

6-5-2017

Faculty Senate Monthly Packet June 2017

Portland State University Faculty Senate

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Faculty Senate, 5 June 2017



ELECTION OF 2017-18 PSU FACULTY SENATE PRESIDING OFFICER ELECT ELECTION OF MEMBERS OF STEERING COMMITTEE DIVISION CAUCUSES TO CHOOSE MEMBERS OF COMMITTEE ON COMMITTEES

THE LAST REGULARLY SCHEDULED MEETING OF THE PSU FACULTY SENATE FOR THIS ACADEMIC YEAR IS ON 5 JUNE 2017, AT 3:00 P.M. **SHARP**. PLEASE PROVIDE FOR YOUR ALTERNATE TO ATTEND IF YOU WILL BE ABSENT. IT IS NECESSARY TO COMPLETE THE BUSINESS OF THE 2016-17 ACADEMIC YEAR. **IF THE AGENDA IS NOT CONCLUDED, THE SENATE MEETING MUST BE CONTINUED ON MONDAY, 12 JUNE 2017, AT 3:00 P.M.**

AT THE JUNE MEETING(S), BUSINESS IS VOTED ON BY THE 2016-17 SENATE; OFFICERS ARE ELECTED BY THE 2017-18 SENATE.

A RECEPTION WILL FOLLOW THE MEETING ON 5 JUNE.

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

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

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will meet on **5 June 2017** at 3:00 p.m. in **Cramer Hall 53**.

PLEASE NOTE:

- Senators for 2016-17 vote on motions and amendments.
- Senators for 2017-18 vote for POE and Steering Committee and meet in division caucuses to choose members of Committee on Committees.
- Administrators' reports and IFS report (items G.1-G.3) will take place after item D.
- *Consent agenda* items will be approved or accepted as submitted in the Packet unless objections or requests for separate discussion are registered before the end of roll call.

AGENDA

- A. Roll Call
- B. * Approval of the Minutes of the 1 May 2017 Meeting – *consent agenda*
- C. Announcements and Discussion
 - * 1. OAA response to April notice of Senate actions – *consent agenda*
 - 2. Results of Faculty Senate, Advisory Council, and IFS Elections
 - 3. Announcements by Presiding Officer
 - 4. Announcements by Secretary

NOMINATIONS FOR AND ELECTION OF 2017-18 PRESIDING OFFICER ELECT
NOMINATIONS FOR 2017-19 STEERING COMMITTEE MEMBERS (2)

- D. Unfinished Business
 - * 1. Revised PTR guidelines

Change in agenda order: reports from administrators and IFS are moved here.

- G.
 - 1. President's Report
 - 2. Provost's Report
 - 3. Report from Interinstitutional Faculty Senate

ELECTION OF 2017-19 STEERING COMMITTEE MEMBERS (2)

- E. New Business
 - * 1. Curricular proposals – *consent agenda* (Grad Council and UCC)
 - * 2. Restructuring School of Theater & Film and School of Music as School of Film and School of Music & Theater (COTA/EPC)
 - * 3. New program: BA/BS in Sonic Arts and Music Production (COTA/UCC)
 - * 4. New program: BA/BS in Sexuality, Gender, and Queer Studies (CLAS/UCC)

- * 5. New program: Undergraduate Minor in World History (CLAS/UCC)
- * 6. Judaic Studies courses to be given academic area designations (CLAS/ARC)

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

G. Reports from Officers of the Administration and Committees

Items G.1-G.3 are moved above.

The following committee reports are accepted as printed in the Packet as part of the consent agenda unless a request for separate discussion is registered before the end of Roll Call.

- * 4. Progress Report from Ad Hoc Committee on Liberal Education
- * 5. Progress Report from Task Force on Tenure for Teaching-Intensive Faculty
- * 6. Quarterly Report of Educational Policy Committee
- * 7. Semiannual Report of Faculty Development Committee
- * 8. Annual Report of Academic Quality Committee
- * 9. Annual Report of Academic Requirements Committee
- * 10. Annual Report of Advisory Council
- * 11. Annual Report of Budget Committee
- * 12. Annual Report of Graduate Council
- * 13. Annual Report of Undergraduate Curriculum Committee

DIVISION CAUCUSES TO CHOOSE 2016-18 MEMBERS OF COMMITTEE ON COMMITTEES

H. Adjournment

YOU ARE INVITED TO A RECEPTION FOLLOWING THE MEETING

***See the following attachments. Complete proposals for E.1-5 viewed on-line on the Curriculum Tracker: <https://psucurriculumtracker.pbworks.com>.**

- B. Minutes of the Senate meeting of 1 May 2017 – *consent agenda*
- C.1 OAA response to May notice of Senate actions – *consent agenda*
- D.1. Revised PTR guidelines
- E.1.a,b,c. Curricular proposals (summaries) – *consent agenda*
- E.2. Proposal for School of Film and School of Music & Theater in COTA (summary)
- E.3. BA/BS in Sonic Arts and Music Production (summary)
- E.4. BA/BS in Gender, Sexuality, and Queer Studies (summary)
- E.5. Undergraduate Minor in World History (summary)
- E.6. Proposed academic area designations for JST courses
- G.4. Lib. Ed. Ad-Hoc Comm. progress report – *consent agenda*
- G.5. TFFTIF progress report – *consent agenda*
- G.6. EPC spring 2017 quarterly report – *consent agenda*
- G.7. FDC winter-spring 2017 semiannual report– *consent agenda*
- G.8. Adv. Council annual report – *consent agenda*
- G.9. AQC annual report – *consent agenda*
- G.10. ARC 2016-17 annual report – *consent agenda*
- G.11. BC 2016-17 annual report – *consent agenda*
- G.12. GC 2016-17 annual report– *consent agenda*
- G.13. UCC 2016-17 annual 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
<i>Blekic, Mirela</i>	ACS	2019
†O'Banion, Liane	TLC	2019
<i>Walsh, Michael</i>	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
<i>Brown, Kimberley</i>	LIN	2019
<i>Reese, Susan</i>	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
<i>Cruzan, Mitchell</i>	BIO	2019
<i>Mitchell, Drake</i>	PHY	2019
<i>Podrabsky, Jason</i>	BIO	2019

CLAS – Social Sciences (6)

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

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 9 January 2017

College of Urban and Public Affairs (6)

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

Graduate School of Education (4)

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

Library (1)

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

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

Other Instructional (4)

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

School of Business Administration (4)

Raffo, David	SBA	2017
*Hansen, David (for Dusschee)	SBA	2018
<i>Shin, Shung Jae</i>	SBA	2019
†Sorensen, Tichelle	SBA	2019

School of Public Health (2)

*Gelman, Sherril	HMP	2018
†Messer, Lynne	CH	2019

School of Social Work (5)

†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
*Constable, Kate (for Talbott)	SSW	2018
Winters, Katie	RRI	2018
<i>Bratiotis, Christiana</i>	SSW	2019

NEW FACULTY SENATE ROSTER, 2017-18

STEERING COMMITTEE

Michael Clark, Presiding Officer

_____, Presiding Officer Elect • Brad Hansen, Past Presiding Officer

Committee Members: Steve Harmon (2018) • David Raffo (2018)

_____ (2019) • _____ (2019)

Ex officio: Richard Beyler, Secretary to the Faculty • _____, Chair, Committee on Committees
Maude Hines, BoT Member • José Padín, IFS Rep. (to Dec.) • Candyce Reynolds, IFS Rep. (from Jan.)

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

All Others (8)

<i>Baccar, Cindy</i>	REG	2020
Blekic, Mirela	ACS	2019
*Burgess, David	OIRP	2018
<i>Faaleava, Toetu</i>	OAA	2020
Kennedy, Karen	ACS	2018
†O'Banion, Liane	TLC	2019
<i>Singleton, Felita</i>	OSA	2020
Walsh, Michael	HOU	2019

CLAS – Arts and Letters (6)

Brown, Kimberley	LIN	2019
<i>Dolidon, Annabelle</i>	WLL	2020
†Epplin, Craig	WLL	2018
Jaén Portillo, Isabel	WLL	2018
Reese, Susan	ENG	2019
<i>Watanabe, Suwako</i>	WLL	2020

CLAS – Sciences (8)

Cruzan, Mitchell	BIO	2019
†de Rivera, Catherine	ESM	2018
†Flight, Andrew	MTH	2018
<i>George, Linda</i>	ESM	2020
Mitchell, Drake	PHY	2019
<i>Palmiter, Jeanette</i>	MTH	2020
Podrabsky, Jason	BIO	2019
Webb, Rachel	MTH	2018

CLAS – Social Sciences (7)

Chang, Heejun	GGR	2018
<i>Craven, Sri</i>	WGSS	2020
<i>Hsu, Chia Yin</i>	HST	2020
<i>Liebman, Robert</i>	SOC	2020
Lockett, Thomas	HST	2019
*Robson, Laura	HST	2018
†Schechter, Patricia	HST	2019

College of the Arts (4)

*de la Cruz	COTA	2018
Fiorillo, Marie	COTA	2019
<i>Griffin, Corey</i>	ARC	2020
<i>James, Meredith</i>	ART	2020

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 22 May 2017

College of Urban and Public Affairs (6)

<i>Chaillé, Peter</i>	PAD	2020
Harris, G.L.A.	PAD	2018
<i>Martin, Sheila</i>	IMS	2020
* <i>Mitra, Arnab</i>	ECN	2018
Nishishiba, Masami	PAD	2019
Smallman, Shawn	IGS	2019

Graduate School of Education (4)

Farahmandpur, Ramin	ELP	2018
<i>Reynolds, Candyce</i>	ELP	2020
<i>Thieman, Gayle</i>	CI	2020
Yeigh, Maika	CI	2019

Library (1)

† <i>Emery, Jill</i>	LIB	2017
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Maseeh College of Eng. & Comp. Science (5)

<i>Karavanic, Karen</i>	CMP	2020
Monsere, Christopher	CEE	2018
Recktenwald, Gerald	MME	2019
Siderius, Martin	ECE	2019
†Tretheway, Derek	MME	2018

Other Instructional (4)

Carpenter, Rowanna	UNST	2019
*Fernandez, Oscar	UNST	2018
<i>Lindsay, Susan</i>	IELP	2020
* _____		2018

School of Business Administration (4)

Dimond, Michael	SBA	2020
*Hansen, David	SBA	2018
* <i>Mathwick, Charla</i>	SBA	2019
†Sorensen, Tichelle	SBA	2019

School of Public Health (2)

*Gelmon, Sherril	HMP	2018
†Messer, Lynne	CH	2019

School of Social Work (5)

<i>Bryson, Stephanie</i>	SSW	2020
*Constable, Kate (for Talbott)	SSW	2018
<i>Cunningham, Miranda</i>	SSW	2020
* <i>Martinez Thompson, Michele</i>	SSW	2019
Winters, Katie	RRI	2018

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 1 May 2017

Presiding Officer: Brad Hansen

Secretary: Richard Beyler

Members Present:

Arellano, Babcock, Blekic, Bluffstone, Bowman, Bratiotis, Burgess, Carpenter, Chang, Childs, Clark, Constable, Cruzan, de la Cruz, de Rivera, Donlan, Epplin, Farahmandpur, Fiorillo, Flight, Gamburd, Gelmon, Greco, B. Hansen, D. Hansen, Harmon, Harris, Kennedy, Luckett, MacCormack, Maier, Mitchell, Monsere, Nishishiba, O'Banion, Raffo, S. Reese, Riedlinger, Robson, Schechter, Schrock, Schuler, Siderius, Smallman, Sorensen, Taylor, Thieman, Tretheway, Walsh, Webb, Winters, Yeigh, Yesilada

Alternates Present:

Todd Cherner for De La Vega, Suwako Watanabe for Jaén Portillo, Raul Cal for Recktenwald, Mark Woods for Stedman

Members Absent:

Brown, Camacho, Fernandez, Messer, Podrabsky, Ruedas, Shin

Ex-officio Members Present:

Allen, Baccar, Beyler, Black, Chabon, Everett, Fraire, Hines, Lafferriere, Marrongelle, Marshall, Moody, D. Reese, Sanders, Wiewel, Woods (also as alternate)

A. ROLL

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

B. APPROVAL OF THE MINUTES

There having been no other objections prior to the end of roll call, the **3 April 2017 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements by Presiding Officer**

B. HANSEN announced that revised post-tenure review guidelines were available, and will be voted on next month. Copies were distributed and [posted to the Senate website](#).

The Task Force to Explore Tenure for Teaching-Intensive Faculty will be holding open forums on May 9th and 10th.

He reviewed the status of various University policies under development. The latest version of the copyright policy is near completion and will be posted for comments. The University Policy Committee has also been looking at electronic information accessibility, an ongoing response to be in compliance with requirements of government and good citizenship. Outward-facing websites need to be accessible to persons with various kinds of hearing or vision impairment. The export control policy is in a final draft. This affects scholars who are traveling and may have confidential or sensitive information, or international scholars who may work on or come into contact with

projects that involve such information. A policy on pregnancy and post-partum accommodations is under consideration. So too is a policy on public assemblies and demonstrations. The Board of Trustees has been developing a policy on delegation of authority between the Board, the (new) president and other administrators, and faculty.

B. HANSEN said that the issue of ex-officio representation for part-time faculty was still under consideration. The questions raised at a previous meeting had not all been answered, but Senate would probably be revisiting this question in the near future.

B. HANSEN stated that further repercussions from the previous data breach had come to light. It was evidently “spearfishing” or targeted attempt to get information. Several employees had received letters from the IRS requesting identity verification and, consequently, delays in receiving tax refunds. D. HANSEN asked if there had been discussion of mitigation for those affected, such as identity theft monitoring. B. HANSEN said that he believed the Advisory Council and AAUP were discussing the issue. It was a fair question to ask.

Nominations for Presiding Officer and Steering Committee (to be voted on at June meeting) may be sent to the Secretary.

HANSEN noted that the Academic Quality Committee, which grew out of the previous task force of that name, doesn’t obviate the need for a task force, something that had been negotiated with AAUP. Discussions about reviving the task force are proceeding.

3. Announcements by Secretary

BEYLER announced that the ballot survey for faculty elections had been distributed. It was a week late because there had been insufficient candidates in several divisions, requiring extra effort to recruit candidates. This was the second year in a row that this had happened. It raised the question whether some change to the opt-in and election process might be advisable.

The Provost, who was not able to be at the meeting, wanted to announce the upcoming OAA Budget Forum on June 8th, at 1:00 in Smith 296.

BEYLER reminded senators to state their name when making motions or otherwise speaking in discussions.

D. UNFINISHED BUSINESS

1. Constitutional amendment: Budget Committee charge

B. HANSEN re-introduced the constitutional amendment, which had been previewed in April. It formalizes the process, which Budget Committee had already been using, of having members serve as liaisons to the various academic units.

TAYLOR/THIEMAN **moved** the constitutional amendment as given in **May Packet Attachment D.1**. The constitutional amendment was **approved** by the necessary two-thirds majority (50 yes, 1 no, 2 abstain, recorded by clicker).

2. Guidelines for review of non-tenure-track faculty for continuous appointment

B. HANSEN introduced the proposed revision of the University’s Promotion & Tenure [P&T] Guidelines pertaining to the review of non-tenure-track [NTT] faculty for continuous appointment. A number of changes in the P&T document were necessary,

rather than simply adding text. **May Packet Attachment D.2** contained (only) those portions of the P&T document which are undergoing modification.

THIEMAN/GRECO **moved** approval of the guidelines specified in **Attachment D.2**.

MAIER asked about a sentence in section V.C which had been struck: “Instructional faculty under a fixed-term contract are not eligible for consideration for continuous employment.” This seemed to him to be a correct statement, since a probationary and not a fixed-term appointment was now a prerequisite for consideration for continuous appointment. GRECO believed this was addressed in section IV.C: a process was required to move someone from a fixed-term to a probationary appointment. B. HANSEN interpreted this section to mean that move from fixed-term to probationary appointment would constitute a new appointment. A question was asked about fixed-term research faculty. CHABON stated that research faculty have ongoing appointments, which is a different category. HANSEN observed a disconnect in criteria for advancement, e.g., requiring research that was not necessarily part of the original job description. THIEMAN held that the criteria for promotion, such as for a professor of practice, would be spelled out in the job description. MACCORMACK said that this applied only in certain units, and that the bulk of people with non-tenure-track status were not professors of practice. BOWMAN suggested that this issue could be addressed in departmental guidelines. B. HANSEN: what if there is an overarching University mandate? D. HANSEN said that it appeared that once someone in NTT status was maxed out in rank, as a senior instructor II, there was no provision comparable to post-tenure review for a salary increase. B. HANSEN: yes, this was the concern. He did not believe that the issue could be addressed now, however.

The **motion was approved** (46 yes, 1 no, 5 abstain, recorded by clicker).

E. NEW BUSINESS

1. Curricular proposals

The new courses, changes to courses, and changes to programs listed in **May Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no objection before the end of Roll Call.

2. Undergraduate Certificate in Career & Community Studies (UCC)

SANDERS, chair of UCC, presented the proposal [summary in **May Agenda Attachment E.2**; full proposal in the Curriculum Tracker]. It is a four-year, transcribed undergraduate certificate for persons with intellectual disabilities. This is new population of students, not previously able to attend PSU. The purpose is to provide post-secondary intellectual training, greater self-determination, improved economic opportunity, and fuller integration with society. The program has been piloted with a sizeable grant, about \$3.5 million. There are currently six students enrolled in the program, and it is expected that there will be around seven or eight added each year—thus about twenty altogether when the program is in full swing.

HARMON/S. REESE **moved** the proposal [as given in **E.2** and the Curriculum Tracker].

RAFFO asked about costs. Are additional services entailed? What happens after the grant money runs out? SANDERS said that financial aid will follow these students from high school into college; there will also be differential tuition. He recognized Ann

FULLERTON (GSE), one of the authors of the proposal, for further response. FULLERTON indicated that the public schools and the Department of Vocational Rehabilitation were strong supporters. Programs such as this are receiving funding from public agencies, and that support, alongside differential tuition, is how the program would be sustainable. RAFFO: is there an extra cost to the University? FULLERTON said it would be covered by differential tuition and support from community partners. B. HANSEN suggested that a new provision of this program would be allowing financial aid for auditors. FULLERTON: yes, this was being proposed to the federal government.

D. HANSEN had not heard before that there were already students in this program. SANDERS: yes, it had been piloted. D. HANSEN asked for the specific differential rate. FULLERTON: 45 percent. D. HANSEN: how would this be funded? FULLERTON said that students 18 to 21 years old would receive support from their school district; Vocational Rehabilitation was also currently helping to pay tuition. Many families of students have also been interested because of the opportunity it presents; moreover, there is a 3:1 federal matching program for payments for tuition from students' earnings. Currently the tuition is about \$5500 per year, with students taking one class with other students and an independent seminar. The classes are usually audited; instructors must give their approval. A learning specialist works with students and faculty to determine the appropriate level of participation in the course.

O'BANION sought clarification of where the advising, coaching, etc. would be located. FULLERTON envisioned the learning specialist as a 1.0 FTE position. Currently it is part of the grant; it would need to continue after the grant. The Disability Resource Center is also a partner in providing technology systems, and this is included in the budget projection. Academic coaching is provided by other PSU students who are interested in education, etc., through internships. Currently these are master's students in GSE, doing it as part of their teacher education program; students in Speech & Hearing Sciences are also interested.

KENNEDY said the program seemed very innovative. Her concern was what would happen with the twenty to thirty students in program when the grant ran out. We're now experiencing budget cut after budget cut: would this program be vulnerable? What is the University committing itself to? Will we leave the students hanging? FULLERTON suggested that if a program is not sustainable it would be closed. This had happened with two programs in GSE recently: current students are brought through, but new students not admitted. GSE is working very hard to sustain community partnerships for this program. Academic units have to be fiscally responsible.

SANDERS noted that currently the students are co-enrolled in public schools and PSU. LUCKETT asked which academic unit will have primary responsibility. If co-enrollment is a feature, what's the relationship to the Challenge program? SANDERS: GSE has primarily responsibility. Challenge is not involved, as it serves a different population.

BACCAR noted a seeming contradiction between university admission and its being a pre-baccalaureate certificate. SANDERS: it was a special admission to this program. BACCAR: thus not a regular university admission? SANDERS: it's a different set of criteria, but it will result in a transcribed certificate. B. HANSEN pointed out the sentence on p. 2 of the proposal calling for university admission. MAIER said the point is that a pre-baccalaureate can be awarded prior to graduation. BACCAR pointed out

that previously Senate had approved the option of certificates that did not require University admission. SANDERS agreed the language needed clarification.

[Note by Secretary: SANDERS pointed out after the meeting that the complete proposal specifies distinct program admission requirements; the language about university admission is only in the summary. The complete proposal supersedes the summary.]

BACCAR asked whether the required 75 credits could these all be audits. SANDERS: potentially, yes. The expectation was that most of the courses would be audited. O'BANION observed that the terminology could have an impact on financial aid.

B. HANSEN had been asked about the legal exposure in the event we were unable to continue the program at the end of the grant. Hopefully there will be alternative sources of support. SANDERS said there are about two hundred such programs around the country. Most did not receive major grant support; PSU is part of a cohort that did. One thing that UCC considered was that this kind of opportunity is likely to become law in the near future. HANSEN asked if the proposers had looked at these other programs, such as IUPUI and Arizona. FULLERTON: most have stayed quite small, around forty students. A goal at PSU is to help other Oregon schools develop similar programs. She noted that a requirement is that the students be working while they are attending school: moving towards paid employment and independent life.

FIORILLO asked where the internships, independent study, vocational training are coming from? We don't necessarily offer these courses. It was answered: the vocational aspect comes primarily in the work outside PSU. The students are interested here in the academic content, but at their appropriate level. It's not anticipated that there will be distinct vocational courses. A question was asked about students from schools other than Portland Public Schools. FULLERTON clarified that the program would also accept students older than 21, who would not be coming from public schools. The current agreement was with PPS, but there was interest in expanding to other districts.

TAYLOR believed that FULLERTON brought much relevant experience to this proposal, and that it was carefully written. The one clarification that was needed, he felt, was about the issue of university admission.

D. HANSEN observed that course auditing is subject to availability. SANDERS said this is true for senior auditors, but regular auditors must register on-line. BACCAR clarified: permission of the instructor is still required.

B. HANSEN at this point **suspended the discussion** in order to provide ample time for the President's report.

[Change in agenda order]

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President's Report

WIEWEL said that while he did not usually comment on discussions such as the preceding, he thought the questions were important and appropriate. Having met one of the students and one instructor in the pilot program he could not help being impressed with the initiative to make a difference for people who had faced challenges.

He observed that this was his next-to-last report to Senate. If all went according to plan, there would be an announcement on May 15th about the new president.

WIEWEL said that spring enrollments were down about 1.6%, consistent with the recent pattern. Fall numbers for new admissions seemed to be developing positively, however.

WIEWEL discussed the proposed tuition increase voted by the Board of Trustees of 9% for in-state undergraduates, with lower percentages but higher net amounts for other categories. The Governor had written an open letter urging HECC [Higher Education Coordinating Committee] to give very close scrutiny to increases; this meant that the University was being asked many questions. The projected gap of \$20 million was being covered by \$11 million in tuition increases and \$9 million in budget cuts. If HECC turns down the tuition increase or reduces it to 5%, that would mean correspondingly higher budget cuts. It would hurt low-income students because it would hinder tuition discounting. There would be larger sections, fewer advisors, etc. PSU was making its case loud and clear. The state universities were collectively asking for an additional \$100 million in funding, and had pledged to lower the tuition increases if it were forthcoming. He thought it unlikely to be approved in the regular legislative session, but might be possible in a special session.

WIEWEL noted passage of House Bill 2864, which requires cultural competency training. PSU was already doing the things the bill called for, but nevertheless had expressed unhappiness with what appeared to be micromanagement.

The results of the comprehensive sexual misconduct survey had been released, as required under Title IX. WIEWEL stated that any result is bad, in that any such incident is bad; however, it is a silver lining that the reported rate of sexual harassment or violence at PSU (13%) is lower than the national average (around 21%). This is possibly due to the fact that we have fewer students living on campus, and that a higher proportion of our students are older. Over half of students who reported harassment or violence said that the perpetrator was not a PSU student or employee. Rates are lower for undergraduate men; they are higher for trans and non-gender-binary students. Any number is too high, so the University is working to increase awareness of available services and sponsor workshops on intervention and consent. Students are required to complete on-line awareness training. We have added confidential advocates, and have a sexual assault detective.

Plans for the new education and public health building, located at 4th and Montgomery, have been announced. It will be an 8-10 story building. PCC will have pre-dental programs, including a community dental clinic; the City of Portland will have one or more bureaus there; the joint OHSU-PSU School of Public Health will be located there, as well as the Graduate School of Education. Partnerships brought matching funds.

WIEWEL had been traveling extensively. In March he was in India—interesting timing given recent events. This trip had resulted in some wide publicity, including an article in the *New York Times*. Since then, the acceptance rate among Indian applicants to PSU had gone up, so that even though the number of applications had declined the overall enrollment was remaining steady. More recently he had been in Japan to develop research partnerships, and also (as part of a group of about 50 observers from Portland) to look at the area hit by the tsunami a few years ago. This conveyed to him the need to

develop earthquake preparedness management and techniques; with adequate time and effort, real safety improvements can be made. There is much to be learned there.

