4-2-2018

Faculty Senate Monthly Packet April 2018

Portland State University Faculty Senate

Faculty Senate, 2 April 2018

Portland State UNIVERSITY

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

AGENDA

Note changes to regular order of business as indicated below

A. Roll Call

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

C. Announcements and Discussion

* 1. OAA response to March notice of Senate actions – *consent agenda*
2. Announcements from Presiding Officer
3. Announcement on President's Inauguration
4. Announcements from Secretary
* 5. PSU response to HB 2998 and Foundational Curriculum

D. Unfinished Business

1. Continued discussion of report from Task Force on Tenure for Teaching-Intensive Faculty [TFTTIF] – *incorporated into item E.6 below*

E. New Business

* 1. Curricular proposals (GC, UCC, UNST C) – *consent agenda*
* 2. Grad. Certificate in Taxation (SB via GC)
* 3. Undergrad. Major in Indigenous Nations and Native American Studies (CLAS via UCC)
* 4. Undergrad. Major in Special Education (GSE via UCC)
* 5. AQC recommendations for task forces on undergraduate research and on interdisciplinary teaching & research – *incorporates item G.5 below*
* 6. Recommendation from TFTTIF to re-evaluate P&T guidelines – *incorporates item D.1. above*

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

G. Reports from Administrators and Committees – *item G.4. will be considered first*

1. President's Report
2. Provost's Report
3. IFS Report
* 4. EPC Report on Students' Ratings of Instruction
* 5. AQC Annual Report – *see item E.5 above*

H. Adjournment

*** See the following attachments.**

Complete proposals for E.1-4 are available on-line: psucurriculumtracker.pbworks.com.

B. Minutes of the Senate meeting of 5 February 2018 – *consent agenda*
C.5. Working document on Foundational Curriculum
E.1.a,b,c,d. Curricular proposals (summaries) – *consent agenda*
E.2.a,b. Proposal for Grad. Certificate in Taxation and Summary
E.3. Proposal for Undergrad. Major in INNAS (summary)
E.4. Proposal for Undergrad. Major in Special Ed. (summary)
E.5/G.5. AQC report and recommendations
E.6. TFTTIF follow-up and recommendations
G.4. EPC Report on SRI

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 March 2018

Presiding Officer: Michael Clark

Secretary: Richard Beyler

Senators Present:
Baccar, Blekic, Brown, Bryson, Burgess, Chang, Constable, Cruzan, de la Cruz, de Rivera, Dimond, Dolidon, Emery, Faaleava, Fernández, Fiorillo, Flight, Gelmon, Griffin, D. Hansen, Hsu, Jaén Portillo, James, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Martin, Martinez Thompson, Messer, Mitchell, Mitra, Nishishiba, O'Banion, Palmiter, Recktenwald, C. Reynolds, Robson, Schechter, Siderius, Singleton, Smallman, Smith, Sorensen, S. Taylor, Thieman, Tretheway, Walsh, Watanabe, Webb

Alternates Present:
Marlene Howell for Craven, Crystalee Crain for Cunningham, Marion Dresner for George, Mark Harmon Leymon for Harris, David Raffo for Mathwick, Michael Bowman for Podrabsky

Senators Absent:
Carpenter, Chaillé, Epplin, Farahmandpur, Monsere, Yeigh

Ex-officio Members Present:
Allen, Beyler, Bynum, Chabon, Clark, Dill, Everett, Fraire, B. Hansen, S. Harmon, Hines, Holmes, Ketcheson, Lafferriere, Lynn, Maier, Marrongelle, Raffo (also as alternate), Shoureshi, Woods, Wooster

Note from the Secretary: *Prior to the meeting, a senator requested that item G.3, Report of Task Force on Tenure for Teaching-Intensive Faculty, be pulled from the* ***consent agenda*** *for separate discussion. This discussion took place at the beginning of the Reports section.*

A. ROLL

The meeting was called to order at 3:00 p.m.

B. APPROVAL OF THE MINUTES

The **5 February 2018 Minutes** were **approved** with the following changes: Senators MONSERE and C. REYNOLDS were **present**.

C. ANNOUNCEMENTS AND DISCUSSION

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

2. **Announcements from Presiding Officer**

   CLARK said that the Bridge Award Program [t.e2ma.net/click/wb4ju/0aeqqd/cgerje] is underway. It provides temporary salary and benefit support to cover a cap in research programs in instances where the principal investigator has a hiatus in funding which would jeopardize the research, but in which renewal of funding is expected in the near future.

   CLARK noted that on March 14th at 10:00 a.m., for seventeen minutes, there is a national student walkout in response to the shootings in Florida. At PSU it is being sponsored by

ASPSU whose judicial officer, Josh FRIEDLEIN, was present; they have asked faculty to honor this action. He asked senators to share this information with faculty. B. HANSEN said that in his orchestration class, this was the day and time for presentations that students had been working on all term. He wished to be supportive, but perceived that this would be disruptive. FRIEDLEIN said that ASPSU was organizing the action but didn't want to force students' decision to participate or not. HANSEN said a possible compromise might be to have a moment of silence in the classroom. EVERETT suggested raising the issue with the class ahead of time, and asking those who wished to participate to leave quietly so as not to disrupt the class. It's possible that not all students wish to participate. Sensitivity on all sides is called for.

CLARK made several additional brief announcements. He called attention to the "Transfers Finish Free" program [www.pdx.edu/undergraduate-admissions/transfers-finish-free]; FRAIRE would soon be meeting with Steering Committee to discuss this program. Some faculty had posed questions about the intra-institutional relations of University Studies and the Honors College; Steering Committee was considering how to follow up on these questions. Educational Policy Committee (EPC) was working on a report on on-line courses and curriculum, which they would probably present soon. Actions on writing were ongoing; apropos of this, the Association of Writers and Writing Programs will hold its annual conference in Portland next year, at which conference PSU will have a presence. Steering Committee had recently met with Board of Trustees members Sho DOZONO and Greg HINCKLEY for an informal, informative conversation. The new copyright policy, after review by legal counsel and AAUP, would be appearing soon.

3. Announcements from Secretary

BEYLER noted that, frequently, the number of votes recorded when a motion of voted upon has been less than that number of senators present, even though abstention is a voting option. This, he said, was curious. Note that the Presiding Officer has the prerogative to use a roll call vote.

In response to several queries, BEYLER reviewed the ways in which items can be placed on the Senate agenda. The Presiding Officer can unilaterally place items on the agenda, but this is supposed to be done only under extraordinary circumstances. Ordinarily, constitutional (not administrative) Faculty committees place items on the agenda. Often this is Steering Committee, but it doesn't have to be; any constitutional Faculty committee has this prerogative. Additionally, any three senators, acting together, can place a business or discussion item on the agenda for the next meeting. This did not happen frequently; he nevertheless wished to call attention to this method.

A subcommittee of the Steering Committee was working its way through the Faculty Constitution to identify passages which were in need of revision due to outdated language. BEYLER indicated they had identified multiple passages in need of such a "mechanical" fix; the aim was to have a docket of such proposed changes in the near future. However, the subcommittee had also come across passages which raised more substantial questions of interpretation; they did not want to rush into these, and the further discussion would probably extend into next year.

In the context of the upcoming Faculty elections and committees survey, BEYLER presented results of some research on the representation of Faculty in various governance bodies. He had sometimes been asked: were the Faculty governance bodies, such as Senate, committees, Advisory Council, etc., really representative of Faculty? Setting aside the philosophical question of whether the Faculty as constitutionally defined was really the "right" group, he researched how it was represented, along various dimensions, in the various governance entities. [For tabular overviews, see **Appendix C.3**.]

BEYLER first considered representation by division (college/school, Other Instructional, All Others) in several categories: proportion of members of Steering Committee, Advisory Council, constitutional committee chairs, and non-"divisional" committee over a ten year span; the ratio between number of candidates and the number of available Senate seats over two years; and the percentage of Faculty voting in Senate elections over two years. Without going into hypotheses as to cause, patterns of relative over- and under-representation for some divisions were evident. He urged senators to address these issues with colleagues in their districts and academic units.

B. HANSEN, after clarifying that the candidates were part of the opt-in process, wondered whether it might be better to go back to an opt-out process. BEYLER understood that this had been debated in Senate several years ago, with pros and cons being offered on both sides. An argument against the opt-out model, he understood, were instances of Senators being elected who were unable or unwilling to serve. MAIER affirmed that this had, in fact, sometimes been a problem.

BEYLER then looked at an analysis by gender. Representation here mostly matched distribution in the Faculty as a whole. One notable departure, however, appeared to be a over-representation of women in overall committee membership and under-representation among committee chairs. Lacking reliable data, he had not undertaken an analysis by race or ethnicity; however, a very rough estimate, based on anecdotal information, suggested that a similar pattern obtained.

A third general area of analysis was by rank and tenure status. Setting aside some statistical difficulties in categories with very small numbers, the overall pattern showed under-representation of ranked, non-tenure-track faculty. Possible reasons were not hard to imagine. Among ranked faculty, there was an under-representation of assistant professors, which was probably not unexpected; more intriguing was a slight over-representation of associate professors compared to [full] professors. MAIER suggested that an explanation for the latter might be sabbaticals. BEYLER agreed that this would be a factor to consider.

HOWELL suggested that, in the interest of inclusiveness, research should include gender non-conforming individuals. BEYLER agreed that this would be worth looking at; however, the comparative data was not readily available. He noted that he had started on the analysis by gender in response to a specific question from a Faculty member about [gender disparity in] a specific governance entity this year. CRAIN observed that any conclusions about race or ethnicity could not be based just on, say, visual appearance. BEYLER agreed; that was why he had not offered any quantitative analysis. Based on limited and anecdotal evidence, he suspected–that was the proper word–that racial and ethnic minorities were represented in about the same proportions as in the Faculty as a whole–which might be a kind of damnation by faint praise–but that possibly there was pattern similar to the gender distribution among chairs of committees. These were only tentative surmises.

DOLIDON said that serving on committees as an assistant professor had been a very valuable experience. If you did not serve in this way, it was difficult to learn how this institution functions. She wished to see the numbers for assistant professors to be higher. BEYLER recognized that this was an important perspective, and admitted that he should not have seemed so dismissive of the role of junior faculty. What he meant by saying that the under-representation of assistant professors was unsurprising, was that he had heard senior Faculty advising junior colleagues not to get too involved in committee work–to concentrate on research, developing courses, etc. He believed it was important to consider how best to bring new perspectives and voices into Faculty governance.

MESSER asked if the data could be made available, along with indications of how it was arrived at. BEYLER said that he would distribute this. SPH was an interesting case because, as a small division, it was burdened by needing to place representatives onto all the divisionally based committees.

O'BANION said this topic was timely; Committee on Committees had recently had its winter term meeting, and much of their discussion was about participation of junior faculty. She hoped that senators could convey to colleagues the benefits of participation.

JAEN PORTILLO wondered if it would be possible to go into more detail about the causative factors in each instance. BEYLER agreed that this would be useful, but it would be complex undertaking. Presenting the data was intended as a springboard to more investigation and reflection by everyone.

D. UNFINISHED BUSINESS. None.

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 **March Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no objection before the end of Roll Call.

2. **Renaming the School of Business Administration as The School of Business**

   ALLEN introduced the proposal for the renaming of the School of Business Administration as The School of Business [contained in **February Packet Attachment E.2**. The proposal had been reviewed and referred to Senate by EPC]. The School had recently completed a strategic planning process. Part of this process was looking at the name and brand: what did these represent? There were two proposed changes. One change was the first word "The": this matters because they are not just <u>a</u> school of business in Portland but <u>the</u> school of business. The second change, dropping the word "administration," better reflects the work they do in, e.g., teaching corporate responsibility, diversity and inclusion, etc.

   HINES [quasi-facetiously]: what would be the School's new acronym? PALMITER: as a graduate of The Ohio State University, she believed the "The" did have an impact.

RAFFO/SMALLMAN **moved** the proposal [as in **March Agenda Attachment E.2**]. The motion was **approved** [by show of hands, unanimously except for one abstention].

F. QUESTIONS TO ADMINISTRATORS. None.

G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

Change of sequence: item G.3 moved here.

3. Report of the Task Force on Tenure for Teaching Intensive Faculty

[The report was originally submitted as part of the consent agenda as **March Agenda Attachment G.3**. Prior to the meeting, a senator requested separate discussion.]

LIEBMAN said there was a discrepancy between the results of the survey as given in the report, and the final recommendations–specifically, the recommendation not to proceed further with exploring the tenure for teaching option. Around 70% of faculty who responded to the survey thought it was worth further exploration.

B. HANSEN responded as the de facto secretary of the Task Force. He also recognized co-chairs Gary BRODOWICZ (who was present at Senate) and Gwen SHUSTERMAN. They had, over two years, looked for other universities who had done this. They found three models, very different from each other. There had been two well attended focus groups, where pros and cons were discussed. The first phase was thus to gather information; the information was not conclusive that we should be moving forward. The on-line survey was circulated at the beginning of the Task Force's third year. He that 52% of Faculty reported not having a clear notion of what [this concept] means. This was significant for interpreting the data. For those who responded, the average number of credits attached to "teaching intensive" was 29 per year; they saw themselves (on average) spending the majority of their time on teaching, as opposed to the 40-40-20 [teaching-research-service] model often talked about. Of the 48% who did have a clear understanding of the concept, a large percentage felt it was worth looking at. The Task Force then considered how this problem related to introduction of three-year rolling contracts. What were the possibilities, and the standards, for further promotion under this system for non-tenure-track faculty [NTTF]? The Task Force recommended that this aspect of the problem be pursued as a next step.

BRODOWICZ: when they first started, he anticipated that there would be fifteen or twenty models to look at. This turned out not to be the case, which made moving to phase two difficult. It was a close vote to even begin the exploration.

KARAVANIC, noting that 239 Faculty had responded to the survey, asked what response rate this represented? BEYLER said that Senate-eligible Faculty number slightly more than 1200. PALMITER said that she had not received the survey, nor had some others in her department; evidently tenured faculty did not receive the survey. B. HANSEN: they used the circulation list provided by OAA. D. HANSEN: when was the survey sent? [Answer after looking at saved e-mails:] October 20th. LIEBMAN, referring to uncertainties about the concept, asked if the survey had said: "Here's how it's done there"–e.g., at University of British Columbia. PSU ought to value teaching that is done right. Is the implicit assumption that continuing contracts for NTTF means that we should not offer the tenure option? The conclusions are not specific. What should be taken up next? BRODOWICZ: these questions were discussed at the forums. The Task

Force was worried about making the survey too long. He believed, after discussion within the Task Force and with some NTTF, that tenure per se might not be as significant and issue as the possibility of promotion to the associate or full professor. The current promotion guidelines are, evidently, set up with the research model in mind.

GRIFFIN: telling in the survey results was that over two-thirds of those who responded said that they spend more than 60% of their time teaching. If we want to be an urban research university, how do we get to 40-40-20? He saw this as the fundamental question that needed a solution. Another thing which came out of the survey and focus groups is extreme variation in teaching load among various departments. This is a major reason why we cannot even define what "teaching-intensive" means. The 29 credits [referred to above] is almost a normal teaching load in his college. Is there something we can and should do about the time we spend on research, teaching, etc.?

B. HANSEN: there had been extensive discussions in the task force about these issues. Over the course of a Faculty member's career, how might the proportion of service, teaching, and research vary? How might this vary from individual to individual, based on personal mission? Supposedly we are responding to an individual's scholarly agenda. Perhaps this ought to be negotiable within a department; right now, there is the sense that it is not. GRIFFIN appreciated that one size did not fit all. His informal survey suggested that, here too, some units were more flexible than others; in some units, there was and in some units there wasn't possibility for negotiation along these lines. JAMES noted that these questions were central to how assistant professors structured their workload; if the expectation was a 28-credit teaching load, this had a major impact. JAEN PORTILLO seconded these comments. As part of a unit that was actively trying to develop research capacity, it was concerning to see Faculty reporting that more than 60% of their time was in teaching. What then happens to their research? The prospect of negotiating with departments is a fraught one.

B. HANSEN wished to take the comments back to Steering Committee to consider next steps. PALMITER wondered why the question about pursuing adoption–for which the survey said there was 70% support–was not in the forefront This might be something best determined on a departmental basis. BRODOWICZ said this was also a perspective that had been seen in comparator institutions. LIEBMAN wished to see a breakdown of data by tenure- vs. non-tenure-track, etc.

Return to regular sequence.

1. President's Report

Adverting to the previous discussion, SHOURESHI asked [rhetorically]: What is the difference between a community college and a university?

