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Faculty Senate Monthly Packet February 2018

Portland State University Faculty Senate

Faculty Senate, 5 February 2018

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 can 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

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 February 2018** at 3:00 p.m. in **Cramer Hall 53.**

AGENDA

  A. Roll Call

* B. Approval of the Minutes of the 8 January 2018 Meeting – *consent agenda*

  C. Announcements and Discussion
*   1. OAA response to January notice of Senate actions – *consent agenda*
     2. Announcements from Presiding Officer
     3. Announcements from Secretary
     4. Announcement: Healthy Campus Initiative (C. Crespo, J. Weissbuch Allina)

  D. Unfinished Business
     1. Priorities in the Writing Action Plan (straw poll)

  E. New Business
*   1. Curricular proposals (GC, UCC) – *consent agenda*
*   2. Reclassification of certain ANTH courses for BA/BS distribution requirements (ARC)

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

  G. Reports from Officers of the Administration and Committees
     1. President's Report
     2. Provost's Report
     3. IFS Report

  H. Adjournment

* See the following attachments.
  Complete proposals for E.1 can be viewed on-line: https://psucurriculumtracker.pbworks.com.
  B. Minutes of the Senate meeting of 8 January 2018 – *consent agenda*
  E.1.a,b,c. Curricular proposals (summaries) – *consent agenda*
  E.2. Proposal to reclassify academic distribution areas for ANTH courses

PORTLAND STATE UNIVERSITY FACULTY SENATE, 2017-18

STEERING COMMITTEE

Michael Clark, Presiding Officer
Brad Hansen, Past Presiding Officer • Thomas Luckett, 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)

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

College of Liberal Arts & Sciences–Arts & Letters (6)

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

College of Liberal Arts & Sciences–Sciences (8)

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

College of Liberal Arts & Sciences–Social Sciences (7)

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

College of the Arts (4)

*de la Cruz, Abel	COTA	2018
†Fiorillo, Marie	COTA	2019
Griffin, Corey	ARCH	2020
James, Meredith	ART	2020

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* Interim appointment
† Member of Committee on Committees
New senators in italics
Date: 12 Sep. 2017

College of Urban and Public Affairs (6)

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

Graduate School of Education (4)

Farahmandpur, Ramin	ELP	2018
†*Reynolds, Candyce*	ELP	2020
Thieman, Gayle	CI	2020
Yeigh, Maika	CI	2019

Library (1)

†*Emery, Jill*	LIB	2020

Maseeh College of Engineering & Computer Sci. (5)

†*Karavanic, Karen*	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
†*Lindsay, Susan*	IELP	2020
*Fernandez, Oscar	UNST	2018
Taylor, Sonja	UNST	2018

School of Business Administration (4)

Dimond, Michael	SBA	2020
*Hansen, David	SBA	2018
Mathwick, Charla	SBA	2019
†Sorensen, Tichelle	SBA	2019

School of Public Health (2)

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

School of Social Work (5)

Bryson, Stephanie	SSW	2020
*Constable, Kate	SSW	2018
†*Cunningham, Miranda*	SSW	2020
Martinez Thompson, Michele	SSW	2019
Smith, Gary	SSW	2018

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 8 January 2018

Presiding Officer: Michael Clark

Secretary: Richard Beyler

Senators Present:

Baccar, Blekic, Brown, Bryson, Burgess, Carpenter, Chang, Constable, Craven, Cruzan, Cunningham, de la Cruz, de Rivera, Dimond, Emery, Epplin, Faaleava, Farahmandpur, Fernández, Fiorillo, Flight, Gelmon, Griffin, D. Hansen, Jaén Portillo, James, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Martin, Messer, Mitchell, Nishishiba, O'Banion, Palmiter, Recktenwald, S. Reese, Robson, Schechter, Siderius, Singleton, Smallman, Smith, Sorensen, Taylor, Tretheway, Walsh, Watanabe, Webb, Yeigh

Alternates Present:

Cassio de Oliveira for Dolidon, Mark Harmon Leymon for Harris

Senators Absent:

Chaillé, George, Hsu, Martinez Thompson, Mathwick, Mitra, Monsere, Podrabsky, C. Reynolds, Thieman

Ex-officio Members Present:

Beyler, Bynum, Chabon, Clark, Everett, B. Hansen, S. Harmon, Hines, Ketcheson, Lafferriere, Maier, Marrongelle, H. Miller, Percy, D. Reese, K. Reynolds, Shoureshi, Woods, Wooster

A. ROLL

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

B. APPROVAL OF THE MINUTES

The **4 December 2017 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements from Presiding Officer**

   CLARK gave reminders about the upcoming Winter Symposium on January 25th and about nominations for the annual faculty-staff awards. He drew Senators' attention to a recent article from *Inside Higher Education* to the effect that many colleges are facing a shortage of potential students. He noted the upcoming American Association of Colleges and Universities conference on general education in February, as well as an AAUP conference in June regarding free speech on campus.

3. **Announcements from Secretary**. None.

4. **Discussion: writing across the curriculum.**

   Hildy MILLER, chair of the University Writing Council [UWC], gave an update on the state of discussions about writing across the curriculum at PSU. [See handouts "PSU Academic Program Review (Writing Across the University), June 2016, with Progress Updates as of 1/8/2018," **Appendix C.4.a**–hereinafter Action Plan–and "Writing Across

the Curriculum at PSU: Decentralized Model of Writing," **Appendix C.4.b**.] Writing in the disciplines involves many people; it is the missing piece. One of the main goals of the Action Plan is a reinvigorated WIC [writing intensive courses] program; it's therefore desirable to know what kind of courses are of interest to faculty, at both undergraduate and graduate levels, so that UWC, etc., can work with faculty, especially on how to manage the paper load. Up until now, MILLER said, we've been operating on only four cylinders with the English Department and University Studies. If we can activate the disciplinary piece, will we be running on six cylinders.

LIEBMAN appreciated the work that had gone into the Action Plan, but was disappointed that there was not money forthcoming to support writing in the disciplines. This was important because of PSU's "upside-down" demographics, with more upper-division than lower-division students. We want to launch students into discipline-based writing. This is the area in which potential employers will judge students. He had heard negative things said about PSU students as not coming across persuasively. Our should students leave with confidence in their writing and communication skills.

MILLER suggested we survey community and business partners about specific concerns, needs, etc. We often judge corporate entities by how letters look: not only are they grammatical, but are they rhetorically effective? In the English Department there is a new professor of technical and professional writing [Sarah READ] who's committed to developing a business/technical writing course that will appeal to a wide variety of majors. The first step is transferring academic writing to the needs of the workplace.

LIEBMAN asked if it were be possible for the University to provide funding (e.g., course releases) so that in each school/college there would be someone to oversee writing instruction in that academic unit? MILLER said that a WAC [writing across the curriculum] director would work with all departments, but she agreed that one person could not do all that work: it would be good to create a team. LIEBMAN suggested this was of a piece of the devolution of advising to the various colleges, and that it would help focus on skills for specific professional pathways.