MAIER asked if the legislature had approved bonding for the new building. WIEWEL: not yet, but he is optimistic. The number one priority (as always) is deferred maintenance; this project comes next. With support from PCC, City of Portland, and OHSU beside PSU, it seemed to him unlikely that it would not receive approval.

[Reverting to discussion of E.2]

E. New Business – *continued*

2. Undergraduate Certificate in Career & Community Studies – *continued*

GRECO, referring to p. 4 of the proposal, asked about the role of DRC [Disability Resource Center]. What work has been done to partner with DRC while meeting the needs of all of our students? B. HANSEN recognized Jen DUGGER, Director of DRC. She stated that her office currently serves about 1570 students with some level of support. Students in this program are receiving similar support in accommodations, technology, etc.; however, more effort is probably needed because regular students generally receive more information in the classroom. Probably students will need less support as they move through the program. FULLERTON indicated that DRC's contribution was included in the budget estimate.

BEYLER clarified that properly speaking the vote was on the proposal as it appeared in the Curriculum Tracker; the **Agenda Attachment E.2** was a summary. The **proposal was approved** (32 yes, 8 no, 5 abstain, recorded by clicker).

F. QUESTIONS TO ADMINISTRATORS & COMMUNICATIONS FROM THE FLOOR

None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

[The President's report was moved above. There was no Provost's report in May. Committee reports G.2-G.8 were accepted as given in **attachments to the May Agenda** as part of the **consent agenda**. B. HANSEN gave brief overviews. Additionally for G.8 there was an oral presentation.]

B. HANSEN noted in the Honors Council report the considerable growth in the size of the Honors College. Along with the search for a new director, this meant much activity there. The increase in the number of theses had resulted in some strains which perhaps merited attention. The Department of Criminology and Criminal Justice had decided to withdraw from honors thesis advising.

B. HANSEN had asked for an update from the Intercollegiate Athletics Board about the status of the effort to make the football program self-supporting.

- 2. Annual Report of General Student Affairs Committee**
- 3. Annual Report of Honors Council**
- 4. Annual Report of Intercollegiate Athletics Board**
- 5. Annual Report of Library Committee**
- 6. Annual Report of Scholastic Standards Committee**
- 7. Annual Report of University Studies Council**

8. Annual Report of University Writing Council

B. HANSEN called attention to the UWC report and the appended action plan. He recognized Elizabeth PICKARD (LIB) of the Council, who gave an overview. Around 2014, a group of writing program administrators reported on writing instruction at PSU. At about the same time, UWC became a standing Senate committee, and was charged with making specific recommendations. The Council can make recommendations, but doesn't have funding or agency to enforce changes. The UWC's concept is cross-curricular. They recommend the hiring of a director of writing across the curriculum, outside of the English Department. Writing would be supported within each discipline in ways appropriate to the curriculum, as well as from a centralized location not reporting to any one department. UWC also favored the return of writing-intensive courses [WIC], supported by graduate students. The reasons for the director of writing not being housed in any one department included considerations of budgeting and accountability.

The question was asked: if it's not housed in a given department, where is it housed? PICKARD: in effect it would be something like a separate department; the reporting hierarchy was yet to be determined.

CLARK maintained that the entire University was a stakeholder in writing. It was not solely the responsibility of one department. Logistics were a soluble problem. He believed it was crucial to get this action plan underway.

GRECO asked for reiteration: when was the initial study and recommendations?

PICKARD: 2014. GRECO: what have we done to implement them? PICKARD:

UWC charge was to make specific recommendations. In 2015, UWC met with the Dean of CLAS. The following year, they were asked to create an action plan. It is was submitted last spring (2016). GRECO: so recommendations have been made, but not acted upon. PICKARD: not yet. They have been honed.

MARRONGELLE stated that the issue is that there is no one who "owns" [writing across the curriculum]. When the recommendations were first brought to her, she did not think it was the sole responsibility of CLAS. As CLARK had indicated, it was a campus-wide responsibility; however, it was difficult to find someone to take ownership. It was therefore disappointing that more not been more done. Because writing was currently decentralized, it was difficult to assign responsibility for the action items. UWC has done an excellent job identifying forward steps, but faces a challenge due to decentralization.

KENNEDY thanked UWC for their work. She had had numerous advising meetings that revolving around getting writing help. In particular, many of our students came from households where English was not the first language, and thus faced special difficulties. Students were leaving PSU with good GPAs, but having hit a ceiling on writing. This would impact them in careers and over the rest of their lives. PICKARD, responding, noted that PSU was unusual as a four-year university that did not have an admissions requirement of academic writing. Not all models from other universities were a good fit for PSU. Students in a 400-level course at PSU are often at very different places in their writing ability.

BLACK asked if responsibility for teaching writing goes across the curriculum, what kinds of support, training, etc., are there for faculty (not necessarily versed in writing pedagogy) who are incorporating writing into their courses? PICKARD noted that one

recommendation was to bring back WIC, which would provide students with background in writing [as teaching assistants].

LUCKETT observed that the elimination of WIC under a previous dean had resulted from playing a game of chicken with the budget. If done properly, writing across the curriculum would actually save money, i.e., hiring graduate assistants, etc., to work in various courses rather than putting the instructional burden on one department.

EPPLIN: if no one owns [writing], what does UWC recommend about this? PICKARD: they envisioned an entity outside of any particular department.

CLARK said shared administrative structures could be designed to speak to all constituents' interests. Writing had come up multiple times in Senate; there is unanimity that it is important; yet little is done.

D. HANSEN: who would the director of writing across the curriculum report to? Recognizing Dan DEWEESE (Director of Writing Center, UWC member): this has not been determined. The committee is looking for buy-in. D. HANSEN: most university-wide programs have been brought under OAA. Why should this not be different?

HINES suggested that the terms buy-in or ownership could also be understood literally. What had UWC discussed about budgeting? PICKARD: in addition to the financial question, there is the one of accountability. DEWEESE said that UWC had not discussed specific numbers. MARRONGELLE said that the discussion is moving towards a specific "ask" during the next budget cycle. RAFFO: is there any revenue to offset costs? MARRONGELLE: yes, but it may not be new revenues but rather reinvestments.

BACCAR: have you looked at models at other universities? PICKARD: yes; PSU's situation seems to be rather distinctive.

B. HANSEN advocated UWC's making a specific proposal to Faculty Senate.

GAMBURD believed that a lack of serious, concerted action on writing would hit our reputation, and may have already done so. When graduates in the community cannot write correctly and with proficiency, it is a problem. Faculty Senate created UWC to highlight this issue. She thanked them for their hard work.

9. Report from Interinstitutional Faculty Senate

CLARK sketched two recent topics at IFS. One was Senate Bill 207, which mandated credit for AP scores of 3; this generated concern among IFS members who perceived it as an intrusion in to academic self-governance. Another topic was House Bill 2998, dealing with transfer policies from community colleges to universities. Again, many IFS members and their home institutions saw this as an intrusion into self-governance.

CLARK mentioned also: a review of IFS bylaws to remove inconsistencies, etc., which will eventually be presented to the Faculty Senate; a planned update to the IFS website; and ideas to improve communication with various stakeholders in Salem and elsewhere.

H. ADJOURNMENT

The meeting was **adjourned** at 4:58 p.m.

Attachment C.1

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



To: Provost Sona Andrews
From: Portland State University Faculty Senate
Brad Hansen, Presiding Officer
Date: 7 May 2017
Re: Notice of Senate Actions

On **1 May 2017 the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses, changes to courses, and changes to programs given in Attachment E.1 to the May 2017 Senate Packet.

5-8-17—OAA concurs with the recommendation and approves these new courses, changes to courses, and changes to programs.

In addition, the **Faculty Senate approved:**

- A constitutional amendment modifying the charge of the Budget Committee to include liaison with colleges/schools.

5-8-17—OAA concurs with the recommendation and approves the amendment to the Constitution.

- Guidelines for review of non-tenure-track faculty for continuous appointment, as found in Attachment D.2 to the May 2017 Senate Packet.

5-8-17—OAA concurs with the recommendation and approves the guidelines.

- An Undergraduate Certificate in Career & Community Studies.

5-8-17—OAA concurs with the recommendation and approves the certificate.

Best regards,

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

Brad Hansen
Presiding Officer

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

Richard H. Beyler
Secretary to the Faculty

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

Sona Andrews
Provost and Vice President for Academic Affairs

**Memorandum of Understanding between
Portland State University (University) and
The Portland State Chapter of the
American Association of University Professors (Association)
August 20, 2015 (ratified by AAUP Membership 9/4/2015)**

**Revision to the Portland State University Promotion and Tenure Guidelines to incorporate the
Portland State University Post Tenure Review Guidelines**

Recital:

The Portland State University Faculty Senate adopted the Portland State University Post tenure Review Guidelines as part of the University Promotion and Tenure Guidelines on April 6, 2015.

Agreement

- I. In accordance with Article 14 Section 3 of the PSU/PSU-AAUP Collective Bargaining Agreement between the parties, the University Promotion and Tenure Guidelines shall be modified by the addition of language attached. The parties agree to collaborate on the proper placement of the Post Tenure Review Procedure in the document.

- II. Pursuant to Article III of the Post-Tenure Review Procedures, the base salary of each tenured faculty member in the first quintile whose post-tenure review finds he/she meets standards in AY 2015-2016 will be increased by \$ 4396.00 effective September 16, 2015. The base salary of tenured faculty members in the second quintile whose post-tenure review finds he/she meet standards in AY 2015-2016 will be increased by \$ 4396.00 effective September 16, 2016. Each tenured faculty member whose post-tenure review finds he/she meets standards in each of the subsequent three quintiles will be awarded a base salary increase equal to the increase provided in AY 2015-16 plus a CPI adjustment. The assignment to quintiles shall be based upon the faculty member's "PTR Date," in reverse order with the earliest PTR dates in the first quintile.

The faculty member's "PTR Date" shall be determined as the most recent of tenure or promotion dates, and the ordering of the "PTR Dates" shall be from earliest to latest. To determine distribution between quintiles, faculty members with the same "PTR Date" will be ordered by tenure date from earliest to latest, and if necessary, further ordered by rank from highest to lowest. In cases where there is a tie after the three sort criteria are applied, the group of faculty with the same criteria will be moved to the higher quintile in the construction of the first PTR list, and in subsequent years when the list is re-ordered as a result of retirements, terminations, and opting out.

- III. The parties further agree that the timelines for the commencement of the Post Tenure Review Process in 2015 shall adhere the following timeline in place of Section IV of the agreement. After AY 2015-2016 Article IV shall apply.

2015

June 1: Procedures pass Faculty Senate and approved by AAUP and Provost.

- July 24:** The Provost's Office sends list of eligible faculty to deans and provides link to the approved guidelines: (<http://www.pdx.edu/academic-affairs/promotion-and-tenure-information>).
- August 7:** Deans verify list of eligible faculty in all quintiles and return verified list to the Provost Office.
- August 18:** The Provost's Office assigns faculty to quintiles 1 & 2 per PTR MOU requirements and sends list to AAUP for final review.
- August 19:** The Provost's Office will notify eligible faculty in Q1 & Q2 via email and questionnaire.
- August 24:** Deadline for faculty to complete questionnaire provided by the Provost's office.
- August 26:** The Provost's Office will follow up with faculty who have not responded to questionnaire by phone call or certified mail.
- August 28:** Deans will be notified of the results of the questionnaire.
- August 31:** Faculty members submit their formal requests to defer or opt out to their dean's office.
- September 2:** Deans send notification to faculty with copy to the Provost's Office of decisions to accept/deny requests for deferrals or opt-outs.
- September 4:** The Provost's Office notifies deans of any eligible faculty added to the first two quintiles based on number of approved deferrals or opt-outs.
- September 8:** Deans verify list of added eligible faculty and return verified list to the Provost's Office.
- September 10:** Provost's Office will notify additional eligible faculty via e-mail and questionnaire.
- September 14:** Deadline for additional faculty to request deferral or opt-out on questionnaire provided by the Provost's Office.
- September 16:** Deans email notification to faculty and copy the Provost's Office of decisions to accept/deny requests for deferrals or opt outs from additional faculty.
- September 21:** Provost's Office compiles final list of eligible faculty and submits to HR with copy to deans.
- September 22:** Provost's Office and AAUP create training modules, FAQs and departmental PTR procedures template.
- September 23:** Provost's Office sends email reminders to eligible faculty and copies their supervisors.
- September 25:** OAA and AAUP hold joint information sessions.
- October 30:** Departments develop written procedures for PTR to be included in their P&T Guidelines.

November 16: Departments approve procedures per their departmental approval process and submit to deans.

December 7: Deans approve new department PTR procedures and submit to the Provost's Office.

2016

January 8: Provost's Office approves all departmental PTR procedures.

January 15: Department committees formed per guidelines.

January 15: Faculty dossiers due (1st and 2nd quintiles).

March 1: Committees complete reviews and submit report to the chairs.

March 15: Chair completes review and submits report to Dean.

March 30: Faculty member receives chair and committee reports (Assuming "meets standards" on both).

April 15: Dean completes review and submits report to chair, committee and faculty member (Assuming "meets standards").

- IV. This agreement is subject to ratification of the tenure related members of PSU-AAUP.
- V. This MOU will become an addendum to the parties' Collective Bargaining Agreement.
- VI. The parties shall convene a PTR Data committee, to meet as needed, to address issues associated with the assignment of faculty to quintiles, and the assignment of PTR Dates.

For the University:

Signature

Print Name

Date

For the Association:

Signature

Print Name

Date

PORTLAND STATE UNIVERSITY

PROCEDURES FOR POST-TENURE REVIEW AT PORTLAND STATE UNIVERSITY

- I. Preamble**
- II. Post-Tenure Review Guidelines and Eligibility**
- III. Funding of Post Tenure Review Salary Increases**
- IV. Post Tenure Review Cycle and Timelines**
- V. Departmental Authority and Responsibility**
- VI. Procedures for Post-Tenure Review**
- VII. Procedures for Post-Tenure Review of Department Chairs/Unit Heads and Program Directors**
- VIII. Roles and Procedures for Administrative Review**
- IX. Professional Development Plan**
- X. Assessment of the Post Tenure Review Process**

Adopted by Faculty Senate Spring 2015
Ratified by PSU-AAUP September 4, 2015
Revised per PTR Article X Spring 2017

I. Preamble

By awarding tenure, Portland State University recognizes its obligation to invest in and support the lifelong careers of its faculty. The purpose of tenure is to support and maintain a vibrant and committed faculty who contribute, in their individual ways, to the mission of the university and the excellence of the institution. Post-tenure review is founded on the principle that a strong and healthy university is one that supports, recognizes, and rewards faculty members throughout their careers for their contributions to the institution's mission. Post-tenure review acknowledges and values both the continuing scholarly work of the faculty directed towards research, teaching and outreach, and the many dimensions of service that are often a significant part of the career of tenured faculty members.

The faculty narrative is defined as a document that

- clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, and service;
- describes an individual's accomplished and proposed contributions to the above areas;
- articulates the manner in which the individual's activities relate to the departmental needs, mission, and programmatic goals and changes in the department over time.

As tenured faculty progress through their careers, their narratives will change to reflect varying proportions of time dedicated to research, teaching, advising, outreach, departmental, university, and professional service, administration, and academic leadership.

The post-tenure review process is fundamentally different from other reviews such as those for the award of tenure, for promotion in rank, and for the award of merit pay. Whereas reviews for tenure and promotion measure a candidate against the norms for his or her field via external review and merit pay implies a ranking of faculty within an institution, the goals of post-tenure review are

- to assure that individual faculty members work responsibly within their units to ensure that unit contributions are shouldered equitably. A key aspect of this process is collaboration in aligning each faculty member's career path with unit missions while upholding academic freedom and a faculty member's proper sphere of professional self-direction;
- to be a collegial, faculty-driven process that supports faculty development;
- to recognize and motivate faculty engagement.

Post-tenure review is not a re-evaluation of tenure.

The procedures for post-tenure review herein are a supplement to the PSU *Policies and Procedures for the Evaluation of Faculty for Promotion, Tenure and Merit Increases* 1996, revised and reapproved April 7, 2014.

II. Post-Tenure Review Guidelines and Eligibility

Tenured faculty members shall undergo post-tenure review every five years after the award of tenure. Successful reviews for promotions in rank of tenured faculty shall be considered as reviews in lieu of post-tenure review and shall re-commence the countdown to the next post-tenure review. In the event of an unsuccessful promotion review, there is no break in the timeline for post-tenure review.

All AAUP-represented tenured faculty members, tenured department chairs/unit heads, and program directors shall undergo post-tenure review. The reviews shall commence in the AY 2015-2016, as delineated herein.

In the event of changes in Article 30 Section 6b (Post-Tenure Review Salary Increases) of the University/AAUP CBA, the Faculty Senate shall reopen this document to make adjustments that maintain an appropriate balance between workload and incentives.

OAA shall be responsible for creating a list of tenured faculty who are eligible for post-tenure review with regard to the year of the last review, ordered by the date of last successful review for tenure or promotion.

A fifth of all eligible tenured faculty will be reviewed in each of the first five years, ordered by the date of last successful review for tenure or promotion. Post-tenure reviews done prior to the approval of these guidelines will not be considered in judging eligibility.

Tenured faculty who provide a letter to the Dean, with a copy to HR stating they will retire within 2 years shall be allowed to opt out of post-tenure review. In these cases, an equal number of faculty will be moved from the immediately following quintile into that quintile during the first five-year cycle of reviews. If the faculty member subsequently rescinds their plan to retire, their post tenure review will occur with the next available quintile.

With written agreement from the Dean, faculty are allowed to defer post-tenure review if review for promotion occurs within the same year, or for sabbatical, personal circumstances, such as illness, injury, pregnancy, adoption, or eldercare, and when returning from special assignments on- or off-campus, such as field research or professional or administrative positions. Faculty may not apply for post tenure review and promotion in the same academic year. As faculty in a quintile are deferred, an equal number of faculty will be moved from the immediately following quintile into that quintile during the first five year cycle of reviews.

III. Funding Of Post Tenure Review Salary Increases

The pool for Post-Tenure Review Salary increases (currently equal to 4% of salaries of reviewed faculty per Article 30, Section 6 of AAUP-PSU CBA 2013- 2015) shall be divided into equal increments, per the number of faculty under review in a year. A faculty member whose post-tenure review finds that s/he meets standards shall receive a post-tenure salary increase equal to this increment. The increase will be added permanently to the faculty member's base salary, effective at the beginning of the subsequent academic year.

Notwithstanding the above, the first two quintiles of tenured faculty shall be reviewed during the initial post tenure review period of 2015-16. The first cohort shall have their salary increase retroactive to September 16, 2015. The second cohort shall have their salary increase effective September 16, 2016.

IV. Post Tenure Review Cycle and Timelines (effective ~~XXX~~)

Task	Due Date	
OAA creates list of eligible faculty and provides to Deans and Chairs	May 1	
Eligible faculty notified	No later than June 1 <u>May 15</u> prior to the year of eligibility	
Faculty requests deferment/ <u>optsout</u>	June 15 <u>1</u> prior to the year of eligibility	
Department Committee formed	Per Dept. P & T guidelines	
Faculty submits dossier		1st Friday in October
Committee completes review of eligible faculty and submits report		End of October
Chair completes reviews of eligible faculty and submits report	Within 10 business days from receipt of committee report	Mid November
Faculty member receives chair's letter and committee report	Within 10 business days of the transmittal of the committee's report	Mid November
Faculty member requests reconsideration	Within 10 <u>5</u> business days of receipt of recommendation	Late <u>Third week in</u> November
Faculty member submits supporting materials to committee and/or chair	Within 20 business days of request for reconsideration	Mid <u>Second week of</u> December
Committee and/or chair responds to reconsideration request and forward all materials to the Dean.		Second week of January
Dean completes reviews of eligible faculty and submits report	Within 20 business days of the receipt of the committee and chair reports	Fourth week of January
Department chair, chair of the committee or faculty member requests reconsideration conference	Within 10 <u>5</u> business days of receipt of Dean's letter	Mid <u>First week of</u> February
Faculty member submits supporting materials to committee and/or chair	Within 10 business days of request for reconsideration	Late <u>Third week of</u> February
Dean completes review, issues report and submits to provost.		Mid <u>First week of</u> March

Faculty member requests reconsideration conference with the Provost	Within 10 <u>5</u> business days of the receipt of the Provost letter	Early April <u>Second week of March</u>
Faculty member submits supporting materials to the Provost Faculty member requests meeting with provost (optional)	Within business 20 days of receiving Provost letter	Early May <u>Second week of April</u>
Provost issues decision		Mid Fourth week of April
Post tenure review PDP developed and jointly agreed to by faculty member and chair	Within 30 business days after Provost's post tenure review decision is issued	Early June* <u>Fourth week of May</u>
If faculty member and chair cannot agree they will meet with the Dean	Within 14 business days	Second week of June *
Final PDP with Dean, Chair and faculty member developing PDP	June 15, year of review	<u>*June 15</u>
*May be extended if necessary and approval received.		

V. Departmental Authority and Responsibility

- A. The primary responsibility for assessing an individual faculty member's contributions rests with the faculty of the department or unit. Therefore, each department or unit shall establish procedures and criteria for post-tenure review that are consistent with the procedures and criteria of the PSU Procedures for Post-Tenure Review, which have priority. Guidelines must be ratified by a two-thirds vote of all tenure-line faculty in the department/unit.
- B. Approval of departmental/unit procedures and criteria by the Dean and Provost is required. If a Dean disapproves of departmental procedures and criteria, then he or she will submit both the proposed departmental procedures and criteria and his or her objections and recommendations to the Provost for resolution. The final version must be returned by the Provost to the department/unit and ratified by a two-thirds vote of all tenure-line faculty in the department/unit and approval by the Dean. If the procedures and criteria are not ratified by the tenure-line faculty the department/unit will return to the process in step A to develop modified procedures and criteria. Faculty members will not be eligible for review until procedures and criteria are in place.
- C. After approval by the Provost, the guidelines must be distributed to all members of the department/unit faculty and to the Dean. Department chairs shall distribute these guidelines to new tenure track faculty upon their arrival at Portland State University.
- D. In cases where a faculty member's appointment is equally divided between two or more departments or involves interdisciplinary research or teaching, ~~there shall be a written agreement~~ the faculty member and the department chairs shall agree in

writing as to which department is responsible for post-tenure review and how the other department(s) are to contribute to that review, and the faculty member is to be so informed. The Department Chair of the department responsible for the review shall write the agreement.

- E. In schools that do not have departments or colleges that do not have schools, the faculty in the academic discipline will establish post-tenure-review guidelines that: 1) describe the procedures and criteria to be used, 2) are consistent with the procedures and criteria set forth in the University's post-tenure review guidelines, which have priority, and 3) provide procedures to choose review committee members from academic disciplines closely aligned with the faculty's member's career interests. The proposed unit guidelines must be ratified by a two-thirds vote of all tenure-line faculty in the unit.

VI. Procedures for Post-Tenure Review of Tenured Faculty Members

A. Notification

1. OAA shall notify each tenured faculty member eligible for post-tenure review by June 1 of the academic year prior to the year of eligibility. Requests for deferral shall be made by June 15 of the year a faculty member is notified.
2. OAA shall forward the list of eligible faculty to the Dean and chair/head of the appropriate academic unit.

B. Dossier

1. The faculty member shall compile a dossier that includes
 - i. Current curriculum vitae.
 - ii. Narrative of work done since the last review (for tenure, promotion, or post-tenure) in relation to the faculty member's career path. If the career path changed significantly since the last review, the faculty member should explain how and why in the narrative. The narrative should succinctly describe the faculty member's activities that demonstrate continuing professional development and contributions to the life of the university and external communities which he or she has served during the review period. The narrative may also inform the review committee of the changes in work or life circumstances that occurred that have affected the faculty member's work during the review period. In addition, the narrative should speak to future plans.
 - iii. Any additional materials required by departmental/unit guidelines for post-tenure review. Documentation of teaching accomplishments in keeping with department/unit practice is expected.
 - iv. Any additional materials the faculty member wishes to submit that are part of the work that he or she feels are relevant for the review.

C. The Post-Tenure Review Committee

1. Composition

- i. In order to clearly distinguish the P&T Process from the Post Tenure Review Procedure, departments/units shall create a Post tenure Review Committee for each faculty member under review.
- ii. Departments/units shall specify in their guidelines that the committee shall be comprised of three people; one of whom will be selected from a list of three faculty members submitted by the faculty member under review; the other two will be selected as specified in department/unit guidelines, which shall be a clearly-articulated process for constituting committees that is collegial, equitable, and ~~formative-objective~~, and ensures that faculty under review have input into the selection process.
- iii. Committee members shall be selected among tenured faculty whose department, discipline, unit or work aligns with the faculty member's career trajectory. Faculty members from other departments may be utilized as necessary to fill post tenure review committees.

