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Faculty Senate Monthly Packet March 2018

Portland State University Faculty Senate

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Faculty Senate, 5 March 2018

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

AGENDA

  A. Roll Call

* B. Approval of the Minutes of the 5 February 2018 Meeting – *consent agenda*

  C. Announcements and Discussion
* 1. OAA response to February notice of Senate actions – *consent agenda*
  2. Announcements from Presiding Officer
  3. Announcements from Secretary: representation in faculty governance

  D. Unfinished Business – none

  E. New Business
* 1. Curricular proposals (GC, UCC) – *consent agendai*
* 2. Renaming the School of Business Adminstration as The School of Business (EPC)

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

  G. Reports from Officers of the Administration and Committees
  1. President's Report
  2. Provost's Report
* 3. Report of Task Force on Tenure for Teaching-Intensive Faculty – *consent agenda*
* 4. Quarterly Report of Budget Committee – *consent agenda*
* 5. Quarterly Report of Educational Policy Committee – *consent agenda*
* 6. EPC memo on DRAFT Student Pregnancy Policy – *consent agenda*

  H. Adjournment

* See the following attachments.
 Complete proposals for E.1, E.2 can be viewed on-line: https://psucurriculumtracker.pbworks.com
 B. Minutes of the Senate meeting of 5 February 2018 – *consent agenda*
 E.1.a,b,c. Curricular proposals (summaries) – *consent agenda*
 E.2. Proposal to rename SBA (for complete application, see Curriculum Tracker – Educational Policy Committee
  – Proposals for Academic Units, Centers, and Institutes)
 G.3. TFTTIF Report
 G.4. BC Winter 2018 Quarterly Report
 G.5. EPC Winter 2018 Quarterly Report
 G.6.a,b. EPC memo; draft Student Pregnancy Policy

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

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

_____

* 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 February 2018

Presiding Officer: Michael Clark

Secretary: Richard Beyler

Senators Present:

Baccar, Blekic, Brown, Bryson, Burgess, Carpenter, Chaillé, Chang, Constable, Craven, Cruzan, Cunningham, de la Cruz, de Rivera, Dimond, Dolidon, Faaleava, Farahmandpur, Fernández, Fiorillo, Flight, Gelmon, George, Griffin, D. Hansen, Hsu, Jaén Portillo, James, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Martin, Martinez Thompson, Messer, Mitchell, Mitra, Monsere, Nishishiba, O'Banion, Palmiter, Podrabsky, C. Reynolds, Schechter, Siderius, Singleton, Smallman, Smith, Sorensen, S. Taylor, Thieman, Tretheway, Walsh, Watanabe, Webb, Yeigh

Alternates Present:

Robert Schroeder for Emery, David Raffo for Mathwick, Maude Hines for S. Reese, Michael Taylor for Smith

Senators Absent:

Epplin, Harris, Recktenwald, C. Reynolds, Robson

Ex-officio Members Present:

Beyler, Chabon, Clark, Dill, Everett, Fraire, B. Hansen, S. Harmon, Hines (also as alternate), Holmes, Ketcheson, Lafferriere, Maier, Marrongelle, Raffo (also as alternate), Shoureshi, Woods, Wooster

[Note from Secretary: changes to agenda order:
• Item G.3, IFS Report, was incorporated into item C.2
• Item G.1, President's Report, was moved to follow item D.1]

A. ROLL

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

B. APPROVAL OF THE MINUTES

The **8 January 2018 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements from Presiding Officer**

    CLARK had been asked to be an ambassador for the Faculty & Staff giving campaign. To make a contribution to to giving@psuf.org.

    CLARK presented to the Board of Trustees [BoT] meeting last week. Things Faculty Senate had done so far this year included: the constitutional change regarding ex-officio representation for part-time faculty; resolution sent to legislators regarding the proposed tax legislation. Things we had talked about included: the political role of Faculty statewide and beyond in issues relating to higher education; how we should best engage

with the BoT; role of the Higher Education Coordinating Committee; questions of the budget and where we are, and where Senate can help with budgetary matters. Ideas of interest to Senate included: PSU's identity and vision; plans for writing instruction; advocacy for higher education; current discussion about centers of excellence and co-ops; University of Oregon's and Oregon State's Portland campuses.

[Item G.3. IFS Report, moved here]

CLARK proceeded to report from the last Interinstitutional Faculty Senate meeting. UO president Schill had said there that we must stop thinking of universities as functions of geography. Schill also discussed the role of the various universities' boards now that they are now no longer beholden to a system concept. Schill held that the role of a Senate is to manage academic matters as commonly understood. The one-size-fits-all model that often circulates in the state is problematic, Schill believed.

A conversation with the UO vice president for student success was fruitful and interesting, and reminded CLARK of our efforts here around advising, etc.

Bill Harbaugh, UO faculty member and editor of *UO Matters* talked at the meeting about goals and problems in course evaluations. Harbaugh stated that as students move to an on-line model, they tend not to complete the evaluations. He also pointed out that there as intense problem of gender bias. At UO, moreover, there is evidently a negative correlation between scores and learning outcomes.

Also there was discussion of House Bill 2998.

3. **Announcements from Secretary**

BEYLER reminded Senators about elections for Faculty Senate and other faculty governance positions, and for staffing the various faculty committees, and urged them to talk to colleagues in their districts and departments about it also.

4. **Healthy Campus Initiative**

CLARK recognized Julie WEISSBUCH ALINA (Director of Health Promotion and Education, SHAC) to report on the Healthy Campus Initiative. [**For slides, see Appendix C.4**.] The initiative includes people from various departments and units working on issues of health and wellness at PSU. There is a steering committee, and three task groups relating to three health priorities: healthy eating, healthy community (safe campus), and healthy mind (managing stress).

WEISSBUCH ALINA reported that the task group on managing stress was collecting data on how stress affects faculty and staff; there was robust data on students, but much less so for employees. With more data, programs to help faculty and staff could be developed. She also hoped that they could collaborate with faculty on ideas to help students manage stress.

The healthy eating group, she continued, had circulated a survey on healthy eating choices; this data would be analyzed and shared with vendors and other relevant parties on campus. The hope was to make healthy food options simple and easy for people.

WEISSBUCH ALINA stated that the safe campus group was implementing violence prevention programs, and working with CPSO to focus on student health issues when responding to calls. Too many students do not feel safe on campus, particularly at night.

WEISSBUCH ALINA noted several ways to get involved. One is a healthy department certification. Individual consultations are also available. A survey about healthy eating will be distributed in spring. Faculty input in the task groups is welcome.

LIEBMAN asked about implications for campus safety of design of campus structures–e.g., lights, outside seating areas, street-level windows, etc. WEISSBUCH ALINA said that a representative from campus planning sits on the steering committee; they're not necessarily consulted about design of spaces.