BROWN noted that requirements for WIC courses had changed; it was now, she believed, easier to get courses approved. MILLER: the program and designation still exists; however, there is not money for workshops or training.

LIEBMAN noted that it is problematic if a WIC designation is attached to a course for a particular professor and that instrutor then leaves. It ties the problem to a single individual. MILLER believed a good strategy for each department to decide where their WIC courses best belong: an introductory methods course, perhaps somewhere else. A small department might want only one, but larger departments might need several. Related departments might develop a course cooperatively. There is usually a first tier of interested faculty who can get a program going, but to sustain the program it is necessary to move outward. One model is to assign an assistant to such courses; another is to ensure that such courses are small to facilitate time on student writing. Each department should make these decisions for itself.

PALMITER asked what's the current status of the writing lab? MILLER: the Writing Center is open for business, in Cramer 188. They take some drop-ins, or appointments can be scheduled on-line. Once the term is underway, sometimes there is a backlog.

Thus students should be encouraged not to wait till near an assignment is due. Graduate students are also welcome. MILLER also drew attention to workshops led by Karen POPP in the Office of Graduate Studies. She urged departments to think about writing development in their graduate programs: there were many models available.

FERNANDEZ asked about writing placement (cf. p. 2 of the Action Plan). There is some controversy about it. What has been decided? What is that status of implementation? MILLER said that spring 2018 (as cited in the plan) was optimistic. A committee, including representatives from UNST, ENG, IELP [Intensive English Writing Program], and Honors Program, is looking at the question. It's complicated because our writing picture is decentralized. UNST has been looking a piloting two-credit courses, attached to FRINQ. There is a general undergraduate writing requirement, with students taking ENG 115 or ENG 121. The question is trying to find the right instrument.

HINES appreciated the description of challenges given by LIEBMAN. She liked the idea that PSU could become known as the university that produces graduates who really know how to write. We work well with what we have, but what are the things that we still want, and is the effect of the things we have lost? How can we become, if not the university with the best writers, at least able address the complaints noted by LIEBMAN? What do we need to get where we want to go? MILLER believed writing in the disciplines was crucial–thinking about what graduates would need for their careers. HINES: WIC or WAC or both? MILLER: both, though WAC is the umbrella term. It's hard in each discipline to go beyond the academic approach and to connect to the professions. WAC will help departments think about such issues. HINES: what do we need to get there? Do we have what we need to implement what you are describing? MILLER: no; we need some money, because it will not be inexpensive, and we someone in charge. UWC is sketching out the contours, such as a brief questionnaire asking what faculty would like to see. Faculty, administrators, etc., need to co-author this program. We need to commit to the money; it is hard, but we need to find the wherewithal. Newer faculty in ENG have interesting ideas: public writing, writing for the professions, etc. There's writing in many community engagement courses, but there could be more.

BROWN asked about electronic resources for best practices, along the lines of what OAI has been doing. MILLER: faculty may not be aware of all the resources, such as the website for POPP's OGS workshops or the Writing Center website.

D. HANSEN recognized Brenda GLASCOTT, Director of the Honors College: she urged that they be included in the mix. MILLER agreed.

CLARK had indicated that MILLER has asked for feedback from Senate. He mentioned the Purdue OWL website as a model on-line resource. His personal experience had confirmed the importance of discipline-specific perspective on writing. MILLER added that in April, Vicki Tolar, WIC Director at Oregon State, would be visiting PSU.

D. UNFINISHED BUSINESS

1. **Amendment to Faculty Constitution to clarify Faculty membership of ranked appointees (postponed from December)**

   CLARK reviewed the status: this was the part of a proposed constitutional amendment which had, at the December meeting, been postposed for consideration until today [see

January Agenda Attachment D.1]. BEYLER explained the proposed amendment as an attempt to bring the wording of the Faculty Constitution into accord with current practice. The wording in the Constitution is outdated; understood literally, it would exclude certain persons who are, by consensus, currently being included in the Faculty. "Faculty" here means the constitutionally defined body, members of which are eligible to vote for Faculty Senate among other responsibilities. The amendment is nothing more or less to capture in the constitutional language what we are actually doing. It's not an attempt to change the composition of the Faculty; if Senate wants to do this, other amendments can be proposed. There were, by the way, a number of passages in the Constitution which seemed to call for similar updating.

D. HANSEN asked for clarification that what was before Senate was an up-or-down vote on this provision. CLARK: yes, though there would now be room for discussion. LUCKETT said his understanding was that it could be discussed, but was not subject for further amendment. CLARK: correct.

The proposed amendment was approved by the necessary 2/3 majority (42 yes, 0 no, 2 abstain, vote recorded by clicker).

CLARK inserted an announcement: together with a couple of other members of Steering Committee, he had met with PSU Government Relations Director and Associate Vice President Alyson KRAUS and Kevin NEELY to discuss how Faculty Senate could be more active in representing PSU Faculty's interests and perspectives. CLARK hoped that Senate could become the vanguard of thinking about relevant educational issues.

E. NEW BUSINESS

1. **Curricular proposals** – *consent agenda*

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

F. QUESTIONS TO ADMINISTRATORS. None.

G. REPORTS FROM ADMINISTRATORS

1. **President's Report**

SHOURESHI stated that the group of public and land-grant university presidents was working on a letter to legislators and the administration addressing the DACA issue, which was now reaching a critical state.

Enrollment numbers had continued to drop, partly because we had graduated a large class. Head count was down by about 1.5%; non-resident SCH was down by about 2.2%, resident SCH about 0.7%.

SHOURESHI had met with the staff advisory board. Among other items, he had asked them for a vision of PSU five years from now; a main part of the answer involved student success and student engagement. He now had asked them, if they had $1 million to give to PSU, where would they put it? The student advisory board would meet on January 26th, and the academic (faculty) advisory board on January 29th. He characterized the board as diverse, representing units from across campus.

SHOURESHI called attention to a change in the format of the PSU's website, to add focus on faculty and alumni on the landing page. 2018 will be a year of celebrating innovation, with monthly specific themes and events related to those themes: this month, diversity, recognizing PSU as the leading institution in Oregon in this dimension. Suggestions for themes can be send to Lois DAVIS. Anticipated upcoming themes are: alumni (Feb.), discovery (Mar.), technology (Apr., tied to Tech Fest NW at Viking Pavilion), leadership (May), new beginnings (Jun.), urban life (Jul.), international engagement (Aug.), campus life (Sep.), Portland State of Mind (Oct.), community service (Nov., linked to Simon Benson Awards Dinner), arts (Dec.).

SHOURESHI referred to concerns about the relocations from Neuberger Hall. While moving was never pleasant, he thought that the problems had diminished. About 450 employees had moved to eleven different locations. Over $1 million had been spent on the move; over 100 contractors had been involved. It had been a challenge to fit into the academic schedule, and to compete with multiple other construction projects in Portland.

