

Portland State University

PDXScholar

Faculty Senate Monthly Packets

University Archives: Faculty Senate

10-2-2017

Faculty Senate Monthly Packet October 2017

Portland State University Faculty Senate

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/senateminutes>

Let us know how access to this document benefits you.

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet October 2017" (2017). *Faculty Senate Monthly Packets*. 333.

<https://pdxscholar.library.pdx.edu/senateminutes/333>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Faculty Senate, 2 October 2017



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate have at least a week to consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full 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 on the *consent agenda* are **approved** (in the case of proposals or motions) or are **received** (in the case of reports) without further discussion, unless a Senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *consent agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

www.pdx.edu/faculty-senate

Following the meeting:
CLAS-Sci DIVISION CAUCUS TO CHOOSE MEMBER OF COMMITTEE ON COMMITTEES

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 **2 October 2017** at 3:00 p.m. in **Cramer Hall 53**.

AGENDA

[**Note:** as part of the *consent agenda*, item G.1. President's Report, will be moved to 4:00.]

- A. Roll Call
- B. *Approval of the Minutes of the 5 June 2017 Meeting – *consent agenda*
- C. Announcements and Discussion
 - 1. *OAA response to June notice of Senate actions – *consent agenda*
 - 2. Announcements from Presiding Officer
 - 3. Announcements from Secretary
 - 4. Introductions from ASPSU – Brent Finkbeiner & Donald Johnson III, ASPSU Pres. & VP
 - 5. *Overview of Capital Advisory Comm. – Jason Franklin, Dir. Campus Planning & Design
 - 6. Reporting and adjudicating academic misconduct – Dana Walton-Macaulay, Assistant Dean of Student Life & Director of Conduct and Community Standards
 - 7. Announcement from Graduation Program Board – Sherril Gelmon
- D. Unfinished Business: None
- E. New Business
 - 1. *Curricular proposals – *consent agenda* (Grad Council, UCC, UNST Council)
 - 2. *Undergraduate Certificate in Lactation (SPH/UCC)
- F. Question Period and Communications from the Floor to the Chair
- G. Reports from Officers of the Administration and Committees
 - 1. President's Report [*at 4:00*]
 - 2. *Provost's Report
 - 3. Introduction: Leroy Bynum, Jr., Dean of COTA
 - 4. Introduction: Marvin Lynn, Dean of GSE
 - 5. *Annual Report of Committee on Committees – *consent agenda*
- H. Adjournment

CLAS-Sci DIVISION CAUCUS TO CHOOSE MEMBER OF COMMITTEE ON COMMITTEES
--

***See the following attachments. Complete curricular proposals can be viewed on the Curriculum Tracker:** <https://psucurriculumtracker.pbworks.com>.

- B. Minutes of the Senate meeting of 5 June 2017 – *consent agenda*
- C.1. OAA response to June notice of Senate actions – *consent agenda*
- C.5. Capital Planning at PSU
- E.1.b,c,d. Curricular proposals (summaries) [NOTE: there is no E.1.a] – *consent agenda*
- E.2. Proposal for Undergrad. Cert. in Lactation (summary)
- G.2.a,b. APR summaries: CNF, UNST (part of Provost's report)
- G.3. CoC 2016-17 annual report – *consent agenda*

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2017-18

STEERING COMMITTEE

Michael Clark, Presiding Officer

Brad Hansen, Past Presiding Officer • Thomas Lockett, Presiding Officer Elect

Elected Members: Annabelle Dolidon (2019) • Steve Harmon (2018) • Karen Kennedy (2019) • David Raffo (2018)

Ex officio: Richard Beyler, Secretary to the Faculty • Maude Hines, Board of Trustees Member

Liane O'Banion, Chair, Comm. on Comm. • José Padín, Sr. IFS Rep. (until Dec.) / Candyce Reynolds (from Jan.)

FACULTY SENATE ROSTER (64)

All Others (8)				College of Urban and Public Affairs (6)			
<i>Baccar, Cindy</i>	REG	2020		<i>Chaillé, Peter</i>	PAD	2020	
Blekic, Mirela	ACS	2019		Harris, G.L.A.	PAD	2018	
*Burgess, David	OIRP	2018		† <i>Martin, Sheila</i>	IMS	2020	
<i>Faaleava, Toeutu</i>	OAA	2020		* <i>Mitra, Arnab</i>	ECN	2018	
Kennedy, Karen	ACS	2018		Nishishiba, Masami	PAD	2019	
†O'Banion, Liane	TLC	2019		Smallman, Shawn	IGS	2019	
<i>Singleton, Felita</i>	OSA	2020					
Walsh, Michael	HOU	2019					
College of Liberal Arts & Sciences–Arts & Letters (6)				Graduate School of Education (4)			
Brown, Kimberley	LIN	2019		Farahmandpur, Ramin	ELP	2018	
<i>Dolidon, Annabelle</i>	WLL	2020		† <i>Reynolds, Candyce</i>	ELP	2020	
Epplin, Craig	WLL	2018		Thieman, Gayle	CI	2020	
†Jaén Portillo, Isabel	WLL	2018		Yeigh, Maika	CI	2019	
Reese, Susan	ENG	2019					
† <i>Watanabe, Suwako</i>	WLL	2020		Library (1)			
				† <i>Emery, Jill</i>	LIB	2020	
College of Liberal Arts & Sciences–Sciences (8)				Maseeh College of Engineering & Computer Sci. (5)			
Cruzan, Mitchell	BIO	2019		† <i>Karavanic, Karen</i>	CMP	2020	
de Rivera, Catherine	ESR	2018		Monsere, Christopher	CEE	2018	
Flight, Andrew	MTH	2018		Recktenwald, Gerald	MME	2019	
<i>George, Linda</i>	ESM	2020		Siderius, Martin	ECE	2019	
†Mitchell, Drake	PHY	2019		Tretheway, Derek	MME	2018	
<i>Palmiter, Jeanette</i>	MTH	2020					
Podrabsky, Jason	BIO	2019		Other Instructional (4)			
Webb, Rachel	MTH	2018		Carpenter, Rowanna	UNST	2019	
				† <i>Lindsay, Susan</i>	IELP	2020	
College of Liberal Arts & Sciences–Social Sciences (7)				*Fernandez, Oscar			
†Chang, Heejun	GGR	2018		* <i>Taylor, Sonja</i>	UNST	2018	
<i>Craven, Sri</i>	WGSS	2020					
<i>Hsu, Chia Yin</i>	HST	2020		School of Business Administration (4)			
<i>Liebman, Robert</i>	SOC	2020		<i>Dimond, Michael</i>	SBA	2020	
Lockett, Thomas	HST	2019		*Hansen, David	SBA	2018	
*Robson, Laura	HST	2018		* <i>Mathwick, Charla</i>	SBA	2019	
†Schechter, Patricia	HST	2019		†Sorensen, Tichelle	SBA	2019	
College of the Arts (4)				School of Public Health (2)			
*de la Cruz, Abel	COTA	2018		*Gelmon, Sherril	HPM	2018	
†Fiorillo, Marie	COTA	2019		†Messer, Lynne	CH	2019	
<i>Griffin, Corey</i>	ARCH	2020					
<i>James, Meredith</i>	ART	2020		School of Social Work (5)			
				Bryson, Stephanie	SSW	2020	
				*Constable, Kate	SSW	2018	
				† <i>Cunningham, Miranda</i>	SSW	2020	
				* <i>Martinez Thompson, Michele</i>	SSW	2019	
				* <i>Smith, Gary</i>	SSW	2018	