SHOURESHI showed a video which had been produced for potential partners overseas. It focuses on research, because that was a top priority for these potential partners.

SHOURESHI described his recent visit to the Middle East: nine universities and other potential partners, as well as visits with alumni. [For slides, see **Appendix G.1**.] In this context, SHOURESHI, drawing on a book by Thomas Friedman, *Thank You for Being Late,* noted three areas which were experiencing great acceleration: technology, globalization, and environmental concerns. Exponential growth in technology occurs faster than our rate of adaptation. This creates anxiety, job loss/restructuring, etc. He wants us to see this as an opportunity: how can we use teaching and learning to close this gap? Valuing shared governance, he hopes for an open dialogue how to shape the future of PSU; this cannot come from the administration or President's office alone.

He was proud to see the work that PSU alumni were doing. Example: Mohammad Al Jaber had graduated in civil engineering in the early 1980s; his father had a small shop providing paints, etc., for construction firms. He took over the father's business and today in Qatar has a conglomerate of over twenty companies, involved in construction, communication infrastructure, etc., and believes that he owes this success to his PSU education. SHOURESHI said that he was frequently asked on his trip whether PSU faculty would be willing to come to teach. He recommended this as a possibility for sabbaticals. With the universities he visited, he was exploring possibilities for joint degree programs, faculty exchange, shared research, etc.–e.g., Sharjah University in the United Arab Emirates, Dar Al Uloom University and Alfaisal University in Riyadh, and Effat University in Jeddah. The latter is a women's university; they are particularly eager for exchange of faculty and students.

Winter enrollment is down by about 1%, but projections for fall semester are for about a 1% increase (to 28,000 students).

SHOURESHI gave an update on the provost search. Eight semi-finalists had been identified; (non-campus) interviews were taking place in March, and campus visits of the finalists in April.

SHOURSEHI noted the recent announcement of the impending departure from PSU of Margaret EVERETT [becoming provost of Lesley University], who had been a great colleague. He hoped to have further occasion to thank her before she leaves. He characterized this as an instance in which PSU had developed academic leadership for the rest of the country. He congratulated EVERETT on her new endeavor. [Applause.]

SHOURESHI gave reminders for the upcoming Length of Service Awards and the Budget Forums.

He announced that University Communications (UCOMM) had received a gold award from the Council for Advancement and Support of Education.

A committee composed of representatives from all the schools/colleges, as well as from the PSU Foundation, was reviewing the proposals for centers which had been received previously; recommendations will be forthcoming soon.

SHOURESHI noted the PSU-OHSU faculty mixer which had been held on February 22nd: an occasion for more than 100 researchers to exchange CVs, plans, etc. There will be a request for proposals for collaborative research between the two institutions.

Interviews for the Vice President for Research are proceeding in March.

SHOURESHI applauded the PSU faculty had received 31 research grants, totaling over $4.7 million, since January.

SHOURESHI briefly reviewed the budget outlook. Because of contractual obligations, for fiscal year '18-'19 there will be a 3.4% increase in the operating budget, or about $10 million, to support current operations. We hope that enrollment will cover some of this gap. There will be a 2.4% increase to the operating budget of every academic unit, but this leaves a net of minus 1%.

The legislative session ended on the 3rd; the bills most affecting higher education were about the transfer credits, the formation of a tuition advisory committee, and the continuing support for DACA students.

JAEN PORTILLO offered perspectives about innovation from the perspective of the humanities: STEAM, including arts in the formulation; and the importance of global communication. The World Languages Department had recently hosted a roundtable for the business community on this topic. SHOURESHI said he was proud of PSU's status as innovative, but we need to ask what is next. He noted that international universities were eager for faculty to teach English.

FERNANDEZ, regarding DACA students, said that University provided specific services (such as legal, mental health), but not wrap-around services. He was initiating conversations about how to be more comprehensive. SHOURESHI agreed that this was an important issue, also for him personally. For example, he was interested to find ways to ensure how, in the worst care scenario of deportation, students could at least complete their degrees–say, by agreements with universities outside the US. Many Dreamers are afraid to even request help or ask questions. PALMITER observed that some DACA students, including outstanding scholars, are afraid out of concern for what will happen to their families.

SHOURSEHI thanked CHABON for her and her team's work in reaching an agreement in negotiations with the Graduate Employees Union.

2. **Provost's Report**

EVERETT also thanked CHABON and her team for hard work, patience, and listening skills in the GEU negotiations.

In search for Vice President for Research, the committee had conducted interviews and recommended finalists to bring to campus.

Budget and enrollment planning was underway, including deans and the Budget Committee. A major challenge is different enrollment trends in different colleges.

EVERETT expressed thanks for the many kind messages she had received in response to her announcement of taking on the new position at Lesley.

*The following **reports**, contained in the respective **March Agenda Attachments**, were **received** as part of the **consent agenda**.*

4. **Quarterly Report of Budget Committee**
5. **Quarterly Report of Educational Policy Committee**
6. **EPC memo on draft Student Pregnancy Policy**

H. ADJOURNMENT

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

March Minutes Appendix C.3

FACULTY GOVERNANCE STATISTICS
Presentation to Portland State University Faculty Senate
by Richard Beyler, Secretary to the Faculty, 5 March 2018

REPRESENTATION BY FACULTY SENATE DIVISION

	Adv. Co.	Steering	Chairs	FS cands.	FS voting	ND comm.
AO	0.54	0.84	0.66	3.5	26	2.12
CLAS-AL	1.99	2.27	1.62	2.8	34	1.02
CLAS-SS	1.10	1.50	1.20	3.2	37	0.99
CLAS-Sci	1.83	1.08	1.34	2.4	34	0.90
COTA	0.00	1.40	0.30	2.3	30	1.00
CUPA	0.94	0.00	0.35	1.4	33	0.48
GSE	0.50	0.26	0.88	1.0	18	0.47
LIB	0.00	0.00	3.56	3.0	*61*	1.38
MCECS	0.21	0.99	0.77	4.7	33	0.60
OI	1.18	0.61	1.99	3.3	24	1.46
SBA	0.54	0.37	1.00	2.0	18	1.15
SPH	5.64	3.01	1.75	1.0		1.82
SSW	0.00	0.00	0.00	2.0	25	0.04

METHODOLOGICAL NOTES
Throughout, **representation ratio** indicates the percentage of representatives from the category in question divided by the percentage of that category in the (Senate-eligible) Faculty as a whole. In this sheet, the category in question is Faculty Senate division.
Advisory Council: Data is over 10 years. Number is the **representation ratio**. Advisory Council members--three each year--are elected by the Faculty at-large for two-year terms.
Steering Committee: Data is over 10 years. Number is the **representation ratio**. Steering Committee comprises: four members elected by Faculty Senate for two-year terms; the Presiding Officer, Presiding Officer Elect, and Past Presiding Officer, elected by Faculty Senate on a three-year cycle; the Chair of Committee on Committees (CoC), elected by the members of that committee; the senior IFS representative, elected by the Faculty at-large; and the Secretary and faculty Board of Trustees member, appointed by the PSU President and the Oregon Governor, respectively (de facto after input from Faculty governance bodies).
Chairs of constitutional committees: Data is over 10 years. Number is the **representation ratio**. Chairs of constitutional committees are appointed by CoC, de facto usually after nomination by the committee concerned. Administrative committees are not included.
Facutly Senate candidates: Data is over 2 years. Number is the **ratio of the number of candidates to the number of open Faculty Senate seats**. Candidates declare themselves by opting-in on the annual survey.
Faculty Senate voting: Data is over 2 years. Number is the (mean) **percentage of Faculty in this division who voted** in Senate elections (i.e., "turnout"). Exceptions: LIB is for one year only, because in 2016 there was no open seat. There is no data for SPH, because in 2016 it voted as part of CUPA and in 2017 there was no open seat.
Non-divisional constitutional committees: Data is over 10 years. Number is the **representation ratio** in those constitutional committees without an membership allocation by division, and without designated ex-officio voting members (not consultants). The committees in question are: AQC, ARC, GSAC, IAB, LC, and SSC. (Members of all constitutional committees are appointed by CoC using results

FACULTY GOVERNANCE STATISTICS
Presentation to Portland State University Faculty Senate
by Richard Beyler, Secretary to the Faculty, 5 March 2018

REPRESENTATION BY GENDER

	Adv. Co.	Steering	Chairs	Fac. Sen.	FS Cands.	ND comm.
Female	0.95	1.04	0.84	1.08	1.04	1.22
Male	1.05	0.96	1.16	0.92	0.96	0.79

METHODOLOGICAL NOTES
Numbers give the **representation ratio** (see above) with comparison to OIRP mean data for "legal sex" for full-time instructional and research faculty over the last 10 years: viz., 49% female and 51% male. This means that comparative data for a non-gender-conforming category was unavailable.
Advisory Council: Data is over 10 years. See above for composition.
Steering Committee: Data is over 10 years. See above for composition.
Chairs of constitutional committees: Data is over 10 years. See above for composition.
Faculty Senate: Data is over 7 years, i.e., since size/election reform. Senate seats are apportioned by division; each division elects senators to three-year terms from among candidates who have opted-in through the annual survey. Data here is for elected, not adminstrative ex-officio members.
Faculty Senate candidates: Data is over 2 years. This category refers to individuals who opted-in to run for Faculty Senate (regardless of whether or not elected).
Non-divisional constitutional committees: Data is over 10 years. See above for composition.

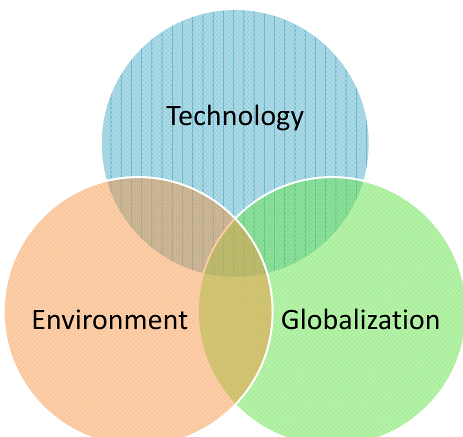
FACULTY GOVERNANCE STATISTICS
Presentation to Portland State University Faculty Senate
by Richard Beyler, Secretary to the Faculty, 5 March 2018

REPRESENTATION BY RANK/TENURE STATUS

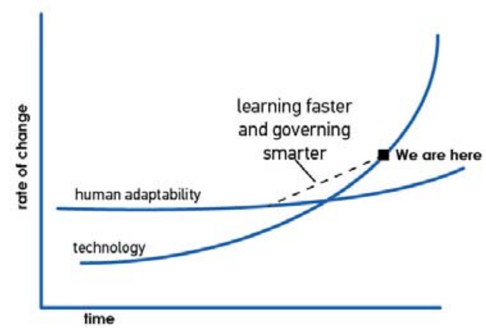
	Officers & Chairs	Faculty Senate	% of Faculty
Ranked, TT:			
Professor	1.63	1.33	14.3
Assoc. Prof.	1.64	1.56	18.1
Asst. Prof.	0.11	0.33	21.1
TOTAL	**1.23**	**1.14**	**53.6**
Ranked, NTT:			
Professor	1.45	0.00	1.1
Assoc. Prof.	0.00	0.00	1.9
Asst. Prof.	0.00	0.93	8.4
Sr. Instr. (I, II)	0.39	0.78	8.0
Instructor	0.00	1.09	5.7
Other ranks	0.00	0.30	5.2
TOTAL	**0.15**	**0.72**	**30.3**
Unranked:	**1.85**	**1.07**	**16.1**

METHODOLOGICAL NOTES
Data is for AY 2017-18.
Officers & Chairs includes Advisory Council, Steering Committee, and chairs of constitutional committees (see above for composition).
Faculty Senate (see above for composition).
Under these headings, the number is the **representation ratio** (see above) for the respective categories. For Ranked NTTF, the category Professor includes Clinical Professor, Research Professor, and Professor of Practice; similarly for the other categories.
The right-hand column gives the percentage of the various categories in the (Senate-eligible) Faculty

Three Accelerations



Thomas Freedman: Human Adaptability Chart



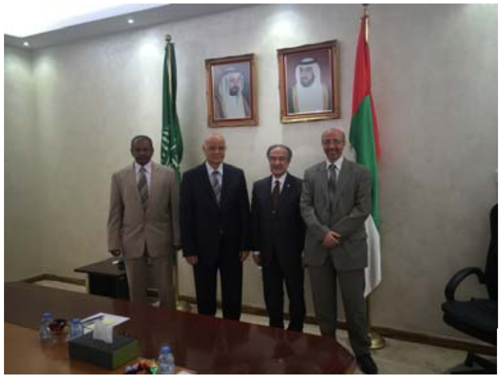
Recent Middle East Trip

- Visiting:
  - Nine Universities and Potential Global Partners
  - Distinguished Alumni

FAL Holdings

Alumni in Riyadh

Sharjah University



Dar Al Uloomm University

Alfaisal University

Effat University

Questions?

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: 9 March 2018

Re: Notice of Senate Actions

At its regular meeting on 5 March 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 February Agenda.

> **03-12-18—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** renaming the School of Business Administration as The School of Business.

> **03-12-18—OAA concurs with the recommendation and approves the renaming of the School of Business Administration.**

Best regards,

Michael Clark
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

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

Attachment C.5

HB 2998: Post-secondary Student Transfer
Foundational Curriculum (FC)
PSU –internal use only. Not for publication

The FC is a smaller, 30-credit version of the Oregon Transfer Module, designed for use in advising students who do not know what they want to major in, or where they intend to transfer.

It is designed to be awarded by CCs and universally accepted by OPUs to apply to general education such that all credits in the FC are used/applied toward requirements (i.e. not just for electives). In some cases, this may require receiving OPU schools to slightly adjust their general education requirements to accept and apply the credit for the transfer students who have earned the FC.

Based on the analysis below, we have determined that the FC will automatically and naturally fit and apply to PSU 'general education' without any exceptions/adjustments. For these purposes 'general education' includes FRINQ, the University Writing requirement, and the distribution requirements of the BA/BS.

** Note: Bachelor of Music and Bachelor of Fine Arts degrees do not include the BA/BS type distributions requirements. In these two cases, the FC would apply to the Writing requirement and FRINQ only, still meeting the spirit, intent, and specific requirements of HB 2998.

** The yellow highlights indicate areas of general education that are not covered by the FC.

PSU General Ed - BA	Foundational Curriculum	PSU General Ed - BS
University Writing Requirement 2 courses required. Students transferring w/ 30-89 credits will meet 2nd course with UNST SINQ	✓Writing – 1 course – WR 121	University Writing Requirement 2 courses required. Students transferring w/ 30-89 credits will meet 2nd course with UNST SINQ
12 credits Arts & Letters (4 cr. must be Fine & Performing Arts)	✓*Arts & Letters – 2 courses	✓12 credits Arts & Letters or Social Science
✓ 8- credits Social Science, Science, or Math	✓*Social Science – 2 courses	
	✓*Natural Science – 2 courses w/labs	12 credits Science (including 8 credits with lab)
✓4 credits - Science or Math	✓Math – 1 course	✓4 credits Math or Stats
✓- will apply to 30 credits needed to waive FRINQ	*At least one course taken within one of these three areas must meet the Cultural Literacy outcomes.	✓- will apply to 30 credits needed to waive FRINQ
✓- will apply to 30 credits needed to waive FRINQ	**Elective credit to meet minimum of 30 credits if needed.	✓- will apply to 30 credits needed to waive FRINQ
4 credits Foreign Language at 203 competency		
✓UNST FRINQ (15 credits)	Total 8 courses (30 credit min.)**	✓UNST FRINQ (15 credits)

March 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.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- Ph.D. in Sociology – change to existing program: add two requirements, drop two requirements

New Courses

E.1.a.2

- PSY 526/626 Multilevel Regression, 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.

E.1.a.3

- STAT 671 Statistical Learning I, 3 credits
  Bayesian theory of classification, the bias/variance trade-off, linear and quadratic discriminant analysis, Bayesian logistic regression, neural networks, Gaussian processes and structured learning. This is the first course in a sequence of three courses on Statistical Learning: Stat 671, Stat 672, Stat 673. Prerequisites: Stat 561, Stat 562, and Stat 563.

E.1.a.4

- STAT 672 Statistical Learning II, 3 credits

Bayesian networks, k-means, mixture models, the expectation maximization algorithm, Markov random fields, Gibbs distributions, belief propagation algorithms, variational inference, Markov chain Monte Carlo. This is the second course in a sequence of three courses on Statistical Learning: Stat 671, Stat 672, Stat 673. Prerequisites: Stat 561, Stat 562, and Stat 563.