He had received various questions about the Strategic Plan. He had studied it thoroughly; the effort had created a great document. Needed now is a prioritization or execution plan, since not all goals could be achieved at once. He was in fruitful discussions with the Board of Trustees about this. For many goals, it was a matter of securing more resources–thus the importance of the capital campaign starting this year. Recently, we have been able to secure two significant, seven-figure funds.

SHOURESHI continued to a presentation on "Student-Centered PSU" [for slides see **Appendix G.1**.] Access, affordability, quality, and success are crucial to a student focus. The road ahead includes social, technological, economic, environmental, and political challenges. Apropos political questions, he found *Free Speech on Campus* [by Erwin Chemerinsky and Howard Gillman] to be particularly illuminating. He hoped to bring someone to campus to talk about these issues. The skills called for among graduates include cultural understanding, teamwork, multilingual capacity, creativity, emotional intelligence, and cognitive flexibility. These embody a commitment to liberal education.

SHOURESHI pointed to research indicating major increases in the college population among the 25-34 age group, Hispanic students, and African-American students. About half of incoming tudents would need some form of remediation. Students were now often looking for a college close to home, with 58% reporting a preference for someplace within 50 miles. Post-traditional students, balancing work and family responsibilities, preferred proximity to home. The Z generation, reported a strong interest in learning by doing and learning visually–not the traditional mode. Experiential learning is a powerful tool, SHOURESHI asserted.

This brought SHOURESHI to the topic of co-ops. This was a model of experiential learning in which students would attend school for a quarter, go to work, then come back again. Benefits would include adding depth to classroom studies; exposing students to new knowledge, skills, and career paths; inducing them to become self-directed learners; and providing some financial support. The goal is not to provide just selected experiential assignments, but integrating the co-op experience into to the educational process. It's not about getting a job, but about providing professional growth. Employer and community partnership and commitment would be required for success, and thus an

analysis of market needs would be necessary. To make sure that students received what they needed, it would also be necessary to have coordinators and academic advisors.

LIEBMAN asked about raising resources; it was a great idea, but as seen at, for example, Northeastern University, it was an expensive undertaking requiring endowment, business partnerships, enrollment management, etc. SHOURESHI referred to the business coalition which had formed in wake of dropping the proposed tax measure a couple of years ago; the call was now upon them to support higher education programs in some other significant way. Co-ops could be started gradually.

FIORILLO asked about remediation. In the big picture, how did community colleges integrate with the university system? The traditional view was that community colleges were (among other things) a place for remediation to take place. Our high-transfer demographics suggested that community colleges would be a place to attend to those needs. SHOURESHI: this was a great point. He was working to build relationships with community college and school district partners. It will require a tight partnership; the state legislature was requiring us to look at course transfers. FIORILLO characterized it as a systemic problem, not one that PSU could solve on its own.

EPPLIN: what safeguards are in place that the co-op model is truly educational for the students? Often the interests of an employer are not the same as the interests of the university. SHOURESHI: it needs to be a partnership. Universities that have done this extensively (Northeastern, Cincinnati) have co-op advisors: professionals who understood the academics, who are the interface ensuring quality. It's notable that many businesses in Portland and Oregon are giving co-op positions to students from (e.g.) Northeastern.

KENNEDY was intrigued by the point about the importance of foreign language study. Often transfer students have associate's degrees that do not require a foreign language. Trying to meet graduation requirements most expeditiously deters them from taking it up at PSU, even though they might be interested. There is an incredible range of language background represented among our students. How can this to be addressed at community colleges? SHOURESHI: students are often in a hurry to finish for financial reasons. Co-op opportunities might lessen that pressure. During periods when they are working, and have relief from the regular curriculum, they may be able to take on-line or evening classes to explore other options.

FERNANDEZ called attention to diversity and equity as applicable not just to incoming students, but to student success, retention, etc. Could we get aggregated data across majors, etc.? SHOURESHI said this was an important point, which required attention.

2. **Provost's Report**

   [For written notes, see **Appendix G.2**.]

   EVERETT introduced the new Dean of Graduate Studies, Rossitza WOOSTER. She looked forward to working with her on a variety of issues. One of these, referring to the previous discussion, was writing in the context of graduate programs–expanding the work of retreats, workshops, etc., which had proven very popular. Another important issue was degree completion. Consonant with national trends, cohort/professional programs with a

predictable schedule tended to have higher completion rates compared to thesis or doctoral (independent research) programs.

EVERETT also announced Tom BIELAVITZ as the Interim Dean of the Library. A search for a new Dean of the Library would probably take place starting in the spring.

The deadlines for the faculty/staff award nominations had been forward slightly this year.

EVERETT updated plans Commencement plans. A few (probably three) colleges would have ceremonies at the Viking Pavilion, with two larger ceremonies at the Moda Center.

Negotiations with the Graduate Employee Union were still ongoing, EVERETT reported. She cautioned against any negotiations apart from the table. There had been agreement on the non-economic articles; on the economic articles, they were moving to mediation beginning in February.

Adverting to SHOURESHI's book recommendation, EVERETT cited as an important recent read for her *Robot-Proof* [by Joseph Aoun, President of Northeastern University], about the future of higher education in an era of artificial intelligence, etc. The conclusion is that skills in communication, creativity, flexibility, teamwork, etc.–the human qualities–will be the distinguishing skills of the future.

LIEBMAN asked, apropos of EVERETT's participation last month in the OPB radio program *Think Out Loud*, what was her sense of Oregonians' attitudes about higher education? EVERETT noted that, fortunately, some of the aspects of the tax bill that would be worst for students were removed. As to what Oregonians in general thought, it was a good question, but would require a look at polling data. She thought that we can and should do a better job of telling our story about how important higher education is. In a polarized country and economy, it was more important than ever to equip our students for good, satisfying jobs. PSU is well positioned to take on life-long learning, e.g., the growing role of certificates in graduate education.

3. IFS Report. CLARK: No new IFS business to report.

H. ADJOURNMENT

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

PSU Academic Program Review – Action Plan
June 2016
**With Progress Updates as of 1/8/2018

School/College: College of Liberal Arts and Sciences	Program: Writing Across the University
Dean: Karen Marrongelle	Chair/Director: The University Writing Council

This Action Plan was developed by the University Writing Council in consultation with Associate Dean Matt Carlson and English Department Chair Paul Collins. It represents a response to the WPA Consultant-Evaluator report as well as the UWC's ideas for improving writing instruction at PSU. We have indicated references to the WPA Recommendations as well as PSU's Strategic Plan as appropriate and shared summaries of these Recommendations and Initiatives at the end of this document in Appendices A & B.