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 12 Sep. 2017

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 5 June 2017

Presiding Officer: Brad Hansen

Secretary: Richard Beyler

Members (2016-17) Present:

Arellano, Babcock, Bowman, Brown, Burgess, Carpenter, Chang, Childs, Clark, Constable, Cruzan, de la Cruz, De La Vega, de Rivera, Epplin, Farahmandpur, Fernandez, Fiorillo, Flight, Gamburd, Gelmon, B. Hansen, D. Hansen, Harmon, Harris, Kennedy, Luckett, MacCormack, Maier, Messer, Nishishiba, O'Banion, Podrabsky, Raffo, Recktenwald, Robson, Schrock, Schuler, Shin, Siderius, Smallman, Sorensen, M. Taylor, Thieman (also as new member), Tretheway, Walsh, Webb, Winters, Yeigh

Alternates Present:

Forrest Williams for Bluffstone, Sam Gioia for Bratiotis, Pelin Basci for Greco, Steve Thorne for Jaén Portillo, Michael Weingrad for Schechter, Mark Woods for Stedman (also as ex-officio member), Joshua Eastin for Yesilada

Members Absent:

Blekic, Camacho, Childs, Donlan, Mitchell, Monsere, S. Reese, Riedlinger, Ruedas

New Senators (elected 2017) Present:

Baccar, Bryson, Chaillé, Craven, Cunningham, Dimond, Dolidon, Emery, Hsu, James, Karavanic, Liebman, Lindsay, Martin, Mitra, Palmiter, C. Reynolds (also as ex-officio member), Singleton, S. Taylor, Thieman (also as current member)

Alternate for New Member Present:

Kalina Vander Poel for Griffin

New Members Absent:

Faaleava, Georg, Martinez Thompson, Mathwick, Watanabe

Ex-officio Members Present:

Andrews, Beyler, Black, Hines, Jhaj, Lafferriere, Marrongelle, Marshall, Moody, Padín, D. Reese, C. Reynolds (also as new member), Sanders, Wiewel, Woods (also as alternate)

*[NOTE change to the regular sequence of business, as part of the **consent agenda**: administrators' reports and IFS report (items G.1- G.3) were moved to take place after item D.]*

A. ROLL

The meeting was called to order at 3:05 p.m.

B. APPROVAL OF THE MINUTES

There having been no objections prior to the end of roll call, the **1 May 2017 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. Results of Faculty Senate, Advisory Council, and IFS Elections

Faculty Senate

AO: Cindy Baccar (REG), Toeutu Faaleava (OAA), Felita Singleton (VRC)
 CLAS-AL: Annabelle Dolidon (WLL), Suwako Watanabe (WLL)
 CLAS-Sci: Linda George (ESM), Jeanette Palmiter (MTH)
 CLAS-SS: Sri Craven (WGSS), Chia Yin Hsu (HST), Robert Liebman (SOC)
 COTA: Corey Griffin (ARC), Meredith James (ART)
 CUPA: Peter Chaillé (PAD), Sheila Martin (IMS), Arnab Mitra (ECN)
 GSE: Candyce Reynolds (ELP), Gayle Thieman (C&I)
 LIB: Jill Emery
 MCECS: Karen Karavanic (CMP)
 OI: Susan Lindsay (IELP), Sonja Taylor (UNST)
 SBA: Michael Dimond, Charla Mathwick
 SSW: Stephanie Bryson, Miranda Cunningham, Michele Martinez Thompson

Advisory Council: Rowanna Carpenter (UNST), Gerardo Lafferriere (MTH), David Maier (CMP)

IFS representative (starting January 2018): Karen Popp (OGS)

3. Announcements by Presiding Officer

B. HANSEN thanked everyone for the honor of serving as Presiding Officer. He appreciated the opportunity to get to know many senators, administrators, and Board of Trustee members, and to get a broader view of how the University works. [Applause.] He recognized the Secretary, the Steering Committee, and chairs of the various other committees for their hard work.

He introduced GELMON, chair of the Graduation Program Board (GPB), for some announcements about Commencement. It will take place on June 18th, with the professional schools ceremony in the morning and the CLAS ceremony in the afternoon (reversal of the prior order), and a lunch and award ceremony for faculty in between.

GELMON indicated that a decision had been made earlier this year to move future commencement ceremonies from the Moda Center to the Viking Pavilion. Official school and college ceremonies will take the place of hooding ceremonies; large colleges, e.g., CLAS, might have several ceremonies. There will be a single ceremony for fall, starting in 2018. GPB was concerned about the continuing role of faculty in this new model for commencement. Hence GPB will be reconstituted with representation from each school and college, as well as academic professionals. The Provost has asked each Dean to designate an administrator who will co-chair a college/school planning committee along with the respective GPB member. There are many details to be worked out; the overall goal is to ensure a high-quality experience for graduating students and faculty participation.

3. Announcements by Secretary

After the meeting, divisional caucuses will meet to choose members of Committee on Committees: CLAS-AL, CLAS-Sci, CLAS-SS, COTA, CUPA, GSE, MCECS, SSW.

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

BEYLER stated that prior to the meeting there had been one nomination for 2017-18 Presiding Officer Elect: Thomas LUCKETT (HST). A candidate statement by LUCKETT was displayed [see **Appendix 1**].

There were no additional nominations from the floor.

LUCKETT was **elected** Presiding Officer Elect (vote recorded by clicker).

BEYLER stated that prior to the meeting there had been three nominations for Steering Committee for 2017-19: Annabelle DOLIDON (WLL), Isabel JAEN PORTILLO (WLL), and Karen KENNEDY (ACS). Candidate statements by these nominees were displayed [see **Appendices 2-4**].

There were no additional nominations from the floor.

D. UNFINISHED BUSINESS

1. Revised PTR Guidelines

B. HANSEN reminded senators that revisions to the post-tenure review (PTR) guidelines had been previewed at the May meeting. **June Packet Attachment D.1** contained the final proposed changes as negotiated between AAUP and the administration. CLARK/D. HANSEN **moved** approval of the changes to PTR guidelines as given in **Attachment D.1**. The motion was approved (39 yes, 1 no, 6 abstain, recorded by clicker).