E.1.a.5

- STAT 673 Statistical Learning III, 3 credits
  This sequence is designed for graduate students in Math/Stat or Engineering. The focus of this third course is research topics in statistical learning to be determined each time this course is taught. This is the third course in a sequence of three courses on Statistical Learning: Stat 671, Stat 672, Stat 673. Prerequisites: Stat 561, Stat 562, and Stat 563.

Change to Existing Courses

E.1.a.6

- SOC 537 Qualitative Data Analysis, 4 credits – change prereqs

E.1.a.7

- SOC 637 Qualitative Data Analysis, 4 credits – change prereqs

E.1.a.8

- SOC 695 Advanced Methods in Sociology, 4 credits - change course title to Advanced Quantitative Methods

<u>Maseeh College of Engineering and Computer Science</u>

Change to Existing Programs

E.1.a.9

- MS in Material Science and Engineering - change to existing program: change the limit on 507 credits

E.1.a.10

- CRTGR in Computer Security - change to existing program: revise course requirements

<u>School of Social Work</u>

Change to Existing Programs

E.1.a.11

- MSW in Social Work - change to existing program: revision to Advanced Standing core coursework

New Courses

E.1.a.12

- SW 548 Advanced Social Work Practice with Latinx Communities, 3 credits
  Provides a foundation of Latinx social work in outpatient mental health and integrated health settings. Examines Latinx cultural diversity, health disparities, values, attitudes, traditions, spirituality and offers general guidelines to integrate these cultural factors in effective behavioral/mental health screens and evaluations as well as interventions to address consumers' needs. Prerequisites: SW 530 or SW 589.

Change to Existing Courses
E.1.a.3

- SW 589 Advanced Standing Seminar, 2 credits - change course description, change credit hours from 2 to 4

<u>Graduate School of Education</u>

Change to Existing Programs
E.1.a.14

- CRTGR in Marital, Couples, and Family Counseling – eliminate program

New Courses
E.1.a.15

- SPED 550 Orientation and Mobility Assessment and Instruction – Children, 3 credits
  Provides an overview of O&M assessment and instruction for infants, preschoolers, elementary and transition age students with vision loss, including those from diverse backgrounds and additional disabilities and deafblindness. Examines methods in team instruction, consultation and itinerant teaching. Includes 25 hours of field-based experiences in the school setting. Prerequisites: SpEd 540, SpEd 545, and SpEd 541.

E.1.a.16

- SPED 551 Orientation and Mobility Assessment and Instruction – Adults, 3 credits
  Examines demographics and service delivery models for adults with visual impairments from diverse backgrounds, including those with health conditions and sensory impairments. Addresses O&M assessment and instruction while considering individual travel environments and emerging technologies. Includes 25 hours of field-based experiences with adults receiving O&M training. Prerequisites: SpEd 540, SpEd 545, and SpEd 541.

Change to Existing Courses
E.1.a.17

- SPED 540 Education of the Visually Impaired Learner, 3 credits - change course title to Foundations of Education for the Visually Impaired Leaner, change course description

<u>College of Urban and Public Affairs</u>

Change to Existing Courses
E.1.a.18

- PA 528 Organizational Leadership and Decision Making in Nonprofit Organizations, 3 credits – change course title to Leadership for the Nonprofit Sector, change course description

<u>School of Public Health</u>

Change to Existing Programs

E.1.a.19

- MPH in Biostatistics - change to existing program: revise program requirements, electives and culminating experience

E.1.a.20

- MPH in Epidemiology - change to existing program: revise program requirements, electives and culminating experience

E.1.a.21

- MPH in Environmental Systems & Human Health - change to existing program: revise program requirements and electives

E.1.a.22

- MPH in Primary Health Care & Health Disparities - change to existing program: change program name to Public Health Practice, revise program requirements, electives and total credits for the degree

New Courses

E.1.a.23

- HSMP 590 Global Health Program Evaluation & Management, 3 credits
  Program evaluation is a field of study and practice that is applicable across areas and disciplines. This course provides students with the theoretical and practical bases for the trans-discipline of program evaluation. The course emphasizes evaluation in the context of global health programs. Students will develop basic skills in a variety of approaches to evaluation, including techniques that are particularly suitable for evaluating global health programs.

March 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.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- SYSC 435/535 Modeling and Simulation with R and Python, 4 credits
  Computer modeling & simulation using general purpose tools, R and Python. Covers statistical and simulation-based approaches for simulating dynamics, Monte Carlo methods for addressing uncertainty and risk, and interacting agents to incorporate heterogeneity and network effects. Prerequisites: Stat 241 or Stat 243 and Mth 252.

E.1.b.2

- SYSC 440/540 Introduction to Network Science, 4 credits
  Interdisciplinary introduction to network science, complex systems research, and social psychological concepts. In depth exposure to foundations of network science, including classical topics: random graphs, small world networks, etc. Discussion of social processes such as social contagion, opinion formation, etc. Introduction to advanced topics: community detection and (social) network interventions. Prerequisites: Stat 241 or Stat 243 and Mth 261.

Change to Existing Courses

E.1.b.3

- STAT 465/565 Experimental Design: Theory and Methods, 3 credits – change course title to Experimental Design: Theory and Methods I, change course description

E.1.b.4

- STAT 466/566 Experimental Design: Theory and Methods, 3 credits – change course title to Experimental Design: Theory and Methods II, change course description

E.1.b.5

- STAT 467/567 Applied Probability I, 3 credits – change course description

College of the Arts

Change to Existing Courses

E.1.b.6

- FILM 480/580 Contemporary film Theory, 4 credits – drop course

E.1.b.7

- FILM 484/584 Anatomy of a Movie I: Product of the Studio Era, 4 credits – drop course

College of Urban and Public Affairs

Change to Existing Courses

E.1.b.8

- EC 437/537 Public Utility Economics, 4 credits - change course description

March 8, 2018

TO: Faculty Senate

FROM: Donald Duncan
Chair, Undergraduate Curriculum Committee

RE: April 2, 2018 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.

- BA/BS in Theater Arts – returning to pre-2015 requirements in order to provide students with an appropriate amount of material in technical theater (reinstating TA 112). Adding Modern Theater courses to list of dramatic literature, theater history, and criticism courses from which 8 credits are to be chosen.

Changes to Existing Courses

E.1.c.2

- Art 479 Advanced Printmaking – Atelier Print – change title to *Advanced Printmaking – Working Place*, prerequisites, repeatability.

E.1.c.3

- Film 370U Topics: Theater, Media, and Culture – change title to *Topics in Film, Media, and Culture*.

College of Liberal Arts and Sciences

Elimination of Program

E1.c.4

- Minor in Computer Applications. No CLAS students are currently in the program and have not enrolled in the program for a number of years. There are currently students from MCECS, Business, and PS enrolled and they will be allowed to complete the program.

Changes to Existing Programs

E.1.c. 5

- BA/BS in Anthropology – increases the number of 400-level credits required to earn the BA/BS from 8 to 16; allows a total of 4 credits of 400-level courses to be taken as omnibus numbers (Anth 401, Anth 404, Anth 405, Anth 407, or Anth 410).

E.1.c.6

- Systems Minor – adds additional courses to list of approved courses for the minor: Geog 345U and Geog 380U, SySc 340U, SySc 411, SySc 414, SySc 418, SySc 435, SySc 440.

New Courses

E.1.c.7

- Anth 376 The Neandertals, 4 credits
  Examination of the biology, behavior, and evolution of our closest hominin relatives. Exploration of who the Neandertals were and how they lived using paleontological, archaeological, and genetic evidence. Critical evaluations of the available data will encourage scientific thinking and thorough understanding of scientific principles and methods.

E.1.c.8

- SySc 340U Big Data and the Modern World, 4 credits.
  Overview of data science, big data, and its impact society including its promise, limitations, and ethical considerations.

Changes to Existing Courses

E.1.c.9

- Eng 458 Advanced Topics in Romanticism – change description, repeatability, grading option.

E.1.c.10

- Eng 460 Advanced Topics in American Literature to 1800 – change description, repeatability, grading option.

E.1.c.11

- Eng 461 Topics: American Literature to 1900 – change title to *Topics: American Literature 1800-1900*, description, repeatability, grading option.

E.1.c.12

- Eng 464 American Literature: 20th Century – change title to *Advanced Topics in American Literature: 20th Century*, description, repeatability, grading option.

E.1.c.13

- Eng 467 Advanced Topics: American Literature and Culture – change title to *Advanced Topics in American Literature and Culture*, description, repeatability, grading option.

E.1.c.14

- Eng 468 American Literature and Culture – drop.

E.1.c.15

- Eng 469 Advanced Topics in Asian-American Literature and Culture – change title to *Advanced Topics in Asian American Literature and Culture*, description, repeatability, grading option.

E.1.c.16

- Eng 475 Advanced Topics in Victorian Literature – change description, repeatability, grading option.

E.1.c.17

- Eng 477 American Poetry – change course number to 377U, title to *American Poetry I*, description, prerequisites, repeatability, grading option.

E.1.c.18

- Eng 478 American Poetry – change course number to 378U, title to *American Poetry II*, description, repeatability, grading option.

E.1.c.19

- Eng 480 Advance Topics in Twentieth Century British Literature – change title to *Advanced Topics in Twentieth-Century British Literature*, description, repeatability, grading option.

E.1.c.20
- Eng 484 Modern Drama – drop.

E.1.c.21
- Eng 485 Contemporary Drama – drop.

E.1.c.22
- Eng 486 Contemporary American Novel – drop.

E.1.c.22
- Eng 487 Contemporary American Short Story – drop.

E.1.c.23
- Eng 488 Contemporary American Poetry – change description, repeatability, grading option.

E.1.c.24
- Eng 490 Advanced Topics in Rhetoric and Composition Studies – change description, repeatability, grading option.

E.1.c.25
- Eng 491 History of Literary Criticism and Theory I – change description, repeatability, grading option.

E.1.c.26
- Eng 492 History of Literary Criticism and Theory II – change description, repeatability, grading option.

E1.c.27
- Eng 493 Advanced Topics in Feminist Literary Theory – drop.

E.1.c.28
- Eng 494 Topics in Critical Theory and Methods – change description, repeatability, grading option.

E.1.c.29
- Eng 496 Comics Theory – change repeatability, grading option.

E.1.c.30
- Eng 498 Ecology, Criticism and Culture – change description, repeatability, grading option.

E1.c.31
- G 340U Life in the Past – change description, prerequisites.

E.1.c.32
- G 341U Geology of the Oregon Country – change description.

E.1.c.33
- G 342U Earthquakes& Volcanoes – change description, prerequisites.

E.1.c.34
- G 453 Geology of the Pacific Northwest – change description.

E.1.c.35
- Tur 330U Topics in Turkish Culture and Literature – change title to *Popular Culture and Literature in Turkey*, description.

E.1.c.36
- WS 260 Introduction to Women's Literature – change title to *Introduction to Women's Literature*, description.

E.1.c.37
- WS 372U Topics in Literature, Gender and Sexuality – change description, repeatability, grading option.

E1.c.38
- WS 443 British Women Writers – drop.

E.1.c.39
- WS 444 British Women Writers – change description.

E.1.c.40
- WS 445 American Women Writers – change description.

E.1.c.41
- WS 446 American Women Writers – drop.

College of Urban and Public Affairs

Changes to Existing Programs

E.1.c.42
- BA/BS in Criminology and Criminal Justice – changes total credit hours required for the BA/BS from 68 to a range of 65-68. The flexible credit range is intended to better serve college transfer students who often fall 1-3 credits short of the total needed to graduate.

E.1.c.43
- BA/BS in Health Studies – adds a new concentration in *Health Services Administration* with a requirement of 52 credits (44 credits in required courses and 8 credits of electives).

E.1.c.44
- BA/BS in Urban & Public Affairs – adds Economics and International & Global Studies courses to the list of eligible required courses representing 7 academic disciplines within CUPA.

Changes to Existing Courses

E.1.c.45
- CCJ 220 Crime Literacy – drop

E.1.c.46
- CCJ 317 Punishment and Corrections – drop

E.1.c.47
- CCJ 440 Constitutional Criminal Procedures – drop

E.1.c.48
- CCJ 460 Court Procedures – drop

E.1.c.49
- CCJ 470 Morality, Justice and the Law – drop

E.1.c.50
- CCJ 490 Senior Colloquium – drop

Attachment E.1.d

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

Portland State UNIVERSITY

Feb 27, 2018

TO: Faculty Senate

FROM: Michael Mooradian Lupro, Chair, University Studies Cluster Curriculum Committee, subcommittee of University Studies Council

RE: Consent Agenda

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

HST 390	Topics in World History	Global Perspectives
SYSC 399 (342)	Systems Thinking for Social Change	Leading Social Change
SYSC 399 (342)	Systems Thinking for Social Change	Knowledge Values Rationality
SYSC 399 (342)	Systems Thinking for Social Change	Design Thinking
TUR 330	Popular Culture and Literature in Turkey	Popular Culture

Removals
Per departmental request, the following courses have been approved for removal from UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate

BST 424U	African American/African Culture in Cinema	American Identities
BST 424U	African American/African Culture in Cinema	Popular Culture
BST 427U	African American Films and Film Makers	American Identities
BST 427U	African American Films and Film Makers	Popular Culture

The link to the cluster proposals is:
https://unstcouncil.pbworks.com/w/page/45865388/FrontPage

Attachment E.2.a

March 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 Business Administration

New Program

- Graduate Certificate in Taxation
  (two-page summary attached)

  FSBC comments: see wiki link above

February 28, 2018

PROPOSAL SUMMARY FOR

GRADUATE CERTIFICATE IN TAXATION

Overview

The Graduate Certificate in Taxation (“GCT”) allows accounting majors and current practitioners the opportunity to further their tax education. Using existing courses (i.e., no additional resources are needed), this program is aimed at recent accounting graduates seeking a limited number of graduate tax classes to prepare for entry into tax careers, as well as practicing attorneys, accountants and other tax professionals seeking expertise in selected areas of taxation. Tax practitioners, including accountants and attorneys, often focus their practice on specific areas of taxation. The GCT allows a focused approach whereby only certain areas of taxation are targeted for study, allowing for an efficient use of time and financial resources in meeting needed educational requirements, including ongoing continuing professional education (“CPE”). The GCT places emphasis on a thorough grounding in tax research and writing, and then allows students to further design a specific course of study focusing on their area of interest (e.g., corporate tax, pass-through entities, state and local tax, international tax, trust, estate and gift, etc.).

The GCT courses are the same as those offered in the online Master of Taxation (“MT”) program. All GCT courses have been developed in coordination with the Office of Academic Innovation (“OAI”), using OAI guidelines and best practices to ensure the courses meet, or exceed, the University’s diversity guidelines. All GCT courses are online, but there is a residency requirement with the first class of every course offered in-person. Using D2L as the online tool, instruction after the first class session is delivered via video, discussion board, posted assignments, online exams, Collaborate Ultra and Google Hangouts (i.e., interactive communication tools), etc. to offer students a number of different learning modalities and maximum flexibility. The GCT students will take the same courses as the MT students (i.e., the GCT students and the MT students will take courses together).

Evidence of Need

Prior to offering our MT program, there was not an advanced tax program in the state of Oregon; local professionals seeking advanced tax education were required to enroll in tax courses offered by the nearest university programs based in San Francisco, California, Seattle, Washington or Spokane, Washington. The launch of the MT program addressed the need for a full local MT, but it has not addressed the need for a specialized group of courses. The GCT will serve the local and regional professional community with this needed offering.

To assess demand for the GCT, the Portland offices of accounting firms were consulted. These firms included Deloitte, KPMG, Moss Adams, Perkins & Co, Aldrich Advisors, Hoffman, Stewart and Schmidt and Delap, along with representatives from the Portland chapter of the Tax Executive Institute. Part of the demand for the GCT is expected to be firm-driven, a cost-effective approach for providing accounting and tax professionals with required initial tax training and ongoing CPE. The more than 20,000 Certified Public Accountants (“CPAs”), attorneys, Enrolled Agents and licensed tax practitioners in the state of Oregon all have CPE requirements to maintain their license in good standing. These requirements may be satisfied with GCT courses. All firms consulted expressed a positive interest in the GCT and intend to support the program.

In addition to accounting firms, the prospect of a GCT has been discussed with current accounting students seeking strong tax education as well as credits needed to sit for the CPA exam. Many students are expected to pursue the full MT, but others will likely opt for the GCT. This second option gives students an added opportunity to gain excellent tax education prior to moving into employment.