In our analysis of the WPA report and our own observations of writing instruction at PSU, we divided our strategic plan into five targeted areas of focus: University-Wide Writing Policy, Undergraduate Writing Curriculum, Graduate Student Writing, Multilingual Writers, and Faculty and Advisor Support, each with specific actions designed to address these targeted areas of focus. However, we realize that improving writing at PSU will take time and resources; therefore we have chosen to prioritize two specific areas of focus, the Undergraduate Writing Curriculum and support for Multilingual Writers, while providing the other areas in Appendix C for reference.

This Action Plan represents a vision to improve writing instruction at Portland State University, and this responsibility falls to departments and units across campus. Improving writing instruction at PSU requires a coordinated plan that will bring various units into conversation, uniting to help our students become successful writers.

Targeted Areas of Focus	Actions	Success Criteria	Timeline/Progress	Responsible Party
Undergraduate writing curriculum	Hire a Director of Writing Across the Curriculum (WPA Rec #7)	WAC Director hired	Develop job description 2016-17, hire by end of 2017-18 school year, with progress report and follow up meeting March 2017 **Postponed until likely 2019-20 or 2020-21 due to budget situation	CLAS, OAI, OAA
	Hire additional composition specialists in English, provide additional support for Dir. of Composition (WPA Recs #9 and #10)	English Dept. hires additional comp specialists	Initiate process in 2016-17 school year and ongoing **Replacement hire/hired Assistant Professor English fall 2017/Serves as Associate Director of Composition	CLAS, Dept of English
	Create an effective placement process for all incoming students and assess the writing of incoming students (WPA Recs #3 and #8)	Placement process agreed upon and instituted	Explore writing placement 2016-2017; progress report Spring 2017 Create and implement writing placement 2017-2018; progress report, Spring 2018 **Writing placement subcommittee appointed 1/2018: (Annie Knepler, Kate Comer, Linnea Spitzer, Brenda Glascott). Includes placement of	OAI, UNST, Orientation, Advising, Faculty Senate

			multilingual writers.	
	Reinstate WIC program budget, train WIC faculty and assistants (WPA Recs # 3 & 6)	WIC program reinstated, faculty and assistants trained	Budget reinstated academic year 2017-18 and ongoing; faculty hired and assistants trained by Winter 2018

**No budget; no hire | CLAS, OAA |
| | Set class size at recommended AWP/CCCC levels in courses that fulfill university writing requirements (Strategic Plan Initiatives: Improve Student Success and Enhance Educational Opportunity) | Class sizes set at 20 /25 in all courses that fulfill university writing requirements | By Fall 2017

**Need further discussion on FRINQ class size, along with other WIC courses. | All depts that offer requirement-fulfilling writing courses |
| | Explore possibilities for expanding bridge courses beyond the Multilingual FRINQ lab in University Studies (Strategic Plan Initiative: Achieve Global Excellence) | More bridge courses offered. | By the end of 2016-17 school year

**IELP has developed several bridge courses; UNST has developed 2-credit labs for multilingual FRINQ & SINQ students; English is partnering with IELP on an upper division bridge course. | UNST, IELP. |
| | Increase funding for Writing Center (WPA Rec #6) | WC budget increased | 2017-18 budget

**As part of the FY19 budget process, Provost and Dean of CLAS will work to adjust the Writing | Academic Affairs |

			Center budget for FY19 so that tutoring hours can be maintained at current levels as recommended by UWC.	
	The English Department needs to develop shared learning outcomes and means of assessing them in WR 121, 222, 323 (WPA Rec #11)	Shared Learning Outcomes Developed for WR 121, 222, and 323	New LOs developed for WR 121 and 222 in 2015-6, work with new faculty to develop LOs for WR 323 by end of 2017-18	ENG dept/WR faculty
	Offer more online and hybrid composition classes (WPA Rec #12)	More classes offered	English is offering additional online and hybrid classes **English continues to add to online and hybrid offerings.	ENG Dept.
	University Studies must be held responsible for effective faculty practices and student learning outcomes in regards to writing instruction (WPA Rec #2)		UNST writing outcomes have already been developed and the written communication has been revised. UNST assesses written communication on a bi-yearly basis for FRINQ and has started to assess writing in SINQ. UNST provides faculty development to support writing instruction. Explore the possibility of expanding bridge courses beyond the	UNST

			multilingual FRINQ Lab (see above) 2016-17. **UNST piloted 2-credit multilingual labs for FRINQ and now SINQ.	

Targeted Areas of Focus	Actions	Success Criteria	Timeline/Progress	Responsible Party
Multilingual writers	Offer workshops for faculty on effective teaching practices for multilingual student writers (Strategic Plan Initiative: Achieve Global Excellence)	Faculty workshops offered	2016-17 and ongoing **UWC subcommittee holding workshop for/on multilingual graduate students **UWC subcommittee on writing placement includes placement of multilingual writers.	IELP, UNST, University Writing Committee, OAI
	Develop and offer new courses for multilingual writers (Strategic Plan Initiative: Achieve Global Excellence)	New courses for multilingual writers approved	Beginning of 2017-18 academic year **IELP has developed several bridge courses; UNST has developed 2-credit labs for multilingual FRINQ & SINQ students; English is partnering with IELP on an upper division bridge course.	UNST, Dept of English, IELP

			**Provost says we need undergraduate multilingual courses as a solution to transfer international students. **Provost says we could enlist MA students in Applied Linguistics to explore ways to assist/review programs.	

Appendix A: Summary of Recommendations from the WPA Consultant-Evaluator Report submitted by Barbara Cambridge and Charles Schuster in June 2014

Summary of Recommendations University-wide Responsibilities

Recommendation 1: Portland State University should include in its mission statement an explicit commitment to writing as a means of learning and representing learning.

Recommendation 2: If University Studies continues to receive funding for and assume responsibility for writing instruction, it must be held responsible for effective faculty practices and student learning outcomes.

Recommendation 3: Portland State University should assess writing of incoming freshmen, writing of transfer students, and writing in departmental clusters and capstones.

Recommendation 4: The University Writing Committee and the Academic Leadership Team can provide significant leadership in improving writing instruction at Portland State University by structuring interaction on a regular basis.

Recommendation 5: Portland State University should develop a Writing Inventory to determine current expectations, practices, and outcomes on campus. This Inventory is descriptive, not evaluative.

Recommendation 6: Because faculty members need to understand and use the Writing Center in more ways, the Writing Center needs more space and staffing and better ways to share goals and expertise.

Recommendation 7: Portland State University needs to create a new Writing-across-the- Curriculum program with a Director of Writing-across-the-Curriculum who provides the leadership and coordination needed for high quality and thorough writing instruction.

Recommendation 8: Placement into required writing courses and credit for prior learning must be done accurately.

English Department Responsibilities

Recommendation 9: The English Department needs to hire more faculty members with expertise in Rhetoric and Composition in the English department.