2. Committee Review Procedures and Criteria

- i. When the committee is constituted, its members shall select a chair and arrange a meeting with the faculty member.
- ii. The committee shall use the criteria below for their review, and any other criteria that have been approved for inclusion in department/unit guidelines:
 - a. Research, publications, and creative activities including artistic achievements (Research);
 - b. Teaching, mentoring, and curricular activities (Teaching);
 - c. Community Outreach (Outreach);
 - d. Service to the department/academic unit, school, university and profession/academic community (Service).
- iii. In its evaluation, the committee should be mindful of changing priorities and weights on research, teaching, outreach, and service that occur at different stages of an academic career. The committee will find the faculty member to have met university standards for post-tenure review if:
 - a. the faculty member adequately demonstrates ongoing activity in each of the four areas (above), *or* the faculty member adequately demonstrates to the committee how his or her activities are consistent with departmental/unit needs and priorities, and
 - b. the effort expended totals the effort expected of a full time (1.0 full time equivalent) faculty member or prorated commensurate to the faculty member's FTE assignment for those parts of the review period when the faculty member's assignment was less than full time.
- iv. Other factors from the faculty narrative to be considered when

determining whether the faculty member has met the standards include but are not limited to:

- a. the faculty member's teaching load relative to the customary teaching load and/or added preparation time required for new, different and/or non-lecture_forms of instruction or delivery.
 - b. time and support required to transition successfully to new areas of research, teaching, outreach, or service.
 - c. increased departmental service, research, and/or instruction loads as a consequence of department staffing issues, such as the ratio of tenured to non-tenured faculty, increasing enrollments, absences of other faculty members due to sabbaticals, personal circumstances, or released time, unfilled vacancies, administrative appointments, changes in instructional support, increasing class sizes and/or changes in the physical workspace in the department.
 - d. Personal circumstances such as maternity, paternity, adoption, injuries, illnesses, or other circumstances that have had an impact on the faculty member's work that did not result in a deferral.
 - e. Increased advising or mentoring duties due to departmental changes or to the role the faculty member plays in the campus community
3. The committee shall endeavor to reach consensus before writing its report to the chair. In its report, the committee shall explain its decision and provide evidence to support the decision. If the committee finds the faculty member's contributions meet the standards set forth for post-tenure review, it shall document this in their report. If the committee finds the faculty member's contributions do not meet standards, the report shall document the areas the committee finds do not meet the standards and provide evidence so that these areas shall be addressed in a Professional Development Plan.
 4. Should a unanimous decision not be reached, the committee report shall include the views of the majority and the minority.

D. Role of the Department Chair/designee

1. The department chair/designee must assure that the faculty member's post-tenure review committee has followed department/academic unit and university post-tenure review guidelines, has considered the faculty member's dossier, and that the committee's report is complete and uses the proper forms. In units that do not have departments, the department chair responsibilities shall be fulfilled by a person or persons specified in unit guidelines; potential *chair designees* may include program directors, area directors, or the faculty member's supervisor, ~~or post-tenure review committee chair.~~

2. The department chair/designee shall write a letter affirming or challenging the committee's decision and recommendation based on the criteria in departmental post-tenure review guidelines, and explain his or her reasons. If the chair finds the faculty member's contributions do not meet standards, the chair's letter shall document the areas he or she finds do not meet the standards and provide evidence so that these areas shall be addressed in a Professional Development Plan.
 3. The department chair's letter and the committee report must be sent to the faculty member within 10 working days of the transmittal of the committee's report.
 4. The faculty member must be given the opportunity to review his or her file, including the post-tenure committee report(s) and the department chair's letter, before it is forwarded to the Dean. The faculty member should indicate he or she has done so by signing the form in Appendix PT-1. If the faculty member disagrees with the recommendation, he or she may request reconsideration, as outlined in Section E.
 5. The department chair must discuss with the faculty member, when requested, the reasons for the recommendations by the post-tenure review committee and the department chair.
 6. The department chair must provide to the Dean a statement of assurance that all eligible faculty have been reviewed and submit to the Dean for each faculty member reviewed:
 - i. A completed recommendation form (Appendix PT-1) signed by members of the post-tenure review committee and the department chair or chair designee;
 - ii. The post-tenure review committee's report and the department chair's letter;
 - iii. If a reconsideration was requested, a copy of the faculty member's request, the materials submitted, and the reconsideration reviews done by the chair and/or committee.
- E. Procedures for Reconsideration of Recommendations by the Post-Tenure Committee and Department Chair
1. If a faculty member questions the post-tenure review committee's recommendation and/or the department chair's recommendation, he or she may call in writing for a reconsideration of the recommendations within 10 working days of receiving them.
 2. The reconsideration may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever additional material is pertinent. The supporting materials must be submitted to the post-tenure review committee and/or the department chair as appropriate within 20 working days of the request for reconsideration.
 3. If the reconsideration is requested for the committee's decision, the committee chair must report in writing to the faculty member the results of

the committee's reconsideration. The faculty member's materials will then be forwarded to the department chair for his or her review.

4. If reconsideration is requested of the chair's decision, the chair must report in writing to the faculty member the results of his or her reconsideration. The faculty member's materials will then be forwarded to the Dean for his or her consideration.
5. Should the committee and/or the department chair reverse their original decisions and find the faculty member's contributions to meet standards, they shall write a report of the new decision and attach it with the original report and the faculty member's submission, and forward all materials to the Dean.

VII. Procedures for Post-Tenure Review of Department Chairs/Unit Heads, and Program Directors

The procedure of evaluating department chairs/unit heads, and program directors will be the same as those for tenured faculty except that the role of the department chair shall be filled by the immediate supervisor of the individual under review provided the immediate supervisor is not the Dean. If the immediate supervisor of the individual under review is the Dean, the Dean must designate a person to fulfill the role of the immediate supervisor (e.g. an Associate Dean).

VIII. Roles and Procedures for Administrative Review

A. Role of Dean or Equivalent Administrator

1. The Dean shall provide to the Provost a statement of assurance that all eligible faculty have been reviewed.
2. The Dean shall review materials submitted by the faculty member and the report of the post-tenure review committee and the chair or chair designee with regard to the dossier submitted by the faculty member in order to write a letter affirming or challenging the recommendation of the committee and the chair.
3. If the Dean disagrees with the recommendation of the post-tenure committee and/or the chair, he or she must explain his or her decision and document which criteria in the department's post-tenure guidelines were not being met and provide evidence to support the decision.
4. The Dean's letter shall be delivered within 20 working days to the department chair, the post-tenure review committee chair, and the faculty member.
5. If the Dean finds that the faculty member's contributions do not meet standards, the department chair, chair of the committee, and/or the faculty member may request in writing a conference for reconsideration by the Dean within 10 working days of the receipt of the Dean's letter. The conference must be held before the Dean's recommendations are

forwarded to the Provost. After notifying the Dean that the faculty member requests reconsideration, the faculty member has 10 working days to provide additional materials to the Dean in support of the reconsideration.

6. If upon reconsideration, the Dean reverses his or her original decision and finds the faculty member's contributions meet standards, the Dean shall so report in writing and provide a copy of his or her letter to the department chair and faculty member. The Dean shall send the original letter and all materials to the Provost.
7. If the Dean finds that the faculty member has met standards when the post-tenure review committee's and the department chair's finding disagree, the Dean shall provide a copy of his or her letter to the department chair and faculty member. The Dean's letter to the Provost shall give his or her reasons.
8. The Dean's original recommendation, and Dean's recommendation after reconsideration, shall be included in the dossier. The Post Tenure Review dossier will be housed in the Dean's office.

B. Role of the Provost

1. The Provost shall review the materials only in those cases when a faculty member is found not to have met standards and requests reconsideration.
2. The Provost will review the decisions by the Dean, department chair or chair designee, and post-tenure review committee to ensure that they comply with university guidelines. If the Provost finds that the review does not comply with university guidelines, then he or she must give reasons for his or her decision, addressing evidence provided at earlier levels of review.
3. The Provost will review the decisions by the Dean, department chair or chair designee, and post-tenure review committee to determine if the faculty member meets or does not meet standards. If the Provost finds that the faculty member does not meet standards, then he or she must give reasons for his or her decision, addressing evidence provided at earlier levels of review.
4. The Provost shall notify each faculty member, the chair, and the Dean in writing of his or her final decision.
5. The faculty member may request in writing a conference for reconsideration by the Provost within 10 business days of the receipt of the Provost's letter and may add additional evidence to the file within 20 business days of receiving the Provost's letter. If requested, the Provost shall meet with the faculty member.
6. The Provost's decision after reconsideration shall be forwarded to the faculty member, the chair, and the Dean. The Provost's decisions shall be included in the PTR dossier housed in the Dean's office.

7. After receipt of the Provost's final decision, a step 3 grievance may be filed by or on behalf of the faculty member, as provided in the PSU-AAUP collective bargaining agreement, or through the non-contractual grievance process, as applicable, if the faculty member believes that there has been a violation, misinterpretation or improper application of these guidelines.
8. Should a faculty member be deemed not to meet the standards of the post-tenure review, he or she shall not be subject to sanctions pursuant to Article 27 of the PSU-AAUP CBA or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.

IX. The Professional Development Plan (PDP)

A. Purpose and Objective

1. A faculty member whose contributions have been determined to not meet standards shall develop a Professional Development Plan (PDP) with input from the department chair or chair designee. As per Article 16, Section 3 of the PSU-AAUP CBA, an unsatisfactory review shall not be the basis for just cause sanctions pursuant to Article 27, or unilateral changes in the faculty member's letter of offer or supplemental letter of offer.
2. The PDP can be up to three years in duration; a fourth year will be approved in exceptional circumstances. Upon request to the chair the PDP will be extended due to sabbatical or other approved leave.
3. The PDP shall contain goals, specific actions to be taken, expected results/benefits, timeline, and proposed budget that is consistent with the faculty member's career. The PDP shall only contain tasks that are substantially within the faculty member's control (e.g. the PDP could specify that the faculty member write a book but not that the book be published).

B. Role of the Department Chair, or Chair Designee, in Developing the PDP

1. Using the information provided in the post-tenure review committee's report and the department chair's letter, the faculty member and his or her chair shall jointly agree on the PDP no later than 30 business days after the post-tenure review. The chair will forward the PDP to the Dean.
2. If the faculty member and the department chair cannot agree, or want modifications to the PDP, they will meet with the Dean within 14 business days to discuss modifications to the PDP. If no agreement can be reached, the faculty member and the chair shall write a letter identifying the modifications they recommend for the PDP and the reasons for the modifications. The faculty member's PDP and the department chair's letter are submitted to the Dean for resolution.

C. Role of the Dean in approving the PDP

1. If the Dean agrees with the PDP forwarded by the faculty member and the chair, the Dean shall sign the PDP form (Appendix PT-1).
2. Should the Dean seek modification to the PDP, he or she shall discuss the requested changes with the chair and the faculty member.
3. If the faculty member and the chair agree on the modifications requested by the dean, a revised PDP shall be drafted and signed by both the faculty member and the chair, whereupon the University shall make available the appropriate resources to implement the PDP.
4. The Provost will make the final determination if the faculty member, the department chair, and Dean do not agree on the modifications requested by the Dean. Items 1-4 of this section (C) will be completed no later than June 15 the year of the review.

D. Progress and Resolution of the PDP

1. The department chair, or chair designee in schools where there are no department chairs, shall meet with the faculty member every 6 months for the duration of the PDP to discuss progress on the PDP. If the PDP needs to be revised, the faculty member and department chair shall reach agreement on the revisions. Significant revisions shall be approved by the department chair and Dean.
2. If the faculty member wishes to extend the PDP timeline and/or requires additional resources, the faculty member shall make the request in writing to the department chair. The department chair shall review the request and make a determination whether or not to support the faculty member's request within 10 working days. If the department chair supports the faculty member's request, the recommendation shall be forwarded to the Dean who shall reply within 15 working days. If the department chair does not agree with the request, the request shall be forwarded to the Dean and the Dean will make the final determination within 15 working days.
3. When the PDP is completed, the faculty member shall submit a report of completion to the department chair. The faculty member and the department chair shall meet to discuss whether the objectives of the PDP have been reached.
4. If the department chair agrees that the objectives of the plan have been reached, the chair shall send a letter of completion and the faculty member's report to the Dean.
5. If the department chair does not agree, the chair must write a letter to the Dean describing which objectives have not been reached and provide evidence of that finding along with a description of what further work is needed and provide a revised timetable for completion of the PDP. A copy of the letter must be provided to the faculty member. Additional funding may be required.
6. When the chair decides the objectives have not been reached, the faculty

member may request in writing a conference for reconsideration by the department chair within 10 working days of the receipt of the chair's letter to the Dean. The faculty member may provide additional materials in writing within 10 working days of his or her request for reconsideration.

7. If the department chair reverses his or her decision, he or she shall write a revised letter to the Dean. The Dean will wait to make a decision until receiving the reconsideration letter from the department chair.
8. Should a faculty member refuse to create and/or follow the PDP (except due to circumstances that are substantially outside the faculty member's control), he or she shall be notified and subject to sanctions pursuant to Article 27 of the PSU-AAUP CBA.
9. If the department chair and Dean agree that the PDP has been successfully completed, the faculty member will be eligible for the post-tenure review increase that is currently in force effective at the start of the following academic year.
10. The PDP, with information on how it was fulfilled, must be signed within 20 working days of completion by the faculty member, the department chair/unit head, and dean and filed with the Provost Office.

E. Funding of PDP

Any faculty member whose review finds that s/he does not meet standards shall be eligible for professional development funds for each year of the PDP, in an annual amount not to exceed the annual salary increase that would have been provided to the faculty member had s/he met standards to provide appropriate support needed for the completion of the PDP.

Recognizing that some PDPs will not require the full dollar amount described above, any unexpended funds in the pool established for post-tenure review salary increases shall be transferred to the Faculty Development Fund.

F. Training for developing and administering PDPs

OAA shall design and implement training for Deans, Chairs, and Directors and tenured faculty for developing and administering PDPs.

XI. Assessment of the Post Tenure Review Process

Faculty Senate shall convene an ad hoc committee including members from OAA and AAUP-PSU to assess the post tenure review process after the 2nd year of the review process and to make a report to Senate, OAA and AAUP-PSU that calls, if needed, for changes in the post tenure review process.

May 10, 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

New Courses

E.1.a.1

- SPHR 568 Medical Speech Pathology II, 2 credits

Covers advanced topics pertinent to assessment and treatment of speech and swallowing in individuals with respiratory impairments in a medical setting. Topics will include pulmonary function and defenses, types of respiratory impairments, tracheostomy, mechanical ventilation, and selected speech and swallowing interventions for individuals with respiratory impairments.

Prerequisites: For current students in the Speech-Language Pathology Graduate Program, completion of Medical Speech Pathology I is required. For practicing community clinicians with a Masters degree or higher, no prerequisite is required.

Change to Existing Courses

E.1.a.2

- ESM 555 Science Communication, 1 credit – change course grading option

E.1.a.3

- ESM 556 Advanced Science Communication Skills, 1 credit – change course grading option

E.1.a.4

- ESR 655 Science Communication, 1 credit – change course grading option

E.1.a.5

- ESR 656 Advanced Science Communication Skills, 1 credit – change course grading option

E.1.a.6

- ESR 692 Foundations of Ecosystem Services, 4 credits – change course number to ESM 592/ESR 692; change course title to Foundations of Social-Ecological Systems; change course description

E.1.a.7

- PSY 523/623 Factor Analysis and Covariance Structure Modeling, 5 credits - change course title to Structural Equation Modeling; change course description; change credit hours from 5 to 4

School of Business Administration

New Prefix

E.1.a.8

- MTAX prefix – will be used for the Master of Taxation (MT) program beginning Summer 2017.

Change to Existing Program

E.1.a.9

- MIM in International Management - change to existing program: reduce total credits for degree including reducing core credits and eliminating specialization areas; adding a new waiver policy that will reduce total credits by at most 7 credits

FSBC Comments: No significant budgetary impact. See wiki for comments.

E.1.a.10

- MS in Finance – change to existing program: add "waiver" rule to program

FSBC Comments: Moderate budgetary impact. See wiki for comments.

Change to Existing Courses

E.1.a.11

- MIM 579 Asia Field Study, 3 credits – change course description; change credit hours from 3 to 4

E.1.a.12

- MIM 588 Global Business Strategy I, 2 credits – drop course

E.1.a.13

- MIM 589 Global Business Strategy II, 2 credits - change course title to Global Business Strategy; change course description; change credit hours from 2 to 4

Maseeh College of Engineering and Computer Science**New Courses**

E.1.a.14

- EE 538 Dynamics and Control of AC Drives, 4 credits

Focus on studying the theory behind the control of ac drive systems. Topics studied will include: coupled circuit modeling of ac machines, dynamic modeling of induction machines, power converter and converter modeling, the simulation of electric machines and drives, electric drive system control, steady state analysis with non-conventional sources, small signal dynamic response and doubly salient electric machines. Prerequisite: EE 432/532.

E.1.a.15

- EE 539 Design of Electrical Machines, 4 credits

Modern methods used by engineers to design electromagnetic devices, specifically rotary machines will be presented. Topics covered include finite element analysis modeling using electromagnetic field theory. Magnetic circuit modeling of electric machines, analysis of electrical machines using winding functions. Emphasis will be placed on permanent magnet and induction machine design. Prerequisite: EE 432/532.

E.1.a.16

- EE 560 Foundations of Cyber-physical Systems, 4 credits

Introduction to the design of microcontroller based embedded systems. Focus is on embedded systems where design seamlessly integrates computational resources with physical systems. Topics covered include sampling theory, sensor/actuator interfacing, real-time and fault-tolerant embedded system design. Basics of wireless sensor networks. Modeling and formal verification techniques. Prerequisite: graduate standing.

Change to Existing Courses

E.1.a.17

- CS 545 Machine Learning, 3 credits – change prereqs

E.1.a.18

- ECE 537 Advanced Topics in Power Systems, 4 credits – drop course

E.1.a.19

- ECE 541 Power Operations Fundamentals I, 4 credits – change course prefix and number to EE 534; change prereqs

E.1.a.20

- ECE 542 Power Operations Fundamentals II, 4 credits – change course prefix and number to EE 535; change prereqs

E.1.a.21

- ECE 547 Energy Economics, 4 credits – drop course

E.1.a.22

- ECE 550 Power System Stability, 4 credits – change course prefix and number to EE 536; change prereqs

E.1.a.23

- ECE 580 Advanced Power Systems Protection, 4 credits – change course prefix and number to EE 537; change prereqs

E.1.a.24

- ECE 641 Power System Planning, 4 credits - drop course

College of Urban and Public Affairs

New Prefix

E.1.a.25

- AGE prefix – will be used for the Graduate Certificate in Gerontology.

Change to Existing Programs

E.1.a.26

- CRTGR in Urban Design – change to existing program: reduce total credits to 20; change course requirements

FSBC Comments: Some budgetary impact. See wiki for comments.

E.1.a.27

- MPH in Biostatistics – change to existing program: moving a core course to the elective list; decreasing core credits and increasing required elective credits

FSBC Comments: No significant budgetary impact. See wiki for comments.

Change to Existing Courses

E.1.a.28

- USP 513 Introduction to Landscape Architecture, 3 credits – drop course

May 10, 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

- CH 496/596 Synthetic Biology, 4 credits

Advanced seminar-style class surveying the applied interdisciplinary field of synthetic biology. Topics on engineering and design of new microbial cells include: minimal gene sets, large scale genome assembly, manipulation of metabolic pathways, and alteration of the genetic code. Required preparation: Organic Chemistry AND either Biochemistry or Molecular Biology. Prerequisite: Ch 335. Grade of B- or better in Ch 491 or Ch 350 or Bi 334.

E.1.b.2

- PH 495/595 Materials Physics, 4 credits

Introduction to materials physics. Generalized geometric-structural crystallography is at the core of this field because it allows for the derivation of the physical properties of condensed matter. Crystallographic symmetries are treated as continuous features. Quantitative X-ray diffraction, crystal defects, textures, modulated structures, and quasicrystals are also discussed. Prerequisites: Ph 211, Ph 212, Ph 213, Ph 221, Ph 222, Ph 223, Ph 311, Ph 312, Ph 314, Ph 315, Ph 316, Ph 322, Ph 431, Ph 432, Ph 434, and their prerequisites; Mth 251, Mth 252, Mth 253: Calculus I-III, 256: Differential equations and multivariate calculus, 261: Linear Algebra and their prerequisites.

Change to Existing Courses

E.1.b.3

- BI 417/517 Mammalian Physiology, 4 credits – change course description; change prereqs

E.1.b.4

- BST 416/516 African American Urban Education Problems, 4 credits – change course number from 416/516 to 316 (drop 500-level section); change course title to Issues in African American Education; change course description; change prereqs

E.1.b.5

- BST 421/521 African American Writers, 4 credits – change course description; change prereqs

E.1.b.6

- CFS 491/591 Conceptual Foundations in Child and Family Studies, 4 credits – change course number from 491/591 to 391 (drop 500-level section); change course title to Family Theories

E.1.b.7

- HST 409/509 Public History Seminar, 0-9 credits – change course number to HST 494/594; change course description; change credit hours to 4; change prereqs

E.1.b.8

- MTH 421/521, 422/522, 423/523 Ordinary Differential Equations I, II, III, 3 credits – change course description, change course prereqs

E.1.b.9

- MTH 491/591 Experimental Probability and Statistics for Middle School Teachers, 3 credits – change course description; change credit hours to 4; change online hours

Maseeh College of Engineering and Computer Science**Change to Existing Courses**

E.1.b.10

- ECE 420/520 Analytical Methods for Power Systems, 4 credits – change course prefix and number to EE 430/530; change prereqs

E.1.b.11

- ECE 448/548 Power System Protection, 4 credits – change course prefix and number to EE 431/531; change prereqs

E.1.b.12

- ECE 449/549 Power System Design, 4 credits – drop course

College of the Arts**New Courses**

E.1.b.13

- MUS 445/545 The Business of Music, 3 credits

Comprehensive examination of performance and production as professions for musicians of all genres. Areas of focus include employment strategies, professional affiliations, music career expectations, entertainment industry and management. Topics include branding, marketing, accounting, taxes, distribution and labels, rights and royalties, business relationships, and professional organizations. Prerequisite: Upper-division standing.

College of Urban and Public Affairs**New Courses**

E.1.b.14

- USP 413/513 Public Space, 4 credits

An introduction to the study of public spaces in American cities, with a special focus on Portland. Key readings include history and theory of concepts of public space, as well as contemporary case studies and field assignments to understand the production and maintenance of public spaces around Portland. Prerequisite: Upper-division or graduate standing.

May 9, 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

Changes to Existing Programs

E.1.c.1

- BA/BS in Graphic Design – change type of baccalaureate to a BFA; change required lower-division courses; add new requirement for two 4-credit Graphic Design, Art Practice or Art History courses; change required upper-division courses; change required credits from 96 to 139. FSBC Comments: Modest budgetary impact.

New Courses

E.1.c.2

- ArH 106 Introduction to Visual Literacy (2)

This course is intended to teach students to critically view and interpret global visual culture, from ancient to contemporary. Through critical analysis, reading, discussion, and writing, it seeks to develop the skills to engage with visual culture in ways that will empower them to participate fully in our visually-oriented contemporary society and provide them with a strong foundation for future courses in art history, art, and design.

E.1.c.3

- Art 105 CORE: Ideation (2)

One of the biggest challenges for creative people is taking an idea envisioned in the mind and turning it into reality. Ideation introduces students to techniques for bringing ideas to life. In this course, students will be introduced to a variety of techniques and concepts that focus on the generation, development and communication of new ideas.

E.1.c.4

- Art 339 BFA Vertical Lab I: Collaboration and Presentation Strategies (4)

BFA Vertical Labs I is the first of a two-term sequence that introduces artists' research methods and explores a range of strategies and platforms for presenting art work in public settings. Students collaborate on theme-based projects that culminate in public presentations. Coursework includes lectures, demonstrations, studio production and field trips. Required for BFA. This is the first course in a sequence of two: Art 339 and Art 439 and must be taken in sequence. Prerequisite: Departmental admission into the Art Practice BFA and Art 203 or Art 303 or with instructor's consent.

E.1.c.5

- Art 439 BFA Vertical Lab II: Collaboration and Presentation Strategies (4)

BFA Vertical Lab II is the second of a two-term sequence that introduces research methods, strategies and project management skills for publicly presenting artwork. Students collaborate on theme-based projects that culminate in public display. Coursework includes lectures, demonstrations, studio production and field trips. Required for BFA. This is the second course in a sequence of two: Art 339 and Art 439 and

must be taken in sequence. Prerequisites: Departmental admission to the Art Practice BFA, Art 203 or Art 303 and Art 339 or consent of instructor.

E.1.c.6

- Mus 345 SAMP IV: Acoustics for Musicians (3)

Study of acoustics as it pertains to the performing musician, audio recording technician, and sound artist. Topics include sound wave production, propagation and dissipation; practical use of the decibel scale; spectral qualities of sounds; psychoacoustics; and acoustic treatment considerations for recording studios and performance spaces. Prerequisite: Mus 247.