Program Objectives

The GCT will increase access to advanced tax education by providing a recognized level of achievement at a reasonable cost. While we believe that the MT degree is competitively priced and highly achievable in a one-year period, not all tax professionals need the full MT program. As with other professions, CPAs, attorneys and other tax professionals often specialize in one or more areas of tax work. The GCT allows the professional to target a specialized course of study at a very reasonable cost.

Course of Study

The certificate is designed so students will take existing MT courses. Implementing program objectives, the certificate requirements include: (1) one four-credit core research and writing course, and (2) four to six professional skills courses (totaling sixteen credits) selected from a broad array of offerings. Students will be able to tailor a program of study to their individual needs and interests, as well as to the needs and interests of current and prospective employers. Some students may choose to complete the GCT within one year, but many students are expected to take between 3 and 5 years, given that they only need to take one course per year to fulfill their CPE requirements.

A Total of 20 Credits Required	
Core Course - Required for all Students (4 credits)	
MTAX 525 - Tax research and writing (4)	
Professional Skills Courses (16 credits)	
MTAX 526 - Tax Accounting Methods and Periods (4) *MTAX 527* - Corporate Taxation I (4) *MTAX 528* - Corporate Taxation II (4) (prerequisite MTAX 527) *MTAX 530* - Taxation of Property Transactions (2) *MTAX 531* - Pass-through Entities I (4) *MTAX 532* - Pass-through Entities II (2) (prerequisite *MTAX 531*)	*MTAX 533* - Financial Accounting for Income Taxes (4) (prerequisite *MTAX 527*) *MTAX 535* - State and Local Taxation (4) *MTAX 536* - International Taxation (4) (prerequisite *MTAX 527*) *MTAX 539* - Taxation of Estates, Gifts and Trusts (4) *ACTG 553* - Financial Statement Analysis (4)

Learning Outcomes

The GCT is designed to provide students with three distinct categories of knowledge and experience. These are (1) technical knowledge, (2) critical thinking, and (3) communication skills. Course subject matter will allow students to gain technical knowledge, including strong tax research skills and technical subject matter knowledge related to each of the chosen courses. The pedagogical approach also will encourage critical thinking, whereby graduates will be capable of identifying and analyzing tax issues and then research applicable statutes, regulations, rulings, cases and other relevant literature and propose reasoned resolutions that add value to individuals, businesses and other entities. Related to communication, graduates will demonstrate a thorough consideration of context, purpose, and audience in their communication and present a central message in a clear, concise, and convincing manner.

Cost and Organization

There are no new budgetary or other resource (e.g., library) requirements. Expected enrollment is in the 10 (FTE) students per year range, with a 50-50 split expected between accounting and tax professionals seeking additional training and recent accounting graduates (many seeking to satisfy their fifth year requirement to sit for the CPA exam). Current faculty will offer the courses. Administrative support will be provided by existing staff in the School of Business Graduate Programs Office, which will initially serve as the primary point of student contact.

The GCT, along with the full MT program, will initially be under the purview of the Accounting Advisory Board (the Accounting Advisory Board serves an advisory role to the Dean and Accounting Faculty of the School of Business). In time, a Tax Advisory Board will be assembled with community members to review curriculum relevancy and faculty engagement. As with the Accounting Advisory Board, the Tax Advisory Board will include leaders from a variety of public accounting firms and law firms, as well as corporate tax departments. This Advisory Board will serve both the MT and the GCT programs.

March 7, 2018

TO: Faculty Senate

FROM: Don Duncan
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2017-18 Comprehensive List of Proposals.**

PROPOSAL SUMMARY FOR
College of Liberal Arts & Sciences

INDIGENOUS NATIONS AND NATIVE AMERICAN STUDIES MAJOR

Overview of the Program

The major in Indigenous Nations and Native American Studies (INNAS) is designed to provide Native and non-Native students with a concentrated, decolonized study of Indigenous epistemologies and their value within a variety of contemporary contexts. Central themes of analysis will include Tribal governance and sovereignty, decolonizing methodologies, sustainability, traditional and cultural ecological knowledge, and Indigenous science. Through critical analysis of socially constructed narratives such as, the "people of the past" and the "noble savage," the major will explore Tribal critical race theory, and contemporary themes, such as community health, food sovereignty, Indigenous land management, community development, resilience, and self-determination. Through a focus on Native peoples and Nations of the Northwest and Alaska, opportunities will exist for building equitable, long-term collaborative partnerships with Indigenous communities, NGO's, as well as local, regional and federal agencies. This major is relevant to Native and non-Native students, and within the major's explorations are comprehensive foci that include Traditional cultural and ecological knowledge, Tribal critical race theory, Indigenous science, and study of the numerous and complex histories, political systems, cultural contributions of Indigenous peoples in the face of Western colonization, imperialism, and globalization of the Western hemisphere. In addition to theoretical work in Indigenous and Native American Studies, disciplinary foundations include community-based learning and high-impact student experiences such as collaborative opportunities with existing community partners.

Evidence of Need

In an effort to get a fuller sense of the demand for INNAS at Portland State, we distributed both a petition and a six-question survey. Hundreds of PSU community members signed the petition, affirming in the most grassroots way the level of support for the major. However, the survey, with 116 responses to date, is significant in that it provides a substantive and more nuanced sense of the demand for the major. It is also significant that two-thirds of those who responded were either current or past INST minors, individuals who possess a great deal of familiarity with the program. When asked "how interested would you have been (or are you) in pursuing" the major, over 80 percent of potential INNAS majors said that they were either extremely likely (60.3 percent) or very likely (20.7 percent) to do so. At least 75 percent of respondents indicated interest in the following four topics: Tribal sovereignty, decolonizing methodologies, traditional ecological practices, and contemporary issues and experiences. Furthermore, when asked about how they were currently utilizing the knowledge gained from completing the INST minor, 70 percent of respondents mentioned that it had a direct bearing on their professional lives. In an intriguing testament to the importance of intellectual life, over 40 percent mentioned that they utilized their minor in preparation for graduate or post-baccalaureate studies.

However, we want to stress that the issue of need cannot be viewed exclusively in terms of markets. There is an overwhelming need for understanding the cultures, geography, and philosophy of Indigenous Nations in a meaningful way. As PSU's international footprint grows, we should also ensure that our Native and Non-Native students have a degree program that is specifically attuned to Indigenous perspectives. As our city borders meld into our Tribal spaces, we all need to have a mutual method of understanding each other. The global issues of colonization, oppression and social injustice touch all of us, Native and Non-Native. As a university, we must uphold our motto of bringing knowledge to the city and beyond. Our program can help to ensure that difficult conversations can be had, and more importantly, that problems can be solved if we can communicate with open minds.

Portland has the ninth largest Native American population in the U.S. and the PSU campus is uniquely positioned to partner with the many governmental agencies, tribal and Native organizations, and NGO's that are headquartered in Portland, several of which already have inter-governmental and cooperative agreements and grants with the PSU Indigenous Nations Studies Program.

Course of Study

The major in Indigenous Nations and Native American Studies is 56 credits. These credits are divided as follows:

- **Core Courses (24 credits)**
  - NAS 201 Intro to Native American Studies (4)
  - NAS 344 Indigenous Women Leadership (4)
  - NAS 346 Contemporary Issues in Indian Country (4)
  - NAS 392 Indigenous Ways of Knowing (4)
  - NAS 426 Tribal Critical Race Theory (4)
  - NAS 442 Decolonizing Methodologies: Insurgent Research/Indigenous Education (4)

- **Experiential Learning requirement (8 credits)**
  - NAS 404 Cooperative/Education Internship (4)
  - NAS 407 SEM: Traditional Ecological Healing Practices (4)

- **INNAS Electives (24 credits of which 8 or more credits need to be NAS courses; no more than 4 credits may be lower-division)**

NAS 301 Intro Native American Languages (4)
NAS 306 Red Power (4)
NAS 334U TOP: Indigenous Cinema (4)
NAS 335U TOP: Indigenous Futurisms (4)
NAS 342 Indigenous Gardens and Food Justice (4)
NAS 348 Indigenous Practices for Environmental Sustainability (4)
NAS 399 SPST: *Indigenous Sciences; Queer Indigenous Studies; Urban Indians; Native American Politics & Activism; Native American Music* (4)
NAS 410 TOP: *Decolonizing via Indigenous Art* (4)
NAS 411 Nationhood: Tribal Sovereignty, Governance & Policy (4)
NAS 417 Language Maintenance & Revitalization (4)
CHLA 313U Chicana/Latina Experience (4)
CHLA 331 Barrio Culture: Art and Literature (4)
CHLA 340 Mayas, Aztecs and Chicanos (4)
CHLA 375U Southwestern Borderlands (4)
PSY 410 *Native American Psychological Healing* (4)
PSY 410 *Native American Psychological Thought & Values* (4)
ANTH 314U Native Americans (4)
ANTH 320 Native Americans of the Northwest Coast (4)
ANTH 417 Advanced Topics in Native American Studies (4)
ANTH 422 Contemporary American Indian Policy (4)
ANTH 456 Issues in Cultural Resource Management (4)
HST 330U Native Americans of Eastern North America (4)
HST 331U Native Americans of Western North America (4)
HST 349U United States Indian Policy (4)
SW 465 Introduction to Indian Child Welfare and Indian Child Welfare Act (4)
SYSC 350U Indigenous and Systems Perspectives on Sustainability (4)
BST 326U Cuba, Dominican Republic and Puerto Rico (4)
ENG 309U American Indian Literature
PS 432 Great Tribal Leaders
ELP 410 Nonviolence, Sustainability & Education: Gandhi's Philosophy in Practice

March 8, 2018

TO: Faculty Senate

FROM: Don Duncan
Chair, Undergraduate Curriculum Committee

RE: Submission of UCC for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the **2017-18 Comprehensive List of Proposals.**

PROPOSAL SUMMARY FOR
Graduate School of Education

BA/BS in Special Education

Overview of Program

The proposed undergraduate program will culminate in a Bachelor's degree (BA/BS in Special Education) and preliminary Oregon teaching license with the Special Education Generalist endorsement. The SPED BA/BS lower division coursework includes a variety of liberal arts and interdisciplinary coursework. Upper division coursework is focused primarily on licensure coursework and the completion of the bachelor's degree. Throughout their program of study, teacher candidates complete field experiences (supervised practica) in schools culminating in a full-time student teaching experience during their senior year. The proposed undergraduate program can be completed as a full-time or part-time student. Part-time students will attend courses in the evenings, which will allow them to continue to work (e.g., working as a special education paraprofessional while they complete their degree and licensure program). Students will have the option of starting their program at Portland State University (PSU) or completing their lower division courses at a community college and then transferring to PSU.

Evidence of Need

In Oregon, southwest Washington and the U.S. there have been chronic shortages of special educators for decades. In a 2016 report of national teacher shortages from the U.S. Office of Postsecondary Education Oregon reported a shortage of special educators annually from 1990 to 2016. Another indicator of market demand is the need to fill vacant special educator positions with emergency-licensed individuals. In order to help school districts fill vacant special educators positions at the start of the school year, Oregon's Teaching Standards and Practices Commission (TSPC) provides emergency and provisional licenses to unprepared individuals. More emergency and provisional licenses occur in special education than in any other teaching area.

Adding the undergraduate degree and licensure option directly addresses Oregon and Southwest Washington's need for special educators by creating a more affordable and accessible program. Linking licensure to the completion of the undergraduate degree reduces costs associated with initial licensure and creates a more direct pathway for becoming a special education teacher. Based on input from school districts, Education Service Districts (ESDs), students, and other community partners, we have been encouraged to create an undergraduate licensure and degree program. A hallmark of the proposed program is that it will create a new pathway for paraprofessionals to become special educators. The vast majority of paraprofessionals work with children and youth with disabilities and bring to the classroom a diversity of background and experiences. In many cases, these dedicated individuals aspire to become special education teachers, but don't have access to programs, financial resources, or time to attend programs that will support the completion of degree and licensure requirements. Paying for school is certainly another challenge for many of our students. As part of their ongoing advisement, students will be able to access loan forgiveness programs such as the TEACH Grant program to help pay for their studies. In addition, the PSU special education faculty's strong track record of obtaining federal personnel preparation grants that provide tuition remission to our students will continue to support many students in need. Students being admitted into the program from our community colleges will be transferring in general studies credit and program prerequisites, but all teacher preparation coursework will happen at PSU.

Program Requirements

The state and national accrediting bodies for our current programs include Oregon's Teacher Standards and Practices Commission, the Council for the Accreditation of Educator Preparation, and the Interstate Teacher Assessment and Support Consortium. The proposed program also aligns with Council for Exceptional Children Initial Preparation Standards. All the core courses align with the state and national accreditation standards as evidenced in the syllabi. All GSE programs for teacher licensure are reviewed by Oregon's Teaching Standards and Practices Commission as well as through Council for Accreditation of Educator Programs national review and accreditation. The Teacher Standards and Practices Commission approved our request to offer the undergraduate licensure program variant this past November (2017).

The lower division portion of the program of study is focused on coursework for undergraduate general education requirements (BA/BS) and lower division program admission requirements. Students may complete those courses at PSU or at a community college. The upper division portion of the proposed program is largely made up of licensure courses. Students will be admitted into a cohort and complete either a full or part-time program that results in completion of degree requirements, as well as all licensure requirements established by TSPC. Students may declare special education as their major field of study at any time after admission to Portland State University. However, students must be formally admitted into the BA/BS in Special Education major before they are allowed to enroll in the upper division courses in the program.

Program admission requirements include a personal statement, successful completion of all general education requirements (lower division), GPA of 3.0 or higher, professional references, description of relevant experience with persons with disabilities, and successful completion of an interview with faculty and school district administrators.

Lower Division Special Education B.A./B.S. Major Program Requirements

These requirements are completed in the Freshman or Sophomore years (Years 1 & 2).

Math 211: Foundations of Elementary Math I	4
Math 212: Foundations of Elementary Math II	4
SPED 418: Survey of Exceptional Learner	3

Upper Division Special Education B.A./B.S. Major Program Requirements

These requirements are completed in Junior and Senior years (Years 3 & 4).

SPED 411/511: Foundations of Special Education	3
SPED 415/515: Classroom Assessment, Instruction, and Behavior Management	4
SPED 430/530: Families and Advocacy	3
SPED 409/509: Professional Practices Seminar 1	3
SPED 437/537: Reading Assessment & Instruction - Elementary	4
SPED 438/538: Reading Assessment & Instruction - Secondary	4
SPED 410/510: Inclusive Practices	2
SPED 414/514: Legal Foundations of Special Education	3
SPED 412/512: Diagnostic Assessment	4
SPED 448/548: Positive Behavior Support in the Classroom	3
SPED 409/509: Professional Introduction to the School Year	3
SPED 433/533: Math Assessment and Instruction	3
SPED 422/522: Comprehensive Individualized Assessment and Curriculum I	3
SPED 409/509: Professional Practices Seminar 2	3
SPED 423/523: Comprehensive Individualized Assessment and Curriculum II	3
SPED 425/525: Student Teaching	12
SPED 426/526: IEP and Collaborative Teaming	4

Summary

Lower Division Special Education B.A./B.S. Major Program Requirements	11
Upper Division Special Education B.A./B.S. Major Program Requirements	64
Total Special Education Major Requirement Credits	75

AQC report to Senate Spring 2018

Reminder of the charge
2016: AQC researches, identifies, monitors and recommends practices that promote and sustain academic quality at PSU for faculty and students.