MARTIN asked about data on students experiencing food insecurity. WEISSBUCH ALINA said they were consulting regularly about this issue. Some relevant programs include Harvest Share, helping students to sign up for SNAP benefits, etc. KARAVANIC asked about their relationship with the Campus Recreation Center. WEISSBUCH ALINA: the initiative works closely with them; they are represented on the steering committee and task groups. FERNANDEZ asked about ensuring safe work spaces on campus–dealing with with inadequate door locks, etc. WEISSBUCH ALINA referred to a group on campus safety aligned with CPSO. She urged input and survey responses to highlight these issues. CLARK noted, apropos the faculty giving campaign mentioned earlier, that it is also possible and easy to donate to the campus food pantry on-line. M. TAYLOR asked about a report from CPSO. CLARK would pursue this.

D. UNFINISHED BUSINESS

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

CLARK said that in the ongoing discussion of writing, as various things were being initiated and undertaken, it might be useful to have a kind of straw poll giving a sense of priorities. Writing instructors said it was important to have a plan for what could be done now. What are faculty's areas of greatest concern, or places for positive intervention?

BEYLER explained how the poll would work. From the Writing Action Plan, presented at a previous meeting, we had distilled ten actionable items. Senators would rank three of these in order of priority. The question was what faculty thought should be done first, not necessarily judgments of final importance. Writing professionals might offer other considerations; also, several items had significant budgetary implications; there would have be conversations about these issues. This was an poll from faculty who were not necessarily writing professionals, from their various perspectives. It was not intended as a definitive ordering, nor to deflect initiatives currently underway.

KARAVANIC asked whether the questions pertained solely to undergraduates. CLARK: for purposes of this discussion, yes. Perspectives from professional writing instructors were not necessarily consonant with the intuitions of other faculty. Nevertheless, faculty had clear ideas about what they wanted or hoped for in student writing: clear organization, including introductions and conclusions; an ability to summarize other content accurately, writing in a way appropriate to a given professional context, etc.

LUCKETT asked about the differences between WIC and WAC. CLARK: they refer to writing-intensive courses and writing across the curriculum. BEYLER understood WAC

to be a philosophy of writing instruction which involved developing writing in multiple disciplinary contexts. WIC referred to courses with designations as writing-intensive. WIC could be (but didn't have to be) a part of an overall WAC program.

DE RIVERA asked about the notion of University Studies as responsible for faculty practices and student learning outcomes. CLARK: since writing at PSU is relatively decentralized, the question might be one of intensifying UNST's role. He recognized Maurice HAMINGTON (Director of UNST) for a further response. UNST already did much work with writing instruction and assessment: workshops, focus courses, etc. Other innovations such as a multi-lingual writing lab were being developed.

JAMES asked if faculty were disciplinary experts, how could they best model and develop writing practices for students—what resources were available? KENNEDY noted that freshmen and sophomores most benefited most from UNST programs, but what about juniors and seniors? This brought back to the importance of writing in the disciplines. CLARK: if students arrive here as juniors with writing issues, it is late.

SHOURESHI asked senators to keep in mind that PSU is a resource-constrained institution. He also asked about ways to generate other ideas.

A question was asked about the University writing requirement: would setting or re-setting this be a way to get the problem? KARAVANIC believed that it was crucial to include writing support for graduate students in the discussion. EVERETT agreed, and pointed to steps already being taken as noted in the Writing Action Plan update presented previously: there had been a number of services for graduate students added. BEYLER emphasized that the list was not meant to be exhaustive or exclusive.

[*Note by Secretary:* additional comments from Senators were received by the Secretary by e-mail during the course of the discussion:
• Again, the importance of including writing in the context of graduate programs;
• Working with multilingual writers deserved additional (or separate) emphasis;
• We should look at previous programs, such as the transfer-transition courses.]

The results of the poll were as follows:

A.	Take a PSU writing inventory	5%
B.	Hire WAC Director	7%
C.	Hire additional composition specialists in English	5%
D.	Create effective assessment and placement process for all incoming students	25%
E.	Reinstate WIC program budget	13%
F.	Increase funding for Writing Center	15%
G.	Offer more online and hybrid composition classes	4%
H.	Hold UNST responsible for faculty practices and SLOs related to writing	6%
I.	Offer workshops for faculty teaching writing	10%
J.	Expand # of faculty with expertise in WAC and multilingual writers	10%

[*Note by Secretary:* First choice received three points, second choice two points, and third choice one point; percentages are out of the total number of points generated.]

HINES was unsurprised that the highest number went to assessment and placement; this related to the sense that transferring juniors and seniors were being left out.

SCHROEDER said that at the community college where he worked previously, there was writing placement for all students; maybe community college transfers might be better situated. HSU noted that in many classes we see a students with a wide range of writing abilities. It would be helpful to know which students needed help. PALMITER observed that a similar discussion could be held regarding students' placement in mathematics and statistics, or quantitative reasoning; there is an analogous problem with placement, assessment, etc. Students are going to community colleges for remedial and basic work.

[Item G.1. moved here]

G. REPORTS FROM ADMINISTRATORS

1. **President's Report –** the Report primarily took the form of a question & answer session.

   KENNEDY: there is a tension between the toal of access and the importance of maintaining standards. This was at the root of the previous discussion. How can PSU improve standards? SHOURESHI, referring to the BoT meeting and retreat last week, said BoT is concerned with quality. He is proud of PSU as an institution of access, but we want to work with students who have potential to be academically successful. Students must be willing and able to put in the effort; otherwise, it is a disservice to the individual and the reputation of the institution. Students now going to college often require remediation. We must accept that students may have difficult circumstances, such as work obligations; they should not be penalized. We need to understand their needs before they enter the classroom, without succumbing in grade inflation. At a previous institution, Colorado School of Mines, many students came without adequate science background. They instituted a six-week intensive program prior to the semester for students to make up deficiencies; then, diagnostic tests throughout the term. The goal was improving retention, particularly from the first to second year.

   PALMITER noted that MTH had had a calculus head start program which worked well, but there was no funding for it. SHOURESHI: if we maintain one student, it probably pays for the cost of one remediation course, or at least be neutral. However, he agreed that the initial investment would be significant.

   RAFFO, following up: consider someone who comes to PSU as an institution of access who is working, say three jobs. If we expect them to take remediation courses, and then also (probably) offer them financial aid because of their financial situation–what is the boundary to providing access? SHOURESHI: there are resource constraints. This is one of the reasons he is attracted to the co-op model. Diagnostics are crucial. Are there ways to look beyond GPA or standardized tests?

   O'BANION said this sounded like a holistic admissions review. She hoped that we go back to this method. Early start programs are great; we did these for a long time, then stopped. SHOURESHI pointed to the EXITO program: for those students, the financial issue has been largely removed. There is 88% retention and 90% graduation rate. It shows a way to work with students with great potential, and enable their success.