E.1.c.7

- Mus 366 New Orleans: Jazz and Culture in the Storyville Era (4)

Examines the music of New Orleans during the Storyville era of early 20th century, and its place in the broader context of American popular music history. Students explore the historical narrative surrounding popular music, culture, and identity, as it emerged in New Orleans.

E.1.c.8

- Mus 367 The Music of Nashville: From Honky Tonk to Hip-Hop (4)

Examines the music of Nashville, and its place in the broader context of American popular music history. Students will explore the historical narrative surrounding popular music, culture, and identity as it emerged in Nashville, Music City USA. Students will trace the city's country music origins and later developments to include indie, hip-hop, pop, and soul.

E.1.c.9

- Mus 368 Motown: Detroit's History and Music (4)

Examines the music of Motown, and its place in the broader context of American popular music history. Students will explore the historical narrative surrounding popular music, culture, and identity as it emerged in Detroit, the city of Motown's origin.

Changes to Existing Courses

E.1.c.10

- Arch 467 Building Structures – change lecture and lab hours.

E.1.c.11

ArH 492 20th Century Art – change course number to ArH 384; change title to *Western Art in the 20th Century*; change description.

E.1.c.12

- ArH 493 20th Century Art – change course number to ArH 385; change title to *Western Art in the 20th Century*; change description.

E.1.c.13

- ArH 498 Contemporary Art I – change course number to ArH 398; change title to *Contemporary Art*; change description.

E.1.c.14

- Art 203 Making and Meaning – change course number to Art 303; change description, prerequisites.

E.1.c.15

- Mus 304, 305, 306 Music History – change titles to *Music History: Medieval, Renaissance, and Baroque*; *Music History: Classical and Romantic*; *Music History: 20th Century*; change descriptions, allows concurrent enrollment in prerequisites.

Maseeh College of Engineering and Computer Science**Changes to Existing Programs**

E.1.c.16

- BS in Civil Engineering – changes total required credits from 191 to 187; changes required courses in Junior Year sequence. FSBC Comments: No significant budgetary impact.

Changes to Existing Courses

E.1.c.17

- ECE 347 Power Systems I – change course number to EE 347.

E.1.c.18

- ECE 348 Power Systems II – change course number to EE 348.

College of Liberal Arts and Sciences**Changes to Existing Programs**

E.1.c.19

- Post-Baccalaureate Certificate in Comics Studies – change from a post-baccalaureate certificate to an undergraduate certificate with baccalaureate; change in approved elective courses from other departments. FSBC Comments: No significant budgetary impact.

E.1.c.20

- Minor in Mathematics for Middle School Teachers – change required core courses; eliminate approved elective course. FSBC Comments: No significant budgetary impact.

E.1.c.21

BA/BS in Sociology – change required core courses. FSBC Comments: No significant budgetary impact.

E.1.c.22

BA/BS in Speech and Hearing Sciences – change to foundational core requirements; increase number of SpHr electives. FSBC Comments: No significant budgetary impact.

New Courses

E.1.c.23

- BSt 304 The Civil Rights Movement (4)

Covers the history of the Civil Rights Movement from its early days during WWII through the end of the 1960s. Explores the social, political, economic, and legal challenges, movement leaders, organizations, movement resources, key movement events, and the role of the media and U.S. government. Prerequisite: BSt 202 or BSt 203.

E.1.c.24

- Eng 326 Literature, Community, and Difference (4)

Examines the relationship between cultural production and the formation, practice, and representation of social identities.

E.1.c.25

- Eng 327 Culture, Imperialism, and Globalization (4)

Examines cultural encounter and its effects. Topics may address various historical periods and geographical regions, but they will share a focus on connecting aesthetics to the political and institutional contexts of imperialism and globalization.

E.1.c.26

- Eng 428 Canons and Canonicity (4)

Examines the historical, institutional, and ideological contexts in which traditions of “great works” have been established, contested, and creatively appropriated. Investigates how categories of social difference such as gender, race, and class have shaped the criteria by which works and authors have been included and excluded from dominant traditions. Prerequisite: Eng 300.

E.1.c.27

- ESM 100 Portland’s Environment (4)

Highlights aspects of Portland’s environment that make it a great place to learn. Four sections: 1) Great Things – Portland’s natural and social assets, 2) Challenges and human impacts, 3) Possible solutions – experiments in science and management, and 4) Engagement – Portland’s big advantage.

E.1.c.28

- Hst 390 Topics in World History (4)

Provides an overview of a particular period and/or theme in world history. Students will focus on major trends and/or connections related to the specific topic. Coverage will be global in breadth. Acceptable for the World History minor. This course is repeatable up to a maximum of 12 credits.

E.1.c.29

- It 340 Dissenting Italian Women Writers in Translation (4)

Study of modern literary practices and works by Italian women authors through the centuries with emphases on social and political issues. Taught in English.

E.1.c.30

- Jpn 332 Japanese Religion Through Literature and Performance (4)

A survey of important articulations of religion in premodern and modern Japanese literature, drama, film and comic books. Students explore the interplay of religion (Buddhism, Shinto and more) in canonical works of literary and performative culture. Prerequisite: 8 credits of literature.

E.1.c.31

- NAS 306 Red Power (4)

The Red Power movement arose in reaction to centuries of oppressive federal oversight of American Indian peoples. It comprised an assortment of grassroots organizations that fought for treaty rights, tribal sovereignty, self-determination, cultural preservation, and cultural relevancy in education. This course will examine the Alcatraz occupation and the government response.

E.1.c.32

- NAS 344 Indigenous Women Leadership (4)

From Sacajawea to Winona LaDuke, this course identifies the contributions of Indigenous women as keepers of tradition, leaders, teachers, healers, activists and visionaries, drawing upon their voices to understand leadership principles fundamental to Native American and global communities. Social justice, particularly in areas of land and the environment, is emphasized.

E.1.c.33

- SpHr 222 Introduction to Speech, Language and Hearing Sciences (4)

An overview of the field of speech, language and hearing sciences and its professions. Focus on the scientific basis of speech production, hearing perception and speech acoustics. Foundational

information regarding language science will also be addressed. Emphasis on the scientific analysis of speech and language, with an applied clinical focus.

Changes to Existing Courses

E.1.c.34

- Bi 211 Principles of Biology – change title to Principles of Biology: Molecular Cell Biology & Genetics, description, co-requisite.

E.1.c.35

- Bi 212 Principles of Biology – change title to Principles of Biology: Development, Evolution and Ecology, description, prerequisites.

E.1.c.36

- Bi 213 Principles of Biology – change title to Principles of Biology: Organisms, Biodiversity and Conservation, description, prerequisites.

E.1.c. 37

- Bi 337 Cell Biology Laboratory – change credits from 2 to 1, co-requisite.

E.1.c.38

- Comm 311 Research Methods in Communication – change description, prerequisites.

E.1.c.39

- Comm 316 Communication, Individuals and Discourse – change description, prerequisites.

E.1.c.40

- Comm 326 Communication, Society and Culture – change description, prerequisites.

E.1.c.41

- G 355 Geosciences for Elementary Educators – change title to *Earth and Space Sciences for Elementary Educators*; change description.

E.1.c.42

- Hst 323 Modern Korea – change description.

E.1.c.43

- Lat 301 Third Year Latin – change title to *Third Year Latin: Authors of Republican Rome*; change description, credit hours from 2 to 4.

E.1.c.44

- Lat 302 Third Year Latin – change title to *Third-Year Latin: Authors of Imperial Rome*; change description, credit hours from 2 to 4.

School of Social Work

Changes to Existing Programs

E.1.c.45

- BA/BS in Child & Family Studies – changes title of the major to *Child, Youth, and Family Studies*; renamed and resequenced some CFS core courses; expanded the core curriculum to include three new courses; removed interdisciplinary conceptual foundations (ICF) courses that no longer meet the program's pedagogical intentions; eliminated the ICF category of the major; eliminated specialization requirement. FSBC Comments: No significant budgetary impact.

E.1.c.46

- Minor in Child & Family Studies – changes title of the minor to *Child, Youth, and Family Studies*; increases the number of approved CFS elective offerings. FSBC Comments: No significant budgetary impact.

New Courses

E.1.c.47

- CFS 310 Critical Histories in CYFS: Gender/Race/Class (4)

This course provides a space for critical reflection on the nature of power in professions serving children, youth, and families. Students will explore historical and contemporary patterns of feminization of these professions and the implications, including the social and economic de-valuation of this work and institutions as gendered settings. Students will also critically consider the racialized history of this work and resistance by communities served by these professions.

E.1.c.48

- CFS 489 Activism for Social Change (2)

This course prepares students for activism in professional settings serving children, youth, and families. Building on CFS 487 and CFS 488, students will study social change and activism. They will research a social injustice, conceptualize and carry out a social change action, and reflect on lessons learned for their activism. Prerequisite: CFS 488.

E.1.c.49

CFS 493 Professional Self: Ways of Knowing (2)

This course is the first in a series of four courses that introduces students to understanding interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to our developing professional self. This course will examine “ways of knowing” and the construction of knowledge in our interdisciplinary professional fields. Students will critically reflect on the “ways of knowing” and develop their research literacy. Emphasis will be placed on reflection, personal ethics, self-care, interdisciplinary career paths, and scholarly foundations. Prerequisite: Admittance to Child & Family Studies.

Changes to Existing Courses

E.1.c.50

- CFS 312 Human Development in the Family Setting – change title to *Families in Lifecourse Perspective*.

College of Urban and Public Affairs**New Courses**

E.1.c.51

- Ec 325U Latin American Economics (4)

By means of discussions, presentations, and lectures this course tackles common themes that characterize Latin America: economic growth barriers, the curse of commodities, import substitution industrialization, trade policy, exchange rate policy, public debt management, macroeconomic stability, and the poverty and inequality vicious cycle. Required prerequisites: instructor's permission. Prerequisite: Instructor's permission.

E.1.c.52

- PS 295 The Art and Science of Political Science Research (4)

This course is designed to improve students' critical thinking skills and provide tools to craft and critique political science research. Topics covered include the development of research questions, study design, and literature reviews; qualitative and quantitative research methods; and research ethics.

Changes to Existing Courses

E.1.c.53

- Intl 372U Sociology of Africa: Post-colonial Studies of Africa – change title to *Post-colonial Studies of Africa*.

E.2. *The Educational Policy Committee moves that Faculty Senate approve the proposal to:*
a) *rename the School of Theater & Film (in the College of the Arts) to the School of Film*
b) *rename the School of Music (in the College of the Arts) to the School of Music & Theater*
c) *transfer the administrative home of the Theater and Dance programs from the renamed School of Film to the renamed School of Music &*

*Theater ******

See the full proposal and supporting documentation on the PSU Curriculum Tracker:

<https://psucurriculumtracker.pbworks.com/w/page/117061329/Theater%20and%20Film%20School%20of%20%28201702%29>

Rationale

Proposal for the Creation, Elimination, or Alteration of Academic Units

1) What is the name of the unit? Provide a brief history or justification for it.

Existing Units

The School of Theater & Film

The School of Music

Proposed Units

The School of Film

The School of Music & Theater

The School of Theater & Film faculty voted to support this proposal; the vote surpassed the needed 2/3 majority. Likewise, the School of Music faculty voted to support this proposal with the needed 2/3 majority. The Theater Program (major and minor) and the Dance minor propose to move into the existing School of Music, which will be renamed the **School of Music & Theater**. Theater and Dance curriculum will remain as the programs are incorporated into a merged administrative structure with the School of Music. This school will have one director, two associate directors (existing), and maintain the support staff of the School of Music (already existing positions). The Film Program proposes a name change for the existing School of Theater & Film to the **School of Film**. This school will have one director and maintain the support staff of the School of Theater & Film (already existing positions).

Brief History of Film

Film started as a major in 2007 within what was then the Theater Department, and Theater has been a program for 50+ years. In Fall 2015, Film launched a revised major that significantly expanded the curriculum in film studies, digital film production, and expanded cinema, and has added faculty lines related to this curriculum. Theater and Film have developed in different directions and do not share the same needs, such as space and curriculum. Theater and Music have more opportunities to coordinate with each other, share spaces, and develop efficiencies for other shared resources.

Brief History of Music

Music at PSU can be traced back to the 1950s when Portland State originated. By the 1960s we had developed into a Department of Music. Meanwhile, we grew significantly over the decades, incorporating more specialized majors, professional degrees, and graduate studies. PSU's Department of Music became the School of Music in 2013 when the School of Fine and Performing Arts was re-classified as a College.

Brief History of Theater

The performing arts are deeply rooted in the history of PSU and the Portland theater community, and theater productions began when PSU moved into Lincoln Hall in 1954. Theater Arts became a department soon thereafter, and the Bachelor degrees in Theater Arts were established in May 1961 under the leadership of the first department Chair, Dr. Asher B. Wilson. In the ensuing two decades, Dr. Wilson's efforts resulted in the establishment of Master degree programs, the founding of the American Theatre Company (the first equity theatre company in Oregon, Tom Hill, Artistic Director) and the creation of the summer stock program at the Coaster Theater, Cannon Beach. He also led the department to national prominence, including producing two American College Theater Festival award-winning productions directed by Jack Featheringill and performed at the Kennedy Center. Under the leadership of Featheringill, the summer stock program performed as the PSU Players at the Coaster Theater in Cannon Beach, and later as PSU Summer Performance Festival in Lincoln Hall, for almost two decades, and Featheringill also produced and directed his third production at the Kennedy Center. Under Chair William Tate, enrollments in Theater Arts increased dramatically in the 1990s, and although PSU's Center for the Moving Image was discontinued in 1980, the program's film studies curriculum, nurtured by Tate since the 1970s, enabled the establishment of the Minor in Film Studies (2002). From 2002, Chair Sarah Andrews-Collier continued expansion of the Film program, resulting in the establishment of the Bachelor degrees in Film in 2007. Andrews-Collier also reintroduced Dance curriculum, with addition of the Minor in Dance (2008). She led the school to achieve disciplinary accreditation from the National Association of Schools of Theatre for Theater Arts (2005) and Film (2010), and the school was re-named the School of Theater & Film in 2013.

2) How does the unit help Portland State University to achieve its themes/goals?**The School of Film**

The Film Program offers the most comprehensive curriculum in film studies and film production in the Oregon and the Pacific Northwest. As an anchor institution, Portland State feeds innovative industries and job development in the greater metro area. As the most comprehensive film program in the region, our program positions its students and graduates to help grow Oregon's film industry, which is a state-sponsored initiative via the Oregon Investment Production Fund, the Indigenous Oregon Investment Production Fund, and the Greenlight Oregon Labor Rebate. In 2013, film and TV spending brought in \$110.7 million to the state economy, a significant increase from 2008 when the film program was established and the industry accounted for \$49 million spent. Film faculty members have been successful with the expansion of the curriculum and the recruitment of diverse faculty and students to feed this growth with home-grown talent. Accordingly, as Oregon continues to be a filmmaking destination, our alumni are conduits between these industries and the educational mission of the program and the university in its call to let knowledge serve the city. Over the 5-year period ending in Spring 2016, Film's SCH has increased 22%, and the program has graduated over 270 majors since 2007-2008. Additionally, Film has been successful in recruiting high-achieving out-of-state students over the past three years, and as of Fall 2016, Film has over 330 majors and 90 minors.

The School of Music & Theater

PSU themes/goals are best expressed in its 5-year Strategic Plan and both Music and Theater have and continue to be actively and creatively engaged in all of them. The programs seek to 1) ensure student success, 2) foster excellence in teaching and research, 3) extend community engagement, 4) expand our commitment to equality, and 5) offer innovative strategies for long-term financial stability in the School.

3) What are the objectives and planned outcomes for the unit?**The School of Film**

The School of Film will continue to advance the quality of the Film curriculum. Our graduates will thus be poised to enter, sustain, and grow a thriving industry in the region, and pursue graduate study. Film faculty and advisors from the College of the Arts will continue to follow the advising and recruiting plan that has been successful, and these efforts will allow us to improve our already strong retention and graduation rates.

The School of Music & Theater

The Music Program will continue to offer eight professional and five liberal arts majors (B.M., B.A./B.S., M.M. and M.A./M.S.) as well as three minors. The Theater Program will continue to offer the B.A./B.S. in Theater Arts and a Theater Arts minor. With this merger, we will now have the opportunity to collectively envision the new role of the performing arts as a cohesive unit within COTA. It is our hope that ambitious performance endeavors, student and faculty creative work and research, community partnerships, and other endeavors vital to COTA will thrive and grow under the new structure, allowing space for new creative possibilities to take shape.

4) What significant activities will take place within the unit?

The School of Film

The activities associated with all degree-granting units within the university: teaching, advising, community engagement, and faculty and student research, scholarship, and creative agendas. Film offers a major and a minor, and contributes to BA/BS requirements and University Studies. The school will continue these activities along with visiting filmmaker and scholar programs, special screenings, and other events as have been conducted since 2007.

The School of Music & Theater

The activities associated with all degree-granting units within the university: teaching, advising, community engagement, and faculty and student research, scholarship, and creative agendas. Music offers eight professional degrees and four liberal arts degrees and contributes significantly to University Studies. Theater offers a major and a minor and contributes to BA/BS requirements and University Studies; Dance offers a minor. The School of Music & Theater will have greater opportunities to join their areas in support of their goals of training, performance, and community outreach.

5) Indicate the expected percentage of time and resources that will be allocated to each activity? Please include, if appropriate: courses to be offered, course development, research performed, community partnerships built, other (specify).

The School of Film

The Film Program will continue to offer its curriculum as it currently exists and maintain community partnerships and faculty research/creative agendas. Currently curriculum can be found on our website and in the bulletin. Film faculty agendas include the production of fiction and nonfiction films and peer-reviewed essays and books, and all of this work will continue. Community partners include the Hollywood Theatre, Northwest Film Center, and Oregon Film.

The School of Music & Theater

Both Music and Theater will continue to offer their current curriculum, maintain community partnerships, and support faculty and student research and creative activities. With our new dean we will work towards setting appropriate new goals as a collective unit. While its not a strict formula, tenure-track faculty spend approximately 70% of their time on teaching and curricular development, leaving 20% for research and creative endeavors and 10% for service and community partnerships. NTTF, which exist in music but not in theater, spend 90% of their on teaching and 10% on service and community partnerships. Resources do not follow this percentage model, however, as more than 90% of our budget is dedicated to salaries and adjunct pay. Because of the outward facing nature of performing arts, community partnerships can often be fostered in conjunction with curriculum delivery rather than as a separate goal. It is our hope that this merger can help us engage even more effectively with our community partners.

6) Why is a change needed to achieve these outcomes and to host these activities?

The School of Film

The Film Program's goals in terms of pedagogy and curriculum, student success, and the expectations for faculty research and creative work support the creation of a new school. In 2007-2008, Film had one tenure-stream faculty member and one tenure-stream Theater faculty member primarily teaching film. In 2016-17,

Film has ten full-time faculty members--four tenured, four tenure-track, and two NTTF, fixed-term. The program's current size and growth plans support the need for a standalone school with dedicated resources.

The School of Music & Theater

With the Film Program becoming a stand-alone unit, the most logical recourse is to include Theater with Music. It is not uncommon for schools of music to merge with theater programs when restructuring is needed for the continued sustainability of both. While the School of Music is robust enough to exist as a stand-alone unit, Theater lacks the necessary staff and faculty to thrive within our current COTA structure. In addition the two areas are compatible in terms of their mutual focus on live performance. Merging Theater with Music makes sense in terms of sharing resources for the benefit of both areas.

a. What other units are already undertaking similar activities? Meet with these units and include documentation on the outcomes of these meetings.

The School of Film

No other unit offers a similar degree. Several units do offer film courses that already are included within the Film major and the Film minor. The following units have been consulted about this proposal and have written letters of support included with this packet: Communication, History, English, World Languages and Literatures, the School of Gender, Race, and Nation, Computer Science, Mathematics and Statistics, and the College of Liberal Arts and Sciences.

Collaboration between Film and the above programs (and others) is ongoing and welcomed. Film currently includes many courses in the major from other units on campus, and Film regularly co-sponsors and supports events organized by other units. Any new curriculum proposed by the School of Film will be proposed through the university curriculum process, which requires notification and consultation in instances where overlap exists. Other forms of future collaboration are welcome and include: identifying additional courses for inclusion in the major; consultation with other units on the creation of new courses to identify overlap; conducting an annual meeting to consult and to update interested units on future plans, hiring, curricular, programmatic, and staffing changes.

The School of Music & Theater

No other units on campus offer music, theater, and dance curriculum.

b. Why is a separate or changed identity and/or structure key to success in meeting the objectives and planned outcomes?

The School of Film

Despite its success, the Film Program has had inconsistent support because it has not had dedicated resources equivalent to that of a standalone school or department. For several years, new faculty (full-time and part-time) and new courses were not added, and areas for curricular development were stalled. Students had a difficult time enrolling in high-demand courses required for graduation, and enrollment in some courses was limited by lack of staffing and space. There is limited overlap with Theater: use of specialized space; curricular areas and goals; faculty research and creative agendas; expectations for faculty work and review; expectations for student experience and success; faculty governance. A school structure will allow Film to have more consistent plans to develop and achieve increased efficiencies in curriculum, staffing, and budget.

The School of Music & Theater

Because both music and theater focus on training performing artists, there is a potential for much more meaningful and intentional collaboration between us. Potential areas for overlap in productions abound, from using students to perform live music in theater productions, to developing costumes and sets for opera, to mounting fully staged music theater productions. While some degree of collaboration has taken place in the past, both areas are excited about collaboration becoming easier to accomplish with the new structure.

c. How will these outcomes be measured and assessed? What benchmarks will be used to determine the success of the unit?

The School of Film

These outcomes will be measured in the same way that all degree-granting units are measured by the university: revenue and SCH; faculty review; student recruiting; graduation rates. The new school would not be exempt from any university process for review, measurement, and assessment.

The School of Music & Theater

The School of Music & Theater will work closely with the new dean to establish goals, consider possibilities such as the potential role of musical theater, and address challenges. While SCH, student numbers, and other metrics are important, we would like to address how well we are fulfilling the goal of mutual benefit for both music and theater. One challenge we face is that music faculty and students significantly outnumber theater faculty and students, and while theater could grow in coming years, it is essential that their needs do not get overlooked in the new structure. We are hopeful that the dean can guide us in assessing how well we are doing, and help us find more ways to combine our efforts towards the betterment of both areas.

Music is more complex, and we offer a dozen types of undergraduate and graduate degrees. Theater offers one undergraduate degree. Music has six times as many rostered faculty members. Nevertheless, we are prepared to deal with the challenge ethically. The following will help us operate consciously in regards to the needs of the theater program:

- Staying aware of the potential for music to dominate
- Maintaining an Associate Director in Theater
- Standing meetings with Theater faculty and Director
- Keeping theater and music faculty in the loop about decisions regarding space and financial resources (increased transparency)
- Collective problem solving involving both theater and music faculty
- Regular check-ins with the new Dean to help us move towards more cohesion and cooperation

7) What is the proposed structure of the unit? Where will it be housed? Will it become a separate administrative unit? Will it have its own support staff? How will faculty become affiliated with the unit? Will faculty FTE be assigned to the unit? What is the likely faculty composition (% tenure-track, % fixed-term, % adjunct)? According to what rules will faculty be evaluated for P&T?

The School of Film

The School of Film will be housed in the College of the Arts with one director (existing) and support staff (existing). All current Film faculty members will become the faculty of the school: four Tenured, four Tenure-track, and two NTTF, fixed-term; in AY 15-16, Film also hired 10 part-time instructors. School governance, including promotion and tenure, will follow procedures developed by the faculty in accordance with college and university guidelines, with the School of Theater & Film's documents serving as guides.

The School of Music & Theater

The School of Music & Theater will be housed in the College of the Arts with one director (existing), two associate directors (one for Music and one for Theater) and support staff (existing). All current Music and Theater full-time faculty will become the faculty of the school (adjuncts in Music, Theater, and Dance will join the school as well). School governance, including promotion and tenure, will follow procedures developed by the faculty in accordance with college and university guidelines in each program. With this merger, Music and Theater will revisit their respective Promotion and Tenure guidelines and revise them in the coming 2017-2018 academic year.

The associate directors in Music and in Theater are existing, and there will be no need for new budget or staffing to support this.

Admin and Staff

Director, Associate Director in Music, Associate Director in Theater, Operations Manager, Scheduling Coordinator, Office Coordinator

Rostered Faculty

25 Music Faculty (Includes Director and Associate Director; 13 Tenured Music Faculty, 4 Tenure-track Music Faculty (1 is .5FTE), 8 NTTF Faculty); 4 Theater Faculty (Includes Associate Director, all are tenured)

8. Who will have administrative oversight for the unit?

Both schools will have directors, existing, reporting to the Dean, College of the Arts.

9. When would the unit be established or the change be enacted? What is the period of time for the unit to operate (if it is not permanent)? Describe how the unit may evolve or expand.

The School of Film

We would like the school to be established for the AY 2017-2018, and it will be permanent. It will evolve and expand as all degree-granting units do in relation to curriculum and programmatic demands.