Recommendation 10: The English Department should hire or appoint additional administrative support for the Director of Rhetoric and Composition/Writing Intensive Courses Coordinator.

Recommendation 11: The English Department needs to develop shared learning outcomes and means of assessing them in WR 121, 222, 323.

Recommendation 12: By developing more online or hybrid writing courses including courses that incorporate media and digital components, the English Department will vitalize and extends its offerings for students.

Appendix B: PSU Strategic Plan Initiatives 2016-2020:

- Provide Civic Leadership Through Partnerships
- Improve Student Success
- Achieve Global Excellence
- Enhance Educational Opportunity
- Expand Resources and Improve Effectiveness

Appendix C: Additional Targeted Areas of Focus, including University-wide writing Policy, Graduate Student Writing, and Faculty

Targeted Areas of Focus	Actions	Success Criteria	Timeline/Progress	Responsible Party
University-wide writing policy	Portland State University should include in its mission statement an explicit commitment to writing as a means of learning and representing learning. (WPA Rec #1)	Commitment to writing added to mission statement	Drafted in Winter 2017, Adopted by end of 2016-17	University Writing Council, Faculty Senate
	University Writing Committee and the Academic Leadership Team can provide significant leadership in improving writing instruction at Portland State University by structuring interaction on a regular basis (WPA Rec #4)	Regular meetings between UWC, Academic Leadership, and various stakeholders scheduled throughout the year	Beginning 2016-7, with regular meetings ongoing	UWC, Academic Leadership
	Portland State University should develop a Writing Inventory to determine current expectations, practices, and outcomes on campus (WPA Rec #5)	Targeted inventories conducted as part of developing a writing placement process (see below), and re-establishing Writing Intensive and Writing Across the Curriculum courses. These inventories will require the leadership of a WAC Director as	Hire WAC Director by end of 2017-18, Placement process inventory by Winter 2019; WIC/WAC inventory by Spring 2019	University Writing Council; OAI, UNST, Orientation, Advising, Faculty Senate, WAC Director

		well as funding and resources (course releases, etc.)		

Targeted Areas of Focus	Actions	Success Criteria	Timeline/Progress	Responsible Party
Graduate student writing	Expand number of workshops & retreats offered on writing at graduate level (Strategic Plan Initiative: Improve Student Success)	Additional workshops and retreats offered	2016-17 academic year and ongoing **UWC subcommittee holding workshop for/on multilingual graduate students **UWC subcommittee holding workshop on fake news for grad and undergrad students **Office of Graduate Studies offers several writing workshops and retreats each term. **OGS provides funding to the Writing Center to support a schedule of consultation appointments specifically for graduate students.	Office of Graduate Studies, IELP
	Offer new writing courses for graduate students, including a 500 level course on best-practices in grad-level academic writing	New writing courses for grad students approved	By Fall of 2017 **No courses yet	Departments with grad programs, Dept. of English & IELP

	(Strategic Plan Initiative: Improve Student Success)			
	Expand specialized tutoring for graduate students in Writing Center (Strategic Plan Initiative: Improve Student Success)	Additional hours for specialized tutoring offered	By start of 2016-17 academic year **OGS and the Writing Center have been providing tutoring for graduate students since 2016. This is ongoing.	Office of Graduate Studies, Academic Affairs

Targeted Areas of Focus	Actions	Success Criteria	Timeline	Responsible Party
Faculty and Advisor Support	Offer workshops for faculty teaching writing (WPA Rec #4 and 7)	Workshops for faculty teaching writing offered	Already in progress. Expanded 2016-17 academic year and ongoing	University Writing Committee, OAI, UNST, English
	Expand number of faculty with expertise in writing across the curriculum and multilingual writers (WPA Recs #7 and #9)	Additional faculty across campus involved in Writing Intensive Courses	Beginning 2016-17 academic year and ongoing **MCECS now employs IELP faculty member full-time to support Chinese students and partnership with Changchun University of Technology.	All depts

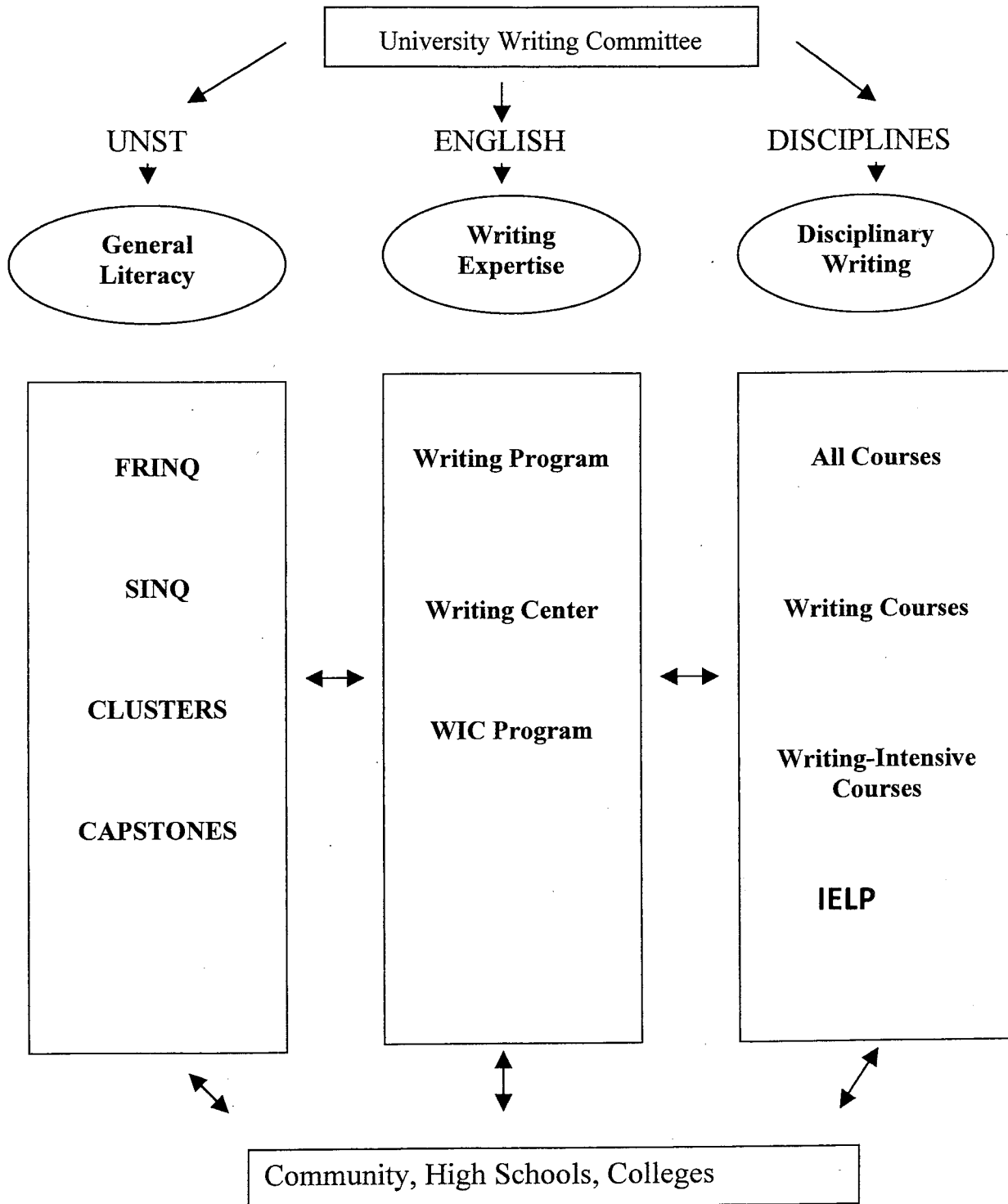|			
	Create an effective placement process for all incoming students (WPA Rec # 8)	Placement process agreed upon and instituted	By end of 2016-17 academic year **UWC Writing placement subcommittee appointed 1/2018: (Annie Knepler, Kate Comer, Linnea Spitzer, Brenda Glascott). Includes placement of multilingual writers	UWC, UNST, Orientation, Advising, Faculty Senate