   M. TAYLOR asked about the resource constraint issue: is chasing student credit hours the solution to that? What about the relative role of part-time vs. full-time faculty? We seem not to have solved the resource issue. SHOURESHI said that non-resident enrollment was down for this quarter by an amount representing about $500,000; resident

enrollment was down by an amount representing another $150,000. The retention problem contributes to this loss. Our number one priority should be retaining the students we have already. We need to find the root of the problem: is it financial issues, or something else? If want to be student-centered, we need to come through on that.

SHOURESHI reverted to CLARK's question about the state of the budget. One of his main messages to the BoT is that our current business model will not make us financially sustainable. The costs, somewhat beyond our control, of benefits and retirement, alongside a downward trend in enrollment and insufficient support by the state, are problematic. One can only cut so much.

SHOURESHI adverted to OSU President Ed Ray's announcement that they would be offering a degree in cybersecurity in Portland starting this fall. Another area of their interest is bioengineering. We need to be nimble, innovative with degrees for which there is a market. Everyone is looking to Portland.

SHOURESHI also hoped we could look at recruitment in new ways. For example, he had met with the president of Southwest Oregon Community College; they were eager to team up with PSU, initially in the areas of chemistry, physics, and computer science. They have students ready for us starting this fall; they have been given a grant to develop a science program, and are looking for a partner. If other universities are coming to Portland, we should be doing to all corners of Oregon to look for students and institutional partners. This highlights the importance of on-line courses.

SCHECHTER asked about markers for initiating co-ops. SHOURESHI said that EVERETT and deans had formed a steering group; he envisioned a broader conversation with faculty this spring. He hoped for a start already this fall. It was important to act while the economy was relatively strong. His goal was for 10% of students to be participating within several years. Co-ops will be an option, not a requirement. Also to be studied would be an on-and-off model vs. a full-time and part-time model.

SHOURESHI thanked faculty who presented 28 proposals for centers of excellence.

E. NEW BUSINESS

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

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

2. **Reclassification of certain ANTH courses for BA/BS distribution requirements**

   HOLMES introduced the proposal [contained in **February Packet Attachment E.2**]: certain Anthropology courses would be counted towards [natural] science rather than social science for academic distribution requirements. This was similar to a vote taken previous about Geography courses. She recognized Virginia BUTLER, ANTH chair, to answer specific questions. O'BANION wanted to clarify that only one of the proposed courses was a laboratory course; the others were general science courses. BUTLER: yes. A question was asked whether the courses could be taken off-campus. BUTLER supposed that if courses transferred in as equivalent to these, they would be counted towards the science distribution. This move would bring PSU into line with other

universities they had looked at. O'BANION asked if it were catalog-specific: would it be retroactive? BACCAR said this could be addressed by asking when a student took the course. HOLMES said yes, this could be considered on a case-by-case basis.

HANSEN/RAFFO **moved** the proposal given in **February Packet Attachment E.2**. The motion was **approved** [36 yes, 1 no, 2 abstain, vote recorded by clicker].

F. QUESTIONS TO ADMINISTRATORS. None.

G. REPORTS FROM ADMINISTRATORS [cont'd]

1. **President's Report** – *moved above*

2. **Provost's Report**

   EVERETT was interested to see the strong support for writing placement. She and MARRONGELLE had recently met with the University Writing Council; one of their main objectives was collating recommendations for assessment and placement for incoming students. They are in discussion with the Writing Center about what budget would maintain their current service level. The updated Action Plan shows progress in a number of areas, particularly support for graduate students and for multi-lingual speakers (e.g., in UNST). There are several areas which would require significant additional funding–expansion of WIC, addition of a WAC coordinator, and placement testing. It would be important to assess the impacts of such interventions: how would they improve student outcomes? She asked Vicki WISE to look at departmental assessment plans (following from accreditation recommendations) in this respect. This is an area to work on in a resource-constrained environment. If we can improve student success we should, but we need to prioritize among areas of investment and to assess the impacts.

   EVERETT updated the search for the Vice President of Research: the soft deadline had just been reached, and the committee was beginning to review applications.

   The integrated budget and enrollment process (IBEP) was underway with the various schools/colleges, along with Budget Committee.

   EVERETT noted a potential new legislative development: House Bill 4053 would involve how we track high school dual-credit and accelerated learning courses; it had raised some questions and concerns among the provosts of the public universities. The bill can be seen as part of the concern about the rising costs of higher education. A concern was the cost (staffing, work) of tracking credits and maintaining academic judgment of how to assess credits.

   LIEBMAN asked if and how the job description for the VP of Research had changed from the last search. EVERETT: yes, it has been revised considerably, among other things, to reflect external partnerships, importance of research to the University as whole, and research across the University including those sectors in which research did not necessarily involve large grants.

3. **IFS Report** – *moved above*

H. ADJOURNMENT

The meeting was **adjourned** at 4:53 p.m.

Healthy Campus Initiative

Portland State UNIVERSITY
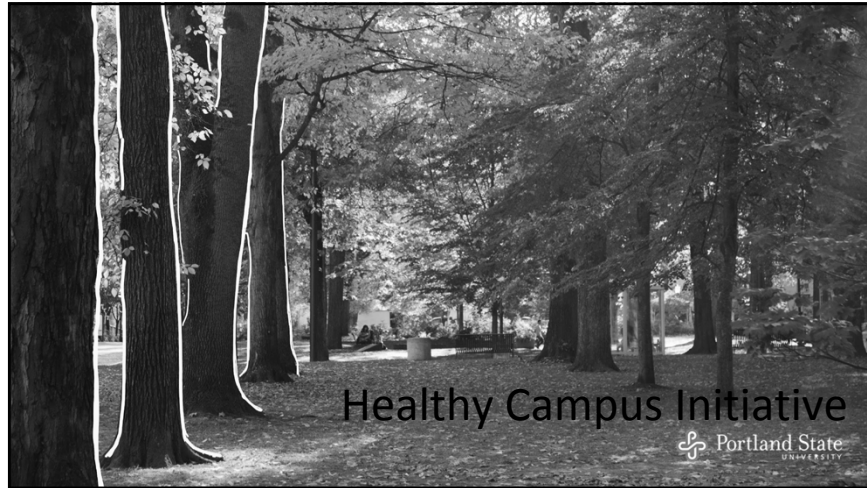
HCI Structure

Steering Committee
- Administrators, executive directors, faculty, staff, and others

Healthy Eating Task Group
- Directors, staff, administrators, faculty, students

Safe Campus Task Group
- Directors, staff, administrators, faculty, students

Stress Management Task Group
- Directors, staff, administrators, faculty, students

Marketing & Communications Task Group
- Directors, staff, administrators, students

HCI Focus Areas

Healthy Mind
Manage Stress

Healthy Body
Healthy Eating

Healthy Community
Safe Campus

Manage Stress

INITIATIVES

- **Gather data on how stress effects faculty/staff.**

- **Collaborate with faculty/staff to create a culture in which students can effectively manage stress.**