The School of Music & Theater

We would like the school merger to be finalized for the AY 2017-2018. Individual programs in the School will evolve and expand as student demand increases and resources become available. This reflects what all degree-granting units do in relation to curriculum and programmatic demands.

10. What additional resources are needed for the unit? From where will these resources come?

What revenue will the unit generate?

No additional resources are needed since the two proposals are for the relocation of current programs and faculty into different administrative units, and the budgets will follow these alterations.

a. Budget: Show all anticipated sources of revenue and expenditures.

The Theater and Dance portions of the School of Theater & Film's budget, including personnel, a percentage of S & S, adjunct funding, and certain foundation accounts will move to the new configuration with the School of Music & Theater. See attached budgets.

b. Space: Describe in detail the new space needs and where the unit would be situated.

The School of Film

Film will keep the existing Theater & Film main office, all full-time Film faculty offices, and the two part-time faculty offices used in the school. Film will keep its existing classrooms, labs, and equipment room/storage, including two small existing closets in Lincoln. With the Neuberger remodel, Film will move out of Neuberger into a permanent studio classroom in Lincoln 121 and an equipment room in the adjoining office space currently assigned to Theater & Film.

The School of Music & Theater

All spaces within Music will remain within music and several spaces dedicated to theater (studios, classrooms, and offices) will become the collective property of the new unit. Both units will benefit greatly from the flexibility of sharing more spaces. There are a couple relevant spaces currently managed by the dean's office: the studio theater (Lincoln 115) and the boiler-room theater (Lincoln 55). It is our hope that we can take over the management of those spaces and work with community partners who rent those spaces to generate a revenue source for space maintenance.

c. Staff: Describe all anticipated workers at all levels.

The School of Film; The School of Music & Theater

Existing faculty positions noted above, and administrative support positions, existing. Existing College of the Arts staff will support the schools as well.

d. Support Services: Describe necessary increased support services, such as additional laboratory equipment, library resources, or computers.

The School of Film

Support services currently provided within the school will be sufficient.

The School of Music & Theater

While space upgrades to some of the studios and performance spaces will be needed in the future, our current proposal for merging does not require these upgrades. Equipment, library resources, and computers are existing.

11. List the individuals proposing the change and their departmental affiliations.

Request prepared by:

Dr. Mark L. Berrettini
Professor and Director, School of Theater & Film (with support of the Film faculty)

Karin Magaldi, MFA
Professor and Associate Director, School of Theater & Film (with support of the Theater faculty)

Dr. Bonnie Miksch
Professor and Director, School of Music (with support of the Music faculty)

Date: 3/24/17

Approved by immediate supervisor: __[Sue Taylor, Interim Dean, COTA]__ Date: __4-15-17__

Approved by UBC Chair: _____ Date: _____

Approved by EPC Chair: _____ Date: _____

Approved by Senate Presiding Officer: _____ Date: _____

Approved by Provost: _____ Date: _____

Attachment E.3

May 4, 2017

TO: Faculty Senate
FROM: Robert Sanders, Chair, Undergraduate Curriculum Committee
RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is 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**.

PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences/Women, Gender, and Sexuality Studies
BA/BS in Sexuality, Gender and Queer Studies

FSBC Comments:

Modest budgetary impact. This is a new major, although the expected students will primarily be drawn from Women's Studies, the SGQ minor, Psychology, and Sociology. Student FTE increases from 7 to 10 over the next four years. It will shift some courses, but capacity exists to cover the needs, at the moment. Long term, additional faculty will be required to cover all areas adequately and to move both this program and the GRN graduate program forward. For the short term, there is little budget impact, one course release and adjuncts for three courses.

Program Overview:

The major in Sexuality, Gender and Queer Studies (SGQS) is designed to provide an in-depth study of sexual desire, sexual behavior and identity, gendered behavior, gender identity, and the sexed body as socially, culturally, and historically produced. This major is not limited to Lesbian, Gay, Bisexual & Transgender Studies (LGBT) in that it includes the critical study of heterosexualities, Two-Spirit, and queer lives that exist beyond the scope of LGBT Studies. The disciplinary foundations include, but are not limited to, queer theory including queer of color critiques, transgender theory, and intersectional theory that frames analysis in relation to sexuality, gender, class, race, indigeneity, nature, and dis/ability.

Program Objectives: The major will focus on providing students the opportunities to:

- a.) engage with a wide range of texts and discourses on gender, gender expression, sexuality, and queer studies including but not limited to works by scholars and activists from queer indigenous and Two-Spirit communities, the global South, U.S. communities of color, and trans communities;
- b.) critically engage with sites of new knowledge production including emerging scholarship on and critiques of dominant forms of heterosexuality while situating knowledge within historical contexts and exploring queer epistemologies and knowledge production including queer and decolonizing methodologies for use in their own scholarship and activism;
- c.) examine LGBTQ movement building and community work and implications for collaborative learning and activism, including the ability to consider how theory and praxis co-inform each other;
- d.) understand the points of (dis)connection between feminist and queer theorizing and activism; and
- e.) constructively and critically engage with peers and reflect on their own positionalities in relation to the course materials.

Programmatic Focus: This is a proposed undergraduate major in SGQ Studies (SGQS) to be housed in the Department of Women, Gender & Sexuality Studies within the College of Liberal Arts and Sciences.

Attachment E.3

The major will focus on critical studies of sexuality, gender and queer as not only identities but also as analytic lenses. We will examine a wide range of sexualities (including heterosexualities and asexualities, in addition to lesbian, gay, and bisexual sexualities) as well as transgender issues and analytics emphasizing the following strategies and methodologies:

- a.) queer and trans of color theorizing and critiques including queer indigenous, Two-Spirit, and transnational perspectives;
- b.) critical analysis of the relationships between sexuality and other power formations such as gender, race, class, nation, ability, nature, citizenship, age, and size;
- c.) integrative studies across the core curriculum highlighting historical contexts and formulating contemporary connections among rigorous theoretical, activist, political, and practice-oriented approaches to SGQ Studies; and
- d.) an interdisciplinary, queer and decolonial approach to analyses of the creative arts, humanities, and health and social sciences.

Evidence of Need

Overall, it is clear that this new program is timely and relevant to PSU students. In relation to the strategic goal to “advance excellence in teaching and research” this program fills unmet student needs and builds capacity to deliver culturally relevant content and pedagogy.

By reviewing the enrollment data for the SGQ Studies minor we can begin to see the emergence of a demand for the major. The SGQ Studies minor has seen significant growth since it was launched in AY2009. Since that time the number of graduates per year has risen from 2 in its first year to 25 this academic year; the program has graduated a total of 81 minors since AY10. The required courses for the minor indicate strong enrollment patterns: in most cases, the courses are either just shy of course capacity or exceeding capacities. This speaks to the demand for upper-division courses that students can use in their minor and the Gender & Sexualities cluster. Psychology and Sociology are by far the most popular primary majors for the SGQ Studies minors; we fully anticipate that in the future some students will double major with the newly proposal SGQ Studies major rather than merely minoring. Since a second major can double dip courses with the UNST cluster, there will be an incentive to add the SGQ Studies major.

In order to gauge demand by current students we convened a focus group and employed two surveys of potential majors. Each of these showed that there is solid interest in an SGQ studies major from current students. They spoke to the expanding field of SGQ studies as the “cutting edge” and “increasingly needed in the next 5-10-15 years.” While many value the Women’s Studies major, they also spoke to wanting a more in-depth focus on sexuality, LGBTQ people history, and politics, and queer theory and perspectives. They delineated the potential benefits of this major for their future careers in health care, social service work, and business. The students as a whole attested that this major would offer them the background and knowledge (as well as provide evidence) that they are prepared to best serve LGBTQ populations and better improve the climate around gender and sexuality in a wide range of occupations. This major also meets demand for connection and community for LGBTQ students and those with wider interests in sexuality studies. As one student wrote in support of offering a major, “The classes that I’ve taken through the SGQ minor have been some of my favorites at Portland State. They foster a sense of community, and have helped me to feel more comfortable with myself and unapologetically proud of my identities.” Thus, this major will potentially fulfill demand for more community on campus for those already here and help to build PSU’s reputation for being LGBTQ friendly, which will potentially attract additional students to PSU from the Portland area and elsewhere in Oregon, out of state, and internationally.

Attachment E.3

According to the first short survey that was distributed among current WGSS students, Gender and Sexualities Junior Cluster courses, and several physical sites on campus approximately 50% of the 53 respondents indicated they would be likely to complete the proposed major if it were available to them. A survey of 19 current SGQ minors showed that over 60% of respondents would be likely to complete this program as their first or second major if it were available.

Course of Study:

The major in Sexuality, Gender & Queer Studies (SGQS) is 56 credits. Those credits are divided as follows:

Required courses (28 credits)

UNST231 Gender & Sexualities SING **OR** WS332U Race, Class, Gender, & Sexuality (4)
WS360U Intro to Queer Studies (4)
WS370U History of Sexualities (4)
WS381 Queer of Color Theorizing and Perspectives (4)
WS482 Topics in Transnational Sexualities Studies (4)
WS412 Feminist Methodologies (4)
WS415 Senior Seminar (4)

Experiential Learning requirement (8 credits)

WS409 Practicum (6)
WS411 Experiential Learning Seminar (2)

SGQS Electives (20 credits of which 4 credits may be lower-division)

WS 308U Lesbian Literature (4)
WS 308U Masculinities (4)
WS 308U Gender, Class, Culture (4)
WS/ENG 372U Topics in Gender, Sexuality, and Literature (4)
WS 375U Topics in Sexuality Studies (4)
WS 382U Transgender Studies (4)
WS 481 Disability and Intersectionality (4)
ANTH 432 Gender in Cross-Cultural Perspective (4)
BST 324 Black Masculinities (4) *[new course proposal submitted]*
BST 342 Black Feminism/Womanism (4)
CFS 340U Queer Families (4)
CFS 390U Sex and the Family (4)
COMM 337U Communication and Gender (4)
COMM 452 Gender and Race in the Media (4)
PHE 335 Human Sexuality (4)
PHE 453 Women's Reproductive Health (4)
PHL 369U Philosophy of Sex and Love (4)
PSY 431 Psychology of Men and Masculinities (4)
SOC 344U Gender and Sexualities (4)
SPAN 349 Forbidden Love (4)

NOTE: Other variable and special topic courses with a focus on sexuality may count as electives (e.g., FILM 370U Queer Cinema or ENG 494 Queer Theory); in these instances consult with a SGQS advisor for approval.

The minimum grade allowed to pass major requirements will be 1.0. The only major requirement with a P/NP grading option is WS409.

Attachment E.4

May 4, 2017

TO: Faculty Senate
FROM: Robert Sanders, Chair, Undergraduate Curriculum Committee
RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is 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**.

PROPOSAL SUMMARY FOR College of the Arts

BA/BS in Sonic Arts and Music Production

FSBC Comments:

This proposal is to develop a new major in Sonic Arts and Music Production. The space is adequately identified and the necessary fees required for upgrading computing facilities have been approved by the university committee. No additional faculty is requested since the reprioritization of existing faculty loads will enable to offer the new degree. Assuming new students are drawn to the program, the increase in major students is likely to bring additional revenues to the university. No significant budgetary impact.

Program Overview:

The Sonic Arts and Music Production program at PSU will be the only degree offered in the School of Music to explore the artistic and musical possibilities that technology facilitates. With a firm foundation in music theory and acoustics, students will pursue new sounds, new instruments, and new methods of performance and composition. They will engage multiple creative contexts including recording arts, mixing and mastering, working with visual media, live interactive performance, sound installations, and online possibilities. In an environment that combines music, art, science, coding, and design, students will develop tools that prepare them for leadership in artistic, technical, educational, entrepreneurial, and research efforts.

Broad in its conception and inclusive in its content, this degree seeks to reach students from a wide variety of backgrounds and with a wide range of interests. This will be our first degree to reach students lacking a traditional background in music and literacy with music notation. Rather, students curious about how to combine their love of technology with their desire to create and facilitate sonic and musical projects will find a welcome place in this program. Our wide-ranging curriculum provides a foundation of music theory relevant to contemporary musical styles, rudimentary piano skills, ensemble experience, music history and culture classes, music business, and the heart of the program, six core classes which immerse students in music technology and the creative possibilities the technology enables.

We are partnering with PCC Cascade, which is offering an Associate of Applied Science Degree in Music and Sonic Arts. Their first term is happening now in F2016 and they have experienced a 40% jump in enrollment, showing the demand locally for this type of degree. Our program shares similar objectives, and with coordinated advising and equivalency agreements, we expect that their program will be a natural pipeline for ours.

Evidence of Need

In 2014-2015 we sent a survey to Portland area high school music teachers asking what new academic focuses they would like to see us develop for their students. Music production was the number one requested focus, with Music Theater a distant second.

Prospective students in the past ten years have consistently inquired about the possibility of a program in music production. Some have tried to enroll in our B.M. in Composition because it seemed the closest to

Attachment E.4

their interests. The B.M. in Composition, however, is a music notation based program with in emphasis in concert music, and therefore it is not well-suited for students without a significant background in music performance. In addition, we currently have no degrees which admit students on the basis of a creative portfolio instead of a performance audition.

Last year we learned of PCC Cascade's plan to offer a two-year degree in Music and Sonic Arts. Upon learning more about each other's proposed plans, we decided to partner together to streamline a potential route for students to begin at PCC Cascade and transfer to PSU with an Associate's Degree. Fall 2016 was the first term of the new Associate's Degree in Music and Sonic Arts at PSU, and their enrollment in music increased by 40% this fall! We are very excited to learn of their enrollment as a partner institution because it is evidence of the high demand that students have placed on music production programs. We expect to gain many transfer students in two years' time.

Course of Study:

In addition to the Required General Education Courses for B.A. and B.S., students will take the following:

<u>Required Music Courses (courses in bold are new courses)</u>		<u>Credits</u>
MUS 045	Portfolio Review	0
MUS 101, 102, 103	Contemporary Music Theory	12
MUS 188	Performance Attendance (6 terms required)	0
MUS 191, 192, 193	Group Lessons for Beginners: Piano	6
MUS 194, 195, 196, 197, or 198	Large or Small Ensemble	3
MUS 225	Music Technology Lab	3*
MUS 245	SAMP I: Audio Recording	3
MUS 246	SAMP II: Studio Techniques	3
MUS 247	SAMP III: Studio Production	3
MUS 345	SAMP IV: Acoustics for Musicians	3
MUS 346	SAMP V: Music with Visual Media	3
MUS 347	SAMP VI: Integrated Sound Arts	3
MUS 344	SAMP: Laptop Ensemble	3*
Two of the following:		8
MUS 301, 302	Survey of Music Literature	
MUS 355	Jazz History	
MUS 365	Film Music	
MUS 374, 375	World Music	
MUS 376	American Musical Traditions	
MUS 377	World Music: Latin America and The Caribbean	
MUS 445	The Business of Music	3
MUS 476	Computer Music Composition	3
<u>Upper Division Music Electives</u>		<u>7</u>

66

* MUS 225 Music Technology Lab and MUS 344 Laptop Ensembles are one credit repeatable courses. Students need to complete 3 terms of each.

Attachment E.5

May 9, 2017

TO: Faculty Senate
FROM: Robert Sanders, Chair, Undergraduate Curriculum Committee
RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is 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**.

PROPOSAL SUMMARY FOR College of Liberal Arts and Sciences Minor in World History

FSBC Comments:

This proposal relies on existing courses, and on courses to be developed by the existing faculty. The department sees no budget implication for the proposed minor. The reviewers agree with this assessment. No significant budgetary impact.

Program Overview:

World History is the study of developments that transcend regional, national, and continental borders. It is a field of inquiry that examines human societies on a global scale—connecting, comparing, and contrasting regional developments and their bearing on the world at large. Students and scholars of World History approach the past through a transnational, global, or comparative perspective, shedding light on the diversity of the human experience that continues to shape our increasingly interconnected world.

The World History Minor will provide students interested in World History and global affairs with an opportunity to broaden and deepen their knowledge and understanding of the diversity of the human experience. The objectives of the program are to introduce students to the forces that have shaped the different historical trajectories of individual societies, while also developing an appreciation of the interconnectedness of otherwise distinct world regions. Exposure to the philosophy and methods of historical inquiry and debate will allow students to examine critically how the forces of continuity and change operate on a global scale and how knowledge of the past informs distinct worldviews and ways of engaging in the world. Finally, by exploring a broader range of perspectives through the study of World History, students pursuing the World History Minor will become more informed global citizens.

Evidence of Need

Over the past two decades World History has become the most dynamic subfield in the discipline of history. With its traditional strength in World History, the History Department at PSU aims to expand and update its offerings to students. We will thereby contribute to the university's long-standing goal of internationalizing the larger curriculum. A minor in World History will further appeal to students throughout the university who are looking for opportunities to take more courses with an international component and to build a deeper understanding of the historical context of world affairs. The proposed program will therefore support the university's efforts to graduate students prepared for careers in an era of accelerating globalization.

Attachment E.5

Specifically, the proposed World History Minor contributes to PSU's stated mission goals of serving Portland and the greater region by preparing students to become more globally-informed citizens in an increasingly international economy, as well as addressing concerns, recently voiced by students themselves, about the need for a more diverse range of curricular perspectives and experiences. The University's Strategic Plan for 2016-2020, "Let Knowledge Serve the City," points to the dynamic and diverse make-up of our community and the need to cultivate a community of lifelong learners prepared for careers and life in a global context. As part of its initiative to broaden international opportunities, the Strategic Plan specifically identifies the need to increase international and cross-cultural perspectives on campus and in the classroom. Student concerns about issues of race, ethnicity, and identity, and the need for more course content that reflects diverse communities, their perspectives, histories, and contemporary contexts, are substantively addressed through the study of World History.

Finally, by engaging with a broader range of perspectives through the study of World History, our students will become more informed global citizens. At a time of increased internationalization of our region and economy, with the Trans-Pacific Partnership expected to boost Oregon's international trade and an ever-growing number of international journeys made via Portland International Airport (which saw a 21.3% rise in 2015), our internationally-minded students will surely be valuable additions to the region's workforce upon graduation.

Course of Study:

The World History Minor requires the completion of 28 credits from the following list of courses:

Required Courses:

HST 390	Topics in World History	4 crs
HST 490	Comparative World History	4 crs

Electives:

Lower Division:

HST 104	Introduction to World History (Origins to 1000 CE)	4 crs
HST 105	Introduction to World History (1000-1600 CE)	4 crs
HST 106	Introduction to World History (1500-present)	4 crs

Upper Division:

HST 339U	Environment & History	4 crs
HST 369U	Women in World History	4 crs
HST 361	Modern France & the World since 1815	4 crs
HST 387U	History of Science	4 crs
HST 390	Topics in World History	4 crs
HST 413	Topics in Transnationalism	4 crs

Students must complete 16 credits at the upper division level, 4 of which must be at the 400 level.

All courses are to be taken for differentiated grades; pass/no pass courses cannot be counted toward the minor. Students must earn at least a C- in each course presented to meet minor requirements.

A minimum of 16 credits in History in residence at Portland State University is required for the minor.

Undergraduate Judaic Studies Courses to be given Area Designations

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

Undergraduate courses offered by Judaic Studies 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:

- | | |
|---|---------------------------|
| • JSt 201 Introduction to Judaism | Social Science |
| • JSt 317 Jewish History from Antiquity to the Medieval Period | Social Science |
| • JSt 318 Jewish History from the Medieval Period to the Present | Social Science |
| • JSt 319 Rabbinic Culture in the Roman World | Social Science |
| • JSt 324 Historical Introduction to the Hebrew Bible/Old Testament | Social Science |
| • JSt 325 Retelling the Bible | Arts & Letters |
| • JSt 333 Israeli Culture and Society | Social Science |
| • JSt 335 Sex, Love and Gender in Israel | Social Science |
| • JSt 369 Jews and Judaism in America Since WWII | Social Science |
| • JSt 378 Pagans, Christians and Jews | Social Science |
| • JSt 379 History of Zionism | Social Science |
| • JSt 380 The Holocaust | Social Science |
| • JSt 381 Kabbalah: The Jewish Mystical Tradition | Social Science |
| • JSt 388 History of Modern Israel | Social Science |
| • JSt 430 Messiahs and Messianism | Social Science |
| • JSt 431 The Arts and the Jewish Experience | Arts & Letters |
| • JSt 435 Jewish and Israeli Dance History | Arts & Letters |

Rationale: Judaic Studies courses within CLAS do not carry an academic distribution designation. This is a consequence of the recent development of the program. This motion will bring it 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:

JSt - Judaic Studies**JSt 201 - Introduction to Judaism (4)**

Traces the development of Judaism as a religious system and civilization from the biblical period through the middle ages and into the modern era. Describes the practices and beliefs of Judaism as a lived religion primarily through the investigation of primary sources.

JSt 299 - Special Studies (1-4)

(Credit to be arranged.)

JSt 317U - Jewish History from Antiquity to the Medieval Period (4)

Introduces students to the Jewish historical experience from its Biblical origins through the end of the first millennium CE primarily by means of close readings of primary sources. Describes the diverse forms of Jewish life under Persian, Greco-Roman, Early Christian and Muslim rule and examines the boundaries of pre-modern Jewish cultural and religious identity. This is the same course as Hst 317U and may be taken only once for credit.

Cross-Listed as: Hst 317U.

JSt 318U - Jewish History from the Medieval Period to the Present (4)

Survey of Jewish history from the year 1000 to the present, covering major developments in Jewish society and culture in the medieval Islamic and Christian realms, early modern Europe and the Middle East, and the modern world. Topics include religious thought, communal and political structures, and Jewish/non-Jewish relations. This is the same course as Hst 318U and may be taken only once for credit.

Cross-Listed as: Hst 318U.

JSt 319U - Rabbinic Culture in the Roman World (4)

Introduction to history and literature of the rabbinic movement in Roman Palestine, 70 CE-500 CE. Origins of the rabbis, their role in society, genres of rabbinic literature (Mishnah, Talmud, Midrash), rabbinic law and theology and rabbinic attitudes towards the urban culture of the Roman Near East. This is the same course as Hst 319U and may be taken only once for credit.

Cross-Listed as: Hst 319U.

JSt 324U - Historical Introduction to the Hebrew Bible/Old Testament (4)

Historical survey of Hebrew Bible/Old Testament. Investigates Israelite religion in the context of the Ancient Near East, exploring ideas about community, sanctity, social justice, prophesy, wisdom, and the nature of human suffering.

JSt 325U - Retelling the Bible (4)

Discusses how the Bible was read in antiquity. Surveys the genres of early Jewish Biblical interpretation, including inter-Biblical interpretation, rewritten Bible, translation, allegory, allusion. Sources include the Apocrypha and Pseudepigrapha, the Dead Sea Scrolls, Greco-Jewish literature and Rabbinic Midrash

JSt 333U - Israeli Culture and Society (4)

Investigates the foundation and development of an Israeli national culture and its role in shaping contemporary Israeli society. Explores how history, politics, gender, religion, and ethnicity operate in the public arena. Key topics include myth and memory, public and state events, music and dance, theater and architecture. No prerequisites required.

JSt 335U - Sex, Love, and Gender in Israel (4)

Examines intersections of gender and nationalism; the role of masculinity; conceptions of femininity, sex, love, and motherhood; and the impact of gender on the Arab-Israeli conflict. Investigates the history and experiences of a diverse array of women in Israel, including Jewish women, Israeli Arab and Palestinian women, and foreign workers.

JSt 369 Jews and Judaism in America since WWII (4)

Survey of the Jewish experience in America from the postwar period to the present, considering political, cultural, and religious developments including suburbanization, the fading of immigrant memory, Jewish identity, and the Holocaust, politics and voting patterns, the impact of the counterculture, feminism, the relationship to Israel, and orthodoxy.

JSt 378U - Pagans, Christians and Jews (4)

Discusses the development and interaction of Roman paganism, Christianity and Judaism during the period of Late Antiquity. Topics will include education, philosophy, asceticism, ritual, religious law, the image of the holy man and the phenomenon of religious polemic in the Later Roman Empire (c. 250-600 CE). This is the same course as Hst 378U and may be taken only once for credit.

Cross-Listed as: Hst 378U.

JSt 379U - History of Zionism (4)

Zionism as ideology and practice in context of Jewish and European history. Includes society and culture Zionism created under the British mandate of Palestine, roots of the Arab-Jewish conflict in this context, and impact on Jewish life and politics in Eastern and Central Europe and the United States. This is the same course as Hst 379U and may be taken only once for credit.

Cross-Listed as: Hst 379U.

JSt 380U - The Holocaust (4)

An introduction to the Nazi-planned and -executed genocide of European Jewry known as the Holocaust. Topics includes the German and European contexts for the rise of Nazism; antisemitism and its links to Nazi ideology and policy; European Jewry in the interwar period; the "Final Solution"; resistance and collaboration. This is the same course as Hst 380U and may be taken only once for credit.

Cross-Listed as: Hst 380U.

JSt 381U - Kabbalah: The Jewish Mystical Tradition (4)

Surveys the origins and development of the Jewish mystical tradition set against the context of Jewish religious, social, and intellectual history. Topics include mystical visions in ancient Jewish texts, medieval Kabbalah and the Zohar, the Sabbatean messianic movement, Hasidism, and contemporary uses of Kabbalah. This is the same course as Hst 381U and may be taken only once for credit.