Members (2017-2018)
Linda George
J.R. Jones Estes
Ginny Garcia-Alexander
Mirela Blekic
Kathleen Merrow
Craig Leets
Annabelle Dolidon (Chair)
Kathi A. Ketcheson (ex-officio)

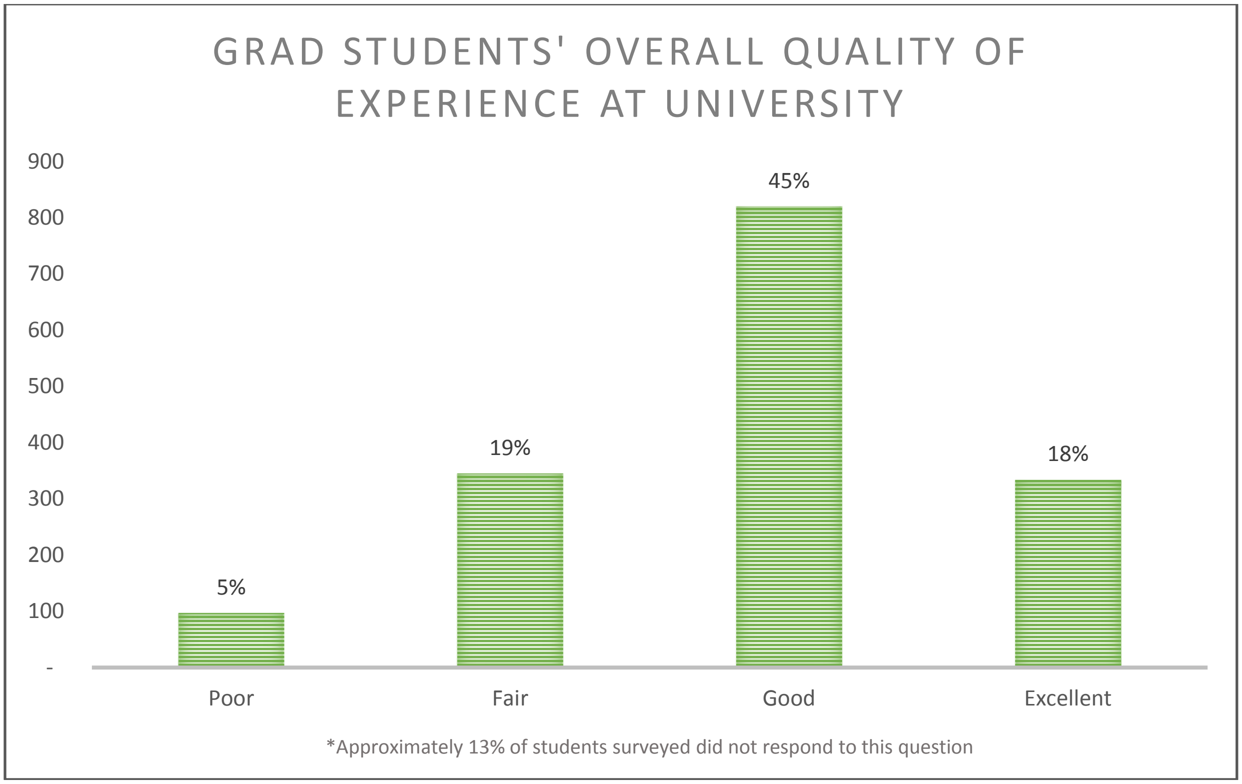
Focus
In 2016, AQC presented at Senate about the 5 aspirational practices it identified as primary areas of research and data collection for the upcoming 1-2 years.

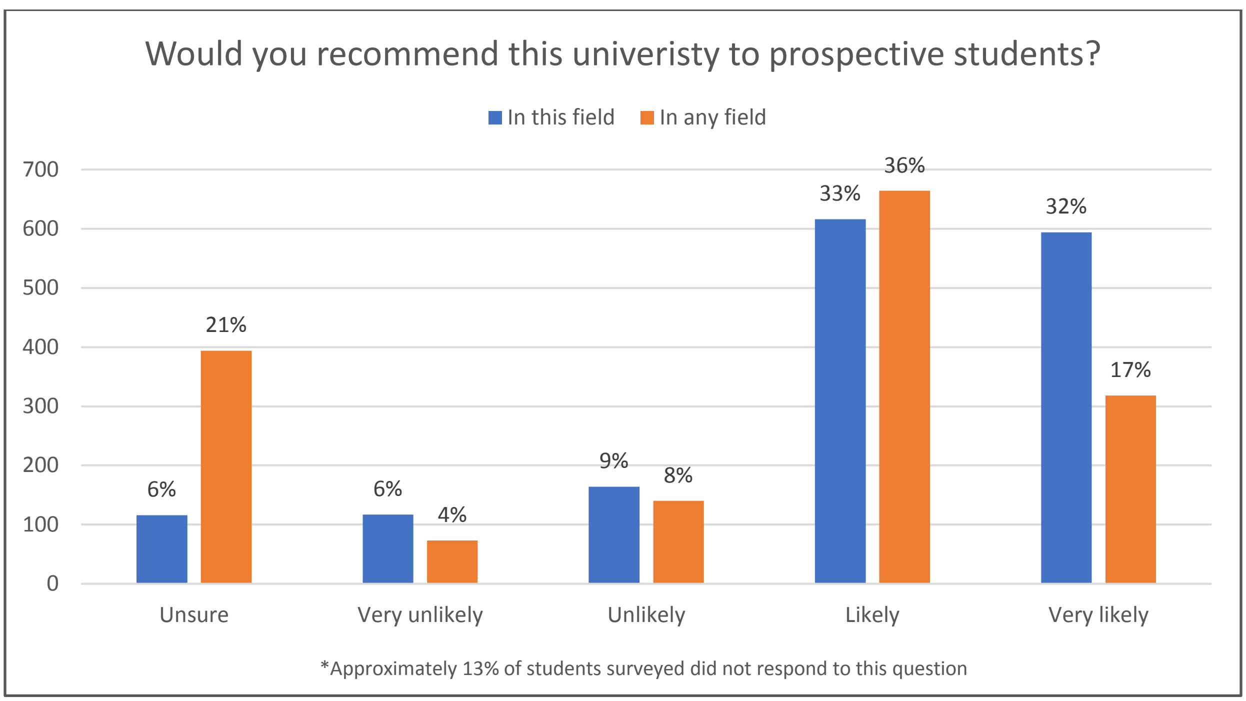
1. Graduate experience
2. Writing
3. Undergraduate Research
4. Interdisciplinary teaching and research
5. Support for faculty

Current work

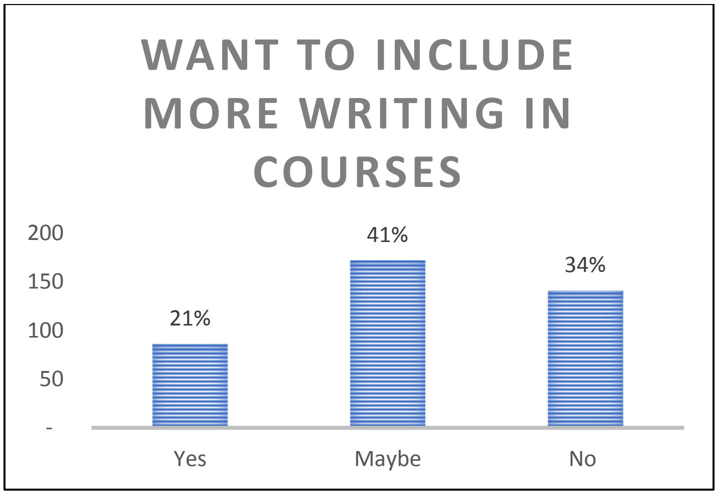
Last academic year, AQC distributed 2 surveys, one to faculty and one to graduate students. In the former, faculty was asked to share their views on the above-mentioned aspirational practices as well as details about their workload. In the latter, graduate students were asked to share their perception of academic quality at PSU and in their programs.

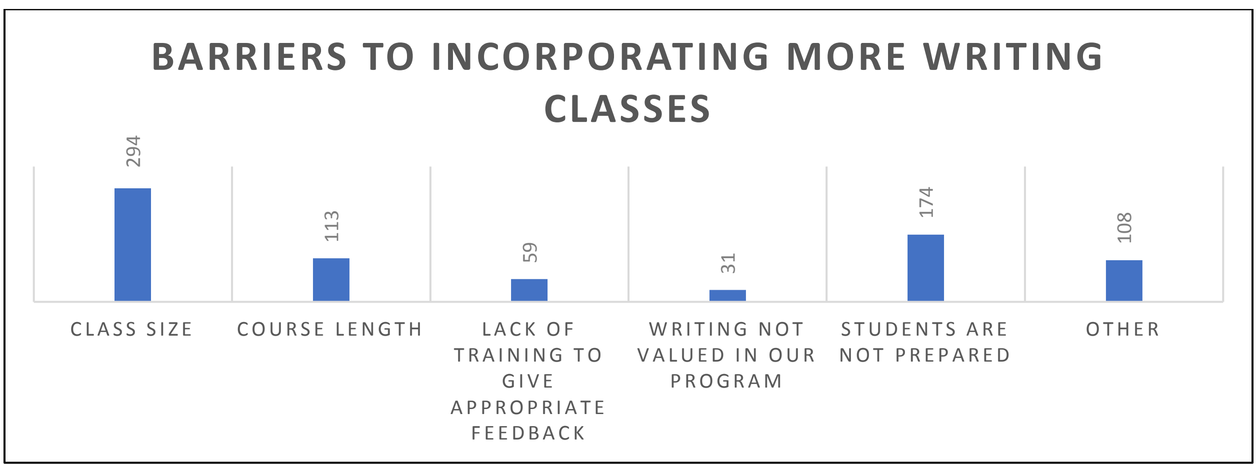
AQC analyzed and organized the data from the **graduate student** survey and communicated institutional, college-level and departmental results to the appropriate parties on campus. Findings: generally, graduate students are satisfied. We hope the data will contribute to keep the conversation open about the role of graduate students in the academic mission of PSU and how we can best understand and better our graduate student experience.

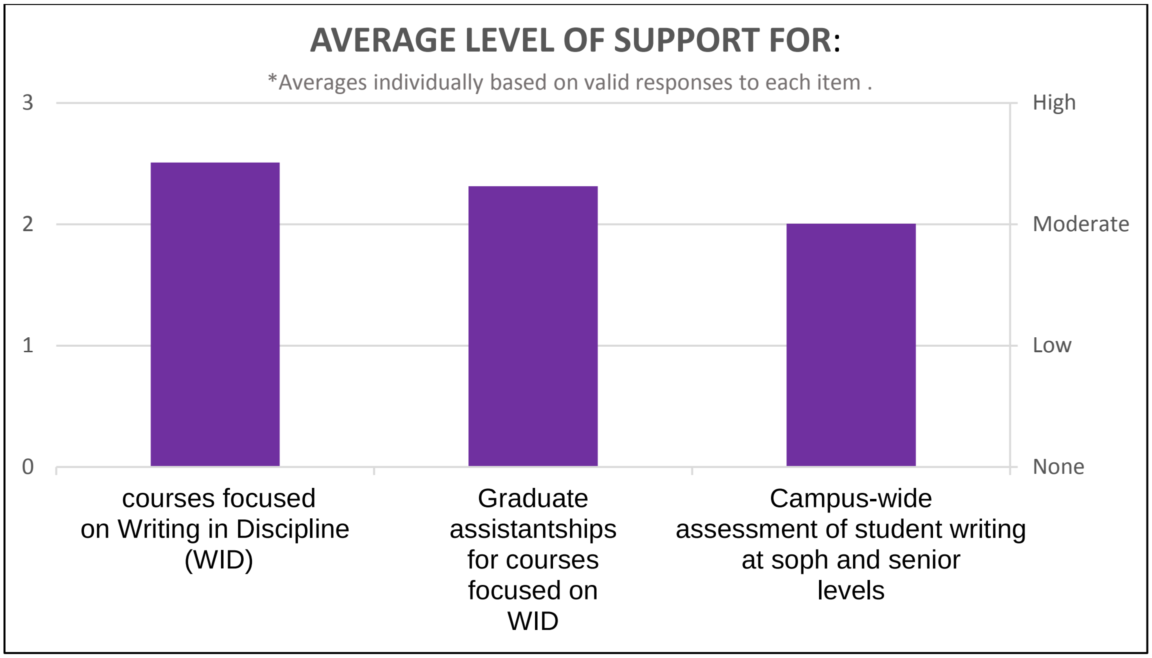

GRAD STUDENTS' OVERALL QUALITY OF EXPERIENCE AT UNIVERSITY
900
800
700
600
500
400
300
200
100
-
5%
19%
45%
18%
Poor
Fair
Good
Excellent
*Approximately 13% of students surveyed did not respond to this question

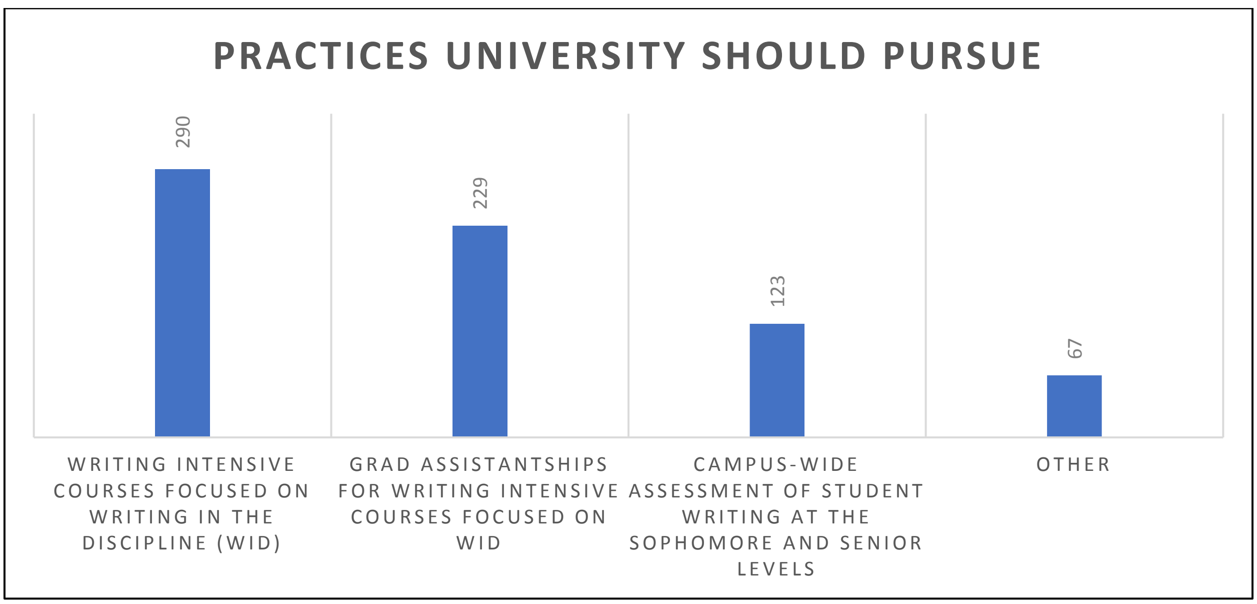

Would you recommend this univeristy to prospective students?
In this field
In any field
700
600
500
400
300
200
100
0
6%
21%
6%
4%
9%
8%
33%
36%
32%
17%
Unsure
Very unlikely
Unlikely
Likely
Very likely
*Approximately 13% of students surveyed did not respond to this question

In the **faculty survey**, AQC organized and shared results about **writing** with the Provost's Office as well as the Writing Council as additional information to accompany the WC plan for action about writing at PSU.
Findings/Recommendations: the quality of students' writing at PSU is often perceived as insufficient, which has an impact on faculty workload and undergraduate research – for example, many report that they do not engage with undergraduate research because they believe students are not 'ready' or 'not good enough writers' or because of workload issues. These data have been shared with the University Writing Council to aid them in their efforts.






AVERAGE LEVEL OF SUPPORT FOR:
*Averages individually based on valid responses to each item .
3
2
1
0
High
Moderate
Low
None
courses focused on Writing in Discipline (WID)
Graduate assistantships for courses focused on WID
Campus-wide assessment of student writing at soph and senior levels


PRACTICES UNIVERSITY SHOULD PURSUE
290
229
123
67
WRITING INTENSIVE COURSES FOCUSED ON WRITING IN THE DISCIPLINE (WID)
GRAD ASSISTANTSHIPS FOR WRITING INTENSIVE COURSES FOCUSED ON WID
CAMPUS-WIDE ASSESSMENT OF STUDENT WRITING AT THE SOPHOMORE AND SENIOR LEVELS
OTHER

In Winter/Spring 2018, AQC focused on the issue of **Undergraduate research** and **Interdisciplinary teaching and research** at PSU. We compiled information gathered through research and data from questions included in the faculty survey (see graphs below).

UNDERGRADUATE RESEARCH

Why Undergraduate research?

UR has been identified as a **HIGH-IMPACT EDUCATIONAL PRACTICE**. It is most prominent in the sciences – students are involved with "actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions." (*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh.)