Signatures:

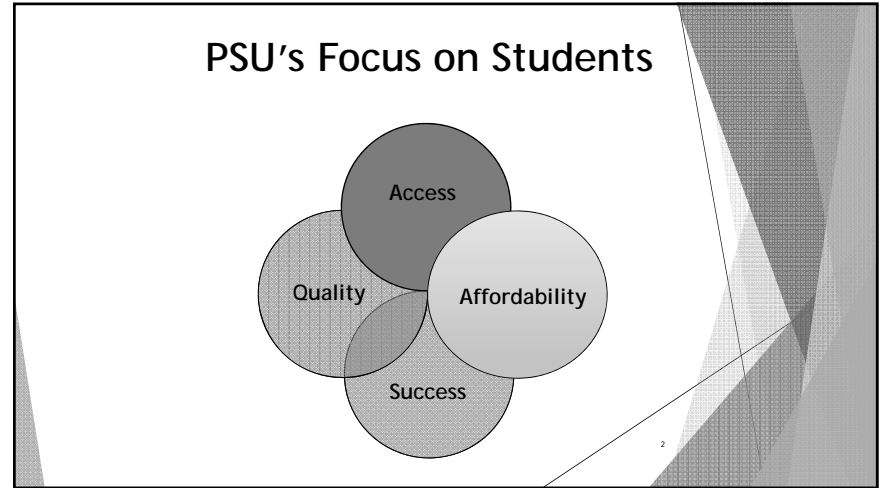|	
University Writing Council, Chair	Date
School/College Dean	Date
Dean of Graduate Studies (when applicable)	Date
Provost Office	Date

Action Plan Template

The template should be used for Action Plans to be submitted to the Office of Academic Affairs as part of the Academic Program Review process. The information supplied in the action plan should be based on recommendations for improvement or development of the program according to the program's self-study and the External Review report. The action plan should indicate that processes are in place to support continuous development of the program.

Writing Across the Curriculum at PSU

Decentralized Model of Writing

University Writing Committee

UNST   ENGLISH   DISCIPLINES

General Literacy   Writing Expertise   Disciplinary Writing

FRINQ	Writing Program	All Courses
SINQ	Writing Center	Writing Courses
CLUSTERS	WIC Program	Writing-Intensive Courses
CAPSTONES		IELP

↔   ↔

Community, High Schools, Colleges

Student-Centered PSU

January 8, 2018

PSU's Focus on Students

Access

Quality

Affordability

Success

2

Trends in Higher Education
STEEP

▶ Social (Generations, communities, demographics, interactions)

▶ Technological (Software, hardware, pedagogy, virtual classroom)

▶ Economical (Needs, jobs, skills, global trends)

▶ Environmental (Evolving workplace, living spaces, sustainability)

▶ Political (Public policy, governmental systems)

3

Demanded Skills

▶ Cultural Understanding
▶ Teamwork
▶ Multilingual
▶ Creativity
▶ Emotional Intelligence
▶ Cognitive Flexibility

4

1

Who is Coming to College?

During the 2015-2025 period, increase in college students will be:

- ▶ 12% from age 18-24 years
- ▶ 23% from age 25-34 years
- ▶ 17% from age 35 years or older
- ▶ Hispanic will increase by 34%
- ▶ African American will increase by 25%
- ▶ White will increase by 7%

**Nearly half of incoming college students need Remediation

Students Look for College Close to Home

- ▶ Nearly 58% of incoming freshmen at public four-year colleges enrolled at institutions within 50 miles of their home
- ▶ Post-traditional college students, who are balancing work, family and school responsibilities, prefer local colleges
  - ▶ Proximity to home has become a major factor in choosing college, especially for working-class families and students of color

---

Education for Z Generation (Born during 1995-2010)

- ▶ 51% of Gen Z like to learn by doing
- ▶ 38% are visual learners
- ▶ Only 12% learn best through doing

- ▶ Gen Z wants
  - ▶ **Engaged** learning experiences
  - ▶ **Interactive** learning experiences

- ▶ Gen Z values
  - ▶ Use of technology
 - ▶ Hands-on learning
  - ▶ Individual attention

Experiential Learning

- ▶ "Experiential Learning" is learning by doing
- ▶ Co-op: A powerful and superior learning model that integrates classroom learning and real world experience
  - ▶ Students use knowledge and skills in authentic contexts
  - ▶ *"Theory lacks meaning outside of practice"* (Eyler, 2009)

Cooperative Education

- ▶ "Co-op"
  - ▶ A form of **Experiential Learning** in which students alternate quarters in class with periods of paid work
  - ▶ Premise: Academics + Work Experience = Deeper Learning and Ultimately: Career Success
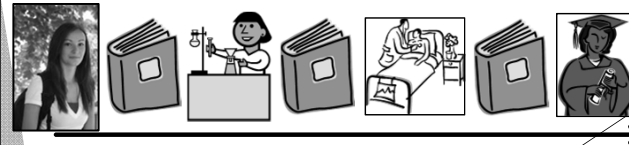
Benefits of Co-op

- ▶ Adds depth to classroom studies
- ▶ Teaches new knowledge and skills
- ▶ Helps students become self-directed learners
- ▶ Provides exposure to career paths and opportunities
- ▶ Sharpens students' professional focus
- ▶ Inspires and motivates
- ▶ Provides financial support

## Co-op Connects Academic and Experiential

Traditional Approach
- ▶ Students attend classes
- ▶ Students complete internship or work assignment
- ▶ Classes and work are two **distinct** experiences

Innovative Approach
- ▶ Classes and Co-op are **integrated**
  - ▶ Co-op preparation course
  - ▶ Guided reflection during and after co-op
  - ▶ Related online coursework during co-op