Cross-Listed as: Hst 381U.

JSt 388U - History of Modern Israel (4)

Surveys the evolution of modern Israel, exploring social, political, cultural, and intellectual developments from 1880 to the present. Topics include the emergence of the Zionist movement; political, cultural, and social developments before and after 1948; the Arab-Israeli conflict; and the social framework of Israeli society.

JSt 430 - Messiahs and Messianism (4)

Messianic ideas in Judaism and other religions. Can focus on specific messiah figures and movements, comparative messianisms, historical and conceptual development of messianic idea, and/or modern manifestations. Repeatable once with departmental approval.

Prerequisite: 8 upper division credits in Judaic Studies, or related courses with permission of instructor.

JSt 431 - The Arts and the Jewish Experience (4)

Examines the connection between Jewish culture and the visual, literary, and/or performing arts. Investigates the diversity of Jewish experience, the formation of Jewish identity, and the interpretation of Jewish arts through lectures, workshops with artists, and attendance of events such as films, exhibits, readings, and/or performances.

Prerequisite: Upper-division standing.

JSt 435 - Jewish and Israeli Dance History (4)

Examines the development of Jewish and Israeli dance in the twentieth century. Exploring social and concert dance forms, topics include the development of Israeli folk dance; works of American Jewish choreographers such as Fiddler on the Roof; the Batsheva Dance Company, Ethiopian and Yemenite Jewish dance companies in Israel.

Prerequisite: upper-division standing.

**Progress Report from the Faculty Senate
Ad Hoc Committee on Liberal Education
May 22, 2017**

Charge

The questions the committee was charged to address were multiple, and very broad in scope. They included identifying the goals of liberal education at PSU, and how quality achievement would be assessed. The committee was also asked to evaluate stated outcomes and expectations regarding liberal education. Faculty involvement in liberal education across campus was to be considered, as well as the process of evaluating transfer students to ensure successful transition. The committee was asked to develop a more specific agenda and deliver recommendations to Senate.

Committee Members

Gina Greco and Maurice Hamington, co-chairs; Yves Labissiere, Brad Hansen, Rachel Webb, and Lisa Weasel, members.

Activities

The ad hoc committee was formulated in the Fall of 2016, and met bi-weekly throughout the academic year. The initial objective was to define Liberal Education at PSU, working from extensive research on definitions at other institutions. The AAC&U LEAP defines it as: “an approach to *learning* that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest.” Several additional points were discussed that make our definition and goals more specific to the unique strengths of our institution.

The committee also investigated the status of liberal and general education activities at PSU, and the implementation of the University Studies program. The committee reviewed the goals and methods outlined when it was established in 1994, and noted changes over time as it evolved related to objectives and outcomes, as well as faculty participation across campus and investment in the program.

Several challenges were identified related to providing students with a quality liberal education. It became apparent to the committee that the value and importance of a liberal education is not shared by students or the general public, as it appears to compete with career preparation and the singular goal of completing degree requirements and landing a job. In addition to these social and economic challenges, the concept of providing a quality liberal education was removed from our mission statement. Until July of 2014 it was a core component in the mission, and ratified by the Board of Trustees. In 2016, it was removed to make way for new language related to strategies that would be implemented to address a strategic plan. Confusion about our mission and the value we bring to the lives of students is a concern to members of the committee.

Presentation to Senate: On March 6, 2017 the committee presented the information gathered to the Faculty Senate, and that presentation is included in the minutes of the

March meeting. It addressed the issues raised above, and the discussion centered on the perspective of Senators on how to uphold and promote the importance of a liberal education. It was widely agreed upon that it has value, but no specific measures were outlined to change the status quo.

A More Specific Agenda

Committee members agreed that the charge was very broad and difficult to fulfill in a concrete way. However, working from higher-level aspirations gave us an appropriate starting point to consider what we could achieve. Four objectives that are manageable arose from the work of the committee:

- Propose language for PSU related to our Liberal Education Goals. This will take the form of a public statement.
- Conduct a Blog to frame the discussion around Liberal Education and provide a record of the ongoing conversation.
- Use the Office of Academic Innovation's work in assessing our achievements related to accreditation and specific Learning Outcomes.
- Focus that assessment on two key factors identified in common definitions of Liberal Education.
 1. Communication Skills; written and oral
 2. Critical Thinking; analyzing and evaluating information

Recommendations

The ad hoc Committee recommends that a cross-functional Task Force be formed in Fall term 2017 to address the above agenda. Members should represent a broad segment of campus decision makers, including representatives from OAA (including UNST leadership), ALT, OIRP, and OAI, balanced with an equal number of faculty. Such a group would have the capacity to allocate resources and make meaningful decisions about ***Reframing the Priorities of the Institution regarding quality liberal education***. The charge should be to address PSU's relationship to outstanding liberal education. Specifically, the Task Force should explore how the current budget model and other internal systems, which measure and reward the generation of Student Credit Hours, can be adapted to measure and reward the achievement of excellence in student learning outcomes necessary for outstanding liberal education.

**Progress Report from the Task Force on
Tenure for Teaching-Intensive Faculty
May 19, 2017**

Charge: Phase I of the charge was to research models at other universities, to hold public forums, to solicit feedback online, and to make a progress report to Steering and Senate.

Task Force Members: Gary Brodowicz and Gwen Shusterman, co-chairs; Stephen Percy, Oscar Fernandez, Jennifer Kerns, Brad Hansen, Janelle Voegele, Tom Hancock, Jennifer Larsen, Tom Bielavitz

Activities: The Task Force was formulated in the Fall of 2016, and addressed the initial charge to investigate teaching-intensive tenure positions at other universities and review related literature. In attempting to determine whether there are standards for teaching loads among tenure-track professors at PSU, it was determined that there is extreme variation between loads in different departments for various reasons. The idea of “teaching-intensive” was found to be contextual.

A number of institutions have initiated conversations or inquiries into this issue, but only four institutions were confirmed to have contracts that define tenure for teaching-intensive faculty. They are the University of British Columbia, University of Oklahoma, University of Denver, and Western Michigan University. Individuals were interviewed at these institutions, and data gathered. Commonalities and challenges were identified.

Forums: The Task Force reported their findings in two campus-wide forums, held on May 9 and 10, 2017. The forums also served as a platform to collect feedback from attendees on the topic. The following four questions were posed to forum participants, and some representative responses are included in the addendum to this report.

1. What are the advantages of teaching-intensive tenure at the department/college/university level?
2. What are the disadvantages of teaching-intensive tenure at the department/college/university level?
3. How would teaching-intensive be defined at your department/unit level?
4. What would be the criteria for tenure for “teaching-intensive” positions?

Status: The Task Force has initiated an online survey to gather specific responses, but that data was not available at the time of this report. The Task Force will collate survey responses and provide that information in the Fall of 2017, along with a recommendation regarding whether further investments should be made towards tenure for teaching-intensive positions at PSU. At this point, the Task Force does not have sufficient data or support from the campus community to recommend further investigation or implementation of Phase II.

**Tenure for Teaching-Intensive Faculty Forums
May 9 and 10, 2017, Summary of Comments**

Task Force presentation

Positions at PSU, positions elsewhere, commonalities between comparators, challenges they experience, feedback. Attendees: Approximately 40, mostly faculty

#1 Advantages of teaching-intensive tenure at the dept/coll/univ level?

Cost savings to the university to get more SCH generated by fewer professors
 Leadership in curriculum development may be rewarded
 Students have continuity vs. adjuncts that come and go
 Tenure has eroded; it is a way to protect tenure itself
 Academic freedom may be upheld
 Encourages professional development in SOTL
 May help attract a diverse faculty
 May strengthen the faculty voice in a unit with few tenure lines
 Makes full time faculty less vulnerable in tight budgets
 Could enhance our reputation for prioritizing quality teaching

#2 Disadvantages of teaching-intensive tenure at the dept/coll/univ level?

Faculty in research positions already have teaching-intensive loads
 Teaching-intensive is not possible to define across campus
 Failure to support graduate studies, especially doctoral
 The university claims to be a “research institution”
 Little scholarship or service can be done by faculty with a “90%” teaching load
 It demoralizes good teachers who also do research, but are not recognized for it
 Retiring professors who are scholar/teachers are replaced with teaching faculty
 The role of a professor changes over time: research, teaching, and service vary
 The perception of the university will change statewide if teaching is emphasized
 A two-tiered system may devalue quality of the TTIF related to the existing model
 Teaching 36 credits per year institutionalizes lack of expectations for other work
 Need to redefine scope of positions; service needs to be performed by more people
 Erosion of Research Positions – loss due to retirement, converted to TTIF
 Need to clarify faculty roles in the total mission of the university
 An apparatus must be constructed that demonstrates excellence for evaluators
 This may create fractures within units between colleagues

#3 How would teaching-intensive be defined in your unit?

There is little consistency between positions now
 36 credits has been defined as an upper limit, and is used for NTTF
 Class size should be a factor, the level of the courses, and mode of delivery
 Teaching excellence is time intensive

#4 Criteria for tenure/promotion

Current NTTF role is 90% teaching and 10% service; this needs reflective review
Use extant research on evaluation of pedagogy and teaching effectiveness
Peer reviews and external reviews of teaching and curricular artifacts
Contribution to curriculum development
Innovative teaching practices

OTHER QUESTIONS THAT AROSE

In our general education model, why are all faculty in University Studies NTT?
How do we evaluate and review TTIF for excellence in teaching?
Will this elevate student learning for students?
Is it appropriate to continue to award tenure for success in research and publication
for traditional scholar/teachers without requiring teaching excellence?

Attachment G.6

To: Faculty Senate
From: Educational Policy Committee
Date: March 6, 2017
Subject: EPC Quarterly Report

Charge: The EPC tracks significant developments bearing on educational policy and planning and makes recommendations to the Faculty Senate, and evaluates and makes recommendations to the Faculty Senate regarding proposals for the creation, major alteration, or abolition of academic units.

Members: Cynthia Baccar, Barbara Brower, Rowanna Carpenter, G.L.A. Harris, Arthur Hendricks (co-chair), Alison Heryer, Alastair Hunt, Betty Izumi, Gerardo Lafferriere (ex officio), John Ott, David Raffo (co-chair), Stephanie Roulon, Luis Ruedas, Ken Stedman, Hormoz Zareh

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 its 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 subcommittee 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?

Report of Faculty Development Committee to Faculty Senate 11 May 2017

Charge: The FDC reviews proposal and makes recommendations to the Provost on awards to faculty, including those of the Research and Scholarship and Institutional Career Support-Peer Review Programs.

Members: Sarah Beasley, Andrew Black (chair), Todd Cherner, Michael Clark, Kenneth Cruikshank, Berrin Erdogan, Geraimos Fergadiotis, Julia Goodman, Barbara Heilmair, Arthur Hendricks, Bruno Jedynak, Kathi Ketcheson, Thomas Kindermann, Greg Pugh, Vivek Shandas, Regina Weaver, Angela Zagarella

In our January report we wrote:

Faculty Development Awards have been renamed the "Faculty Development Program". The university is making available \$650k for this program, and the FDC proposes to administer the funds in the same way as last year.

To our surprise, the number of submissions received by the deadline (15th February) was just 54, compared to 118 last year, and 112 in 2015. We found that, although the FDP rules and submission information had been on the OAA website since January, OAA had not sent an email to faculty reminding them to submit proposals. In hindsight, it is probably a good idea for the Chair of the FDC to ask OAA to send such an email, and to draft an announcement for *Currently*.

In response to this oversight, the FDC invited submission of a second round of proposals, similar to the first but with a lower page limit, a funding limit of \$5000, and excluding the funding of release time. We received an additional 66 proposals by the 5th April deadline.

Each proposal (other than those that were ineligible) received multiple reviews from members of the Faculty Development Committee. The committee then held a series of meetings at which the controversial proposals were discussed. In some cases, we requested and obtained additional information from the PIs, or solicited additional reviews. All this activity was managed online using "EasyChair", which allowed the members of the FDC to read the reviews and discuss the proposals asynchronously. Every PI received reviews, although the level of detail provided by the reviewer varied.

The distribution of proposals by School and College is shown in Figure 1. (Numbers exclude the ineligible proposals.) The total, 119, is very close to the total number submitted last year, but because more than half of this year's submissions were for \$5000 or less, the funding rate is much higher than in previous years. Nevertheless, we were still unable to fund all the worthwhile proposals.

Our funding decisions are summarized in Figure 2. This year we received 5 submissions from APs, as well as 14 from NTT Faculty; 4 proposals were funded with reduced budgets. The overall success rate was 76/119, or 64%; this compares with 41% in 2016.

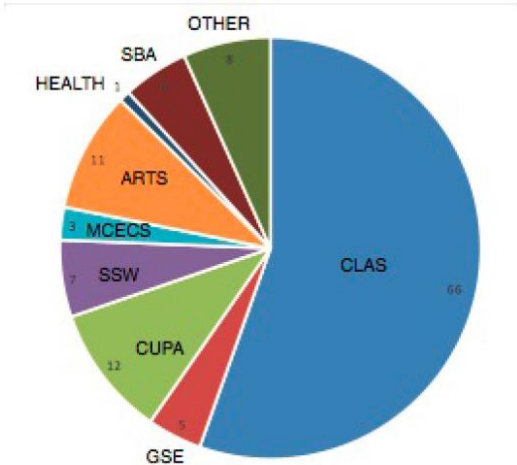


Figure 1: submissions by academic unit

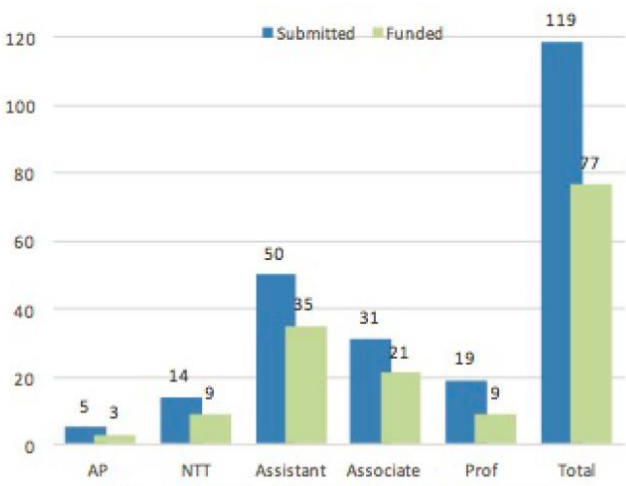


Figure 2: submitted vs. funded proposals

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Academic Quality Committee Annual Report 2016-17

Members:

Virginia Butler (ANTH), Annebelle Dolidon (WLL), Jones R. Estes (UNST), Ginny Garcia-Alexander (SOC) [Sp], Linda George (ESM) (Chair), James Hook (COMP) [Sp], Yves Labissiere (CUPA) [F-W]

Consultants: Scott Marshall (OAA) [F-W], Kathy Ketcheson (OIRP)

In 2015, the Task Force on Academic Quality (established by an MOU in the AAUP contract) surveyed the PSU faculty community about what they thought represents academic quality in teaching/student experiences, research/scholarly work and service. The Task Force also asked what changes PSU could institute to improve academic quality over the next 5 years. We received nearly 400 responses, with a 30% response rate from tenure-line faculty and a 21% response rate from NTTF. OIRP conducted a quantitative and qualitative analysis of the survey responses. The Task Force members used this analysis to identify four priorities for improvement.

- Improving graduate student experience
- Providing more opportunities for undergraduate research
- Improving student writing
- Enhancing opportunities for interdisciplinary research and teaching

These priorities were presented to the Faculty Senate in 2015. After identifying these priorities the Task Force engaged in a year-long research project to identify practices in other universities around the country that address these priorities. We called these ideas Aspirational Practices and presented them to Faculty Senate in 2016. Final reports of this research are attached in Appendix A.

Starting Fall of 2016, the Taskforce became an official Senate Committee named the Academic Quality Committee. We have met weekly for the almost the entire academic year. Our charge is to survey faculty and students every two years on issues related to academic quality, identify areas of improvement based on these surveys, make recommendations and establish a dashboard of metrics related to academic quality.

This year we have:

- Made progress on establishing metrics for the priorities identified (see Appendix B). OIRP is gathering the data for the past five years, where possible, for these metrics.
- Developed a graduate student survey (see Appendix C) to be implemented Spring of 2017.
- Developed a faculty survey (see Appendix D) to be implemented Spring of 2017.

Next year we intend to:

- Develop a report on the metrics collected in 2016-17 (Fall)
- Analyze results of graduate student survey and share data with OGS and the Graduate Council (Fall)
- Analyze results of faculty survey and report to Faculty Senate (Winter)
- Develop and implement undergraduate student survey to be implemented Spring of 2018.

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APPENDIX A - Taskforce on Academic Quality Priorities Report

Template for Taskforce on Academic Quality Reports

Enhancing resources for faculty scholarly activities

- Overview of Aspirational Practice
[Rational for working on this practice]
- Alignment with Strategic Plan
- Summary of literature of the benefits of the practice for students
- Case Studies
 - 3-4 that illustrate different ways to implement best practices
- Best Practices
- Implementation recommendations for PSU
 - What is already being done at PSU [see best practices above]
 - Based on what we have learned, what more could/should be done, ideas for corralling existing activities for better impact, cost estimates?
 - Indicators of successful implementation
- Implications for faculty workload
- Implications for tenure
- Implications for faculty development

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Aspirational practice #1 - Encouraging inter-disciplinary research and teaching

Overview of Aspirational Practice

The origin of the concept of inter-disciplinarity lies in the 1920s efforts of the Social Science Research Council to develop a social science research agenda that did not compartmentalize disciplines but researched and collaborated across different subjects. The sciences and science agencies such as the National Science Foundation have also driven the push for interdisciplinary research and teaching. The National Science Foundation reports cross-disciplinary citation rates in a broad group of 11 fields. This ranges to as high as 38.3 % in biology to lows of 18.3% in physics. In the social sciences, the numbers are higher with 71.7% of citations coming from journals in other disciplines. Social sciences have had a higher record of interdisciplinary collaborations because this helped in understanding social problems like poverty, racism, etc and provided the rationale for public policy to make decisions that were not limited in their scope of defining the problem through the lens of limited disciplines. (Sapiro, 2004, pp 4).

In recent times, the Boyer Report (1998) “Reinventing Undergraduate Education,” challenged universities to think beyond disciplines in formulating undergraduate education. Prominent institutions have lately championed the cause like University of Michigan at Ann Arbor which announced in 2007 to hire 100 faculty members over five years in interdisciplinary fields. “According to research by Steven G. Brint, a professor of sociology at the University of California at Riverside, in good times deans see seeding interdisciplinary as a way to generate streams of grant support. In leaner times, they may turn to inter-disciplinarity as a way to produce efficiencies, stretching academic resources by focusing energies on common efforts.” (Jacobs, 2009)

There are 5 different levels of interdisciplinarity (Sapiro, 2004, p 12)

- Multi-disciplinarity in which individual contributions from different disciplines are cumulative, but not integrated. Communication among disciplines is minimal – involves team teaching rather than collaborative teaching.
- Informed Disciplinarity is the second level where the contributions from individual disciplines are not cumulative but the connection between the different disciplines is explored in detail.
- Synthetic Interdisciplinarity aims to bridge disciplines by analyzing issues found either in the intersections of disciplines, or in the gaps between disciplines.
- Trans-disciplinarity aims to develop a synthesis by making the disciplines not components, but subordinate to the larger framework.
- Conceptual Interdisciplinarity is the most integrated form as it critiques the methodologies of individual disciplines and then makes it own framework based on the best of all disciplines.

IN SHORT

- A multidisciplinary approach to learning addresses challenges that the one-major degree cannot. It goes beyond a minor, as learning is not divided but collaborative between disciplines. It offers in the same way a more rounded alternative to double majoring, which is burdensome.

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- Interdisciplinary or multidisciplinary degrees better prepare students for today's world as it combines professional training, critical thinking skills and the possibility to practice problem-solving from different points of views or disciplinary techniques.

Alignment with Strategic Plan 2016-2020

"Pillars of excellence"

GOAL3 "enhance our competitive ac

Interdisciplinarity leverages on Portland, that is on our location, our urban settings and our community- based engagement in the city. It is something PSU can be excellent at
Interdisciplinarity as a domain of excellence.

Summary of literature of the benefits of the practice for

students Case Studies

The Collaborative on Academic Careers in Higher Education, 2014 lists good examples of interdisciplinary research in US colleges and universities. Some of these include

1. Hobart & William Smith Colleges specify that a requirement for graduation is the successful completion of one interdisciplinary concentration. Some programs like Environmental Studies have faculty from 8 to 10 different departments e.g. a physicist and an environmental studies person who is focused on China teach a class together on energy.
2. University of North Carolina at Chapel Hill set up in 2013, the first pan-campus theme called 'Water in Our World'. Faculty is expected to come with ideas rather than looking for funds for events and projects related to this theme.
3. Stonehill College has a summer institute where the Office of Community-Based Learning (CBL) teams up faculty with a community partner and student leader to work closely with office staff in designing a new CBL course or to revamp an already existing one. Through this program, faculty members apply to attend and receive a small stipend for a workshop in the basics of CBL. The Provost's office hosts "Academic Development Day" for faculty to learn more about public scholarship and pedagogy. This event includes speakers on how to link the college to the community most effectively.
4. Christopher Newport University hosts forums throughout the year for faculty to talk about work with their colleagues.

Best Practices

1. It is important to remember that a 'discipline' is different from a 'department/program'. Interdisciplinarity, should focus on the pursuit of knowledge, not the institutional and bureaucratic rules and processes set up for an interdisciplinary 'program'. "Crossing departmental boundaries in teaching does not necessarily create interdisciplinarity, and staying within them does not necessarily maintain disciplinary boundaries." (Sapiro, p 5). Often, some assume that because traditional disciplines are more rigorous, integrating them with other fields will make

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them easier and not draw the best out of the student. This assumption that interdisciplinary subjects are easier than traditional disciplines should be discouraged; however it should also be borne in mind that new and interdisciplinary areas are necessarily not more creative than traditional disciplines.

2. It is important to clarify the following in setting structure - Who and which unit gets credit for a team-taught course? How will grant funds allocated between units? How much credit does a researcher get for publications in journals outside one's discipline? Will efforts that are judged as positive in one unit be equally recognized in another? (Washington State University, 2013)
3. It is important to have a funding model that provides grants to initiate new interdisciplinary offerings even if enrollment numbers are low, stipends to guest faculty focusing on interdisciplinary research, and funding workshops / community learning experiences / cultural immersions offering interdisciplinary credits. While internal seed grants can provide a good headstart to a new program, the goal should be to secure sufficient external funding to sustain the program.

AT PSU (examples of interdisciplinary projects)

- CUPA's initiative to create an interdisciplinary degree
- MIM/M.A. in one year in collaboration with WLL

Implementation recommendations for PSU

The following recommendations are based on Southern Methodist University's strategy plan for encouraging inter-disciplinary research and teaching

1. Create a new, high-profile institute that will promote interdisciplinary studies across campus.
2. Review the viability of current interdisciplinary programs and encourage the development of new and reorganized interdisciplinary units. **University Studies and College of Urban and Public Affairs offer degrees that focus on inter-disciplinary subjects, hence looking at their models would help.**
3. Evaluate programs in international and area studies and develop a coordinated strategy for best meeting the needs of students, faculty and the community.
4. Promote existing interdisciplinary centers and institutes and encourage them to take larger roles in promoting research and gaining external funding. **Does PSU have any scholarship for students or grants for faculty that solely rewards interdisciplinary topics?**
5. Support partnerships in research, teaching and outreach across the SMU campus. Provide interdisciplinary graduate certificate programs.
6. Take steps to educate faculty across the College about what their colleagues are doing like having a faculty club, sponsoring talks by faculty who wish to introduce themselves or their unit to the College and maintaining a database of research expertise across the college centrally at the Dean's level but can be shared among colleagues throughout the college.

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FIRST FOCUS ON WHAT CAN BE DONE

- Involve the library in collaboration with ORSP to promote Interdisciplinary research (changing the culture and the relationship)
- Reach out to Sukhwant for a new campus-wide project on interdisciplinary research
- OAI could offer workshops on interdisciplinary research and teaching, and/or jumpstart program

Based on what we have learned, what more could/should be done, ideas for corraling existing activities for better impact, cost estimates?

Indicators of successful implementation

Number of undergraduates majoring and minoring in interdisciplinary programs, Number of undergraduates with majors and minors in more than one discipline,

Number of "Ways of Knowing" interdisciplinary courses in the new University Curriculum (and other measures adopted by University Studies)

Publications and external funding that involve faculty or students from multiple units. Publications crossing disciplinary boundaries

Membership on graduate committees outside home unit

Cross-listed or team-taught courses at either the undergraduate or graduate levels.

Implications for faculty workload

- Give chairs credit for fostering interdisciplinary work where appropriate. Make it a part of their job description.
- Give a generous interpretation of teaching credit for team taught interdisciplinary courses.