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

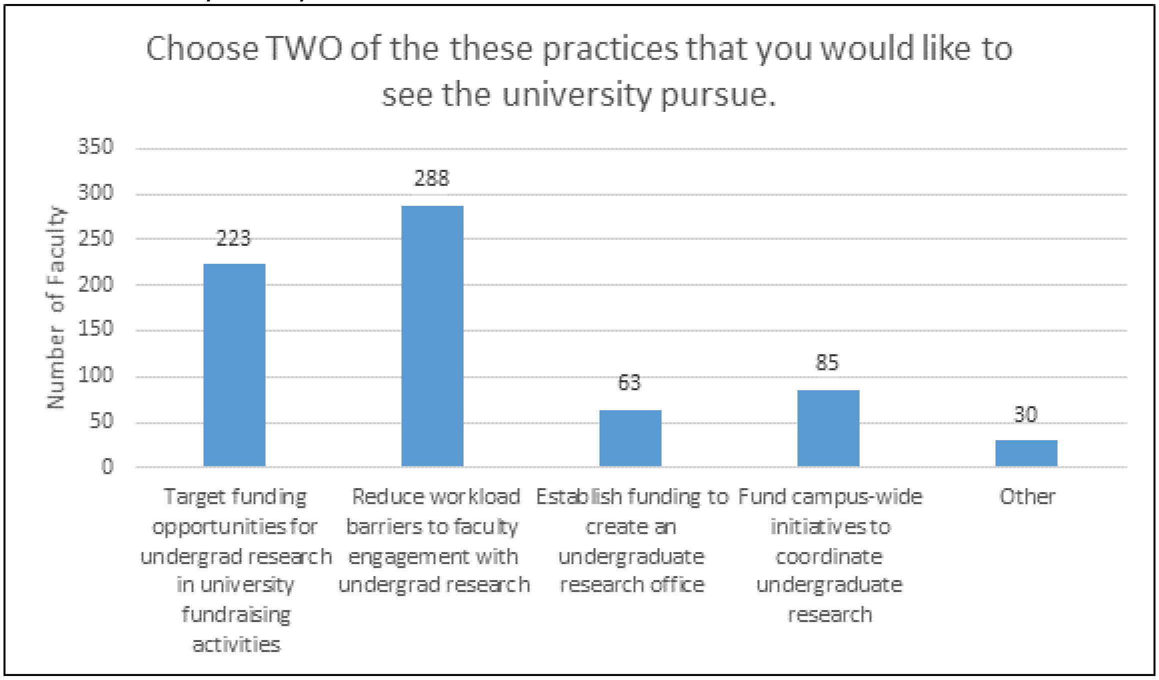
OVERALL BENEFITS OF UNDERGRADUATE RESEARCH

- Science, math, logic, and problem solving—including the ability to understand scientific findings, understand math concepts, think logically, approach problems creatively, use statistics or math formulas, utilize computing skills, and adapt to changing technology
- Literature, language, and mastery of contexts--including analyze literature critically, know literature of merit in one's field, use foreign language skills, place current issues in historical context, appreciate artistic and creative experiences.
- Personal initiative and communication—including the ability to acquire information on one's own, synthesize and use information from diverse sources, solve problems independently, better, understand oneself, write, speak, and listen effectively.
- Help faculty achieve their research agenda, with positive outcomes for mentorship and tenure success through the mentorship of undergraduate research.

Alignment with PSU Strategic Goals

- Elevate Student Success
- Design and offer academic programs that lead to future success
- Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.

From the faculty survey:



What is already being done at PSU

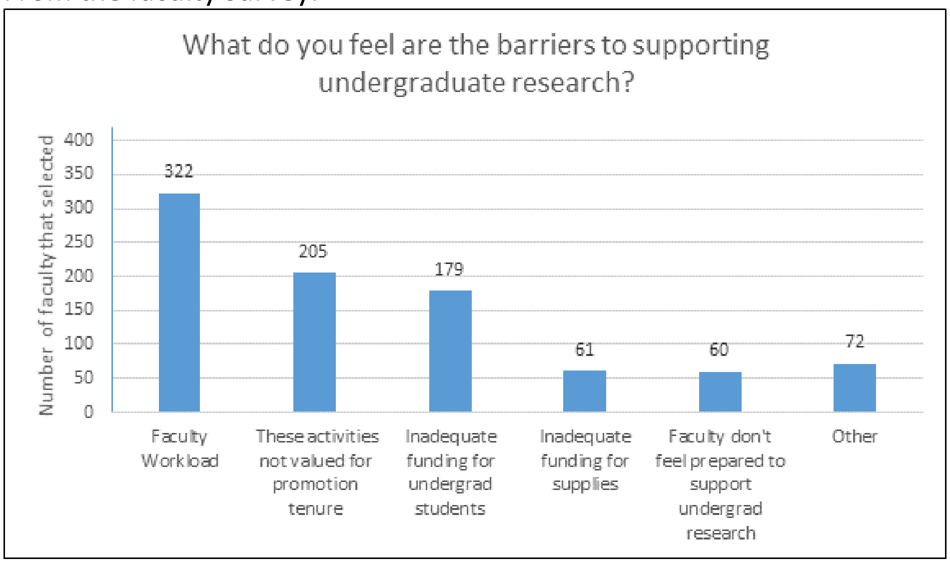
- University Studies program
- PSU Student Research Symposium
- McNair Scholars
  - o introduces juniors and seniors who are first-generation and low-income, and/or members of under-represented groups to academic research and to effective strategies for getting into and graduating from PhD programs
-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

- National Institutes of Health funded BUILD EXITO (Enhancing Cross-disciplinary Infrastructure Training at Oregon)

Potential roadblocks

- Students' preparedness (connected to the issue of writing/reading/critical thinking)
- Promotion and tenure: The interpretation of faculty scholarship would shift if more time is spent encouraging and training undergraduate students. We recommend a higher emphasis be placed on scholarly work with undergraduate (and graduate) students.
- Workload: Research by undergraduates can improve research output by faculty but may require more time to train and mentor students. This could be alleviated by linking URO to course work/existing teaching load.)

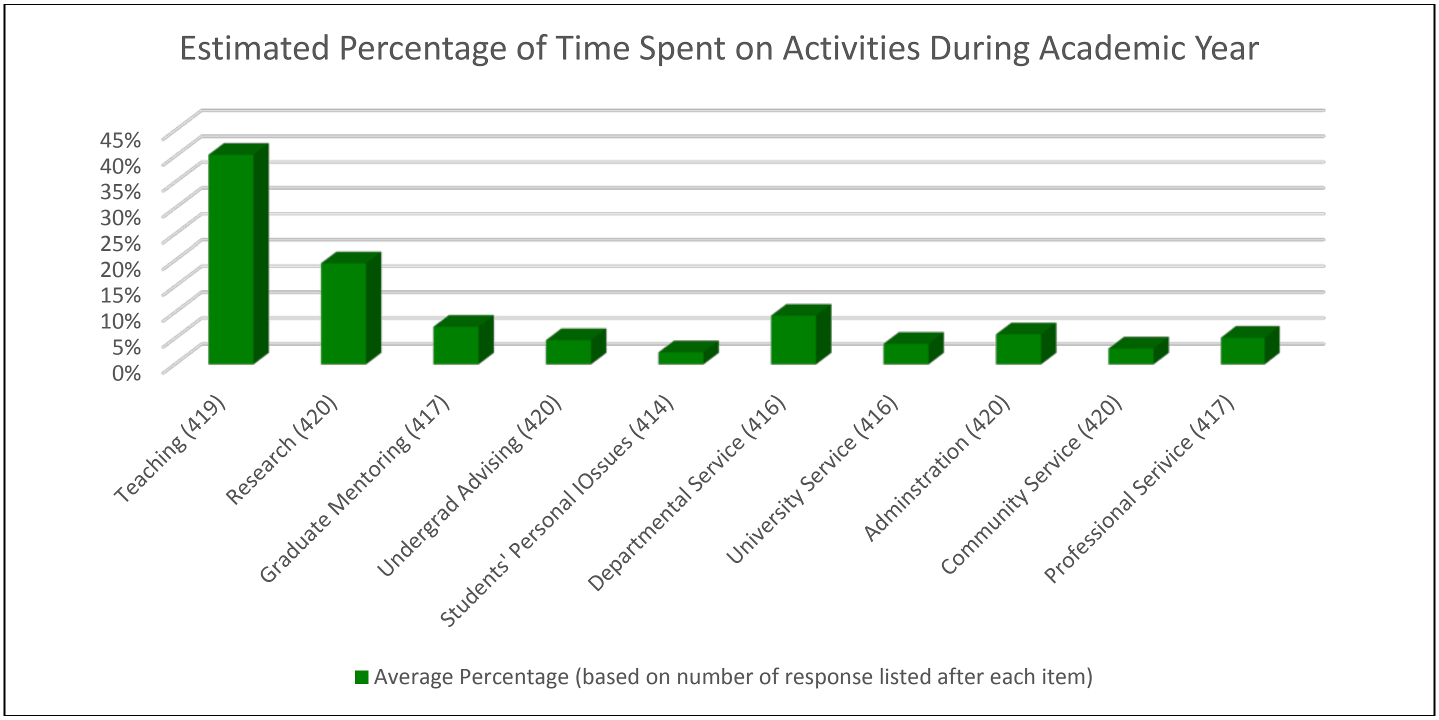
From the faculty survey:



Q28: As part of our part of assessment of faculty workload as it relates to academic quality, please estimate the percentage of time you spend on the following activities during the academic year (adds to 100%).

1) Teaching (course prep, delivery, grading, etc.) – **ABOUT 40 %**
2) Research - **ABOUT 20 %**
3) Graduate mentoring
4) Undergraduate advising
5) Helping students with non-academic personal issues
6) Departmental service
7) University service
8) Administration (Dept. chair, Associate Dean, etc.)
9) Community Service
10) Professional Service

ABOUT 40 %



Implementation recommendations for PSU

AQC recommends the creation of a task force on Undergraduate Research Opportunities to look at the following points that we believe are essential to the implementation of an effective URO program to complement General Education program practices already in place within Honors and UNST:

- A clear <u>mission</u> and vision –align research topics with mission and vision of the college and department.
- Faculty active in research committed to URO, <u>collaborations</u> cutting across disciplines.
- <u>Community-based</u> partnerships, study abroad, residence halls with research theme communities.
- Recognition through opportunities for <u>publication</u> of student coauthored peer-reviewed research. For faculty, such activities should be taken into account when reviewing promotion and tenure, salary review and campus awards.
- Intellectual <u>ownership</u> to students of their research and membership to a community of student scholars – and making sure that UGs what this ownership does and does not entail.
- An <u>assessment</u> / evaluation tool that lays down expected outcomes and how they measure up to benchmarks or over time e.g. enrollment in research-themed classes.

(Indicators of successful implementation could include % UG students with volunteer or paid research experience at PSU and % UG with senior thesis projects.)

- Approaches to <u>curriculum</u>
    - Problem-based instruction
    - Project-oriented laboratory
    - Writing-intensive instruction

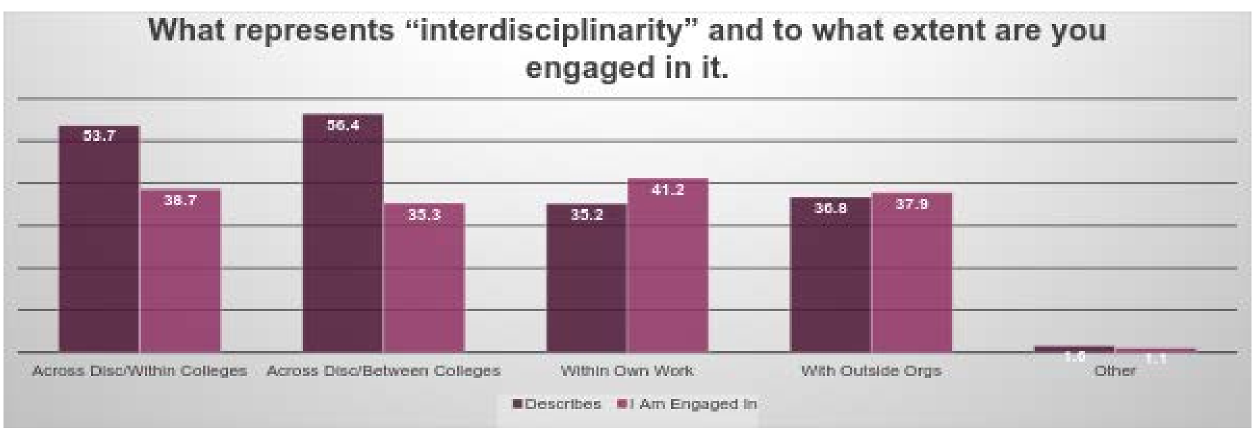
INTERDISCIPLINARY TEACHING AND RESEARCH

Why Interdisciplinarity?

Learning Communities, **Collaborative Projects** and **Common Intellectual Experiences** are three High-Impact Educational Practices that all pertain to Interdisciplinary teaching or research: Should we think of ways to teach and research beyond disciplines to rethink undergraduate education?

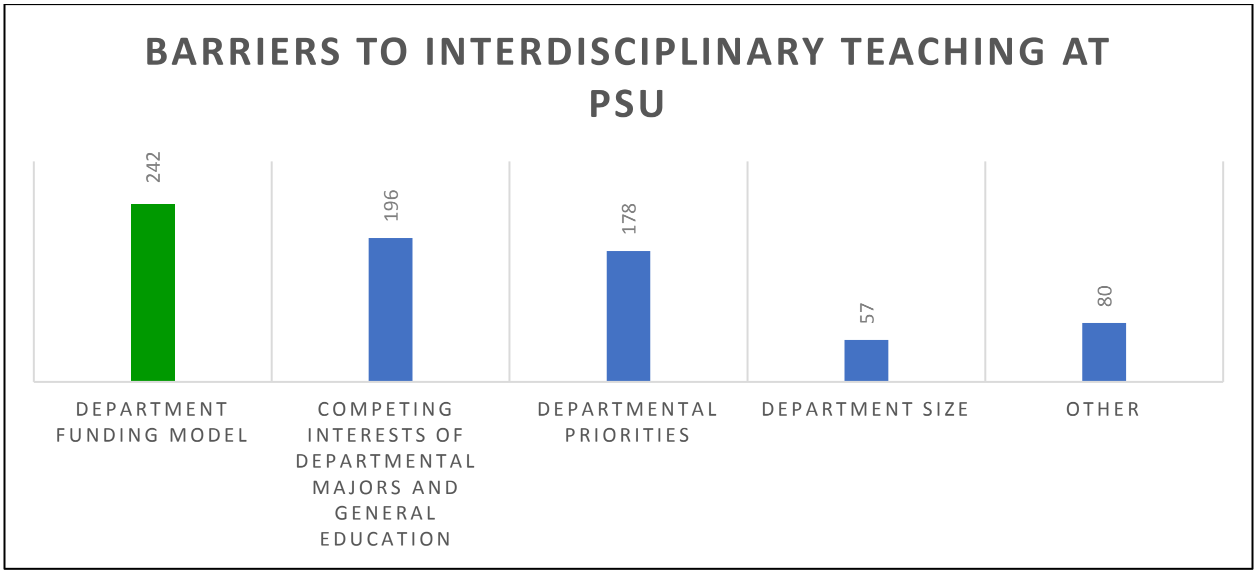
Some food for thought:
"In the social sciences three reasons have been the driving forces for interdisciplinarity (1) **collaborative understanding** was deemed necessary to study social problems like poverty, racism, inequality, etc (2) the American tradition, reaching back to the Progressive era urging that public policy be based on **informed decision grounded in rationality of different disciplines** and (3) the influence of prestigious interdisciplinary research centers and programs such as the Institute for Social Research at the University of Michigan." (Sapiro, 2004, pp 4)

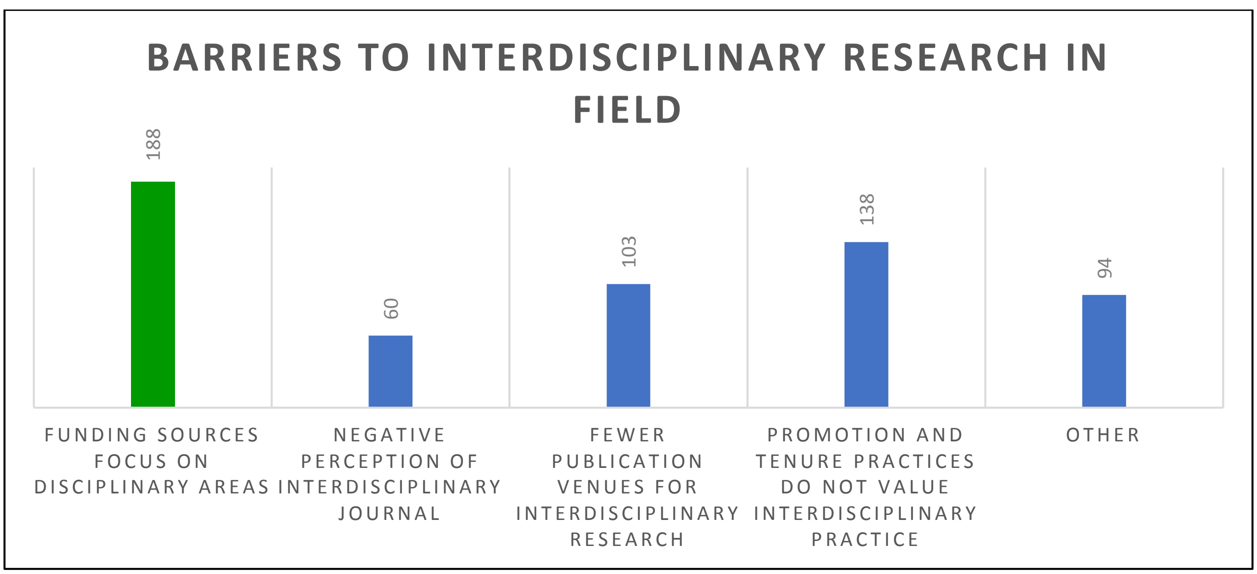
<u>Results from AQC's Faculty Survey</u>: MAIN FINDINGS