HCI Priority: Manage Stress

Healthy Eating

INITIATIVES

- **Gather faculty, staff, and student data to determine the healthy eating wants and needs of the campus.**

- **Work with PSU Eats and campus vendors to designate healthier food options.**

HCI Priority: Healthy Eating

Safe Campus

INITIATIVES

- **Increase institutional support for violence prevention programming.**

- **Author and implement the Responsible Action Protocol.**

- **Gather focus group information from students, faculty and staff regarding safety on campus.**

HCI Priority: Safe Campus

Get Involved with HCI

CALL TO ACTION

- **Healthy Department Certification**
  - **Take the survey**
  - **Engage with your colleagues**
- **Faculty/Staff Health Behavior Survey**
- **Manage Stress task group follow up**
- **Join a Healthy Campus Initiative task group**

Q&A
healthycampus@pdx.edu
pdx.edu/healthycampus

3

Portland State
UNIVERSITY

To: Margaret Everett, Interim Provost

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

Date: 9 February 2018

Re: Notice of Senate Actions

At its regular meeting on 5 February 2018 **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 January Agenda.

> **02-09-18—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, and changes to programs.**

In addition, **the Faculty Senate voted to approve** changing the academic distribution category of certain ANTH courses, listed in Attachment E.2, from social science to science.

> **02-09-18— OAA concurs with the recommendation and approves changing the academic distribution category.**

Best regards,

Michael Clark
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

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

February 8, 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.

School of Social Work

New Courses
E.1.a.1
- SW 522 Trauma Informed Care, 3 credits
  Prepares students to apply Trauma Informed Care principles. Reviews trauma and toxic stress (neurobiology, adverse childhood experiences, and resiliency) and uses this knowledge to evaluate behavior, policies, and procedures. Examines how TIC complicates and compliments others approaches with a specific focus on the intersection with equity, inclusion, and cultural responsivity. TIC is beneficial to a variety of disciplines in a variety of settings including judicial/corrections, veterans' services, housing, healthcare, education, and child-welfare.

College of the Arts

Change to Existing Courses
E.1.a.2
- FILM 586 Topics in Film and the Moving Image, 4 credits – drop course
E.1.a.3
- FILM 587 Topics in International Film and the Moving Image, 4 credits – drop course

College of Urban and Public Affairs

Change to Existing Programs
E.1.a.4
- MA/MS in Political Science – change to existing program: add new requirement, revise core

New Courses
E.1.a.5
- PS 594 Research Design for Politics and Policy, 4 credits
  This course will introduce the logic of social science research and provide a brief overview of the various methods that are commonly used. The focus is on developing design skills that will help clarify research ideas, organize research design and research questions of interest to students. This is the same course as PAP 690 and may be taken only once for credit.

E.1.a.6
- USP 548 Public Transportation Planning and Policy, 3 credits
  Public transit ridership and investments have been growing for the past two decades as regions around the world grapple with worsening congestion, growing concerns about climate change, health, and social equity, and a reinvigoration of urban living and sustainable lifestyles. This course will introduce students to processes, policies and rules concerning the planning of public transit systems and the development of new transit investments, focusing mostly on buses and light rail.

Change to Existing Courses
E.1.a.7
- EC 538 Energy Economics, 4 credits – change course description

E.1.a.8
- PAP 690 Research Design for Politics and Policy, 4 credits – cross-list with new PS 594

E.1.a.9
- USP 539 Statistical Methods in Regional Science and Planning, 2 credits – drop course

Attachment E.1.b

February 8, 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.

Maseeh College of Engineering and Computer Science

New Courses
E.1.b.1
- EE 432/532 Electrical Machine Analysis and Design, 4 credits
  The principals of magnetostatic and quasi-static analysis will be applied to study different classes of electromechanical devices. Reluctance, induction, permanent magnet and wound rotor synchronous machines will be analyzed using magnetic circuit and harmonic analysis techniques. Electrical machines in wind turbines and in automotive traction motors will be discussed. Prerequisites: EE 348, ECE 317 and ECE 331 or instructor permission.

Attachment E.1.c

February 8, 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
- Jazz Studies Minor – eliminate minor.

E.1.c.2
- Music Minor - change to require one year of applied music instead of two; one year of ensemble instead of three; more history options added; four credits of electives added. 5 fewer credit hours required in minor.

E.1.c3
- Music History Minor - removes requirement for active performance; allows performing options in electives; electives list expanded to include more knowledge-based & writing-intensive courses.

Changes to Existing Courses
E.1.c.4
- ArH 311U History of Asian Art – change prerequisites.

E.1.c.5
- ArH 312U History of Asian Art – change prerequisites.

E.1.c.6
- ArH 313U History of Asian Art – change prerequisites.

E.1.c.7
- ArH 321U Survey of Korean Art – change prerequisites.

E.1.c.8
- ArH 329 Islamic Art: Major Themes and Periods – change prerequisites.

E.1.c.9
- ArH 337U Nature into Art – change prerequisites.

E.1.c.10
- ArH 339U History of Architecture – change prerequisites.

E.1.c.11
- ArH 340 History of Architecture – change prerequisites.

E.1.c.12

- ArH 351U Ancient Art – change title to *Ancient Near Eastern and Egyptian Art*, description, prerequisites.

E.1.c.13

- ArH 352U Ancient Art – change title to *Ancient Greek Art and Architecture*, description, prerequisites.

E.1.c.14

- ArH 353U Ancient Art – change title to *Ancient Roman and Etruscan Art and Architecture*, description, prerequisites.

E.1.c.15

- ArH 356U Early Medieval Art – change title to *Early Medieval Art and Architecture*, description, prerequisites.

E.1.c.16

- ArH 357U Byzantine Art – change title to *Byzantine Art and Architecture*, description, prerequisites.

E.1.c.17

- ArH 359U Gothic Art – change title to *Gothic Art and Architecture*, description, prerequisites.

E.1.c.18

- ArH 361U Northern Renaissance Art – change prerequisites.

E.1.c.19

- ArH 371U Italian Renaissance Art – change prerequisites.

E.1.c.20

- ArH 372U Italian Renaissance Art – change prerequisites.

E.1.c.21

- ArH 373U Italian Renaissance Art – change prerequisites.

E.1.c.22

- ArH 376U Italian Baroque Art – change prerequisites.

E.1.c.23

- ArH 377U Dutch and Flemish Baroque Art – change prerequisites.

E.1.c.24

- ArH 378U Spanish Baroque Art – change prerequisites.

E.1.c.25

- ArH 379 Latin American Baroque Art – change prerequisites.

E.1.c.26

- ArH 381U 19th Century Art – change description, prerequisites.

E.1.c.27

- ArH 382U 19th Century Art – change description, prerequisites.