Implications for tenure

- Hire faculty (internally and externally) in overlapping research areas with the specific expectation that they will collaborate across disciplinary boundaries.
- Share lines (current practice in University Studies)

Implications for faculty development/time

- Possible roadblock: faculty members (and chairs) might feel insecure about this because it introduces in their expert disciplinary skills other perspectives they do not master as well.
- Learning from others as part of one's own research agenda
- Difficulty of finding outlets (publication spaces and conferences) ready for interdisciplinary work

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Aspirational practice # 2 – Improving student writing

Overview of Aspirational Practice

Two kinds of programs are widely in existence that aim to improve student writing across American and Canadian campuses. These are writing across the curriculum (WAC) and writing-in-the-disciplines (WID) programs. Thaiss & Porter (2010) who surveyed 1126 colleges and universities in the United States between 2005 to 2008 found out that 568 of their respondents (i.e. 50.44%) had some form of WAC/ WID programs in existence that required at least one upper level writing course after the first year, (see Table 1 p.530 in the article).

Smit (2014) quotes figures from the National Survey of Student Engagement (NSSE) (2009, p. 34) which reports that in its participating institutions, “up to 53 percent of first-year students and 44 percent of seniors write between one and four papers from 5-19 pages each in an academic year. However, the great majority of students write papers of five pages or less. The NSSE report provides no information about the nature of these papers or how students are taught.” (p2). Generally the quality of student writing in universities has suffered due to not getting enough assignments to write or because of lack of instructions on what good writing is about. To improve student writing, they should get the chance to write more, across diverse genres, experiences, contexts and audiences they have not been exposed to before. Finally since standards for writing in pre-college institutions are not homogenous, initiatives also need to be adopted to bring freshmen up to a standard where they understand what is required of them for writing outside of school. They must be able to understand the right style, tone and evidence for the intended audience and accordingly produce a piece of work that showcases the same.

Summary of literature of the benefits of the practice for students

University of Houston (2006) surveyed all undergraduate faculty and asked to complete a brief questionnaire asking for information about what they see in student writing. The following are skills that a good writing assignment should hone in students.

- Learning to write accurate facts and data – this makes sure that when students rephrase sentences that have data, they still get the figures and numbers correct.
- Providing the right and appropriate content and not diverting to topics not related to the central theme
- Being able to convey the purpose behind the essay project
- Correct grammar and sentence construction
- Organizing coherent paragraphs that are not jumbled and convey too many scattered ideas
- The correct thesis
- Proper citations
- Appropriate research methods and defining / operationalizing the research variables
Addressing the right audience so that students understand that writing a public policy memo for instance is different from a narrative

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Case Studies

3-4 that illustrate different ways to implement best practices

Example 1: An American History assignment

Give the class facts and figures about the ownership of property among the delegates at the Constitutional Convention. Then divide them into groups of three or four; and ask each group to prepare a brief position paper, arguing for or against the claim that the Revolutionary War was fought in order to protect the property of the landed gentry.

At every stage, have students *meta cognitively reflect* about who they are writing to, the conventions of the genre they are writing, and the contextual factors that might influence how their papers could be understood or misunderstood. Make them discuss how the elements of the writing process might be different in different situations.

Have each group read and comment on each other's papers using an evaluation form or checklist based on the specific goals of the assignment.

Example 2: Assignment for an introductory physics class

Suppose that you are Dr. Science, the question-and answer person for a popular magazine called Practical Science. Readers of your magazine are invited to submit letters to Dr. Science, who answers them in "Dear Abby" style in a special section of the magazine.

(Insert a problem here – an example could be: When one looks out of the window of a moving train, why is it the objects closer to us whiz past while the ones further out are visible for a longer time?)

Restrict your answer to what can be put on a single 5" X 8" card. Don't confuse the reader by using any special physics terms unless you explain clearly what those terms mean. If you think some diagrams would help, include them on a separate sheet.

Sources: Smit, 2014 p 2-4

Best Practices

- The message given in the beginning makes a greater impact.

Faculty should not only tell students that good writing will be rewarded and poor writing will be penalized but put this to practice early on. Instructors sometimes show leniency for assignments at the beginning, rationalizing that students need time to adjust to the curriculum. However, setting the bar high at an early stage gets students to respond in the manner desired. There are of course situations where the instructor may deem it right to be lenient like providing extra time on completing assignments, etc. however good writing standards should be emphasized all the time.

- Teach students about context, genre and intended audience.

Make it clear on how their style, tone, presentation of evidence and how the body of essay will be organized for different contexts, audiences and genre. For example, science students can be asked to explain about a natural phenomenon to a non-scientific audience and therefore avoid usage of complex scientific phrases, calculations or visuals that cannot be interpreted by the average observer.

- Regularly assign brief writing exercises in your classes.

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Known as workaday writing, such exercises are short and aim at giving the student the ability to put his experiences in written form. There are many ways to do this – asking students to write what they know about the topic before the lecture and then at the end writing about what they learnt was new, asking them to write answers to questions distributed before the lecture, have someone on a rotating basis write about the minutes of the class (maybe even provide extra credit for it), write either a pro or con position (or asking them to write either for or against a stance) or write three words / themes at the end of the class about the lecture and discuss their words with others.

- Teaching writing should not be considered the job of the English department alone.
- Provide guidance throughout the writing process.

Give examples of outlines and notes, exercises that teach about writing a thesis, selecting and narrowing topics, plagiarism, citation styles and other exercises appropriate to the subject. Often instructors provide long lists of what constitutes an A and what will get a B. While these are helpful, not all students read them or take the time to reflect on the differences. Examples of essays with comments / margin notes / critiques can make students understand better what is expected of them.

- Peer reviews are helpful. Evaluations / checklists also help.

Put down all the requirements with a yes / no box (or a rating scale) so that students can themselves check if everything is in order. These can be used for peer reviews as well. The instructor too should comment on what the writer did well and by suggesting ways to improve the paper.

Alignment with Strategic Plan

Elevate student success

- Develop an academic plan with programs that prepare students for competitive advantage in life and career.
- Maximize use of advanced analytics to improve student outcomes.

Advance excellence in teaching and research

- Make professional development for all faculty a personal and institutional priority
- Adopt high impact strategies for effective teaching and learning
- Develop more expansive mechanisms for evaluating students.

Preliminary Implementation recommendations for PSU

We propose two recommendations to improve undergraduate student writing.

1. PSU should re-institute writing intensive courses that are focused on Writing in the Discipline (WID). While it would be desirable to increase the number of writing intensive courses across the curriculum, we believe the area of greatest impact, given our fiscal constraints, may be in improving writing that students are expected to do within their disciplines. Best practice suggests that a WID course would have a grad assistant: undergrad student ratio of 1:20.

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2. Institute regular campus-wide assessment of student writing. Without a regular assessment of writing of our students we will not be able to gauge the needs of our students nor the effectiveness any pedagogical practices to improve writing. UNST has piloted a practice of assessing writing in SINQ. This lower division writing assessment should continue to be supported and be supplemented by an upper division assessment - perhaps in a Writing in the Discipline course.

What is already being done at PSU?

UNST has a writing specialist on staff who has led the development of an undergraduate student writing rubric. UNST has been working with UNST faculty on improving student writing in general education. However, since the majority of our students only take 4-5 UNST classes here (after transferring), the impact of writing in general education is limited. The University Writing Council commissioned a review of writing at PSU. We have reviewed the recommendations of this report. Our recommendations, based on our work, is consistent with this report. We will work UWC in the fall to propose joint recommendations to Faculty Senate.

Based on what we have learned, what more could/should be done, ideas for corralling existing activities for better impact, cost estimates?

The (re)-introduction of WID courses with the support of graduate writing assistants will necessitate an investment of resources. There are also some low/no cost best practices that should also be explored to increase writing opportunities across the curriculum through faculty development (improving assignments, developing rubrics, how to give guidance, etc.).

Indicators of successful implementation

We propose the following indicators of successful implementation for the AQC dashboard:

- Improvement in standardized writing scores for lower and upper division students
- Increase in the number students completing WID courses
- Increase in faculty satisfaction with student writing (bi-annual survey)

Implications for faculty workload

Investments in improving student writing will reduce time spent on addressing writing issues and allow faculty to elevate the disciplinary content of courses. Given the size of many of our courses, if faculty are expected to increase the amount of writing assigned across the curriculum, they will need quick and effective ways to assess and provide feedback.

Implications for tenure

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See above. If increasing student writing opportunities results in more work for faculty, there will be less time available for scholarship. This is probably not a reasonable path for faculty on a promotion path since improving student writing is invisible to the tenure and promotion process.

Implications for faculty development

We recommend faculty development workshops on the development of WID courses, effective writing assignments and rubrics. The emphasis for faculty development should be on improving student writing practices in the disciplines.

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Aspirational Practice #3 – Improving undergraduate research opportunities (UROs)

Overview of Aspirational Practice

Reinventing Undergraduate Education, the report by the Boyer Commission (1998), was designed to be a guide, a “blueprint” to “make research-based learning the standard” for undergraduate education at research universities (pp. 15-16). This report, in effect announced a fundamental shift in the decades-old discussion of “research vs. teaching.” The Boyer Report’s report aimed to dislodge the old phrase “research vs. teaching” with the phrase “integrating research and education (IRE)”

The first institution-wide program was founded by the late Margaret L.A. MacVicar at MIT in 1969 (<http://web.mit.edu/urop>). Additional research universities with early institution-wide programs were Stanford (<http://uro.stanford.edu/uro>), Cal Tech (www.its.caltech.edu/~surf) and the University of Delaware (www.udel.edu/UR). The Council on Undergraduate Research maintains a wealth of resources for instituting undergraduate research programs in a wide range of institutions (<http://www.cur.org>).

Alignment with PSU Strategic Plan

Strategic Goal 1: Elevate Student Success

Initiative 4: Design and offer academic programs that lead to future success

4.4 Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.

Summary of literature of the benefits of the practice for students

Bauer and Bennett (2003) surveyed 2,444 alumni including 865 graduates of the Undergraduate Research Program (URP) at University of Delaware. Those in research programs showed higher perceived enhancement of skills in 3 areas

1. Science, math, logic, and problem solving
2. Literature, language, and mastery of contexts
3. Personal initiative and communication.

Russell, Hancock and McCullough (2007) surveyed 15000 respondents all over the US and found that UROs increase understanding, confidence, and awareness. 88% of their respondents reported that their understanding of how to conduct a research project increased a fair amount or a great deal, 83% said their confidence in their research skills increased, 73% said their awareness of what graduate school is like increased, 68% said their interest in a STEM career increased at least somewhat and 29% had a ‘new’ expectation to complete a PhD.

Case Studies

1. MIT - The Undergraduate Research Opportunities Program (UROP) was founded in 1969; MIT students can join or initiate research projects for academic credit pay, or on a volunteer basis and also join faculty as junior research colleagues. The program has been a huge success as many undergraduates have published, files patent applications, or launched start-up companies.

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2. Northwestern University -Undergraduates can apply for the Circumnavigators Travel Study Grant, where a student is selected to receive a \$9,000 stipend to spend the summer travelling the world, researching a topic of their choice.
3. Sinclair Community College has learning contracts. Each student creates a "resource group," which includes a faculty member, a student peer, and two "community resource" faculty members.
4. OHSU awards fellowships for undergraduate students to complete 10-week research programs culminating in a Summer Science Symposium.
5. University of Washington Undergraduate Research Program (URP) where faculty are dedicated to working students to incorporate research into their academic program, assist students in accessing research opportunities, providing instruction on research methodologies, etiquette, and ethics, and creating opportunities to make student research public.
6. Brown, Purdue and UCLA have undergraduate research journals as well as teaching awards.
7. Rice – The University Century Scholars program matches select incoming freshmen with faculty mentors for a two year period, during which time the student and mentor collaborate on one of the mentor's research projects. In addition to research opportunities, students may also receive a two-year merit scholarship and research stipend.

Best Practices

Berea College in Ohio lists their best practices for a successful URO program – it has a mission statement for UR that is aligned with the institutional mission statement, all UR activities are inventoried and communicated about to students and faculty, profile undergrads who are heavily involved in research are profiled in campus publications and their work rewarded through annual symposia, workshops on research methods and ethics especially for undergrads are provided, and undergrads are given opportunities for getting credit for their work on their transcripts.

Kentucky Wesleyan College has a system for rotating courses that focus on UROs. This also allows faculty to complete other projects. Special travel funds and mini grants are made to support UGs and faculty who support UROs. Finally student learning through these opportunities is measured by outcomes and assessment questionnaires.

Implementation recommendations for PSU

Implementing an effective URO program requires the following

- A clear mission and vision –align research topics with mission and vision of the college and department.
- Faculty active in research committed to URO, collaborations cutting across disciplines.
- Community based partnerships, study abroad, residence halls with research theme communities.
- Undergraduate research program office which oversees campus-wide undergraduate research activities and disbursement of funds for student travel and research activities.

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This should be funded through the institutional budget, rather than depending on soft money.

- The right and adequate infrastructure – space, instruments and equipment, libraries, computers and access to appropriate archives and collections outside the institution.
- Recognition through opportunities for publication of student coauthored peer-reviewed research. For faculty, such activities should be taken into account when reviewing promotion and tenure, salary review and campus awards.
- Intellectual ownership to students of their research and membership to a community of student scholars – and making sure that UGs what this ownership does and does not entail.
- An assessment / evaluation tool that lays down expected outcomes and how they measure up to benchmarks or over time e.g. enrollment in research-themed classes.

What is already being done at PSU

- PSU Student Research Symposium
- McNair Scholars
 - introduces juniors and seniors who are first-generation and low-income, and/or members of under-represented groups to academic research and to effective strategies for getting into and graduating from PhD programs
- Urban Honors College
- Maseeh College of Engineering & Computer Science Undergraduate Research & Mentoring Program
 - funds paid undergraduate research opportunities for students majoring in all Maseeh College undergraduate disciplines
 - students are required to present their research at an end of the year poster symposium, participate in one K-12 outreach presentation, work a set number of hours per term agreed upon in consultation with their faculty mentor - funding is available for up to ten hours per week each term throughout the academic year, commit to the program through the end of Spring term
- two National Science Foundation funded Research Experiences for Undergraduate programs (Atmospheric Science & Microscopy)
- National Institutes of Health funded BUILD EXITO (Enhancing Cross-disciplinary Infrastructure Training at Oregon)

Based on what we have learned, what more could/should be done, ideas for corralling existing activities for better impact, cost estimates?

- build research training/experiences into curriculum
- streamline/revive departmental honors

Indicators of successful implementation

- % UG students with volunteer or paid research experience at PSU
- % UG with senior thesis projects

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Implications for faculty workload

Research by undergraduates can improve research output by faculty, but may require more time to train and mentor students. This could be alleviated by linking URO to course work/existing teaching load.

Implications for tenure

The interpretation of faculty scholarship would shift if more time is spent encouraging and training undergraduate students. We recommend a higher emphasis be placed on scholarly work with undergraduate (and graduate) students.

Implications for faculty development

The mentorship of undergraduate research will help faculty achieve their research agenda, with positive outcomes for mentorship and tenure success.

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- <http://www.bestcollegereviews.org/top-research-universities/>

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Aspirational practice #4 – Improving graduate student experience

Overview of Aspirational Practice

Graduate students comprise of Masters and PhD students. This group includes working adults, part-time students, underrepresented groups, and other individuals who may not fit the “traditional” models of a full-time, residential student.

Graduate students want four types of skills (Lopez, 2013, p 11);

- (1) Basic skills, including how to be a successful graduate student;
- (2) Communication skills, specifically, being able to convey the results of one’s work through publications and oral presentations;
- (3) Job skills, for finding and maintaining employment; and
- (4) Advanced skills, including teaching, grant writing, and personnel management.

Summary of literature of the benefits of the practice for students

Graduate school is stressful as most students in this phase have to juggle between student, teacher, and researcher. UC Berkeley stresses that a successful orientation program is a good way to retaining more graduate students (Lopez, 2013, p 17) as they can get information on resources on campus, requirements from them as students and graduate assistant workers and this can help them set up goals early and complete their degree on a timely basis. Plus orientation can also help them get to know about daycare services, transportation and parking options, health care, financial aid, tutorials, academic advising, career counseling, and job placement. Strong retention rates are an outcome of positive graduate experience.

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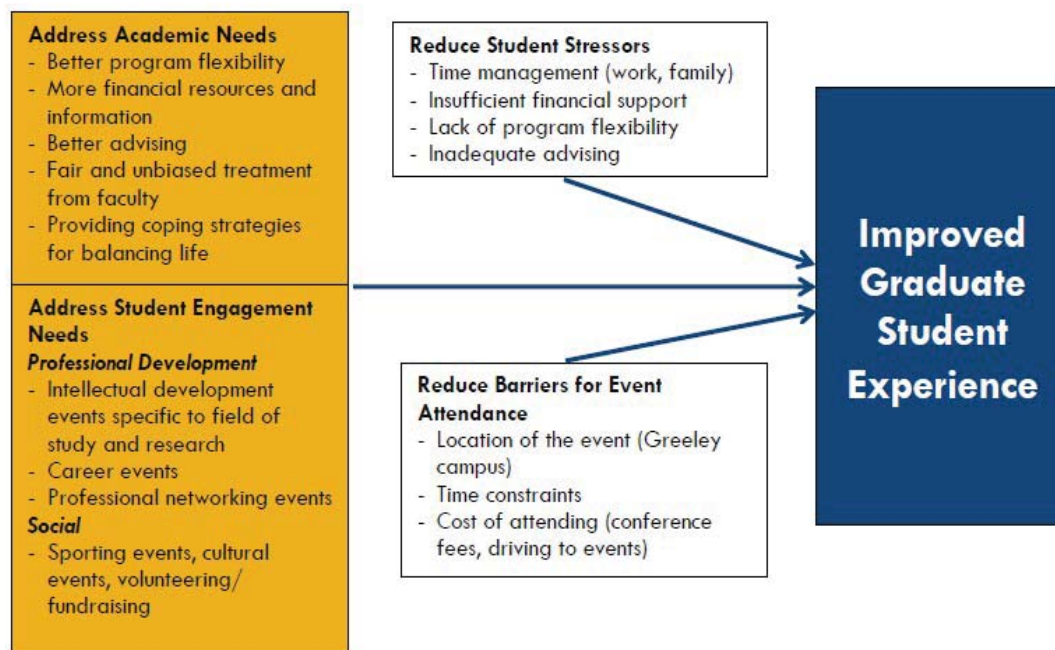


Figure 2. Actions to Improve the Graduate Student Experience.

Source: University of Northern Colorado, 2012 Case Study

University of Chicago in 2008 committed \$50 million to graduate student support alone over six years. The money expanded to providing doctoral students confirmed assistantships for 5 years during which time they could complete their PhDs. It also provided summer fellowships and funded 'three separate committees to evaluate the compensation structure for graduate student teaching, the advanced-residency system and the services that support international graduate students; reviewing the health insurance programs and health care services for graduate students; and strengthening the mechanisms for consultation with graduate students, including regular surveys.' (<http://chronicle.uchicago.edu/080306/gradaid.shtml>). This case study provides an idea of the investments that have been made to improve the graduate experience from which we can synthesize several promising practices.

Promising Practices -- Improve the quality of life for graduate students

- a. Adequate funding: Competitive graduate student assistantships and stipends that support cost of living should be provided. In case of assistantships, department must have a policy that lists criteria and weighting for each criteria to determine who is allocated what kind of assistantship (these could be faculty needs, amount of grants available with faculty, field/ interests of students, etc). Also there must be guides that define both the faculty and the assistant's roles. Full tuition remission (with no supplemental fees) should be made available for assistantships. Splitting assistantships does not help as it makes the graduate student focus on securing a second job and trying to coordinate studies with more than one job is hectic. Teaching

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- and research assistantships should get higher rates than administrative assistantships.
- b. Fellowships and scholarships – there should be lesser intake of students and more opportunities for scholarships and fellowships. Also there should be availability of short term loans and travel funds separately for graduate students
 - c. Health Insurance: Assistantships should pay for both health and dental insurance. Plans must be those with low co-pays and small deductibles.
 - d. Soft benefits: Discounted food options in dining halls, maternity leave, vendor discounts (i.e. concessions at bookstores, museums and other places which students frequent), housing options both on campus and off campus (separate from Undergraduates), office space and cubicles for graduate assistants and adequate study spaces for all students
 - e. Graduate student community: Make them feel a part of this community by offering opportunities that make them contribute to the mission of the university. There can be graduate learning communities with a theme or organized by department. Student organizations at the graduate level are recommended.
 - f. Promoting a graduate education culture is important. Promote the success stories of graduate students. Nationally and internationally recognized graduate students and programs bring attention to graduate education on campus. Also increase shared governance, which could include involvement on all kinds of University committees like search committees, having graduate student representatives at departmental faculty meetings, and sharing of appropriate data (e.g. budgets) related to decision-making.
 - g. Other benefits like transportation, affordable day care close to campus, policies that promote inclusivity (like gender neutral bathrooms, etc).
 - h. Opportunities for professional development or soft skills, counselling, teaching freshmen and sophomore level classes.
 - i. Mentors are necessary. There should be mentors available separately for graduate students. These can also be drawn from senior doctoral students. It is important to mentor them on their role as a student at the program level and clarify their needs and expectations, as well as set standards for them to achieve (standard rules and procedures for advancement to candidacy, residency rules and completion times). Graduate programs with established standards for mentoring should be in place. Mentors should document their mentoring activities to highlight the time needed and resources required to mentor graduate students successfully. This documentation will be important in justifying the time required to mentor graduate students both internally and to stakeholders outside the university. Students and faculty should meet on orientation day, assign all students a first year temporary advisor, later a permanent mentor should be assigned and expectations of both mentor and mentee should be documented. Further mentor should report on student progress annually.

Implementation recommendations for PSU

- **What is already being done at PSU**
 - The Office of Graduate Studies (OGS) already contains several

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resources for improving the experience of graduate students, which include campus-based and online resources. The campus-based resources include workshops, events (e.g. three-minute thesis, research symposia, etc.), which allow current student to engage with the scholarship and each other. The online resources include calendars, information about policies and forms, and links to other internal and external links that describe the research and publication process. One notable online external resource is GradShare, which is hosted on the ProQuest website and offers general tips for graduate students navigating the scholarship process. Although varied, individual departments and schools also provide specialized support that may be specific to the content material or support needed for specific students.

- **Currently, the online resources include:**
 - <https://www.pdx.edu/ogs/home>
 - <https://www.pdx.edu/ogs/current-students>
 - <https://www.pdx.edu/ogs/student-services>
- **Based on what we have learned, what more could/should be done, ideas for corraling existing activities for better impact, cost estimates?**
 - We recommend a ‘sandwich’ program for supporting the graduate student experience, consisting of: (1) recruiting high quality and diverse student; (2) supporting current students; and (3) enabling students to graduate in a timely manner. Each of these components will require different strategies, although one consistent theme across all three is the need for expanding the financial support for graduate students.
 - First, the number of graduate teaching assistantships (GTAs) will need to be examined so that schools and departments can attract the highest quality and diverse applicants. With the assurance of financial support, as we have seen with programs such as the GK12 and IGERT, PSU has attracted very high quality students. The number of assistantships, we suggest, can be linked to the student credit hours generated per department/school. For those GTAs that do not include tuition remission, as is the case for many hourly teaching assistants, we recommend a minimum wage of \$15/hour. For those with tuition remissions as a part of the GTA, we suggest including health insurance as a part of the package.
 - Metric: the number of GTAs awarded per School/Department.
 - Second, while in a graduate program, we recognize the importance

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of having supportive mentorship. As a result, we recommend that the Office of Graduate Studies provides professional training for faculty. Such training would consist of the guidelines for working with graduate students, including ethical, procedural, and scholar dimensions.

- Metric: The percent of faculty trained per department.
- Third, we suggest a last mile scholarship for those graduate students, especially doctoral, who, with some financial security can focus on completing their dissertation. Such programs are common place in many U.S. universities and offer an effective and timely approach for ensuring that all graduate students can complete their degrees
 - Metric: Ratio of graduate students entering versus graduating from each department/school.
- In addition, we note that a vast majority of resources in PSU's Career Center is devoted to undergraduates. While undergraduates are the majority of PSU's population, graduate students also require specialized training to identify and explore possible career pathways. For example, many of PSU's doctoral students pursue careers outside of a traditional academic institution. As a result, we recommend that the Career Center hire staff that can provide specialized support to graduate students.
 - Metric: Number of graduate student using Career Services.
- Finally, since many of our recommendations require financial support, we recommend that future capital campaigns focus on supporting graduate student scholarships. Many departments/schools already emphasize the importance of such scholarships, yet they have arguably limited support from the university. We note that a future capital campaign may be years off, and such timing does not preclude developing financial support systems in the short term.
- **Indicators of successful implementation**
 - Successful implementation of the above programs can be monitored through the number of graduate students who receive financial support through their respective programs. We also note a disparity in graduate student compensation, and that any successful program will ensure equity and fairness in the distribution of support.

Implications for faculty workload

Having high quality and diverse graduate students will improve the support that faculty receive in teaching courses and administering programs. As a result, by providing the above

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support, faculty workload will be reduced.