[NOTE change to regular agenda sequence: reports from administrators and IFS moved here.]

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1. President's Report

B. HANSEN thanked President WIEWEL on behalf of the Faculty for his service to PSU. He had worked tirelessly to make it a place where students can thrive. This was evident, for example, in the changes to the facilities and environment in which we work; the ongoing construction would give faculty, students, alumni, and the broader community something to be proud of. He has a long list of accomplishments; a comparison of the PSU of today with a decade ago shows the difference. He congratulated WIEWEL for these accomplishments. [Applause.]

WIEWEL, acknowledging that this was his last report as President to Faculty Senate, used this time of change as an occasion for reflections on his tenure at PSU, and the key things that had happened during these nine years in which he played a role.

Before doing so, he wished to comment on the events of the last week and a half in Portland, which had affected PSU directly because of student Micah FLETCHER's role. WIEWEL said that the atrocious incident on the MAX train had also brought forward some of the best qualities of the city. He stated that honesty required us to recognize that, given the racism that persists in our society, anti-immigrant and anti-Muslim attitudes, and the climate that had developed over the last year, it was not surprising; it was a sad commentary on the world we live in. At the same time, it was inspiring to see the courage of people who stood up for what they thought was right, to defend the

vulnerable. WIEWEL said that he would be meeting FLETCHER later in the week. From what FLETCHER had said and written, WIEWEL was tremendously impressed by his efforts to deflect attention from himself and have it focus rather on the two young women [who had been attacked]. The PSU Foundation is offering him a scholarship to finish his education at PSU; many others were, of course, also stepping forward to offer support to him and to the other victims' families.

WIEWEL held that our work on equity, such as stated in the Strategic Plan, put us in a place to be mindful of what is happening in the country, region, and city; despite a progressive image, we need to be reminded of how far we need to in many ways. As in any large institution, WIEWEL believed, PSU had been involved in some things that were not good, but had also contributed to many positive changes, through how the institution works and how we educate our students.

WIEWEL, looking back over what had happened during his time at PSU, was proudest of three things. First was elevating PSU's visibility in the region. This was in the initial job description. WIEWEL felt he could build on the legacy created by previous presidents Judith RAMALEY and Dan BERNSTINE. PSU was now clearly one of the three major universities in Oregon, as manifested in being one of the institutions that received its own board. Visibility in the civic arena had grown through this initiative.

A second area in which WIEWEL felt pride was efforts towards diversity and equity. When he arrived, there was not a Latino cultural or educational center. A task force ably led by Carlos CRESPO undertook to create the Casa Latina, add academic and financial aid advisors, etc. Latino enrollment had tripled over this time. Retention and graduation rates are equal to non-Latino students; there is no achievement gap. This is only one part of the attention to diversity and equity.

As an urban planner, WIEWEL was also proud of the changes to the physical environment of the University—which does matter. This had been accomplished largely with state and philanthropic funds that would not have been available for anything else. These projects included renovations of Shattuck (almost done when he arrived), Lincoln, and the Science Teaching and Research Center; new construction of ASRC, Collaborative Life Sciences Building, Viking Pavilion, SBA building, and the forthcoming education and health building at 4th & Montgomery.

WIEWEL discussed two major challenges. One was state funding. PSU had not received increase in funding before 2010 commensurate with its growth; changed in the funding model thereafter had somewhat benefitted PSU. However, this remained an ongoing battle. WIEWEL stated that his biggest frustration was probably the bargaining with faculty union in 2013-14. He acknowledged that this was very painful. He believed, however, that things had really changed thereafter, as witnessed by the broadly participatory process in creating the Strategic Plan, and the more harmonious subsequent negotiations though interest-based bargaining. He continued to ask himself whether it could have been avoided. There were national issues in play; there were definitely mistakes. He believed that a better communicative climate, including a clearer message about administration proposals, could have avoided many of these problems.

WIEWEL hence advised the Faculty to work for open communication with the new president; assume good faith in dealing with challenges. Though invitations to meetings

and events, expose the new president to the variety and richness of the work of faculty and students, since there is so much to be proud of and so much to push for together. WIEWEL thanked the Faculty for the wonderful things they had been doing, that he had been allowed to get to know, and for the support they had often given. [Applause.]

2. Provost's Report

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

ANDREWS announced the upcoming budget forum on Thursday. Slides from the meeting would be posed on the OAA website.

She again reminded faculty about the upcoming Commencement. Information and instructions were available on the website. As GELMON had indicated, major changes were being planned for future events, and she asked for faculty input into this process.

ANDREWS noted the availability of bridge funding, which was designed for non-tenure-track research faculty to cover gaps between grant funding. There are four application cycles in 2017. For the first two cycles, however, there were practically no applications. Did this mean that there was not really need (which would be good news in a way), or that it had not been sufficiently promoted? ANDREWS asked for feedback on this score.

ANDREWS announced the second Thursday (renamed) networking event on the 8th.

2. Report from Interinstitutional Faculty Senate

CLARK reported on several legislative from the most recent IFS meeting. House Bill 2998 on transfer equivalency was being implemented; we would have to deal with it. For Senate Bill 270 on AP equivalency, there had been moves to give universities more autonomy in deciding this question. House Bill 2864 on cultural controversy had generated much controversy; a central issue was who would be in charge of determining what counted as competency. There was also a presentation about PERS; some reports suggested that many mid-career faculty in Oregon were leaving the state because of unhappiness or concern about the retirement possibilities.

Another topic of discussion was advising. CLARK reported that a plan for the October IFS meeting (to be held at PSU) was to organize a dialog between advisors and faculty, and to at how to avoid "crooked lines" for transfer students.

ELECTION OF 2017-19 STEERING COMMITTEE MEMBERS (2)

DOLIDON and KENNEDY were **elected** to Steering Committee for 2017-19 (vote recorded by clicker).

E. NEW BUSINESS

1. Curricular proposals

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

2. Restructuring School of Theater & Film and School of Music as School of Film and School of Music & Theater (COTA/EPC)

The summary of this proposal is contained in **June Agenda Attachment E.2**; the full proposal is available on the Curriculum Tracker wiki. RAFFO, chair of EPC, gave an overview: the School of Theater & Film in COTA approached EPC with a proposal to restructure their organization, in effect integrating the Theater and Dance with the School of Music and creating a separate School of Film. Mark BERRETTINI and colleagues had done careful work on the proposal and been very responsive to feedback. EPC had approved the proposal.

HARMON/DE RIVERA **moved** approval of the proposal as summarized in **Attachment E.2** and given in the Curriculum Tracker. The **motion** was **approved** (37 yes, 2 no, 2 abstain, recorded by clicker.)

[NOTE: the order of the following two items was inadvertently reversed at the meeting.]