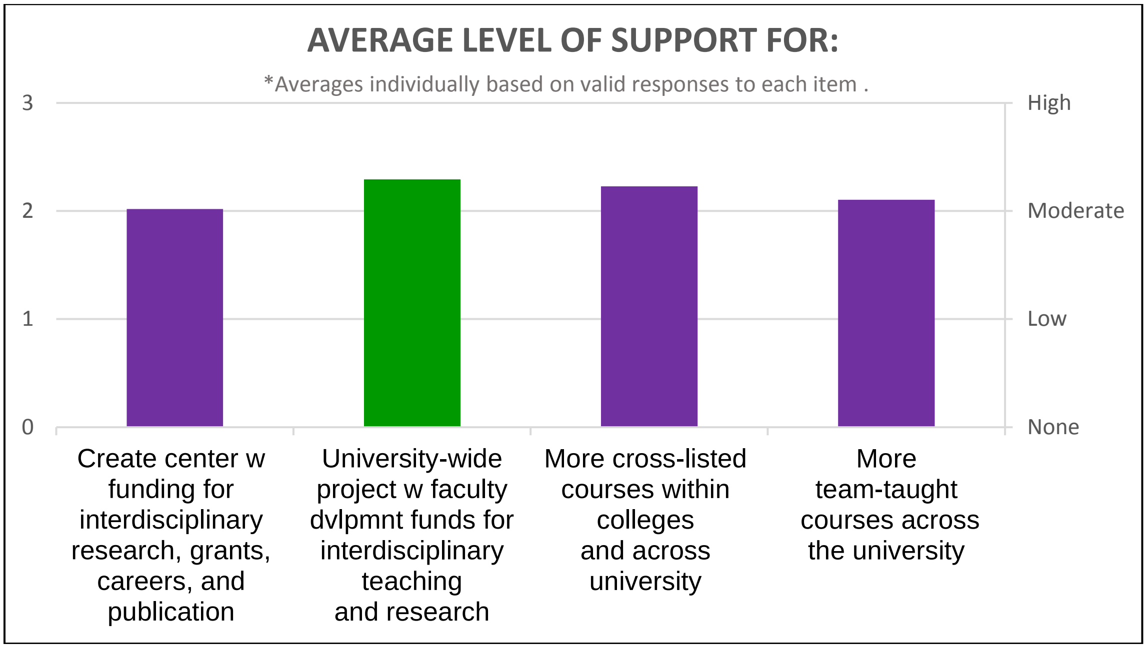


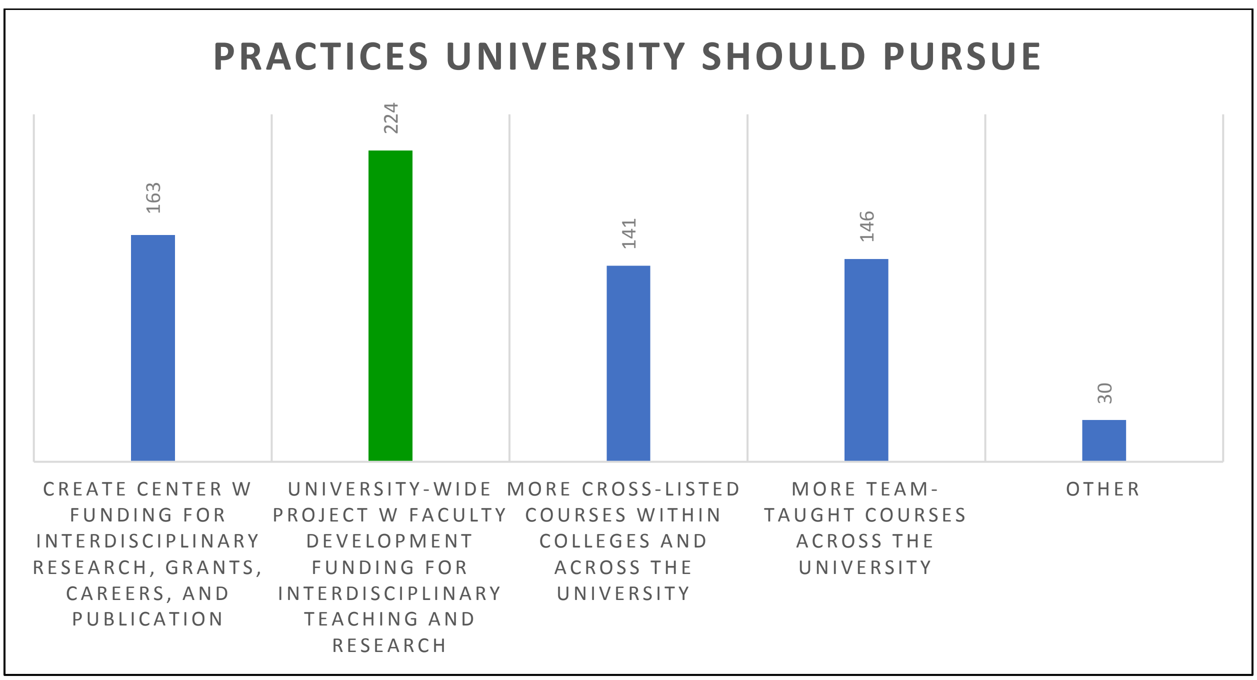
- Most indicate across disciplines and within/between colleges represents interdisciplinary work
- What practices do faculty support?
    - University-wide project with faculty development funding

- Create a center with funding to support ID research
- What are the barriers to I.D. research?
    - Lack of funding sources
    - Not valued formally for promotion
- What are the barriers to I.D. teaching?
    - Funding Model
    - Competing Interests
    - Faculty Workload






AVERAGE LEVEL OF SUPPORT FOR:
*Averages individually based on valid responses to each item .
3
2
1
0
High
Moderate
Low
None
Create center w funding for interdisciplinary research, grants, careers, and publication
University-wide project w faculty dvlpmnt funds for interdisciplinary teaching and research
More cross-listed courses within colleges and across university
More team-taught courses across the university


PRACTICES UNIVERSITY SHOULD PURSUE
163
224
141
146
30
CREATE CENTER W FUNDING FOR INTERDISCIPLINARY RESEARCH, GRANTS, CAREERS, AND PUBLICATION
UNIVERSITY-WIDE PROJECT W FACULTY DEVELOPMENT FUNDING FOR INTERDISCIPLINARY TEACHING AND RESEARCH
MORE CROSS-LISTED COURSES WITHIN COLLEGES AND ACROSS THE UNIVERSITY
MORE TEAM-TAUGHT COURSES ACROSS THE UNIVERSITY
OTHER

Recommendations

AQC recommends the formation of a task force that should:

- review practices already in place at the university OUTSIDE of intrinsically interdisciplinary programs such as Honors and UNST, or current initiatives such as the new Centers of Excellence, and focus on teaching and researching/publishing across disciplines
- find ways to promote IT&R to connect people across disciplines
- collaborate with OAI to provide help with interdisciplinary curriculum development, collaborative teaching or team teaching (avoiding assertions that some disciplines are necessarily more rigorous than other fields, or that new and interdisciplinary areas are necessarily more creative and interesting than traditional disciplines – OR that some disciplines would not benefit from collaborating with others on campus).

Proposal: Task Force to Re-evaluate P&T Guidelines

The Task Force on TTIF did not recommend implementing Tenure for Teaching-Intensive Faculty, after completing a thorough investigation of the topic. In the final stages of gathering information, a survey was sent to faculty who are eligible to be members of Senate. The opinions and perceptions gathered from the participants provided some meaningful data about existing workloads and the percentage of faculty time spent teaching, researching, and providing service to the university and community. At PSU there is no standard or uniform teaching load across units, or even within units. Survey respondents indicated that they typically spend 60 – 80% of their time at teaching or related duties.

The task force did recommend that if Senate leadership finds that further exploration is warranted, "that Senate explore the complicated ranks in the NTT faculty and address concerns about the practices and expectations for advancement in these ranks." When NNT faculty reach the level of Assistant Professor, there is no clear criteria for advancement other than that used for traditional tenure track positions. In the March Senate meeting concerns were voiced about criteria for tenure, workloads, and service in general. The Senate Steering committee found sufficient interest among faculty to respond to the issues raised.

These matters are the purview of the Faculty. Our constitution states that we have primary responsibility for methods of instruction, research, and faculty status. We accomplish much of this work by developing and implementing guidelines for promotion and tenure. Therefore, Steering recommends the formation of a new task force to re-evaluate these guidelines, following the recommendation of the TTIF Task Force, and addressing questions raised by senators. It should be comprised of representatives of all faculty ranks, the OAA, and the AAUP.

This is a motion to formulate a task force to address these topics, with refinements to be made if the Senate approves.

The charge to the task force will be to answer questions in three broad areas posed by faculty:

I. CRITERIA FOR ADVANCEMENT

1. Are the criteria clear and appropriate for promotion and advancement in all ranks, particularly for NNT faculty on rolling contracts?
2. How are activities rewarded in the following areas for both tenure-lines and NTT?
    - Interdisciplinary and Cross-disciplinary Teaching
    - Advising, working with Honors students and directing Graduate Research
    - Educational Leadership and the Scholarship of Teaching and Learning

II. WORKLOAD ALLOCATION

1. How should the allocation of faculty time devoted to Research, Teaching, and Service be determined?
    - Should specific types of positions be created that have different allocations?
    - How do class sizes impact the assignment of teaching loads?
    - How is the additional work involved in online teaching calculated?

III. SERVICE COMPONENT

1. What categories of faculty are required to perform service, and to what extent?
   - Service to the University: job searches, P&T evaluation, curriculum management, advising, graduate student supervision, accreditation reporting, participation in governance at the college and university levels
   - Service to a Discipline: editing journals, organizing conferences, external reviews
   - Service to the Community: engagement with business partners and civic organizations, managing interns, service learning
2. Which faculty are doing this work with what percentage of their time?

Attachment G.4

To: Faculty Senate

From: The Educational Policy Committee
Cindy Baccar, Rowanna Carpenter, Enrique Cortez, Sri Craven, David Hansen (Ex-Officio), Steve Harmon (Consultant), Lisa Hawash, Art Hendricks (Co-Chair), Alison Heyer, Leslie McBride, John Ott, David Raffo (Co-Chair), Leopoldo Rodriguez, Alex Sager, Ken Stedman, Rolf Widenhorn, Hyeyoung Woo, Hormoz Zareh

Date: February 25, 2018

Subject: Draft: Use of Students Ratings of Instruction in Faculty Evaluation

1. Introduction

At Portland State University (PSU), Students' Ratings of Instruction (SRI) (aka course evaluations) are often the primary means for evaluating faculty teaching for promotion & tenure, post-tenure reviews, as well as for non-tenure track faculty (NTTF) and adjunct faculty reviews. Given the prominence and weight of SRIs in these important decision processes, the Educational Policy Committee (EPC) of the Faculty Senate (FS) has reviewed some of the literature surrounding the best practices for the validity, construction and use of SRIs in evaluations of teaching quality. This report examines some of the key issues and makes recommendations pertaining to valid instrument construction as well as valid analysis and interpretation of the resulting SRI data.

In terms of general policy and consistent with best practice, the EPC sees the content of the SRI as the purview of academic departments. It is our intention that this report provides guidance and recommendations on ways to improve and strengthen PSU's system of evaluation and thereby improves education quality and provides valid feedback for faculty and the university. It is also hoped that this report will be helpful in establishing the minimum requirements for any information system acquired by PSU/OIT to support the collection and analysis of SRI data. It is important that such a system support PSU's ability to follow the best practices identified for creating valid SRI instruments. Finally, EPC hopes that the university, by implementing these described best practices, will reduce the potential legal liability associated with high stakes decisions being made using invalid instruments, by conducting invalid analyses, or by misinterpreting SRI data.

The EPC has reviewed research on the validity, reliability, and use of SRIs for the evaluation of faculty teaching to identify best practices for instrument construction, data collection, analysis, interpretation, and use of SRI. As part of this process, the EPC also consulted with multiple groups within Portland State, including the Office of Academic Innovation (OAI). This report presents the EPC's observations and recommendations for the use of SRIs in high-stakes decisions regarding faculty teaching performance.

2. Background

Student ratings are the primary, and often the only, form of evidence available for the purpose of assessing teaching effectiveness as part of review and promotion processes. SRIs are a readily available source of evidence related to faculty teaching, which makes them a convenient and readily obtainable source of information about a faculty member's teaching. While SRIs are an important source of information, they provide only one perspective – the student's – on a faculty member's teaching effectiveness. As noted below, students do not have the knowledge, perspective, training, or experience to judge the faculty member's subject area knowledge or the currency of the course material. Other types of evidence are needed to supplement the information provided by SRIs.

This report focuses on recommendations for improving the validity of SRIs. We anticipate that a future report will focus on a larger set of recommendations related to the array of evidence that may be appropriate for evaluating overall teaching effectiveness.

3. Best Practice Suggests that Multiple Sources of Assessment be Used

Before reviewing the use of SRIs for evaluation of teaching, best practice strongly suggests that student ratings should be "only one source of data; they must be combined with additional evidence so that administrators and faculty peers can make an informed judgment about teaching quality." (Hoyt and Pallett, 1999). Multiple sources of information -- including student ratings – should be used to provide sufficient information to make a valid judgment about an instructor's *overall teaching effectiveness* (Benton & Cashin, 2012).

4. SRI Instrument Creation

An SRI will only provide reliable, valid, and useful information to faculty and administrators if it is well constructed. ***Our recommendations about analysis, use, and interpretation of SRI data are all based on the understanding that the data is derived from a well-constructed SRI instrument.***

A well-constructed SRI will recognize teaching as multi-dimensional and will focus questions on aspects of teaching that students are in a good position to rate. As a first step toward a well-constructed SRI, departments need to determine the specific dimensions, or constructs, they wish to measure, such as student satisfaction, effective teaching practices, or learning outcomes. Then, given those dimensions, SRI items can be identified or developed. Those items will include questions that serve both formative and summative evaluation purposes.

The EPC recommends that departments consult with a knowledgeable professional/researcher to assist them in creating an SRI – including the questions, the development of appropriate scales, as well as evaluating for validity and bias.

In order to conduct the most robust analyses, each construct should have several items (questions) associated with it. Items that are associated with each other in this way constitute a scale. A well-constructed Likert scale demonstrates the following characteristics:

1. Comprised of several (four to six) items (questions) (Hinkin et. al. 1997)
2. Horizontally arranged response levels
3. Response levels anchored with consecutive integers (e.g., 1, 2, 3, 4, 5)
4. Response levels verbally labeled to connote essentially evenly-spaced gradations that are bivalent and symmetrical to a neutral midpoint (e.g., strongly agree, agree, neutral, disagree, strongly disagree)
5. Measures attitude in terms of agreement/disagreement with a target statement.

Any SRI system that is adopted needs to be able to analyze and present data appropriately as well as collect important contextual variables. Failure to clearly identify the constructs of effective teaching and use of Likert scales to measure those constructs undermines the usefulness of the data collected and limits the types of valid statistical tests and analyses that will be possible.

The SRI survey instrument must be evaluated for validity and bias to ensure that it fair and equitable, and therefore meaningful for summative purposes. *Content*, *criterion*, and *construct* validity should be considered, as well as *convergent*, *discriminant* and *consequential* validity, if applicable. *(see Appendix A for a list of definitions of italicized terms)*

Assessment and control for biases relating to instructor gender, instructor age, course difficulty, class size, course delivery mode, and non-response rates is also necessary to assure appropriate summative use. In particular, Likert scales are sensitive to *central tendency, acquiescence*, and *social desirability biases*.

In terms of the total number of questions, there are no fixed guidelines. That said, literature on survey development best practices often mention that having fewer questions increases response rates. In addition, in research that has discussed methods for increasing response rates, 83% of the universities studied had course evaluations with less than 15 questions. The EPC recommends, in order to encourage higher response rates, reduce fatigue, and minimizing response bias, the total number of questions on the SRI be limited to 15 or fewer when possible.

