conceptualizing the audience and the story structure through the formats of campus student media, (2) research, both primary sourcing (interviews, field reporting) and the critical reading of documents, and (3) composition, through outlining, drafting, revising, and fact-checking. These are skills that would serve student writers and readers well regardless of whether they continue in news writing or indeed in English; the skills are widely applicable.

Course Description:
WR 228 Media Writing
An introductory course in media reporting and writing. Focus on identifying newsworthiness, writing leads, constructing news stories, interviewing, and attributing quotes. Students learn to gather local news, writing some stories in a computer lab on deadline. Recommended: WR 121 or Freshman Inquiry. May be repeated once for a total of 8 credits.

Attachment E.5

**PROPOSED AMENDMENT TO THE FACULTY CONSTITUTION:
COMPOSITION OF ACADEMIC QUALITY COMMITTEE**

The Faculty Senate Steering Committee proposes the following amendment to the Faculty Constitution.

******

Article IV, Section 1.4.4)o) of the Constitution of the Portland State University Faculty is hereby amended by replacing the sentence:

This committee shall consist of six faculty members from across the University and three non-voting members: one student, one representative from OAA, and one representative from OIRP.

with the sentence:

This committee shall consist of nine faculty members from across the University and a non-voting student member. Representatives from OAA, OIRP, and EPC will serve as consultants at the discretion of the committee.

and changing the wording of item 3) in the charge to read:

3) Report on issues, concerns, and potentially actionable ideas.

******

Rationale:

At the request of the AQC, Steering Committee proposes an expansion of the membership of AQC in order to facilitate its work. The role of consultants is clarified, in parallel to other Faculty Senate standing committees. Wording of one item in the charge is also clarified.

**PROPOSED AMENDMENT TO THE FACULTY CONSTITUTION:
EX-OFFICIO SENATE REPRESENTATION
FOR PART-TIME TEACHING APPOINTEES**

*The Faculty Senate Steering Committee proposes the following amendment to the Faculty
Constitution.*

******

Article V (Faculty Senate), Section 1 (Membership) of the Constitution of the Portland State
University Faculty is hereby amended by adding the following text after paragraph 1.1.c):

d) Each spring term, persons who hold teaching appointments at Portland State University with
the rank of professor, associate professor, assistant professor, or instructor, and whose full-
time equivalent is less than fifty percent, shall elect an ex-officio member for the subsequent
academic year.

******

Rationale:

*The amendment provides a formal role in the Faculty Senate, including the right to make
motions and participate in discussions and debates without further recognition, for a
representative of part-time instructors, who deliver a significant part of the curriculum at PSU.*

*The wording "persons who hold ... less than fifty percent" parallels language in Article II of the
Constitution defining membership in the Faculty.*

Budget Committee
Winter Quarter Report
February 9, 2017

Members: Mirela Blekic (AO ACS), Michael Bowman (LIB), Elisabeth Ceppi (CLAS-AL, ENG, Fall only), Heejun Chang (CLAS-SS, GGR), Mitchell Cruzan (CLAS-Sci, BIO), John Gallup (CUPA, ECN), David Hansen (SBA), G.L.A. Harris (CUPA, PA, Winter term only), Chia Yin Hsu (CLAS-SS, HST), Gerardo Lafferriere (CLAS-Sci, MTH, Chair), Betsy Natter (OI, HON), Eva Núñez (CLAS-AL, WLL), David Raffo (ex officio) (Chair of EPC, SBA), Candyce Reynolds (GSE, ELP), Barbara Sestak (COTA, ARC), Michael Taylor (SSW), Christof Teuscher (MCECS, ECE), Neal Wallace (SPH, HSMP). Students: Colin Campbell, Jose Fallas.

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

This report covers Fall quarter and the first five weeks of Winter quarter.

Committee Charge & Roles

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

This year the chair of the Budget Committee has been invited to be a regular participant at the Board of Trustees Finance and Administration committee meetings. The budget committee chair attended both the November and the January meetings.

The Committee would like to bring a Constitutional amendment to the floor later this year to add a ninth item to the charge about our liaison role with the Deans regarding college and school budgets and enrollment and resource plans. Divisional representatives on the Committee are responsible for liaising with their Dean. We also liaise with the Honors College, IELP, and University Studies (all of the revenue generating units). All divisions other than CLAS have only one representative, so this year another Committee member has volunteered to liaise with each of the revenue generating units, so one person is not solely responsible for the relationship. This process has been considerably successful.

FY18 OAA Budget Process

The Office of Academic Affairs follows a budget process called Integrated Planning of Enrollment and Budget (IPEB).   This budget process has the revenue generating units develop two plans, the enrollment plan and the resource plan. Enrollment plans detail the student enrollment outlook. These are accompanied by enrollment narratives that explain the impact on students via persistence, recruitment, degree completion, and program management strategies. Resource plans detail budget changes proposed resulting from the enrollment plans and aimed at meeting OAA directives. The resource plans include both cuts and requests for additional resources.