3. New program: BA/BS in Sexuality, Gender, and Queer Studies (CLAS/UCC)

SANDERS, on behalf of UCC, presented the proposal developed by the Department of Women, Gender, and Sexuality Studies for an undergraduate major in Sexuality, Gender, and Queer Studies [summarized in **June Agenda Attachment E.3**]. The program uses theoretical approaches distinct from women's studies in general, which suggested the need for a separate major. It grows out of an existing minor. A survey and focus groups indicated solid demand for this major.

M. TAYLOR/DE RIVERA **moved** approval of the proposal as summarized in **Attachment E.3** and given in the Curriculum Tracker.

A question was asked about the statement in the proposal that student FTE was anticipated to increase from seven to ten: did this mean that only ten student were expected? SANDERS said this was a statement by Budget Committee. LAFFERRIERE, chair of BC, said that this meant an increase of that amount, not a change from seven to ten total.

The **motion** was **approved** (39 yes, 3 no, 2 abstain, recorded by clicker).

4. New program: BA/BS in Sonic Arts and Music Production (COTA/UCC)

SANDERS presented the proposal for the BA/BS major in Sonic Arts and Music Production [summarized in **June Agenda Attachment E.4**]. Faculty had been working towards this program for a long time. The program has a distinct role in the School of Music. It was developed in coordination with Portland Community College, which offers an associate's degree in this area. Area high school teachers had told faculty that there was need for this program.

BABCOCK/DE LA CRUZ **moved** approval of the proposal as summarized in **Attachment E.4** and given in the Curriculum Tracker. The **motion** was **approved** (41 yes, 1 no, 0 abstain, recorded by clicker).

5. New program: Undergraduate Minor in World History (CLAS/UCC)

SANDERS presented the proposal which had been developed by the History Department [summarized in **June Agenda Attachment E.5**]. He noted that it aligned with the themes of internationalization and regional dynamics in the Strategic Plan. B. HANSEN remarked that there was expertise in the History Department in this field.

THIEMAN/SMALLMAN **moved** approval of the proposal as summarized in **Attachment E.5** and given in the Curriculum Tracker. The **motion** was **approved** (42 yes, 1 no, 0 abstain, recorded by clicker).

6. Judaic Studies courses to be given academic area designations (CLAS/ARC)

MACCORMACK introduced the proposal on behalf of the Academic Requirements Committee. An analogous proposal previously assigned Systems Science courses to academic areas for distribution requirements. Noting that a similar situation existed with JST courses, ARC consulted with Judaic Studies faculty who developed a proposed list [contained in **June Agenda Attachment E.5**]. Many were placed in social science category because of cross-listing with HST.

D. HANSEN/CLARK **moved** approval of the categorizations given in in **Attachment E.5**. The **motion** was **approved** (42 yes, 0 no, 1 abstain, recorded by clicker).

F. QUESTIONS TO ADMINISTRATORS & COMMUNICATIONS FROM THE FLOOR

None.

G. REPORTS FROM COMMITTEES, cont'd

*[NOTE: Reports from the President, Provost, and IFS were moved above. The following committee reports G.4-G.6 and G.9-G.12 were **received** as given in the **respective Attachments to the June Agenda**, without any additional discussion, as part of the **consent agenda**. Prior to the meeting, a senator submitted a question regarding G.7, *Semiannual Report of the Faculty Development Committee*, for which there was therefore separate discussion. The Presiding Officer made some comments regarding G.8, *Annual Report of the Academic Quality Committee*, and G.13, *Annual Report of the Undergraduate Curriculum Committee*.]*

- 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**

D. HANSEN said that a senator had raised set of questions in regard to the FDC report. There had been two rounds of FDC applications, since not all the available money had been distributed following the first round, and the questions related to the process by which this had been done. BEYLER quoted from the query sent to the Secretary:

There are published scoring criteria (with corresponding points attached to each criteria)--yet faculty do not receive an overall score on their proposals and the overall score comparisons are not published. Why not? And, how can faculty see how their proposals compare to other funded proposals? ... How can this process be more transparent?

Could the decision to fund second-round projects over first-round projects be clarified?

BLACK, chair of FDC, responded: as with peer review of papers or grant proposals, there is not infrequently some difference between the initial scores of the various reviewers of a given proposal, or on the other hand small differentiation between proposals. The final decision often comes not just from the initial numerical scores, but

from the discussion which takes place among the reviewers. Faculty are appointed to do the committee to do this, just as they might be appointed to a journal editorial board. They are trusted to do this job; next year there will be different committee, which might make different decisions. Publishing raw scores would skip over the sometimes long arguments which underlay the decisions.

Regarding the second application round, BLACK indicated that the information about the application process was posted in December; however, for some reason an e-mail announcement was not circulated. This resulted, evidently, in a smaller number of applications for the February 15th deadline. With only sixty proposals, it seemed likely that they would not use all the funds. It was considered to open a second call for proposals, but the schedule did not seem allow that being settled by the end of the year. It was decided to make a second call for proposals with a smaller cap and a shorter narrative for the first week of spring quarter. The second round was better publicized; about sixty proposals were received. Many of these smaller proposals were quite interesting. BLACK suggested that next year's committee might organize this second round of smaller proposals deliberately. FDC allowed people to apply for the second round before knowing if a first round application had been funded, with the understanding that if so, the second-round proposal would be automatically withdrawn.

A senator's responded: recognizing that there were often differences among reviewers, it had nevertheless been useful for as the author of, say, proposal for a conference paper to get feedback of scores and comments—not publicizing the results, but just for the individual proposal. This was a suggestion for the committee to consider. BLACK responded that it would be up to next year's committee to decide.

8. Annual Report of Academic Quality Committee

B. HANSEN called attention to the AQC's focus on graduate student experience, opportunities for undergraduate research, student writing, and enhancing opportunities for interdisciplinary teaching and research. He suggested that these findings might serve as the basis for further decision-making.

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

B. HANSEN called attention in the UCC's report to plans for a more streamlined system for the curricular review process.

H. ADJOURNMENT

The meeting was **adjourned** at 4:32 p.m.

DIVISIONAL CAUCUSES were held to selected members of the Committee on Committees. Results will be posted to the [Committee on Committees page](#) on Faculty Senate website and listed in the 2017-18 Faculty Governance Guide.

June Minutes Appendix 1

Thomas M. Lockett

Experience in shared governance & University service:

I have been a member of the PSU Faculty Senate for seven of the past nine years, including two years on the Steering Committee. I served as chair of the History Department for six years, plus one year as acting chair, for a total of seven. Concurrently I was also director for three years of the Religious Studies Program (which was subsequently eliminated). In 2005-2006 I was a member of the AAUP Collective Bargaining Team, and afterward chaired the AAUP-PSU Joint Task Force on Performance Reviews & Increases. In 2009-2010 I served on the Ad Hoc Committee on High Achieving Students, and was one of the principal authors of our final report to the Senate. That report helped to guide the considerable changes to the Honors Program/College that we have seen in recent years, and led directly to the creation of the Honors Council, of which I became the first chair. I later served for two years on the University Studies Council, and participated in that Council's review of the Freshman-Year Experience at PSU. I am currently a member of Senate, in my first year of a three-year term.