Class   Co-op

Class + Co-op
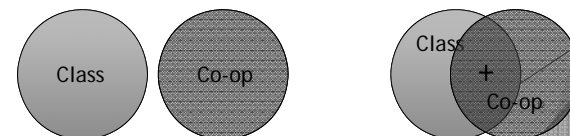
A Powerful Learning Experience

Co-op is not about getting a job . . . It's an approach to professional growth and career success which demands continual learning and integration

Exploration

Integration

Work-Based Learning

Successful Intentionally -Planned Career Paths

13
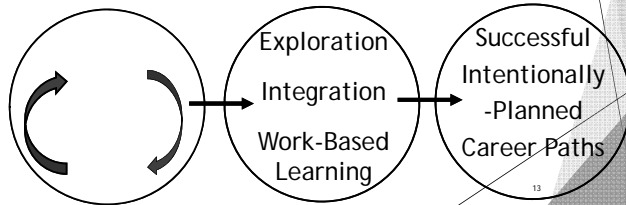
Employers are Partners in the Learning Process

- ▶ Engaging Employers
  - ▶ Market analysis
    - ▶ Identify student needs, employer needs, societal needs
  - ▶ Build employer partnerships
    - ▶ Develop relationships with employers
    - ▶ Teach employers about experiential learning
    - ▶ Create jobs / Develop learning plans
- ▶ Students begin work
  - ▶ Students learn while working
  - ▶ Employers are **teachers, coaches, mentors**   14

Faculty and Staff are Key to Success

- ▶ Co-op excels when faculty and staff collaborate, coordinate, and integrate
  - ▶ Faculty
    - ▶ Continually revise curriculum and integrate co-op into courses
  - ▶ Co-op Coordinators
    - ▶ Prepare students for co-op
    - ▶ Develop co-op jobs
    - ▶ Lead student reflection activities
  - ▶ Academic Advisors
    - ▶ Help students navigate academic programs and plan for co-ops   15

Thank you!

INTERIM PROVOST EVERETT'S COMMENTS: JANUARY 8, 2018 FACULTY SENATE MEETING

INTRODUCTION OF NEW DEANS
We welcomed two new deans to the Academic Leadership Team this month. Rossitza Wooster, Professor of Economics, is now the Dean of Graduate Studies. I want to thank the search committee and Dean Marvin Lynn, search chair, for their work. Tom Bielavitz, who has been Assistant University Librarian for Administrative Services, Planning and Digital Initiatives since 2006, has been appointed as Interim Dean of the Library. I want to thank the library faculty for meeting with me after Dean Moody's announcement that she would be leaving PSU, and for all of their helpful input regarding interim leadership and priorities for the library. We expect to launch a national search for the next Dean of the Library later this year to coincide with the appointment of a new Provost.

FACULTY AND STAFF AWARDS :
The call for nominations for Faculty and Staff Excellence Awards is going out this week. Please note that deadlines to submit nominations is earlier to ensure that the selection process is completed in advance of spring commencement. Look for the campus wide announcement or find the link to the nomination form on the OAA website. Please consider nominating your outstanding colleagues for these awards.

2018 COMMENCEMENT UPDATE
I sent out a message to all faculty with updates on the scheduling of spring 2018 Commencement events. In addition to two ceremonies in the Moda Center, we will be adding ceremonies in the Viking Pavilion for SBA and GSE commencement ceremonies. I appreciate the helpful guidance of the Graduation Program Board and the partnership of our colleagues in Enrollment Management and Student Affairs in developing this plan. I am happy to answer questions and look forward to celebrating our students' achievements with you all. Faculty participation in commencement is an important commitment that we all make to our students.

GRADUATE EMPLOYEE UNION UPDATE
The University and the GEU have bargained for over 13 months to establish a first contract for Graduate Assistants at PSU. The parties reached tentative agreements on all non-economic articles in June 2017, but work on several economic articles remains before we can begin the important work of implementing this first contract. Some of the economic topics to be negotiated include: salary, tuition and fee remission, leaves of absence, health and well-being, and professional development. In December, the University requested mediation from the Oregon Employee Relations Board. Both parties will begin meeting with a state mediator. Two mediation sessions are scheduled in February.

Attachment C.1

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

Portland State
UNIVERSITY

To: Margaret Everett, Interim Provost

From: Portland State University Faculty Senate
        Michael Clark, Presiding Officer

Date: 17 January 2018

Re: Notice of Senate Actions

At its regular meeting on 8 January 2018 **the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses, changes to courses, changes to programs, and changes to University Studies upper-division clusters given in Attachment E.1 to the November Agenda.

> **01-17-18—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, changes to programs, and changes to clusters.**

In addition, **the Faculty Senate voted to approve** an amendment to the Faculty Constitution clarifying language in Article II of the Constitution regarding membership in the Faculty for ranked appointees, as given in Attachment D.1 to the January Agenda.

> **01-17-18— OAA concurs with the recommendation and approves the amendment.**

Best regards,

Michael Clark
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

Margaret C. Everett
Interim Provost and Vice President of Academic Affairs

January 11, 2018

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 2017-18 Comprehensive List of Proposals or by going to the Online Curriculum Management System (OCMS) Curriculum Dashboard to access and review proposals.

College of Liberal Arts and Sciences

New Courses
E.1.a.1
- PSY 525/625 Categorical Data Analysis, 4 credits
  Introduction to categorical data analyses. Topics include: review of discrete probability distributions and descriptive statistics, simple proportions and chi-square, contingency table analyses, matched pairs analyses, loglinear models, logistic and probit regression models, propensity scores, ordinal and multinomial logistic regression, generalized linear models, and categorical measurement issues. Prerequisites: Students should have at least one graduate statistics course covering chi-square, ANOVA, and regression analysis, such as Psy 521/Psy 621 and Psy 522/Psy 622.

Attachment E.1.b

January 11, 2018

TO: Faculty Senate

FROM: Mark Woods
       Chair, Graduate Council

       Donald Duncan
       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 or by going to the Online Curriculum Management System (OCMS) Curriculum Dashboard to access and review proposals.

College of Liberal Arts and Sciences

New Courses
E.1.b.1
- BST 466/566 History of the Black Panther Party, 4 credits
  Examination of historical conditions and context that gave birth to the Black Panther Party. Analysis of the political platform, work and ideology of the Party and governmental and societal responses. Issues of race, class, gender and sexuality, the intersections of identity, and the Party's legacy nationally and globally. Prerequisites: two courses in BSt or permission of the department chair.

E.1.b.2
- BST 489/589 Afro-Latin@ Narratives, 4 credits
  This course explores through poetry, songs, music, stories, (auto)-biographical accounts and novels the creativity and meaning produced by people of African descent living in or from Latin America. Through examining the narrative expressions of Afro-Latin Americans we can consider the relationship that social historical processes have on narrative production. Prerequisite: Upper-division standing.