E.1.c.28

- ArH 383 Western Art in the 20th Century – change prerequisites.

E.1.c.29

- ArH 384 Western Art in the 20th Century – change prerequisites.

E.1.c.30

- ArH 385 Western Art in the 20th Century – change prerequisites.

E.1.c.31

- ArH 392 History and Contemporary Issues in Photography – change prerequisites.

E.1.c.32

- ArH 398 Contemporary Art – change prerequisites.

E.1.c.33

- ArH 399 Special Studies – change description, prerequisites.

Maseeh College of Engineering & Computer Science

Changes to Existing Courses
E.1.c.34
- CS 445 Machine Learning – change prerequisites.

E.1.c.35
- ECE 412 Senior Project Development I – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs
E.1.c.36
- Space & Planetary Science Minor - revises list of acceptable courses in core courses (8-credits); approved optional courses revised; increases from 16 to 20 credits required from list of approved courses; separate requirement of 4-credits of G 404 or G405 moved to list of approved courses; no change in total credits required (28).

New Courses
E.1.c.37
- Hst 280 World War I: Global Perspectives – 4 credits
  A global view of one of the modern world's formative moments: the First World War. Examines its cultural, political, economic and social history to understand the war's trajectory and consequences across the globe.

E.1.c.38
- Hst 383 Modern Iraq and Syria – 4 credits
  A survey course examining the modern history of Iraq and Syria from the late nineteenth century to the present day, with the goal of providing historical context for contemporary political, cultural, economic, and military conditions in both states.

E.1.c.39
- WS 442 Women Writers in Global Contexts – 4 credits
  Study of the works of women writers from the postcolonial and non-Western world. This is the same course as Eng 442 and may be taken only once for credit.

Changes to Existing Courses
E.1.c.40
- BSt 351U African American Literature – change prerequisites.

E.1.c.41
- Stat 461 Introduction to Mathematical Statistics I – change description.

E.1.c.42
- Stat 462 Introduction to Mathematical Statistics II – change description.

E.1.c.43
- Stat 463 Introduction to Mathematical Statistics III – change description.

College of Urban and Public Affairs

New Courses
E.1.c.44
- Intl 366 Cyberwar & Espionage – 4 credits
  Examination of the use of cyberwarfare and espionage in International Affairs as well as the ethical issues entailed by these activities, and how these may be viewed differently by states, organizations and

individuals. Also examines the theoretical foundations that underpin foreign policy debates related to cyberconflict and spying.

Changes to Existing Courses

E.1.c.45

- Ec 437 Public Utility Economics – change description, prerequisites.

Attachment E.2

To: Faculty Senate
From: Educational Policy Committee (EPC)
Date: March 5, 2018
Subject: School of Business Administration name change to "The School of Business"

The EPC has reviewed the application made by the School of Business Administration to change its name to "The School of Business". There will be no change to the scope and mission of this unit. We support this change and the rational provided by the unit.

******

Note by Secretary: for complete application, see:
PSU Curriculum Tracker: 2017-18 Proposals for Academic Units
https://psucurriculumtracker.pbworks.com/w/page/124082517/2017-18%20Proposals%20for%20Academic%20Units

Final Report from the Task Force on
Tenure for Teaching-Intensive Faculty
March 5, 2018

Charge: Phase I of the charge was to research models at other universities, to hold public forums, to solicit feedback online, and to make a progress report to Steering and Senate. If the task force were to recommend implementation, Phase II would involve a proposal for a PSU-specific model.

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

Synopsis of Progress Report: The Task Force was formed in the Fall of 2016 and submitted a progress report to Senate in June of 2017. The task force determined that there is extreme variation between loads in different departments for various reasons, and that the idea of "teaching-intensive" was found to be contextual. This exploratory phase found three universities in the United States that had implemented this form of tenure, and one in Canada. The Task Force reported the results from two campus-wide forums, held on May 9 and 10, 2017. After the June report, an online survey of faculty was conducted in the Fall of 2017 and the results appear in Appendix I of this report.

Synopsis of Online Survey: Most of the respondents spend 60-80% of their time teaching, as opposed to the assumed norm of 40%. Teaching-intensive was defined by 70% of respondents as 80-100% of their time. Most considered teaching-intensive to mean 29 credit hours per year or more. The majority also responded that teaching loads were not negotiable, and most felt uncomfortable discussing this with supervisors. About half of the respondents felt there were disadvantages to teaching-intensive tenure positions, but 71% agreed that there may be advantages. Approximately 60% would approve of mobility between TTIF and traditional ranks. Although 70% thought that the idea of teaching-intensive tenure lines should be explored further, only 21% of 239 respondents described themselves as "informed" about the issue. The survey collected 136 responses from tenure track faculty, 98 non-tenure track, 1 academic professional, and 4 research faculty.

A report from the OIRP on the number of credit hours generated by categories of faculty was brought to the task force by the AAUP representative. It indicated that of 767,004 student credit hours (SCH) generated in 2016-17, tenure-line faculty were responsible for 33%, full-time fixed term generated 28%, and adjuncts 34%. The other 5% was generated by GTAs.

Status: The task force has completed its charge to explore models of teaching intensive tenure-track faculty lines and investigate implications for adopting them at PSU. After presenting external models to faculty and deploying an online survey, the task force does not at this time recommend proceeding further toward this adoption. Rather, we recommend that Senate consider exploring the complicated ranks in the NTT faculty and address concerns about the practices and expectations for advancement in these ranks.

Appendix I

Data from TTIF Online Survey
Conducted in November, 2017

Approximately 239 faculty members responded. Of these, 136 were tenure track, and 98 non-tenure track. The survey was distributed to the OAA list of .5 full-time or greater faculty members, which includes those who are eligible for Senate membership. All but five were instructional, with only one academic professional and four research professors responding. Part-time faculty and administrators were not included.

Q1 - How informed are you about positions described as "teaching-intensive"?
Not informed: 52%
Informed: 21%
Passive: 27%

Q2 - What percentage below would you consider best describes your teaching load as a portion of the time you spend fulfilling your role as faculty?
20% - 17 responses
40% - 57 responses
60% - 64 responses
80% - 79 responses
100% - 20 responses

Q3 - What percentage below best describes teaching-intensive in your department/unit?
20% - 13 responses
40% - 11 responses
60% - 35 responses
80% - 110 responses
100% - 57 responses

Q4 - How many credit hours per year would be considered teaching-intensive by tenure-track faculty in your department/unit? Please include a number between 0-36.
Mean response: 28.91 credit hours

Q5 - Are teaching loads negotiable in your department?
Yes: 19%
Maybe: 27%
No: 54%

Q6 - Are you comfortable negotiating teaching loads with your supervisor?
Yes: 40%
Maybe: 19%
No: 41%

Q7 - Do you see advantages of teaching-intensive tenure in your department/unit?
Yes: 71%
Maybe: 9%
No: 20%