Since 1993 I have served as faculty advisor to Phi Alpha Theta, a history honor society, and in that capacity I annually organize and accompany a group of history students who present original research papers at the Phi Alpha Theta Regional Conference. Together with my colleague Chia Yin Hsu, I also co-organize a biennial conference, the "Richard Robinson Business History Workshop," which brings scholars to the PSU campus from across the United States and abroad.

Goals as Presiding Officer Elect, and as Presiding Officer:

The United States are witnessing an unprecedented assault on the values of American higher education—values that include academic freedom and civil discourse, toleration and inclusion, openness and transparency, and the common pursuit of knowledge grounded in reason and evidence. The Faculty Senate must continue to take the lead in resisting what philosopher Karl Popper has called the "enemies of the open society" by serving both as an exemplar of respectful but vigorous debate on policy issues, and as a defender of dissent, peaceable assembly and freedom of expression across our campus. We cannot teach "Ethics and Social Responsibility" to our students—one of our eight official Campus-wide Learning Outcomes—unless we are prepared to model ethics and social responsibility ourselves. I would like to use our monthly informal discussions, and where necessary our formal authority to issue resolutions, in a way that forefronts national social issues of direct relevance to our institution, including the rights and dignity of immigrants and minorities, the preservation of our society's democratic institutions, and the value of peer-reviewed, evidence-based research.

June Minutes Appendix 2

Annabelle Dolidon is an Associate Professor of French. She started at PSU in 2008 and has served on several college and university-wide committees and initiatives. This fall, she will start her second mandate as a Senator and chair the Academic Quality Committee. For her, serving on the Senate Steering Committee would be a great honor and an opportunity to contribute to the university's main raison d'être: providing quality education to all students.

Isabel Jaén (CLAS, WLL) holds PhDs from Purdue University and the Complutense University of Madrid (Spain) and conducts interdisciplinary research on cultural studies and cognitive psychology. She joined PSU in 2010 (previously taught at Yale University and Wabash College) and has served as Senator (September 2011-June 2014 and Fall 2015-present) and as Head of Spanish, among other roles.

Karen Kennedy

*Academic Adviser in the office of Advising and Career Services (ACS)

*PSU Faculty Senator for three terms

*Executive Council member for PSU AAUP for three consecutive terms, from 2011-2017, representing Academic Professionals (APs)

*Statewide AAUP Oregon AP representative. In second term.

*Started two university-wide ad-hoc committees to address the concerns of international students and refugee/immigrant students.

*BA, MA, and teaching certificate from Michigan State University and the University of Michigan.

June Minutes Appendix G.2

PROVOST ANDREWS' COMMENTS: JUNE 5, 2017 FACULTY SENATE MEETING

OAA BUDGET

Spring OAA Budget Forum
Thursday, June 8, 1:00-2:00 PM
SMSU 296/298

COMMENCEMENT

- June 18:
 - 10:00 am – 12:30 pm Professional Schools
 - 1:00 pm – 2:00 pm Faculty Lunch
 - 3:00 pm – 6:00 pm CLAS
- [Faculty Day of instructions](#)
- Future commencement planning

BRIDGE AWARD STATUS REPORT

- [Guidelines](#)
- 2017 Deadlines: March 30, June 1, September 1, December 1
- Notices sent to every faculty member, Currently, blog, and message to chairs and deans
- No application received in March. One application in June (did not meet criteria).
- Suggestions for promoting?

NEXT SECOND THURSDAY NETWORKING (aka Second Thursday Social Club), June 8, 4:00 – 6:30 pm, held in the Office of Academic Innovation

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

My Blog: psuprovostblog.com

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: 8 June 2017
Re: Notice of Senate Actions

On **5 June 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 June 2017 Senate Packet.

[6-9-17—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, and changes to programs.](#)

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

- Revisions to the post-tenure review guidelines, as given in attachment D.1 to the Packet.

[6-9-17—OAA concurs with the recommendation and approves the change to the guidelines.](#)

- Restructuring academic units within the College of the Arts to create the School of Film and the School of Music and Theater (see Curriculum Tracker).

[6-9-17—OAA concurs with the recommendation and approves the restructure of the academic units.](#)

- An undergraduate Major in Sexuality, Gender, and Queer Studies (see Curriculum Tracker)

[6-9-17—OAA concurs with the recommendation and approves the undergraduate major.](#)

- An undergraduate Major in Sonic Arts and Music Production (see Curriculum Tracker).

[6-9-17—OAA concurs with the recommendation and approves the undergraduate major.](#)

- An undergraduate Minor in World History (see Curriculum Tracker).

[6-9-17—OAA concurs with the recommendation and approves the undergraduate minor.](#)

- Assignment of Judaic Studies courses to academic distribution areas for purposes of BA/BS requirements, as given in attachment E.6 to the Packet.

6-9-17—OAA concurs with the recommendation and approves the assignment of courses.

2017-18 Senators or the respective divisional caucuses elected the following **Senate Officers**:

- Presiding Officer Elect: Thomas Lockett
- New members of Steering Committee: Annabelle Dolidon, Karen Kennedy
- New members of Committee on Committees:
CLAS-AL: Isabel Jaén Portillo, Susan Reese GSE: Candyce Reynolds
CLAS-Sci: Drake Mitchell, TBD Library: Jill Emery
CLAS-SS: Heejun Chang MCECS: Karen Karavanic
COTA: TBD OI: Susan Lindsay
CUPA: Sheila Martin SSW: TBD

6-9-17—OAA congratulates the new senate officers and committee members.

Best regards,



Brad Hansen
Presiding Officer



Richard H. Beyler
Secretary to the Faculty

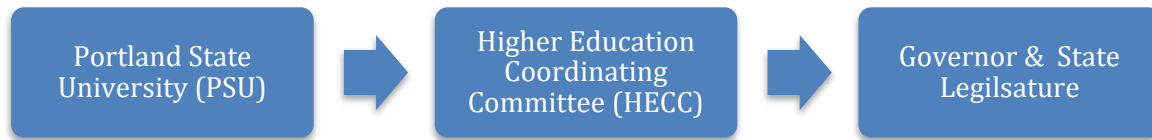


Sona Andrews
Provost and Vice President for Academic Affairs

Attachment C.5

Capital Planning at Portland State University

Major capital projects, such as new buildings and renovations, must go through a lengthy process for approval and ultimate inclusion in the state budget. Every two years, Oregon’s public institutions of higher education identify priority capital projects. These projects are reviewed by the Higher Education Coordinating Committee (HECC), which coordinates amongst the institutions to submit a combined request to the Governor.