What Should Students Rate?

The effectiveness of many SRIs is undermined by the inclusion of topics that are more appropriately evaluated by a faculty member's colleagues or peers. Students are generally not well qualified to rate: appropriateness of course objectives; currency of course content; degree to which readings or other assignments are appropriate; instructor's subject matter knowledge; validity of assessment techniques; and whether grading standards align with departmental or institutional policy (Benton & Ryalls, 2016; Hoyt & Pallet, 1999).

However, *students are the best source of information about their own experiences in a course*. In addition, research suggests that students are also one of the best sources of information on the faculty member's teaching practices.

Formative Feedback

The EPC endorses the view that a primary function of a well-designed student rating instrument should be to provide useful feedback to faculty about their teaching and about student experiences in their courses that can be used for course improvement purposes and not for evaluative purposes.

Summative Evaluation

SRIs for individual courses are designed to give feedback about teaching effectiveness in that course, not teaching effectiveness in general. The general consensus of the literature reviewed for this report is that it is not appropriate to judge teaching effectiveness for personnel and evaluation purposes on the basis of means reported for an individual instructor using survey items from a single course (Spooren, Brockx, & Mortelmas, 2013).

Summary

The research and literature related to students' rating of teaching, Benton and Cashin (2012) conclude that, given a well-developed instrument, students are reliable and valid raters of their experiences in the classroom.

SRIs need to be able to function for both formative and summative purposes. The primary purpose should be formative feedback to help faculty improve their teaching practice. Questions on the SRI need to reflect agreed upon definitions of effective teaching at the department level and provide enough specificity so that the feedback is useful. Feedback plus consultation regarding the ratings has been shown to improve subsequent ratings of instruction (Benton & Cashin, 2012). When developing an SRI, the number of questions needs to be limited in order to encourage higher response rates and more valid responses.

5. Analysis of SRI Data

Appropriate analysis of SRI survey data depends on the nature of the survey instrument. Single items that are not aggregated into scales represent an ordinal measurement level, and are therefore limited to less powerful statistical measures. Specifically, the mode or median may be used to indicate central tendency, and the range to indicate dispersion. The use of the mean and standard deviation is not meaningful in regard to ordinal data. For hypotheses testing, the *Mann Whitney* and the *Kruskal Walis* tests are appropriate for use with *ordinal data*.

If the SRI survey instrument qualifies as a true Likert scale, it is not appropriate to consider individual Likert items as interval data, however aggregate measures of the Likert scale are generally considered to be interval data. As such, more powerful statistical measures may be used, such as the mean and standard deviation for central tendency and dispersion, and the t-test and ANOVA as tests of association. As to individual Likert items, they represent ordinal data for which the mean, standard deviation, the t-test, and ANOVA are not meaningful statistical measures. As ordinal data, however, appropriate statistical measures for individual Likert items include the mode, median, and range.

Best practice suggests that some global questions be included in SRIs related to overall teaching effectiveness (for summative evaluation). Another option is to identify the underlying factor, or scale, structure for the SRI and report aggregated factor/scale scores. Given the formative purpose of an SRI, not all of the questions will be appropriate for evaluation related to promotion or other personnel decisions. A department will need to decide which items or factors will be used for summative review and promotion processes. The EPC recommends keeping the focus of the SRI on formative questions which can be used to support continuous improvement.

If an instructor only teaches one course, then consistent ratings from two different terms of the same course may be sufficient for evaluation. For most instructors, however, ratings from a variety of courses are necessary. (Benton & Cashin, 2012). When reporting such data for review and promotion purposes, it may be appropriate to aggregate across multiple courses that are considered similar (i.e. the courses have similar norms/characteristics including academic level, class size, subject matter, delivery format, teaching style (lecture based, active learning, etc.) and so forth). It would not be appropriate to report on individual items from particular courses which can fluctuate over time. At least six to eight class ratings should be collected before reliable, summative decisions about effectiveness can be made (Benton & Ryalls, 2016).

It is important to check the response rates across courses and response rate should be reported with any results. Aggregating results across courses may help mitigate against low response rates in any given course. We don't advocate for a specific response rate because appropriate response rates will vary depending on class or sample size. However, we encourage the adoption of approaches which will help increase response rates (which includes limiting the number of SRI questions), particularly as PSU considers moving to an online SRI delivery method.

In addition to identifying the appropriate items and aggregation schemes for summative reporting, it is important to identify comparison groups. It can be helpful to faculty and evaluators to provide data that contextualize the scores for an individual faculty member. However, we caution against identifying a "bright line" (criterion referenced) that all faculty in a given department are compared against. It will be difficult to defend such decisions without having clear reasons for designating a particular level of performance as the acceptable limit. It is possible, however, to identify an appropriate group of similar courses taking into account level, discipline, class size, quantitative subject matter, etc. (norm referenced). The ideal is to provide results for the course itself (e.g., BIO 101) across all sections (Benton & Ryalls, 2016). However, when a course is taught in both face-to-face and online formats, the different modes of delivery must be taken into account in the formation of comparison groups. A faculty member's aggregate SRI data should not be presented along with comparison group data unless also reporting the results of appropriate statistical tests (parametric or nonparametric) which indicate whether the faculty member's ratings are statistically different from the reference group.

Even with well-developed SRIs, comparison groups, and statistical techniques, not all department chairs, committees, and administrators have the background to understand the appropriate interpretations of course evaluations. It is important to present the data clearly and to provide guidance about its use (Boysen et al., 2014).

Covariates

In a review of the research on SRIs, Benton and Cashin (2012) noted that well-constructed SRIs are generally reliable and have been found to be valid when compared to other acknowledged measures of teaching (teacher self-evaluation, alumni ratings, and evaluations by trained observers) (Spooren et al., 2013). However, significant but small differences have been found related to:

- Student: expected grade, effort/attendance/motivation, gender (interacts with faculty gender)
- Teacher: Gender (mixed results), teaching experience, age, personality
- Course characteristics: class size, difficulty, discipline, perceived workload, course type (level, major vs. elective, etc.)

This indicates the need to be able to account for these variables either in the SRI system or on the SRI itself.

6. Main Recommendations

a. Define effective teaching

An essential first step in developing any effective tool for the rating of instruction is for departments to define effective teaching. The EPC recognizes the autonomy of academic departments to define effective teaching in their specific contexts. We also recognize that effective teaching will vary across modes of course delivery (e.g., large courses, online courses, seminars, etc.). As discussions are moving forward regarding a campus-wide SRI system, the EPC endorses an approach that will accommodate the different definitions of effective teaching across departments and across modes of delivery. As Benton & Cashin (2012) note, "Effective teaching can be demonstrated in many ways, and no instructor should be expected to demonstrate proficiency in all methods and styles. Moreover, teaching methods may vary, depending on the course content, student characteristics and size of class." Any SRI system will need the flexibility to accommodate different questions across departments.

b. Follow best practices in instrument development

After departments have defined effective teaching and are ready to develop an SRI instrument, they may consider selecting scales (see definition of a Likert Scale from page 2) from a validated instrument as a starting point and adding any specific departmental questions to those already-developed scales. Focus on what students can report on and what they care about (Spooren et al., 2013). The EPC recommends limiting the total number of SRI questions to 15 or fewer when possible in order to encourage higher response rates. The EPC also recommends that the bulk of the SRI be formative questions designed to encourage continuous improvement. Best practice suggests that some global questions be included in SRIs related to overall teaching effectiveness (for summative evaluation). The EPC recommends that departments decide whether to develop scales for teaching qualities or to use a limited number of single global questions for summative evaluation. Appendix B enumerates the steps for developing effective instruments for collecting student ratings of instruction. In addition to deciding on and piloting the questions and rating scales, it is important to think through the uses of the results at the beginning of the process. Determining how results will be used (faculty only, aggregate over time, program level snapshot) and to whom they will be reported (faculty, department chair, promotion committee) should inform the structure of the rating instrument. It is also important to identify and plan for collecting contextualizing information such as discipline, course level, elective vs. major, etc.

c. Standardize administration and policy

After departments develop appropriate instruments, they also need to determine the best way to administer their SRIs. Administration may vary based on department. However, instructions to students should be consistent across administrations in a given department and should preferably be provided in written form. Based on our review, the EPC recommends giving consideration to encouraging robust responses in both face-to-face and online classes, while maintaining student anonymity.

Departments need to decide on and document their policies regarding course evaluations and their use in faculty evaluation in advance and apply those consistently. Departmental policy should provide guidance for the use of results from courses with low response rates, which courses will be aggregated for evaluation purposes as well as policies around data access. For example, faculty should know whether their evaluations are based on data for all courses, all courses after they've been taught at least once, or 10 best courses for all faculty, etc. They need to know in advance if there are courses to be excluded (e.g. small seminars).

d. Conduct appropriate analysis and present results appropriately

At minimum, any system for collecting SRI information will need to have the capacity to aggregate data at multiple levels (instructor and program) and over time. It will need to present reports for individual courses and to aggregate across a faculty member's courses over time. It will need to be able to designate comparison groups for courses and faculty and to be able to conduct the appropriate statistical tests to compare instructor results to comparison group results and indicate the areas that are statistically different. Reporting needs to include information for both the instructor and the comparison group, information about statistical tests, as well as the contextualizing data such as class size, level, major, etc. The kinds of analyses described in section 5 (above) as being valid must be adhered to.

e. Plan for the use of findings

Departments should decide if evidence will be used formatively or summatively. Formative assessment or evaluation during a course or program provides information useful in improving learning or teaching while the activity is still occurring. Summative assessment or evaluation is conducted at the end of a class or program and is used to make determinations of quality, worth, and/or ability to meet targeted outcomes. We recognize the authority of academic departments to not only construct effective SRIs, but also to decide about how those data will be used by individual faculty and by the departments in review and promotion processes. Academic departments must also meet the expectation that SRIs used for performance evaluation are demonstrably valid and reliable.

f. Provide guidance for interpretation.

As noted above, not all faculty and administrators understand the appropriate interpretation of SRI data. In order to be sure that SRIs are used appropriately in faculty review processes, instructions need to be provided about the meaning of statistical significance, how to interpret results and to understand what kind of interpretations are not appropriate (Benton & Cashin, 2012). Administrators and members of personnel committees should use broad categories, rather than try to interpret decimal point differences.

g. Provide supportive feedback

Since the primary purpose of SRIs is formative feedback to faculty members, and research supports that getting feedback can help faculty improve their teaching, it is important to identify how faculty will be supported to use their course evaluations for improvement. Departments should discuss and document their own practices for supporting faculty in the formative use of SRI information. OAI, through their teaching consultations, is another avenue for feedback and support. OAI can also provide feedback to departments about how aggregated course evaluations may contribute to departmental assessment efforts.

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Appendix A
Definitions of Italicized Terms

(All definitions are quoted from Wikepedia,
various dates, retrieved February 21, 2018)

Types of Biases

Acquiescence bias is a category of response **bias** in which respondents to a survey have a tendency to agree with all the questions or to indicate a positive connotation. **Acquiescence** is sometimes referred to as "yea-saying" and is the tendency of a respondent to agree with a statement when in doubt.

Central tendency bias (sometimes called **central tendency** error) is a **tendency** for a rater to place most items in the middle of a rating scale.

In **social** science **research**, **social desirability bias** is a type of response **bias** that is the tendency of survey respondents to answer questions in a manner that will be viewed favorably by others. It can take the form of over-reporting "good behavior" or under-reporting "bad", or undesirable behavior.

Ordinal data is a categorical, statistical data type where the variables have natural, ordered categories and the distances between the categories is not known.[1]:2 These data exist on an ordinal scale, one of four levels of measurement described by S. S. Stevens in 1946. The ordinal scale is distinguished from the nominal scale by having ordered categories. It also differs from interval and ratio scales by not having category widths that represent equal increments of the underlying attribute.[2]

Nonparametric Statistical Tests

Mann Whitney Test - In statistics, the **Mann–Whitney *U* test** (also called the **Mann–Whitney–Wilcoxon** (**MWW**), **Wilcoxon rank-sum test**, or **Wilcoxon–Mann–Whitney test**) is a nonparametric test of the null hypothesis that it is equally likely that a randomly selected value from one sample will be less than or greater than a randomly selected value from a second sample. Unlike the *t*-test it does not require the assumption of normal distributions. It is nearly as efficient as the *t*-test on normal distributions. This test can be used to determine whether two *independent* samples were selected from populations having the same distribution; a similar nonparametric test used on *dependent* samples is the Wilcoxon signed-rank test.

The **Kruskal–Wallis test** by ranks, **Kruskal–Wallis *H* test**[1] (named after William Kruskal and W. Allen Wallis), or **one-way ANOVA on ranks** is a non-parametric method for testing whether samples originate from the same distribution.[2][3][4] It is used for comparing two or more independent samples of equal or different sample sizes. It extends the Mann–Whitney *U* test when there are more than two groups. The parametric equivalent of the Kruskal–Wallis test is the one-way analysis of variance (ANOVA). A significant Kruskal–Wallis test indicates that at least one sample stochastically dominates one other sample. The test does not identify where this stochastic dominance occurs or for how many pairs of groups stochastic dominance obtains. For analyzing the specific sample pairs for stochastic dominance in *post hoc* testing, Dunn's test,[5] pairwise Mann-Whitney tests without Bonferroni correction,[6] or the more powerful but less well known Conover–Iman test[6] are appropriate. Since it is a non-parametric method, the Kruskal–Wallis test does not assume a normal distribution of the residuals, unlike the analogous one-way analysis of variance. If the researcher can make the less stringent assumptions of an identically shaped and scaled distribution for all groups, except for any difference in medians, then the null hypothesis is that the medians of all groups are equal, and the alternative hypothesis is that at least one population median of one group is different from the population median of at least one other group.

Validity

Consequential validity refers to the positive or negative social consequences of a particular test. ... **Consequential validity** was first proposed by Samuel Messick, a psychologist working for the Educational Testing Service

Construct validity is "the degree to which a test measures what it claims, or purports, to be measuring." ... Modern **validity** theory defines **construct validity** as the overarching concern of **validity research**, subsuming all other types of **validity** evidence.

In psychometrics, **content validity** (also known as logical **validity**) refers to the extent to which a measure represents all facets of a given **construct**. ... A disagreement about a personality trait will prevent the gain of a high **content validity**.

Convergent validity, a parameter often used in sociology, **psychology**, and other behavioral sciences, refers to the degree to which two measures of constructs that theoretically should be related, are in fact related. **Convergent validity**, along with **discriminant validity**, is a subtype of **construct validity**.

In psychometrics, **criterion** or concrete **validity** is the extent to which a measure is related to an outcome. **Criterion validity** is often divided into concurrent and predictive **validity**. Concurrent **validity** refers to a comparison between the measure in question and an outcome assessed at the same time.

In psychology, **discriminant validity** or divergent **validity** tests whether concepts or measurements that are not supposed to be related are actually unrelated. Campbell and Fiske (1959) introduced the concept of **discriminant validity** within their discussion on evaluating test **validity**.

Appendix B

Guidelines for best practice in student ratings of instruction (from OAI)

1. Follow best practices in instrument development
2. Standardize administration and policy
3. Plan for use of findings

1. Follow best practices in instrument development.
- Clearly define effective teaching as well as the components
- Develop questions that measure these components
- Measure behaviors/practices that are observable
- Develop response scale
- Develop two forms: one for formative assessment and one for summative
- Test questions with the intended audience and use to modify each form
- Determine how to analyze data appropriately, based on scale and use
- Determine how results will be reported and used
- Determine who will provide results and in what form
- Collect contextualizing information, especially if comparisons are made (discipline, yrs. taught, …, course elective or required, course level)

2. Standardize administration and policy
- Standardize administration process:
- Set stage for importance (and use) with students and faculty
- Use an agreed upon core set of questions
- Use motivators rather than incentives (consider equity in this online vs face-to-face) to increase student response rates
- Ensure student anonymity
- Determine method(s) of delivery (face-to-face or online)
- Embed in context likely to increase response rate
- Aim for a response rate of at least 10 students per course or 2/3 of class whichever is higher. If response rates low, combine scores across terms for the same course.
- Standardize analyses based on data type (e.g., treat ordinal variables appropriately).
- Provide data interpretation and distribution guidelines
- Determine audience for results and level of information needed.
- Determine policy around data storage and access

3. Plan for use of findings
- Develop plans before collecting assessment evidence
- Develop recommendations for formative use to improve teaching.
- Develop guidelines for summative use with other evidence to improve decision making.