Q8 - Do you see disadvantages of teaching-intensive tenure in your department/unit?
Yes: 43%
Maybe: 16%
No: 41%

Q9 - Should Faculty Senate further explore the possible adoption of teaching-intensive tenure-track faculty positions?
Yes: 70%
Maybe: 10%
No: 20%

Q10 - If teaching-intensive tenure were adopted, would you approve of mobility between such positions and traditional tenure tracks?
Yes: 60%
Maybe: 16%
No: 24%

Q11 - Please tell us about your rank.
Tenure Track – 135 responses
Non-tenure Track – 97 responses
Academic Professional – 1
Research Asst/Assoc. – 4

Faculty Senate Budget Committee
Winter Quarter Report
February 9, 2018

Members: Mirela Blekic (AO OAA, Co-Chair), Michael Bowman (LIB), Elisabeth Ceppi (CLAS-AL, ENG), Heejun Chang (CLAS-SS, GGR, Co-Chair), Mitchell Cruzan (CLAS-Sci, BIO), Melody Valdini (CUPA, PS), David Hansen (SBA), Chia Yin Hsu (CLAS-SS, HST), Steven Boyce (CLAS-Sci, MTH), Brenda Glascott (OI, HON), Eva Núñez (CLAS-AL, WLL), Arthur Hendricks (ex officio) (EPC, Lib), Candyce Reynolds (GSE, ELP), Barbara Sestak (COTA, ARC), Sam Gioia (SSW), Christof Teuscher (MCECS, ECE), Neal Wallace (SPH, HSMP, Fall term only).

Consultants: David Burgess (OIRP), Margaret Everett (OAA), Sukhwant Jhaj (OAA), Andria Johnson (BO), Kathi Ketcheson (OIRP), Kevin Reynolds (FADM).

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

Committee Charge and Roles

The Budget Committee has a multipart charge:

1) Consult with the President and his or her designee(s) and make recommendations for the preparation of the annual and biennial budgets.
2) Consult with academic leaders of colleges/schools, Intensive English Language Program, and University Studies, and make recommendations for the preparations of their annual budgets and enrollment plans. Each Budget Committee member from one of the above listed units shall serve as liaison to his/her unit for this purpose, with other members assigned as liaisons as needed.
3) Recommend budgetary priorities.
4) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
5) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
6) Consult regarding changes from budgets as prepared.
7) Review expenditures of public and grant funding as requested by the Faculty Senate.
8) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
9) Report to the Senate at least once each year.

Budget Principles

Several years ago, the Committee developed guiding principles that were shared with OAA with the goal to help guide prioritization of budgetary decisions. The document has evolved and has been updated over the years. This year, the Committee, realizing that the principles don't address equity directly, developed statements that speak to the consideration of equity in budgetary decisions. This work resulted in two new, equity-related principles (see Appendix). The new budget principles document has been shared more broadly this year than before and included deans and fiscal officers, in addition to OAA IPEB team.

FY19 OAA Budget Process

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

Budget Committee co-chairs were invited and attended the launching of the IPEB process in December. The Budget Committee liaisons met with the Deans in November and December to have a preliminary conversation about their plans before units start working on the enrollment plans for next year. The Committee is currently reviewing the submitted enrollment plans and is providing feedback to OAA and the Deans. The committee is in the process of scheduling a second round of meetings with the deans/directors before they submit resource plans in March. Plans are being reviewed by OAA and IPEB team and the final OAA budget should be set in early May.

University Budget

The committee received two updates on university budget by Kevin Reynolds. The first presentation in November included a recap from FY17 and an update on FY18. The second presentation in January focused on FY19 including budget context, cost drivers, forecasts, and tuition. In early fall, Andria Johnson gave a presentation, a training for new committee member, and a refresher for returning members on RCAT and budget process.

As part of the tuition setting process, FADM established Tuition Advisory Review Committee (TRAC). The main charge of this committee is to provide recommendations to the President about tuition policy. The committee aims to involve students in the tuition setting process and a number of ASPSU representatives are involved in the committee. Budget Committee co-chairs have been invited to serve on this committee and provide committee's perspective on the topic. The co-chairs have gathered members' input on what the university should consider when setting tuition policy and shared the faculty feedback with TRAC. One of the co-chairs is also a liaison to the Student Fee Committee.

PSU Board of Trustees

The co-chairs have been invited to participate in the Board's Finance & Administration Committee meetings and one of the co-chairs has attended two meetings so far. Board members have expressed an interest to have a stronger connection with the Budget Committee and faculty in general. It would be valuable to consider ways in which this connection could be strengthened and this is something Budget Committee can start exploring this year. The committee meeting minutes including Kevin Reynold's presentations and budget updates can be found at: Board F&A Committee.

Proposal Reviews

The committee has reviewed about 40 proposals this year. The proposals are reviewed by two-person review panels which report their recommendations (no significant impact/modest impact/significant impact) to the committee via an online google document. This system enables other committee members to review and comment on proposals not assigned to them. Major proposals such as those for completely new programs are discussed in committee meetings. The final recommendation is posted in the curriculum proposal system.

Appendix

Faculty Senate Budget Committee
FY18 Budget Principles
(December 5, 2017)

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

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

Principles for Guiding Budgeting Decisions:
- Recognizing that PSU is open, inclusive, and committed to diversity and equity, and has committed to utilizing an equity lens in campus decision-making, the University should endeavor

in all budget decisions to close gaps in equity experienced by students, faculty, and staff from traditionally underrepresented groups.

- In addition to the equity lens for underrepresented groups, equity should also be considered when making budget decisions that concern the wages of permanent faculty, adjunct faculty, and staff, with the guiding principle of equal pay for equal work. This principle will need to be moderated at times by short-term budget concerns, but should be a guiding factor for long-term financial planning within the units.
- Protect and promote further development of instructional activities, programs, and services that support student success.
- Provide students with access to a diverse curriculum and a well-rounded liberal arts education.
- Consider investments that generate new revenue, encourage long-term viability, and improve efficiency.
- Apply Performance Based Budgeting (PBB) principles and adjustments consistently to promote the success of individual units and the entire university.
- Implement budget decisions that support the success of students and faculty.
- Engage with other divisions to encourage budgeting decisions that do not adversely impact instruction.
- Consider the potential impact of budget reductions on course offerings, research support, student services, and faculty development.
- Employ these principles for decisions made within each unit as well as for Academic Affairs and the university as a whole.

To: Faculty Senate

From: Educational Policy Committee

Date: March 5, 2018

Subject: EPC Quarterly Report

The Educational Policy Committee tracks significant developments bearing on educational policy and planning, and makes recommendations to the Faculty Senate; and evaluates, and makes recommendations to the Faculty Senate, regarding proposals for the creation, major alteration, or abolition of academic units. The Chair of the serves on the Budget Committee. The EPC is scheduled to make a quarterly reports to the Faculty Senate.