The Governor submits a recommended budget to the State Legislature, which ultimately determines which capital projects are funded.

Frequently Asked Questions about Capital Planning

Q) How does PSU identify the capital projects to submit to the Higher Education Coordinating Committee?

A) PSU undertakes a lengthy process to identify projects and project budgets that will advance the goals of the institution, while having a high likelihood of support and approval.

Process to Prioritize Projects	
1.	Interviews with vice presidents, deans, and administrative unit heads to identify needs and potential projects
2.	Outreach to potential external partners, for projects like the Collaborative Life Sciences Building
3.	Review of deferred maintenance needs, to identify projects that reduce outstanding deferred maintenance
4.	Campus committee charged with advising the PSU President on the physical development of campus, the Capital Advisory Committee, reviews and prioritizes the project list
5.	Capital Advisory Committee develops recommendation to PSU President and PSU Executive Committee
6.	PSU Foundation reviews projects for feasibility of fundraising, providing input to PSU President and Executive Committee
7.	PSU Government Relations reviews project for likelihood of approval, providing input to PSU President and Executive Committee
8.	Executive Committee provides input
9.	PSU President presents proposal to PSU Board of Trustees
10.	PSU Board of Trustees finalizes project list
11.	Project list is submitted to HECC

Design consultants may be enlisted to complete feasibility studies or even preliminary designs for potential Capital Projects, to inform outreach to potential partners and evaluate fundraising feasibility.

Attachment C.5

Q) How are Capital Projects funded?

A) Academic space and associated space is primarily funded by the state, through the issuance of bonds that PSU is not responsible for paying back. Some matching funds from other sources may be required. Projects with multiple funding sources are more likely to be approved.

Functions that generate revenue or fees are also funded by state bonds, but these must be paid back by PSU. Spaces that generate revenue or fees include housing, parking, leased retail, and student-centered space funded by student fees.

State Funding Sources	Characteristics	Uses
XI-Q Bonds	PSU does not pay back No matching funds required	Academic space and associated spaces that do not generate revenue
XI-G Bonds	PSU does not pay back Matching funds required	Academic space and associated spaces that do not generate revenue
XI-F Bonds	PSU must pay back	Functions that generate revenue, including housing, parking, and leased space such as retail Functions supported by student building fees and fees for specific uses, such as the Recreation Center
Other Funding Sources	Characteristics	Uses
Fundraising	Donations	Used to match XI-G bonds and/or pay for optional features that are not central to the project May obligate PSU to build specific spaces, to meet the goals and interests of each donor
Student Building Fees/ New Student Fees	Student fees charged each term	Improvements to student-centered spaces, such as the Recreation Center or Smith Memorial Student Union
Partner Contributions	Funding from other project occupants	Used to match XI-G bonds in projects such as the Collaborative Life Sciences Building, Academic and Student Recreation Center, and planned building at SW 4 th and Montgomery

Q) Do Capital Projects reduce available funding for academic programs and other ongoing operations?

A) No, Capital Projects at PSU are funded by state bonds and other sources (see above) and not through the general fund.

Attachment E.1.b

September 6, 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 **2017-18 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Course

E.1.b.1

- G 450/550 Middle School Earth/Space Sciences, 4 credits - change course title to Earth and Space Sciences for Middle/High School Educators; change course description

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.3

- CE 412/512 Sustainability in Civil & Environmental Engineering Seminar, 1 credit
This course features seminar speakers discussing sustainable practices in the broad discipline of engineering, and optimal collaborations in pursuit of that goal. Examples topics include green building design for zero net energy, urban heat management and minimization, “green vs. “gray” in waste water treatment, and feasibility of energy from biomass. Prerequisites: CE 3632 or CE 341 or CE 454 or CE 325.

E.1.b.4

- CE 416/516 Forensic Structural Engineering, 2 credits
Application of engineering principles to investigate failures and performance problems of structures; case studies and examples of actual structural failures. Prerequisites: CE 434 and CE 432 and CE 437; or graduate standing.

Attachment E.1.c

September 11, 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 **2017-18 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Course

E.1.c.1

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

School of Public Health

New Courses

E.1.c.2

- PHE 418 Lactation Education I: Introduction to Human Lactation (4)
Students will develop skills to assess and counsel families experiencing common breastfeeding challenges. Assessment tools and techniques will be introduced. Students will gain strategies for working with diverse adult learners and develop professional communication skills for the health care setting. This is the first course in a sequence of three: PHE 418, PHE 419, and PHE 420 and must be taken in sequence. Prerequisite: Admission to Lactation Certificate and/or instructor approval.

E.1.c.3

- PHE 419 Lactation Education II: Advanced Lactation Care (4)
Students will develop evaluation and support techniques to address complex maternal and infant breastfeeding challenges. Attention will be given to critically understanding and utilizing evidence-informed information to guide direct lactation support and communication with the health-care team. Students will deepen knowledge of use of referrals and resources to support the parent-baby dyad. This is the second course in a sequence of three: PHE 418, PHE 419, and PHE 420 and must be taken in sequence. Prerequisite: PHE 418.

E.1.c.4

- PHE 420 Lactation Education III: Clinical Consideration in Lactation (2)
This course prepares students for working with complex cases including prematurity, medically fragile infants, and infants or parents with special medical or nutritional needs. Students will strengthen their understanding of the IBLCE Code of Professional Conduct, the IBLCE Scope of Practice, the ILCA Standards of Practice plus additional policies that govern the practice of International Board Certified Lactation Consultants (IBCLCs). Students completing this course as part of the Lactation Education series are prepared for clinical experience and are eligible to apply for the Lactation Practicum. This is the third course in a sequence of three: PHE 418, PHE 419, and PHE 420 and must be taken in sequence. Prerequisite: PHE 419.

Attachment E.1.d

University Studies Program

117 Cramer Hall 503-725-5890 tel
Post Office Box 751 503-725-5977 fax
Portland, Oregon 97207-0751 Email: askunst@pdx.edu



September 11, 2017

TO: Faculty Senate

FROM: Rowanna Carpenter
Chair, University Studies Cluster Curriculum Committee, subcommittee of
University Studies Council

RE: Consent Agenda

New Cluster Courses

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

E.1.d.1	BST 339	Afro-futurism/Black Science Fiction	Examining Popular Culture
E.1.d.2	BST 359	African Diaspora in Europe	Global Perspectives
E.1.d.3	HST 382	Iraq and Syria	Global Perspectives
E.1.d.4	HST 383	Palestine and Israel	Global Perspectives
E.1.d.5	MUS 366	New Orleans: Jazz and Culture in the Storyville Era	Community Studies
E.1.d.6	MUS 367	The Music of Nashville: From Honky Tonk to Hip Hop	Community Studies
E.1.d.7	MUS 368	Motown: Detroit's History and Music	Community Studies
E.1.d.8	MUS 377	World Music, Latin America and the Carribean	Global Perspectives

Cluster Course Removal

The Anthropology Department has requested the following course be removed from Clusters. The UNST Council recommends removal.