In December of 2016 two members of the Budget Committee were invited and attended the launching of the IPEB process for this year. The Budget Committee liaisons met with the Deans in November, December, and January to offer comments on preliminary plans. The Committee is currently reviewing the submitted plans and is providing feedback for OAA and the Deans during February. Plans are being reviewed by OAA and will be finalized in March.

University Budget

The Budget Committee received an update from V.P. Kevin Reynolds and Budget Director Andria Johnson on the University's FY17 budget and actuals in December. Reynolds also gave another presentation in January on prospects for FY18 and beyond.   This was very similar to the presentation he later gave at the January meeting of the Finance and Administration subcommittee of the board of trustees. Slides are available online on the board of trustees' website.

Budgetary Priorities

The Committee was asked to revisit the Budget Priorities document approved by the Faculty Senate in June of 2015. The committee offered a revised document for input at the January Senate meeting. There were only minor revisions and some reformatting done to the document. The document was included in the Consent Agenda of the February meeting. A copy is included in the appendix.

Proposal Reviews

The Committee has reviewed over 35 proposals so far. These are reviewed by two or three person teams which them report the recommendation via an online google document where all other committee members can comment. Major proposals such as those for completely new programs are discussed in committee meetings. This year we implemented a new approach to reporting these reviews. The Curriculum Tracker now not only states whether the proposal has significant impact, modest impact or no significant impact, but it also contains a link to the more detailed comments that the committee offers.

The committee is also working on a revision of the budget form to be a part of the program change and new program submission forms. The goal is to get sufficient detail for the committee to understand the financial impact without overburdening the proposers. We will be working with fiscal officers of all units and with Andria Johnson at the Budget Office to simplify this process.

Appendix

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Faculty Senate Budget Committee
FY18 Budget Principles
(January 23, 2017)

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The University should prioritize students by supporting services and activities that promote student success and the instructional and research activities of faculty. The University should endeavor to balance investment in support at each level of matriculation (i.e., lower division, upper division, and graduate students), for traditional, nontraditional, and transfer students, to promote engagement and retention. The University should continue to engage in strategic enrollment planning and management to promote the success of individual units as they contribute to the growth of the entire university.

Principles for the Budgeting Process:
- Faculty engagement is critical for developing plans to balance costs and revenues, and to assist with the development of metrics of quality and outcomes.
- The budget process needs to be transparent to facilitate understanding of decisions made at all levels (department, school, college, division, and university).
- When making budgeting decisions, we should;
  - Consider both revenues and expenditures.
  - Take a forward-facing look at educational market forces when evaluating programs.
  - Be cognizant of the cycles that programs go through to develop a balanced perspective on their potential for long term growth and contributions to the goals of the university.

Principles for Budgeting Decisions:
- Protect and promote further development of instructional activities, programs, and services that support student success.
- Provide students with access to a diverse curriculum and a well-rounded liberal arts education.
- Pursue opportunities that generate new revenue and improve efficiency.
- Apply Performance Based Budgeting (PBB) principles and adjustments consistently to promote the success of individual units and the entire university.
- Implement budget decisions that support the success of students and faculty.
- Engage with other divisions to encourage budgeting decisions that do not adversely impact instruction.
- Consider the potential impact of budget reductions on course offerings, research support, student services, and faculty development.
- Employ these principles for decisions made within each unit as well as for Academic Affairs and the university as a whole.

Attachment G.5

To: Faculty Senate

From: Educational Policy Committee

Date: March 6, 2017

Subject: EPC Quarterly Report

During the Winter term, the EPC continued work on several key issues the committee has chosen to address. The key policy issues that are currently being looked at are: Online Education, Academic Program Review, Course Sizing, and Student Evaluations. Sub-committees have been formed to address all of these issues. The EPC also reviewed an initial version of the proposal for a new School of Film and Media.

With respect to Online Education at PSU, the EPC expanded it's sub-committee membership through Faculty Senate. The focus of the sub-committee continues to be to examine the impact of Online Education on education quality, on students, and on faculty. The sub-committee continues to gather information about the status of online education at PSU today and the strategy going forward. The sub-committee will also assess the effectiveness of online delivery in meeting student needs as well as the available support offered to faculty and students involved with online education.

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

With Course Sizing, the EPC is in the process of identifying different course types and creating an approach for understanding and assessing the impact of increasing class size on educational quality, on students and on faculty.

With Student Evaluations, the EPC began looking into assessment and student evaluations at PSU. There appear to be two purposes for student evaluations – feedback on the effectiveness course and how to improve it and feedback on the instructor and their delivery style.   The questions we ask are: What are the best practices for assessing each of these aspects? What is current practice at PSU? How can the practices at PSU be improved?