Members to serve 2017-18 academic year. Consecutive service in parentheses.

Chairs: Arthur Hendricks (Lib) & David Raffo (SBA)
AO: Cynthia Baccar, REG (2016-)
RGS: Sri Craven (2018-)
COTA: Alison Heryer, T&F (2015-)
CLAS-AL: Alex Sagar, Phil (2017-)
Enrique Cortez, WLL (2017-)
CLAS-Sci Ken Stedman, BIO (2015-) Ralf Widenhorn, PHY (2016-)
CLAS-SS: Hyeyoung Woo (2017-)
GGR (2013-) John Ott, HST (2016-)
CUPA, Leopoldo Rodriguez (2017-)
GSE: Ramin Farahmandpour (2015-)
MCECS: Hormoz Zareh, MME (2016-)
LIB: Arthur Hendricks (2013-)
OI: Rowanna Carpenter, UNST (2015-)
SBA: David Raffo (2015-)
SPH: Leslie McBride (2017-)
SSW: Lisa Hawash (2017-)
Ex officio: David Hansen (SBA), Budget Comm.
Students (2): _____ _____

Consultants:
Margaret Everett, interim Provost
Steve Harmon, OAA
Kathi Ketcheson, Director, OIRP
Kevin Reynolds, Vice Pres. for Finance & Administration
www.pdx.edu/faculty-senate/educational-policy-committee

Report:

During the Winter term, the EPC continued work on several key issues the committee has chosen to address. The key policy issues that are currently being looked at are: Online Education, Student

Evaluations (both online and paper based) and Course Assessment, the Pregnancy, Postpartum and Parenting draft policy, and reviews of new programs. A sub-committee was formed to address Online Education.

The EPC is currently working on the following items this year:
1. Multiple reviews of the proposed Pregnancy, Post-partum and Parenting policy
2. Online education
3. A report outlining best practices for the creation and analysis of student response instruments (SRIs, aka Student Course Evaluations)
4. The School of Business Administration Name Change

The EPC has reviewed the February 13, 2018 Version of the PPP proposed by the Office of Global Diversity Inclusion (OGDI). In December of 2017, a group of faculty representing Faculty Senate, EPC, and AAUP met with AVP Julie Caron and University Counsel to discuss issues with the proposed version of the PPP at that time. As a result of our face to face discussion the major issues with this policy have been resolved. We are still concerned about reasonable accommodation #4 which asks faculty to provide "Offer Alternative Learning Options". It is unclear to us what that means and to what extent faculty would be required to go given that the original learning outcomes should be maintained.

With Student Evaluations and Course Assessment, the EPC began looking into assessment and student evaluations at PSU. There appear to be at least two purposes for student evaluations – feedback on the effectiveness of the course and how to improve it as well as feedback on the instructor and their delivery style. The questions we ask are: "What are the best practices for assessing each of these aspects?", "What are the current practices at PSU?", "How are teaching evaluations and assessments used in evaluating faculty performance?", and "How can practices be improved at PSU?" We anticipate delivering a report to Faculty Senate at the end of winter term. The report will focus on what are valid questions to ask students, what are valid analyses of the data and what are valid interpretations of the analyses. Since there are many issues associated with the appropriate collection and analysis of student course evaluation data, it is hoped that this report describing best will be used by OIT and others within PSU when determining the requirements for any system that is acquired by the university for this purpose.

With respect to Online Education at PSU, last year, the EPC expanded its sub-committee membership through Faculty Senate. The focus of the sub-committee continues to be to examine the impact of Online Education on education quality, on students, and on faculty. The sub-committee continues to gather information about the status of online education at PSU today and the strategy going forward. As such we are in the process of conducting interviews with administrators within the units and conducting surveys of both faculty and students which will be followed up by focus groups. In addition, we are exploring the cost of online education at PSU. It is anticipated that this sub-committee will continue its work through AY 2017-2018.

The EPC has reviewed the application made by the School of Business Administration to change its name to "The School of Business". We support this change and the rational provided by the unit.

Attachment G.6.a

To: Faculty Senate
From: Educational Policy Committee (EPC)
Date: March 5, 2018
Subject: Pregnancy and Postpartum Policy (PPP)

The EPC has reviewed the February 13, 2018 Version of the PPP proposed by the Office of Global Diversity Inclusion (OGDI). In December of 2017, a group of faculty representing Faculty Senate, EPC, and AAUP met with AVP Julie Caron and University Counsel to discuss issues with the proposed version of the PPP at that time. As a result of our face to face discussion the major issues with this policy have been resolved.   We thank Cindy Starke, Lisa Witorff, and Julie Caron for their work on revising this policy. We greatly appreciate the work that went into the revisions. We request that some further clarity on reasonable accommodation #4 which asks faculty to "Offer Alternative Learning Options". It is unclear to us what that means and to what extent faculty would be required to go given that the original learning outcomes should be maintained.

Portland State
UNIVERSITY

Responsible Officer: Associate Vice President, Global Diversity & Inclusion
Responsible Office: Global Diversity & Inclusion
DRAFT VERSION: 10-31-17

Student Pregnancy and Postpartum Assistance and Accommodations Policy

I.   Policy Statement

Portland State University (PSU) is committed to providing equal opportunities to all qualified students who are pregnant or have been pregnant.

II.   Reason for Policy/Purpose

PSU is committed to supporting students who are or have recently been pregnant, in order for students to meet their educational goals. We are committed to creating an environment that provides equal access to educational benefits and program participation, including pregnant and postpartum students.

PSU will provide reasonable and appropriate adjustments and flexibility, upon request, to students based on their pregnancy or postpartum circumstances. Such circumstances may include pregnancy, complications arising from pregnancy, childbirth, breastfeeding, false pregnancy, miscarriage, termination of pregnancy, or recovery from any of these circumstances.

III.   Applicability

This policy applies to all prospective and current students.

This policy does not apply to employees. Employees, including student employees, who need flexibility in their work schedules, workplace accommodations, and/or leave from work should contact Human Resources to request leave and/or accommodations.

IV.   Definitions

Pregnancy is the state of carrying a developing embryo or fetus within the body, childbirth, false pregnancy, miscarriage, termination of pregnancy, or recovery from any of these conditions.

Parenting is the act of being legally responsible for the care and protection of a minor child after the birth of a child or the placement of a child in a student's home.

Postpartum is the period of recovery and adjustment following childbirth, for up to twelve weeks or as specified by a medical professional.

Reasonable Adjustments may include, but are not limited to:

1. Providing adjustments requested by pregnant students to protect the health and safety of students and/or the pregnancy (such as allowing students to maintain a safe distance from hazardous substances);
2. Making modifications to the physical environment (such as accessible seating);
3. Extending deadlines and/or allowing students to make up tests or assignments missed for pregnancy- or postpartum-related absences;
4. Offering alternative learning options;
5. Excusing medically-necessary absences in a manner similar to other excused absences;
6. Granting leave or implementing incomplete grades for classes that will be resumed at a future date; or
7. Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the fundamental learning outcomes of any academic program.