E.1.d.9	ANTH 350	Archaeological Method and Theory	Interpreting the Past
---------	----------	----------------------------------	-----------------------

The link to the cluster proposals is: <https://unstcouncil.pbworks.com/w/page/115504837/2017-2018%20Cluster%20Course%20Proposals>

Attachment E.2

September 11, 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 **2017-18 Comprehensive List of Proposals**.

PROPOSAL SUMMARY FOR School of Public Health UG Certificate in Lactation

FSBC Comments:

This proposed UG Certificate uses existing faculty so there are no major budgetary impacts. While expanded program enrollment is expected, there are limits on the rate of expansion due to need to have available field placement sites and as a predominantly online program expanded enrollment does not inherently require additional course sections. The program expects to receive accreditation which will incur accreditation fees but these can be distributed across future years. The program currently relies on access to some Lactation Journals outside of PSU and would have a need for new journal subscriptions by the PSU library if that changes.

Program Overview:

The Certificate in Human Lactation is intended for students intending to pursue the International Board Certification in Lactation Consulting (IBCLC). IBCLC's provide lactation support parentally through weaning and play an important role in supporting maternal and infant health through the provision of breast milk. As hospitals across the United States and around the world pursue WHO Baby Friendly Hospital Certification, and as our understanding of the links between public health and infant first foods develops, more and more health care providers and those that have attained degrees in other related fields are interested in adding lactation support to their credentials. IBCLC's can provide direct clinical care to families, are involved with research, policy development and education and are eligible for hire around the world. The focus of this certificate will be to provide students with a comprehensive understanding of the fundamentals of lactation and the many social/cultural and political forces that influence breastfeeding and breastfeeding support. Ultimately, students will be eligible to sit for the International Board of Lactation Consultant Examiners (IBLCE) board exam for IBCLC certification.

The Certificate in Human Lactation has disciplinary foundations in health sciences, and requires that interested students have completed pre-requisites in biology, sociology and nutrition. These pre-requisites overlap considerably with other health care related fields including pre-nursing. The Certificate in Human Lactation is also well connected to other fields including Public Health (Community Health Education, Health Sciences), Child and Family Studies, Biology and more. Some objectives of the Certificate in Human Lactation include working knowledge of the anatomy and physiology associated with human milk production and suck/swallow/breathe mechanisms, prevention and treatment of common challenges related to breastfeeding including infection, milk supply and infant weight management, feeding management related to special needs situations such as cleft lip/palate and Trisomy 21, and late pre-term and pre-term situations, and the development of counseling skills.

Attachment C.5

Evidence of Need

Evidence of market demand (market analysis). A similar program was offered by Portland Community College for one year before program closure due to financial and administrative changes. At the time of closure, there were 270 prospective students on the PCC contact list. Since launching the announcement of lactation courses at Portland State University in Fall 2015, we have 227 students on the perspective list, with many coming in for advising sessions to outline pathways to meet pre-req requirements. Nationally, as reported by the United States Lactation Consultant Association, several studies have examined the need for IBCLC's in hospital settings and found that a ratio of 1 FTE for every 780 hospital births, and 1FTE for every 235 infant NICU admits would be needed to support the lactation needs of families in these environments. This does not take into account that many hospital systems are working toward World Health Organization Baby Friendly Certification which encourages nurses and other practitioners to receive additional lactation education and skills training. Even with this additional training for hospital staff, the USLCA report identified that 71% of lactation specific tasks would still need the specialized training from an IBCLC. These numbers also do not take into account lactation support beyond the first 3-5 days after birth (with the exception of the NICU), home support, or changes in the number of IBCLC's as many current providers near retirement.

(http://www.hmhbga.org/Reimbursement_White_Paper.pdf) Finally, while Oregon has an estimated 8 IBCLC's for every 1000 births as reported by the CDC 2016 Breastfeeding Report Card, many of these are centralized in Urban areas, and other regions and states are severely lacking. By providing a predominantly on-line course with practicum opportunities available to students within their communities, PSU has an opportunity to fill this gap in care.

Course of Study:

The certificate is offered as a pre-baccalaureate (undergraduate certificate at completion). Admission to certificate courses is controlled and requires documentation of pre-requisites or recognized health care profession licensure. Upon approval, students will enroll in:

Lactation Education 1: Introduction to Human Lactation (PHE 418) 4 credits

Lactation Education 2: Advanced Lactation Care (PHE 419) 4credits

Lactation Education 3: Clinical Considerations in Lactation (PHE 420) 2 credits

Upon successful completion of Lactation 1,2 and 3, student will enroll in:

Lactation Practicum 1 (PHE 409) 4 credits

Lactation Practicum 2 (PHE 409) 4 credits

Lactation Practicum 3 (PHE 409) 2 credits

Lactation Seminar 1 (PHE 407) 1 credit

Lactation Seminar 2 (PHE 407) 1 credit

Lactation Seminar 3 (PHE 407) 1 credit

Total credits: 23

Program:	Conflict Resolution
Dates of review period:	2013-14

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	4	2	+2
	NTTF:	4	5	-1
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:	0	0	0
	Grad:	30	17	+76%
	Minors:	0	0	0
	Certificate:	0	0	0
SCH Production: (Fall 2015 & Fall 2010 by student classification)**	UG:	1100	1618	-32%
	Master:	800	544	+47%
	PhD	2	7	-5 SCH

External Reviewers:	Affiliation
Celia Cook-Huffman	Juniata College
Cris Toffolo	Northeastern Illinois University

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> ability to produce highly trained practitioners. developed strong partnerships with NGOs which provides excellent internship opportunities. includes an appealing set of electives . able to attract an engaged and engaging student body. 	<ul style="list-style-type: none"> Review of topics courses to clarify foci for graduate program. Assessment of advising load on faculty members. Establish more equitable workload and monitoring system. Rework website to reflect more current information and add faculty profiles. Develop a 5 year plan for the program. Identify student learning outcomes and develop ongoing assessment strategies.

Link to full document
https://drive.google.com/drive/u/0/folders/0B38X3nnpJUBSdHpaMDFwTEFYQU0 To request access , please email Brian Sandlin in the Office of Academic Affairs at bsandlin@pdx.edu .