E.1.b.3
- SYSC 445/545 Application of Data Science, 4 credits
  Introduction to data science as a profession and toolset, including its role in various types of projects, from exploration to discovery to prediction. Surveys current methods and technologies, emphasizing what's possible, feasible, and practical in terms of modeling and interactive visualization. Complements courses focused on specific methods and tools. Prerequisites: Stat 241 or Stat 243 and CS 161.

E.1.b.4

- WR 411/511 Internship, 1-4 credits
  Students apply their academic training and skills in the workforce, further developing those skills and learning new skills in the process. Students develop a better understanding of the value to employers of their education in literature, writing, and/or publishing. Integrating an internship with reflection and professional development enhances the experience. Prerequisite: permission of instructor.

January 17, 2018

TO: Faculty Senate

FROM: Donald Duncan
         Chair, Undergraduate Curriculum Committee

RE: December 2017 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 or by going to the Online Curriculum Management System (OCMS) Curriculum Dashboard to access and review proposals.

College of the Arts

Changes to Existing Programs
E.1.c.1
- Minor in Graphic Design – change in required courses; adding foundation CORE courses; removing one studio class as well as ArH 206; adding Art 111..

College of Liberal Arts and Sciences

Changes to Existing Programs
E.1.c.2
- Minor in Medieval Studies – changes to the list of acceptable courses; removing ArH 450 and adding Hst 319U and JSt 319U.

New Courses
E.1.c.4
- BSt 359 The African Diaspora in Europe, 4 credits
  The primary focus of this course is to understand and explore what it means to be a person and/or community of African descent living in Europe. The methodology will be based on a social, cultural and historical analysis.

Changes to Existing Courses
E.1.c.5
- Bi 320 Introduction to Organismal Physiology – change description and prerequisites.
E.1.c.6
- Bi 416 Marine Mammals – change description.
E.1.c.7
- Intl 499 Senior International Experience – drop.
E.1.c.8
- Mth 251 Calculus I – change description.
E.1.c.9
- Mth 252 Calculus II – change description.

E.1.c.10
- Mth 253 Calculus III – change description.

E.1.c.11
- Mth 311 Introduction to Mathematical Analysis I – change description.

E.1.c.12
- Mth 312 Introduction to Mathematical Analysis II – change description and prerequisites.

E.1.c.13
- Mth 411 Introduction to Real Analysis I – change description.

E.1.c.14
- Mth 412 Introduction to Real Analysis II – change description.

E.1.c.15
- Mth 413 Introduction to Real Analysis III – change description.

E.1.c.16
- Mth 421 Theory of Ordinary Differential Equations I – change description.

E.1.c.17
- Mth 422 Theory of Ordinary Differential Equations II – change description.

E.1.c.18
- Mth 422 Theory of Ordinary Differential Equations III – change description.

E.1.c.19
- Mth 427 Partial Differential Equations I – change description.

E.1.c.20
- Mth 428 Partial Differential Equations II – change description and prerequisites.

E.1.c.21
- Mth 434 Set Theory and Topology I – change description.

E.1.c.22
- Mth 435 Set Theory and Topology II – change description and prerequisites.

E.1.c.23
- Mth 436 Set Theory and Topology III – change description and prerequisites.

E.1.c.24
- Mth 441 Introduction to Abstract Algebra I – change description.

E.1.c.25
- Mth 442 Introduction to Abstract Algebra II – change description and prerequisites.

E.1.c.26
- Mth 443 Introduction to Abstract Algebra III – change description and prerequisites.

E.1.c.27
- Mth 444 Advanced Linear/Multilinear Algebra I – change description and removes repeatability of course.

E.1.c.28
- Mth 445 Advanced Linear/Multilinear Algebra II – change description and removes repeatability of course.

E.1.c.29
- Mth 457 The Mathematical Theory of Games – change title to *The Mathematical Theory of Games I*; change description.

E.1.c.30
- Mth 458 The Mathematical Theory of Games – change title to *The Mathematical Theory of Games II*; change description.

E.1.c.31
- Mth 461 Graph Theory I – change description.

E.1.c.32
- Mth 462 Graph Theory II – change description and prerequisites.

E.1.c.33
- Mth 470 Complex Analysis and Boundary Value Problems I – change description.

E.1.c.34
- Mth 471 Complex Analysis and Boundary Value Problems II – change description and prerequisites.

E.1.c.35
- Mth 472 Complex Analysis and Boundary Value Problems III – change description and prerequisites.

E.1.c.36
- Mth 477 Mathematical Control Theory I – change description.

E.1.c.37
- Mth 478 Mathematical Control Theory II – change description and prerequisites.

College of Urban and Public Affairs

New Courses
E.1.c.38
- PS 429 American Immigration Politics & Policy 4-credits
  Exploration of American immigration politics over time and into the current era. Expected preparation: PS 101 or PS 102. Prerequisite: Upper-division standing.

School of Business Administration

Changes to Existing Programs
E.1.c.39
- Advertising Minor for Communication Majors – change in required courses; adding BA 316U Essentials of Marketing for Non-Business Majors.

E.1.c.40
- Advertising Minor for Graphic Design Majors – change in required courses; adding BA 316U Essentials of Marketing for Non-Business Majors.

Attachment E.2

January 23, 2018

To: Faculty Senate Steering Committee

From: Academic Requirements Committee
        Karen Marrongelle, Dean, CLAS
        Matthew Carlson, Associate Dean, CLAS
        Virginia L. Butler, Anthropology Department Chair
        Charles Klein, Anthropology Curriculum Committee Chair

Re: Undergraduate Anthropology 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 Anthropology Department endorse the following motion:

The following list of Anthropology courses will be changed to a 'science' distribution (a change from the current 'social science' designation):

- ANTH 101 – Introduction to Biological Anthropology   Science
- ANTH 370/370L Paleoanthropology and lab   Science (lab science)
- ANTH 372 Human Variability   Science
- ANTH 373 Primate Ecology and Behavior   Science
- ANTH 379 Practicing Forensic Science   Science
- ANTH 399 (soon to be 376) The Neanderthals   Science
- ANTH 471 Advanced Topics in Paleoanthropology   Science
- ANTH 472 Human Evolution and Adaptation   Science
- ANTH 477 Primatology Field Methods   Science
- ANTH 478 Human Osteology   Science
- ANTH 479 Forensic Anthropology   Science

Rationale: Each of the courses above are properly considered biophysical as the course content is linked to biological sciences and emphasizes evolutionary origins and/or genetic/cultural basis of biological human variation. Many U.S. universities recognize the distinction between cultural anthropology and biological anthropology by classifying the former as a social science and the latter as a biological, life, or natural science. The would bring the anthropology classes at PSU in line with similar programs such as geography at PSU which includes distinction between science and social science designations depending on the class. Finally, this will better allow students to be aware that these courses have scientific content and should be treated as such.