Implications for tenure

Junior faculty are often hard-pressed to meet the many competing obligations of teaching, research, and service. By having graduate students support their multiple efforts, junior faculty will be able to publish and other pursue creative outlets, which increases their chances of tenure.

Implications for faculty development

Engaging with high quality and committed graduate students can also improve faculty development because they can have more time to think creatively about the opportunities that best align PSU's mission to their capacities and knowledge.

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APPENDIX B

METRICS FOR AQC DASHBOARD

		Metric	Unit	Source of Data
		Baseline Information		
		Undergrad FTE	FTE	OIRP
		Graduate FTE	FTE	OIRP
		Tenure-related FTE with demographics	FTE	OIRP
		Fixed term FTE with demographics	FTE	OIRP
		Adjunct FTE with demographics	FTE	OIRP
		Research Grants and Contracts	\$	RSP
		Publications	number	Currently
		Accolades	number	Currently
		Aspirational Practices		
	Graduate Student Experience			
KEY		Funding for graduate students by College		
		Number of grad students by category by College	number	OIRP
		hourly pay for student workers	dollars	OGS
		GTA	number	OIRP
		no support	number	OIRP
		GRA	number	OIRP
		GAA	number	OIRP
		Scholarships/Fellowships	number	
KEY		Graduation rates of graduate students (by degree level and college)	years to completion	OGS
		Graduation rates by degree level and college	rate	OGS
		Number of graduate students using Career Services/year	number/year	Career Services

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		Number of grad students who developed a career plan	number/year	AQC survey
		Number of career workshops for graduate students	number/year	AQC survey
KEY		Graduate student career preparation satisfaction	Likert rating	AQC survey
		Number of students receiving last mile scholarships and amount	number and total amount	OGS
	Writing			
		Number and focus of faculty workshops	number and category	UWC
		Number of WIC course	number and department	UWC
		Measure campus support for developing a WAC program		AQC Survey
		Ways students are currently satisfying writing requirements (WR 121/WIC/Transfer)	%121,%WIC,%transfer	OIRP
KEY		SINQ Assessment		
KEY		Student writing assessment near exiting PSU (Senior Captstone?/By program/Major?)		
	Undergraduate Research			
KEY		UG independent research with faculty	SCH in 401, 402, 404, 405, 406, 408,409	OIRP
KEY		UG senior thesis projects	SCH in 403	OIRP
KEY		funding for undergraduate research awards	RSP/McNair /ISS/IMS/Honors	ask them
KEY		payroll for undergrad on research grants		RSP
	Faculty Activities			
KEY		Faculty participation in OAI activities	number	OIA
KEY		Professional development funding	\$	OAA
KEY		Number of graduate and undergraduate research students per faculty member	number	AQC survey

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KEY		Hiring of faculty from diverse populations		
KEY		Promotion success with demographics for TT and NTTF	rate	OAA
	Interdisciplinarity			
KEY		Number of undergraduates majoring and minoring in interdisciplinary programs and disciplinary-focussed programs	number by program (need to develop list of interdisciplinary programs)	OIRP
KEY		Number of undergraduates with majors and minors in more than one discipline,	number of students	OIRP
		Publications that involve faculty or students from multiple units at PSU		Sample of faculty from google scholar or pdxscholar
KEY		External funding " ..."		RSP
		Publications crossing disciplinary boundaries		elsevier
		Membership on graduate committees outside home unit	by level	OGS
		Cross-listed or team-taught courses at either the undergraduate or graduate levels.	number bu college	OIRP
KEY		Certificates – programs that come together that is cross-cutting (multiple departments participating)	number of certificates and the number of participating departments	OIRP
KEY		Number of CBL SCH and students		OIRP
		Frinq Themes (number total, number of participating department)		
		Sinq (number total, number of participating departments)		
		Clusters (number total, number of contributing students, deparments, Faculty)		
		Capstones (Number total, community partners, students)		
		Funding for interdisciplinary initiatives	\$\$	ad hoc

**Academics Requirements Committee (ARC)
Annual Report**

Date: May 3, 2017

Members 2015-16

Alan MacCormack UNST Chair

Geoffrey Duh GEOG

Marie Fiorillo COTA

Haley Holmes SBA

Debra Lindberg CCJ

Laura Marsh CLAS

DeLys Ostlund WLL

Student Member: None appointed

Consultants:

Angela Garbarino RO

Sukhwant Jhaj OAA

Rebecca Ingersoll ACS

Support Staff: Nicholas Matlick

The Responsibilities of the Academic Requirements Committee are:

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

The ARC met regularly (about twice per month) from September 2016 through May 2017. We reviewed 141 petitions, of which 119 were approved (through April 25, 2017). The number of petitions continues to gradually decline. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 12 days, a reduction from previous years.

Significant issues that we worked on include:

ABL Willamette Promise Transfer Credits

Western Oregon University and the Willamette Educational Service District have implemented an assessment based learning (ABL) dual credit program for high school students. Concerns have arisen about whether the courses should be accepted by PSU as numbered transfer credits and whether the ABL transfer credits should be identified as such in transcripts. In consultation with the Provost, the ARC recommended to the Registrar that the course credits be accepted, that they not be differentially labelled, but that departments that judged the courses to not adequately prepare students for the succeeding coursework could request that they transfer in as lower division elective credit.

Residency Requirement for a Second Baccalaureate Degree

Students who have completed a baccalaureate degree at PSU currently must complete a minimum of 36 additional credits to earn a second baccalaureate degree. The ARC and the Registrar considered whether it would be possible to modify this requirement to accommodate students who have already met most of the requirements for the additional degree. This has proved to be more difficult than originally anticipated.

Posthumous Degree Guidelines

The ARC consulted with the Registrar on minor adjustments and clarifications to the guidelines for awarding posthumous degrees.

Identifying Vocational Transfer Credits

The ARC consulted with the Registrar's Office on clarifying policies to distinguish vocational from academic transfer credits. As a general rule, courses that are identified as academic by the offering institution will continue to be counted as such in transfer, even when they may resemble courses classified as vocational in other offering institutions.

Systems Science Lower Division Course Designation

Lower division courses offered by Systems Science had never been designated as Arts & Letters, Science, or Social Science. Systems Science proposed a course specific set of assignments. After consultation with the Dean of CLAS, the ARC brought a motion to Senate classifying existing SYST courses. The motion was approved.

WR 228 Media Writing

In response to a request from the Undergraduate Writing Committee the ARC brought a motion to the Senate to have the existing course WR228 Media Writing included on the list of courses that satisfy the Undergraduate Writing Requirement. The motion was approved.

Judaic Studies Lower Division Course Designation

Lower division courses offered by Judaic Studies have not been designated as Arts & Letters, Science, or Social Science. Judaic Studies has proposed a course specific set of assignments. The Dean's Office in CLAS and the ARC are considering the designations. ARC expects to bring a motion to Senate.

Pathways and Majors Declaration Policy

The Academic Advising Council has proposed a new policy requiring that students declare a Pathway upon admission and that they should declare a Major before achieving Junior status (90 credits). Students who transfer to PSU with 90 or more credits would be required to declare a Major by the end of their first term. The ARC is currently reviewing the proposed policy change before bringing a motion to Senate.

The committee wishes to thank Angela Garbarino and Nicholas Matlick for their excellent support of our work. We wish Ms. Garbarino a rewarding retirement!

Advisory Council Annual Report to Faculty Senate June 5, 2017

Members: Cindy Baccar (RO), Carlos Crespo (SCH), David Hansen (Chair, SBA), Steve Harmon (OAA), José Padin (SOC), and Candyce Reynolds (GSE)

Powers and Duties (Article VI Section 4) The Council shall:

- 1) Serve as an advisory body to the President on matters of policy.
- 2) Serve the President as a committee on ad hoc University-wide committees.
- 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code.
- 4) Perform those duties related to constitutional amendments, as described in Article VIII.
- 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution.
- 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate.
- 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.

2016-2017 Activities

- The Advisory Council met seven times over the course of the academic year for purpose of considering matters of interest to the Faculty Senate and the University President, respectively. The discussions were largely informative, but no specific recommendations were made or accepted. Topics considered included the following:
 - College Affordability & Success Coalition
 - Presidential search and transition plan
 - Human Resource Department data breach
 - PSU legislative priorities
 - Legislative actions, including funding updates
 - Strategic Plan implementation
 - Capital projects
 - Enrollment challenges
 - Tuition increases
 - Budget principles
 - “Yes for PSU” campaign
 - Measure 97
 - Dean selections and appointments
 - VP for Research and Strategic Planning
 - University Closure Policy
 - Snow and ice safety
- Reviewed two constitutional amendments “for proper form and numbering.”

Budget Committee Annual Report May 8, 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).

Committee Charge & Roles

The Budget Committee has a multipart charge:

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

This report complements the Quarterly report accepted at the March 2017 meeting of the Faculty Senate.

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 the November, the January and April meetings.

The Committee proposed a **constitutional amendment** (approved at the May meeting of Faculty Senate) to add a ninth item to the committee's charge related to our liaison's 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. The precise motion is in an appendix to this report.

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.

The liaison's meet with the Dean several times from December to April discussing various iterations of the proposed plans. The full committee dedicated three full meetings to discussing the plans and asked the Deans a number of follow up questions which they and the Provost took into account during the successive revisions.

University Budget

The Budget Committee was asked to comment on the proposed tuition increases. However, at the time (early April) the OAA budget was still being prepared and the full impact of the associated cuts was not clear.

Proposal Reviews

The Committee has reviewed **54 proposals** so far for their budgetary impact (48 program changes, 6 new programs). Proposals for program changes are reviewed by two or three person teams which then report the recommendation via an online google document where all other committee members can comment. Proposals for new programs are discussed in full 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 level of budgetary impact is now also included in the senate packet.

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 are working with fiscal officers of all units and with the Budget Office to simplify this process.

We also reviewed a **change in two units** in the College of the Arts. The School of Film and Theater is proposing that the Theater faculty move to the School of Music and the school be renamed School of Film and Media. The School of Music would become the School of Music and Theater.

Finally, a subcommittee is working with EPC on the **cost of online courses** vs face-to-face courses.

Appendix

Constitutional Amendment

Add the following as item (2) in the list of charges for the Budget Committee and renumber the subsequent items.

2) Consult with academic leaders of Colleges/Schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.

Rationale:

Two reasons

- 1. To encode the current practice so that academic leaders see this as a required task for the Budget Committee and can anticipate this interaction.*
- 2. Make potential members of the committee aware of specific liaison duties.*

Attachment G.12

MEMORANDUM

Date: 8 May 2017

To: Faculty Senate

From: Mark Woods, Graduate Council Chair

Re: Report of the Graduate Council for the 2016-2017 Academic Year

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

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

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

Member	Years Served	College / School
Benjamin Adam	2016-17	MCECS
Mirela Blekic	2014-17	OIF
Jill Emery	2016-17	LIB
Jon Holt	2016-17	CLAS
Alastair Hunt	2016-17	CLAS
Darcy Kramer	2016-17	AOF
Dawn Larson	2016-17	AOF
Paul Loikith	2016-17	CLAS
Jesse McCann	2016-17	COTA
Sally McWilliams	2015-17	CLAS
Dave Nickel	2016-17	SBA
Christina Nicolaidis	2015-17	SSW
Connie Ozawa	2016-17	CUPA
Alex Ruzicka	2015-17	CLAS
Michael Smith	2016-17	GSE
Chien Wern	2016-17	MCECS
Mark Woods – Chair	2015-17	CLAS

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

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

I. Graduate Policy and Procedures

- In conjunction with the UCC, the GC spent a good part of the year considering how to appropriately review the new diversity criteria included in new course proposals. The first proposals to include these criteria were received by the GC in early 2017. In order to try to ensure consistent review of proposals at all levels the GC invited the chair of the UCC to attend discussion. The conclusions of these discussions were that the curriculum committees were looking to see that the proposer(s) had considered how diversity issues could be incorporated into either their course of instructional method, or both. Consideration was to be made for differences between disciplines, but boiler plate language would not be accepted.
- The GC was asked to consider a request from OGS that Registrar's Office policy of posthumous degree conferral be applied at the graduate level. No concerns were noted with this new policy and the proposal moved forward to the Provost for approval.
- The graduate council considered whether it was desirable for unit chairs to serve in the role of graduate program directors. Concern was expressed at the potential conflict of interest and lack of oversight that could arise when a single individual performs both of these roles. The committee concluded that units should ensure that these roles are separated.
- Together with OGS the GC sought to make the rules on sharing credits more consistent. Two issues in particular were considered: sharing credits between post-bac and graduate programs; and using graduate certificate credits in master's degrees. The committee concluded that graduate courses can be shared between a post-bac certificate and a graduate degree in the same manner that they can between a graduate certificate and a graduate degree. Further, eligible PSU courses used in an already completed graduate certificate could be applied to a subsequent master's degree without counting towards preadmission credits.
- It was brought to the GC's attention that a majority of syllabi for courses do not include DRC statements. It was also asked whether Title IX statements in syllabi (requested by the Provost) should also be a review criterion for new proposals. After discussion, within the committee as well as with the office of the Provost and the UCC, it was ultimately decided that both DRC and Title IX statement would be required components of syllabi in new course proposals. Although there is some question over the legal necessity of these statements, including these statements is considered "best practice" and the burden of including them low.
- The GC was asked by OGS to consider the sharing of credits between programs should PSU enter into agreements with partner universities. The GC approved changing the dual degree allowance to apply not only to sharing credits between two graduate degrees at PSU but also

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to dual degrees pursued with partner universities. The standard transfer limits would continue to apply.

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

Program	Unit
Graduate Certificate in Athletic and Outdoor Industry	SBA

Table 2. Program Changes

Program	Change	Unit
MArch in Architecture	Change to 3 year track requirements	COTA
MPH in Biostatistics (pending June Senate)	Move a core course to elective list; decrease core credits and increase required elective credits	SPH
Graduate Certificate in Children’s and Young Adult Literature	Eliminate program	GSE
Graduate Certificate in Computer Modeling and Simulation	Minor changes to core and elective coursework	CLAS
MFA in Creative Writing	Clarifying requirements, simplifying elective requirement	CLAS
MS in Criminology and Criminal Justice	Increase minimum credits to 51; add new core course; remove project option and add portfolio and field project options	CUPA
PhD in Earth, Environment, and Society	Revise core curriculum	CLAS
MS in Finance	Add credit waiver allowance	SBA
MA in History	Update course numbers for existing requirements	CLAS
Graduate Certificate in Hydrology	Update course requirement lists	CLAS & MCECS
MIM in International Management (pending June Senate)	Reduce total credits to 60; reduce core credits and eliminating specialization areas; adding a waiver policy that could reduce total credits by a maximum 7	SBA
Graduate Certificate in Mathematics for Middle School Teachers	Remove two courses; increase all courses from 3 to 4 credits	CLAS

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MS in Mathematics for Teachers	Minor requirement changes; remove education elective section	CLAS
MSA/MS in Media/Librarianship	Eliminate program	GSE
MM in Music	Remove course as option for meeting Arranging requirement; add placeholder courses for entrance exams	COTA
MM in Music: Conducting	Remove course as option for meeting Arranging requirement; add placeholder courses for entrance exams	COTA
MM in Music: Performance	Add placeholder courses for entrance exams	COTA
MM in Jazz Studies	Add placeholder courses for entrance exams	COTA
Graduate Certificate in Public Health	OHSU program as part of the School of Public Health	SPH
Master in Public Policy	Add new course and change required course in core	CUPA
PhD in Systems Science	Reduce total credits to 84; other minor changes	CLAS
Graduate Certificate in Urban Design	Reduce total credits to 20; change course requirements	CUPA & COTA

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through late April, a total of 37 new course proposals were reviewed and recommended to the Senate for approval, along with 92 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Proposals by College and School

Unit	New Courses	Course Changes
CLAS	10	40
GSE	2	0
SBA	1	5
COTA	7	29
SSW	0	5
MCECS	13	10
UPA	4	3

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IV. Petitions

Teams of three to four Council members reviewed 83 petitions for exceptions to PSU rules pertaining to graduate studies and issued decisions. The distribution of these petitions among the various categories is presented in Table 4.

Table 4. Petition Decisions, May 2016 through April 2017

Code	Petition Category	Total	Approved	Denied	% Total Petitions	% Approved
A	INCOMPLETES					
A1	Waive one year deadline for Incompletes	5	4	1	5	80
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	9†	9	0	10	100
B2	Waive seven year limit on transfer coursework	2†	2	0	2	100
D	DISQUALIFICATION					
D1	Rescind disqualification	1†	1	0	1	100
D2	Extend probation	8	8	0	9	100
F	TRANSFER CREDITS					
F1	Accept more transfer or pre-admission credit than allowed	14†	14	0	15	100
F3	Reserved graduate credit within 45 credits of bachelor's degree	1	1	0	1	100
F4	Accept non-graded transfer or pre-admission credits	8†	8	0	9	100
F5	Accept miscellaneous transfer credit	1†	1	0	1	100
F6	Waive limit on reserve credits	3†	3	0	3	100
F7	Unusual transfer case	1	1	0	1	100
H	REGISTRATION PROBLEMS					
H3	Retroactive drop/withdrawal	1†	1	0	1	100
H6	Late grade change	2	1	1	2	50
J	PhD & DISSERTATION PROBLEMS					
J4	Extend 5 years from admission to comps	6	6	0	6	100
J5	Extend 3 years from comps to advancement	21†	16	5	23	76
J6	Extend 5 years from advancement to graduation	3	3	0	3	100
J7	Waive residency requirement	4†	4	0	4	100
	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive limit on 501 & 505 credits	2	2	0	2	100
	MISCELLANEOUS					
N1	Late approval for dual degree program	1	1	0	1	100
TOTAL		93	86	7		92
† indicates more than one request category on a single petition; total reflects 93 decisions on 83 petitions						

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There was a decrease in the number of petitions over last year. Almost a third of all graduate petitions were for doctoral time limit issues. Since these policies have become fully implemented, a high volume of petitions for these issues appears to have become the new normal. The GC hopes that doctoral programs will work to mentor their students through the degree process in a timely fashion. A review of doctoral time limit petition rates by unit revealed that three units were responsible for the majority of these petitions, suggesting that some units were failing to mentor students as the GC would hope. In an effort to reduce the number of petitions the chair and members of OGS met with representatives of these three units to bring the problem to their attention and discuss ways in which these petitions could be avoided in the future.

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

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

Academic Year	Total Petitions	Percent Approved	Grad Degrees Awarded	Approved Petitions, Percent of Degrees
2016-17	93	92%	[n.a.]	[n.a.]
2015-16	108	95%	1546	6.7
2014-15	97	97%	1677	5.8
2013-14	106	95%	1627	6.5
2012-13	69	90%	1820	3.7
2011-12	56	91%	1642	3.4
2010-11	43	93%	1812	2.0
2009-10	50	100%	1674	3.0
2008-09	51	80%	1645	2.5
2007-08	54	71%	1550	2.5
2006-07	75	69%	1675	3.1
2005-06	86	71%	1494	4.1
2004-05	71	72%	1565	3.3
2002-03	56	93%	1331	3.9
2001-02	78	81%	1218	5.2
2000-01	79	78%	1217	5.1
1999-00	102	92%	1119	8.4
1998-99	84	77%	1088	6.0
1997-98	70	80%	998	5.6
1996-97	75	91%	1019	6.7

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V. Program Proposals in Progress

- There are no program proposals pending at this time.

VI. Future Graduate Policy

- The GC is gearing up to transition to the new online proposal submission system that the curriculum review process will employ next year.
- The GC is re-examining the question of how 400 and 500 level courses are differentiated. This is an issue that troubled the committee from time to time during this year and it is evident that increased clarity regarding the expectations in this area would help both reviewers and proposers. In particular the committee is looking at whether differences in evaluation are the only acceptable differentiation.
- The GC has worked closely with the CoC to rebalance the experience level of the committee (the GC had only 5 returning members this year), to ensure long term functionality of the committee.
- The GC is considering whether to have a retreat at the beginning of the year as suggested by the previous chair in last year's report.

May 22, 2017

To: Faculty Senate

From: Robert Sanders, Chair, Undergraduate Curriculum Committee

RE: 2016-2017 Annual Report to Faculty Senate

Chair: Robert Sanders (WLL)

Members: Donald Duncan (ECE), Brian Elliott (PHL), Amy Borden (TA), Leslie Siebert (IELP), Emily Ford (LIBW), Sara Key-Delyria (SpHr), Hillary Hyde (CFS), Yer Thao (GSE), Tracy Braden (CUPA), Geoffrey Duh (GEOG), John Hellerman (LING), John Rueter (ESM), Mirela Blekic (ACS), Emiko Konomi (SBA), Drake Mitchell (PHYS), Belinda Zeidler (SPH)

Consultants: Pam Wagner (DARS), Steve Harmon (OAA), Lisa Grady-Willis (GDI)

Committee Charge:

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

Sanders informed the Faculty Senate Steering Committee that in the last decade the UCC has made almost no contributions to points 4 through 8 of its charge. The hundreds of proposals received annually per items 1-4 thoroughly occupy the time that UCC members can reasonably be expected to devote to the committee.

Landmarks

The committee began to receive this year proposals for new programs and new courses submitted with the latest proposal form, which requires faculty to reflect upon and manifest in their curricular designs awareness of and engagement with diversity in a manner that aligns with the university's Strategic Plan. This requires a considerable expansion of the considerations and discussion of proposals, and ultimately a change in cultural practice at the committee level. There is no doubt that this change affected the speed of review for all of the proposals submitted to UCC. One would

expect that it will take some years to establish this new culture, and significant strides have been made this year. We are thankful to Dr. Samuel Henry (GSE), Dr. Esperanza De La Vega (GSE), Kimberley Pendell (LIB), and Dr. Lisa Grady-Willis (GDI) for meeting with the UCC and presenting an introductory training on the topic of diversity and inclusion in curriculum at our Oct. 10, 2016. We are also grateful to librarians Kim Pendell and Bob Schroeder for curating faculty resources for diverse and inclusive curriculum, and presenting these online resources to Faculty Senate.

The committee also considered and approved this year a Certificate in Career and Community Studies, a four-year credential for students with intellectual disabilities. This is a landmark in PSU's history. UCC is grateful to have participated in its review, and our discussions of the program were extensive, delaying the review of many other proposals. The goals of the program appear to have been universally embraced by the committee, but there were serious concerns about the funding and sustainability of the program in the foreseeable financial environment.

Committee Work and Efficiency

The UCC members worked very hard on the committee this year. They showed great dedication in examining new dimensions of curriculum that the UCC had not seen in previous years.

Units who would like to see quicker review of their proposals might consider closer curricular review at the unit level. The UCC receives a surprising number of proposals without the requisite syllabi (and its required components), adjunct CVs, and curricular overlap statements. Many of the proposals received contain typos whose correction is not readily evident. Many of the proposals received in batches erroneously contain statements copied and pasted from other proposals. While some omissions are to be expected, they do slow the review process for all of the proposals in the queue. Many of the comments and concerns raised by UCC members are available to units, in advance of UCC meetings, through the Curriculum Tracker; reviewing those comments may help units respond more quickly. We hope that the new OCMS will be even more user friendly for proposers and units.

Steve Harmon has worked diligently the last two years with an Online Curriculum Management System (OCMS) vendor and is now implementing this software, which is expected to make collaboration among curriculum committees, their members and proposers quicker and more convenient.

Steve Harmon has again continued to provide a tremendous amount of support; it is difficult to imagine the committee functioning without his guidance and historical knowledge of the committee and the *Bulletin*, as well as his management of our online resources. The attendance of Pam Wagner was immensely helpful with regard to historical context and the enforceability—and therefore meaningfulness—of program and course requirements and prerequisites. Lisa Grady-Willis, PSU's Director of Diversity Education and Learning, joined UCC as a consultant this year. Her contributions to our discussions have been invaluable as we apply the new proposal criteria for diversity and inclusion in new courses and programs.

Future trends

It is expected that the UCC will receive more proposals in the future for courses whose content overlaps significantly with that of existing courses in other departments. At least three factors appear to be in play: units wanting to capture more SCH, units and students wanting foundational

courses (scientific methods, math, writing, etc.) specifically tailored to their majors, and [inter]disciplinary trends. Climate change will probably be a notable example, given its existential impact and the ability of different units to approach the topic in distinct manners in accordance with their disciplines.

Curricular Proposals Reviewed

In 2016-2017 the Committee will have convened 13 times, on the dates shown below, to review proposals for new programs and courses and changes to courses and programs, and to discuss additional issues related to the charge of the Committee.

Meeting dates:

Fall 2016	Winter 2017	Spring 2017
10/10/16	1/9/17	4/10/17
10/24/16	1/23/17	4/24/17
11/14/16	2/13/17	5/8/17
11/28/16	2/27/17	5/22/17
	3/6/17	

The number of reviewed courses and programs are shown below:

New Baccalaureate Programs	2
New UG Certificate Programs	3
New Minors	1
Change to Existing Baccalaureate Programs	18
Change to Existing UG Certificates	3
Change to Existing Minors	9
New Courses	82
Change to Existing Courses	120
Drop Courses	13
New Prefix	1