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

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

Program:	University Studies
Dates of review period:	2015-16

Program Profile Summary			Five Years Ago	Change
Faculty: (Fall 2016 & Fall of 2010)* ¹	TT:	19	29	-10
	NTTF:	27	14`	+13
Degrees awarded: (2014-2015 & 2010-2011)** ²	UG:			
	Grad:			
	Minors:			
	Certificate:			
SCH Production: (Fall 2015 & Fall 2010 by student classification)**	UG:	22,836	21,386	+7%
	Grad:			
	PhD			

External Reviewers:	Affiliation
Geoffrey Chase	WASC Senior College and University Commission
Susan Gano-Phillips	University of Michigan- Flint

Commendations from External Review	Recommendations from Action Plan
<ul style="list-style-type: none"> • “The staff involved in UNST demonstrate remarkable, thoughtful, articulate, and impressive levels of support for their program and for students.” • “In terms of the overall culture we witnessed in UNST and at Portland State more broadly, we came away especially impressed with the degree to which care for students stands out.” • “the quality of the self-study that was conducted for this review.” • “One of the strengths of UNST is its carefully articulated approach to a four-year sequence of coursework that leads students from the freshman year through to the senior year and graduation.” 	<ul style="list-style-type: none"> ● Create opportunities for greater disciplinary engagement with University Studies through the curriculum (Capstone, SINO, FRINQ) and through consistent, ongoing communication with departmental faculty and advisers. ● Strengthen diversity and equity focus of UNST so that we are better prepared to serve diverse student populations. ● Improve transfer experience into UNST ● Review alignment of UNST requirements and BA/BS requirements with an aim to reduce complexity for students.

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

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

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

Attachment G.5

Committee on Committees (ConC) Annual Report to Faculty Senate

July 15, 2017

Committee Composition

Chair: Catherine de Rivera (CLAS-Sci), Co-Chair Greg Shrock (CUPA);
Chair-Elect: Liane O'Banion (AO); Additional Members: Tucker Childs (CLAS-AL),
Craig Eppin (CLAS-AL), Andrew Flight (CLAS-SCI), Michele Gamburd (CLAS-SS),
Patricia Schechter (CLAS-SS), Ron Babcock (COTA), Esperanza De La Vega (GSE),
Michael Bowman (LIB), Derek Tretheway (MCECS), Judy Camacho (OI),
Tichelle Sorensen (SBA), Lynne Messer (SPH), Ted Donlan (SSW)

Committee Charge

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

Activities for 2016-2017

A. The committee met on October 26 and 31 to discuss priorities for the coming year and suggestions for improvements to the survey on faculty committee preference. We developed four goals as well as strategies to address them aimed at improving the ConC's ability to carry out the specific committee charges. These goals were:

1. to document what we do each year in order to help the functioning of future ConC members;
2. to increase participation on committees by faculty across PSU.
3. to facilitate ConC members' ability to fill committees inclusively and appropriately;
4. to engage committee chairs to gather/update information about their committees.

Addressing Goal 1, we created and posted documents and spreadsheets for the ConC google drive folder, to be shared with new members each year. The drive now includes documentation for workflow for the ConC chair throughout the year, workflow for the committee selection process, the current committee composition for committees appointed by ConC, the questions and results of the faculty preference survey for committee membership, email templates for the preference survey, and questions and responses from committee chairs from the past two surveys to the chairs, among other useful documents.

Goal 2, increasing committee participation by faculty, was addressed by four actions.

- We reached out to units with fewer faculty that have not always identified faculty for the committees requiring representation from each unit. The ConC chair delivered a presentation about PSU committees to the School of Business Administration (2/16/17) and the Graduate School of Education (2/21/17), with the goal of encouraging and supporting more faculty from these colleges to join university-wide committees, especially those requiring representation from each division.
- ConC members engaged their department chairs/unit heads in the education and recruitment about the committees, as needed.

Attachment G.5

- We worked with the Secretary to the Faculty to provide information from the 2015-16 Survey To Committee Chairs and this year's updates to this survey information.
- We sent out a priming email before the survey and revised the welcome email to the survey with the goal of increasing participation in the survey and create the required divisional representation on committees. We found improvement on both fronts.

To facilitate ConC members' ability to fill committees inclusively and appropriately, Goal 3, we included links to the information about committees in the priming and welcoming emails and we included two new questions or subquestions on the survey of faculty preference to committees.

We asked:

- Are you currently serving on any of the following committees? Check all of the committees on which you currently serve. If not, have you ever served on any of these committees during your time at PSU?
- In 1-2 sentences, please describe your knowledge, interests and experience, which will help the Committee on Committees find the best matches of faculty to committees.

We gathered information from committee chairs, Goal 4, via a survey. ConC members were assigned to reach out to individual committee chairs to encourage them to participate in this survey. These data were collected during Winter quarter and the information was used while filling committees and for appointment letters. For example we asked:

- about the recommended years of appointment and term limits for committee members in order to improve the clarity of the appointment letter and to help ConC figure out when to retire current members from a committee;
- for administrative committees, if ConC should collect names on the preference survey
- if ConC should nominate and vet potential members;
- how well assignments align with those specified in the constitution;

We also requested committee chairs respond to the 2015-16 survey about committee tasks and workload if they hadn't already responded to this survey or had any updates (see 2016 ConC report for a list of the questions). We encouraged making meeting minutes available and improving the student appointment process.

Twenty-two of the 25 responding committees answered that there was strong alignment, all save for the Undergraduate Curriculum Committee, Honors Council, and Library Committee.

- B. Over the course of the academic year the ConC worked to fill the many (over 25) committee vacancies through e-mail communication and votes.
- C. In February and March 2017 we recruited and vetted faculty for the Online Education Policy subcommittee of the Educational Policy Committee.
- D. The work of filling Senate committees for AY 2017-2018 began in mid April with a meeting orienting the committee members to the process of filling committees and with the release of the results of the annual Committee Preference Survey. Via e-mail exchanges and a committee meeting in late May, the ConC recommended faculty for appointment for all of our assigned committees. All committee positions save for one were filled of the 194

Attachment G.5

positions across the 17 constitutional committees and 31 positions across the four administrative committees that requested ConC's assistance: ACITAC, IRB, SMB, and TAB. The Graduate School of Education (GSE) incoming dean and their Associate Dean for Academic Affairs will work to fill the one remaining vacancy, the GSE spot on the Educational Policy Committee.

We also included AAC, GPB, IAC, and SCC on the faculty preference survey and sent the survey results to the chairs of these administrative committees, as per their request in our survey of committee chairs. As per request, ConC stopped making recommendations for two administrative committees: the Academic Appeals Board and the Deadline Appeals Board. The other administrative committees have not been part of the ConC charge and no requests were received to include them this year.

General Comments and Observations

- While some faculty are enthusiastic or at least willing to participate in our shared governance by serving on committees, it is difficult to find enough available faculty to fill all the openings. Moreover, across colleges, it was difficult to find faculty to serve as chairs for many of the constitutional committees, perhaps because tenure-track faculty are required to do ever more service as the tenure-track:adjunct ratio shifts. The University Curriculum Committee must select a chair at the start of the new academic year.
- It would be helpful to deliver a presentation on committees to COTA in 2017-2018 to improve response to the preference survey and to increase participation on committees.