Disability is a physical or mental impairment that substantially limits one or more major life activities as defined by the Americans with Disabilities Act and as defined by the Federal Fair Housing Act for accommodations made in University Housing. Disability can be temporary or permanent. Pregnant students may qualify for reasonable accommodations through the Disability Resource Center (DRC).

Reasonable Accommodations are modifications or adjustments to a policy, procedure, or practice, or auxiliary aid or service, provided to a qualified person with a disability to enable the person to a) participate in educational programs and activities; b) access PSU facilities and events; or c) have equal use and enjoyment of University Housing. Pregnant students may qualify for reasonable accommodations based on complications related to pregnancy, a temporary medical condition, and/or a disability. Some examples of this could be receiving ergonomic furniture, accessible classrooms, or the ability to take breaks during class.

Interactive Process is an informational exchange between faculty/advisor, student, and the appropriate support center staff (Services for Students with Children and/or Disability Resource Center as well as the assistance of PSU's Title IX Coordinator) to determine reasonable flexibility and adjustments and/or reasonable accommodations.

Instructors include PSU employees who are responsible for teaching classes or supervising academic work, including faculty, instructors and graduate teaching assistants.

Advisor is the student's assigned academic advisor.

Services for Students with Children (SSWC) is the department on campus which provides support for pregnant and parenting students**.** If needed, SSWC will assist students who are pregnant, have a pregnancy related condition, or are in the postpartum period by coordinating an interactive process with their instructors and/or to determine reasonable adjustments.
.
Responsible Office is the Office of Global Diversity & Inclusion.

Responsible Officer is the Title IX Coordinator.

V. Policy/Procedure

1. Students requesting adjustments in their academics, such as time off from classes, extensions on assignments, or leave from academic:

1.1 PSU and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions. However, if students desire to take a leave of absence from their education, the SSWC or the Title IX Coordinator will assist the student in doing so.

1.2 SSWC will determine if a student's request is on the basis of a disability and in such a case SSWC will refer the student to the DRC. The DRC will engage in the interactive process based on the DRC's procedures and make a determination of reasonable accommodations on the basis of PSU's Reasonable Accommodation and Access Policy.

1.3 Instructors may ask for documentation of the pregnancy or related condition if this requirement is similar to their requirements for other students with medical conditions needing adjustments.

1.4 When pregnant or postpartum students request academic adjustments, there are three options:

1.4.1 Students may make a request for adjustments directly through their instructors as soon as they are aware an adjustment will be necessary. Students and their instructors may mutually agree upon adjustments without involving the SSWC or Title IX Coordinator, so long as the agreed upon adjustments do not alter the learning outcomes.

1.4.2 Instructors who are contacted by students asking for adjustments due to pregnancy may refer students to the SSWC to engage and participate in an interactive process.

        1.4.3   Students may directly request the SSWC to engage in an interactive process without first approaching the instructors and the SSWC will contact students' instructors.

1.5 Students and/or their instructors should confirm agreed upon adjustments by PSU email.

1.6 Should a student and instructor be unsuccessful in agreeing upon reasonable adjustments, SSWC will refer the matter to PSU's Title IX Coordinator and the Title IX Coordinator will make a determination of a reasonable adjustment, which will be communicated via email.

2. Students requesting lactation:

2.1 Students may request to take breaks from a class for lactation purposes. Students should follow the procedures set forth in section 1 above to request breaks from class time.

2.2 PSU provides lactation facilities in various locations on campus. Students inquiring about lactation spaces available on campus should contact the SSWC.

3. Students requesting physical accessibility for on-campus space or ergonomic furniture in a classroom should contact the Disability Resource Center to request needs for physical accessibility accommodations, ergonomic furniture.

4. Resolving Disagreements/Filing a Complaint:

4.1 Discrimination on the basis of sex, which includes pregnancy, childbirth, and related medical conditions listed above, is strictly prohibited by law and PSU Prohibited Discrimination and Harassment policy.

4.1.1 Faculty, staff and other PSU employees are prohibited from interfering with students' right to take leave, seek reasonable accommodations, or otherwise exercise their rights under this policy.

4.1.2 Faculty, staff and other PSU employees are prohibited from retaliating against students for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students requested leave or adjustments, filed a complaint or otherwise exercised their rights under this policy.

4.2 If a student believes the student has been discriminated against on the basis of sex, gender or any other protected class, the student may contact the Global Diversity & Inclusion, Equity & Compliance to file a complaint. Global Diversity & Inclusion investigates complaints of prohibited discrimination and harassment based on sex, gender and other protected classes.

VI. Links To Related Forms

Office of Equity & Compliance Complaint to file a complaint

VII. Links To Related Policies, Procedures or Information

VIII.   Reasonable Accommodation and Access Policy

IX.   Prohibited Discrimination and Harassment Policy

X.   Resource Center for Students with Children

XI.   Disability Resource Center

XII.   On Campus Child Care

XIII. Contacts

Services for Students with Children
462 Smith Memorial Student Union (SMSU) 1825 SW Broadway, Suite 462
Phone: 503-725-9878
Email: sswc@pdx.edu
www.pdx.edu/students-with-children/

Disability Resource Center
116 SMSU 1825 SW Broadway,
Telephone: 503-725-4150
Email: drc@pdx.edu
http://www.pdx.edu/drc/

PSU's Title IX Coordinator
Global Diversity & Inclusion, Office of Equity & Compliance
830 Market Center Building, 1600 SW 4th Avenue
Telephone: (503) 725-5919
E-mail: diversity@pdx.edu
http://www.pdx.edu/diversity/office-of-equity-compliance

Office of Human Resources
518 Market Center Building, 1600 SW 4th Avenue
Telephone: (503) 725-4926
E-mail: askhrc@pdx.edu

Employee leaves webpage

Little Vikings Flexible Childcare
Available for students and employees
101 Epler Hall, 1136 SW Montgomery
Telephone: (503) 725-8800
http://www.littlevikings.org/

ASPSU Children's Center
126 Smith Memorial Student Union,
Telephone: 503-725-2273
http://www.pdx.edu/students-with-children/on-campus-childcare

Helen Gordon Child Development Center
1609 SW 12th Ave
Portland OR 97201
Telephone: 503-725-3092
http://www.pdx.edu/helen-gordon-center

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

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

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

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

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

XV. Policy Adoption/Reaffirmation/Revision Approvals

Approved _____Date_____
　　　　　　　　　　　　PORTLAND STATE UNIVERSITY PRESIDENT

Approved _____Date_____
　　　　　　　　　　　　PORTLAND STATE UNIVERSITY GENERAL COUNSEL